U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Ms. Melissa Giesregen
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bayfield Elementary School
(As it should appear in the official records)

School Mailing Address 300 North 4th Street
(If address is P.O. Box, also include street address.)

Bayfield	WI	54814-5001
City	State	Zip Code+4 (9 digits total)

County Bayfield County

Telephone (715) 779-3201   Fax (715) 779-5268

Web site/URL https://www.bayfield.k12.wi.us/   E-mail   mgiesregen@bayfield.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. Jeff Gordon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail jgordon@bayfield.k12.wi.us

District Name Bayfield School District   Tel.   (715) 779-3201
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Nicole Boyd
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district   2 Elementary schools (includes K-8)
   (per district designation):   1 Middle/Junior high schools
                                         1 High schools
                                         0 K-12 schools

                                         4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban
   [X] Rural or small city/town

3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	20	36
K	13	18	31
1	16	14	30
2	16	11	27
3	16	13	29
4	13	8	21
5	9	18	27
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	99	102	201

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   <u>80</u> % American Indian or Alaska Native
the school (if unknown, estimate): <u>1</u> % Asian
                                              <u>0</u> % Black or African American
                                              <u>5</u> % Hispanic or Latino
                                              <u>0</u> % Native Hawaiian or Other Pacific Islander
                                              <u>12</u> % White
                                              <u>2</u> % Two or more races
                                              100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: <u>3</u>%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred *from* the school after October 1, 2017 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2017	201
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: <u>0</u> %
                                                       <u>0</u> Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: <u>76</u> %
     Total number students who qualify: <u>152</u>

8. Students receiving special education services: 19 %
                                                       39 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

1 Autism	0 Multiple Disabilities
0 Deafness	1 Orthopedic Impairment
0 Deaf-Blindness	4 Other Health Impaired
13 Developmental Delay	1 Specific Learning Disability
7 Emotional Disturbance	9 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
1 Intellectual Disability	0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	93%	94%	93%	91%	92%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The School District of Bayfield will support the educational and developmental growth of each and every student while utilizing available resources in a respectful and prudent manner.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

The School District of Bayfield is located in a rural, picturesque area on the south shore of Lake Superior and has an enrollment of 412 (4K-12) students who are spread out over 250 square miles throughout five different communities (Red Cliff Indian Reservation, Madeline Island, Township of Russell, Township of Bayfield and the City of Bayfield). The 4K program is a new addition to our district this school year. Our district is comprised of two elementary schools: one located on Madeline Island and the other within the city of Bayfield. Our district also houses one middle school and one high school. The 4K-5 Bayfield Elementary School is comprised of 201 students. Approximately 80 percent of our students are Anishinaabe (Native American). Being in a high poverty area qualifies the school district to provide free breakfast and lunch for all students.

The school has supported the value of collaborative staff time whereby thirty minutes daily is made available to teaching staff, without students, to engage with one another. This has provided much needed time for staff discussion and collaboration. Another initiative that the school supports wholly is the practice of Response to Intervention (RtI). A thirty minute time block has been made available for staff to provide Tier II interventions to students who need the support. There are four scheduled times for interventions to take place; students not in need of interventions are provided enrichment activities during that time. As a 4K-12 building, staff and space are shared, so a high school teacher may be providing intervention or enrichment to elementary aged students. The school works closely with the Red Cliff Tribe and local agencies. A memorandum of understanding is in place between the school and various agencies--as an example, the Red Cliff Tribal Clinic has a satellite space set up right at the Bayfield school. This allows students to participate in mental health services right on campus--a plus for all. The Tribal Johnson O'Malley Education committee provides support to the school through partial funding of a tutor and bus monitor.

In a long line of initiatives, the school has embraced Positive Behavior Interventions and Supports (PBIS) as part of our Multi-Tiered System of Support (MTSS). With training and support, the staff have fully embraced the goals of PBIS and no longer rampantly write students up as their first thought and action. There has been a documented reduction in the number of write-ups by staff. Our staff works diligently to engage families and the community in our educational efforts. We have made great strides in attendance and graduation rates and continue to work toward improving standardized test scores--an area in which many of our students have traditionally struggled. We have effectively implemented culturally-responsive PBIS programs that have improved school atmosphere and discipline. For these efforts, we have been named a School of Merit by the Wisconsin Response to Intervention Center, and we achieved Bronze Medal status from U.S. News & World Report.

Bayfield Elementary uses evidence-based, culturally responsive practices that are aligned with our district's student population. Our universal instruction follows the Wisconsin Department of Public Instruction's recommended minutes as a guide for scheduling time for content in the areas of English language arts (ELA), math, science and social studies. In 2012, our middle school was identified by Wisconsin DPI as having math deficits in middle school math and we were then labeled as a "Focus School." At that time our staff was given time to unpack and vertically align the Wisconsin State Standards and benchmarks in ELA, math and writing K-12. After that, staff prioritized the standards in each of the above-mentioned academic areas to use as a guideline at the K-5 grade levels and developed learning target "I Can" statements so students know what they are learning. The district also changed teachers' working hours to warrant time for morning collaboration and set a half hour aside each day for student enrichment and Tier II interventions that we call "Troller Time." We developed professional learning communities (PLCs) to establish non-negotiables that ensure high-quality instruction is occurring with fidelity at the universal level. Our K-5 staff use student data walls to assist with differentiating instruction at the Tier II and Tier III levels, and review them after every six weeks of interventions and make student groupings change as needed.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

1a. Reading/English language arts:

Three years ago, our district adopted Houghton Mifflin Harcourt Journeys as our reading language arts program which is aligned to the Wisconsin State Standards. This program is a complete K-5 program that provides an instructional system for reading, for developing and acquiring foundational skills, and for developing mastery of speaking, listening and writing. Our 90-minute English language arts block in grades K-5 is structured utilizing The Daily 5/C.A.F.E. (Comprehension, Accuracy, Fluency, and Expand Vocabulary) framework and Journeys. Our district ensures that all K-5 staff are trained in The Daily 5/C.A.F.E. The Daily 5/C.A.F.E. framework allows students to work in small guided reading groups, to work independently, to work in pairs during rotations, and provides student choice. The Daily 5 rotations emulate the gradual release of responsibility framework for our K-5 students. Reading instruction is delivered based on The C.A.F.E. system, which supports students in reaching their fullest potential as successful readers. Formative assessments include daily classroom observations, mastery of The Daily 5/C.A.F.E. reading strategies, completion of Journeys Reader's Notebook (grammar) lessons, portions of Journeys weekly tests that cover our priority standards, and Fountas & Pinnell reading benchmark assessments. Summative assessments include Journeys unit tests. Staff continuously look at both formative and summative assessment data to determine the pacing and instructional needs of all learners to improve student mastery of concepts and determine flexible groupings. Raz-Kids and the Accelerated Reading Program are used as reading incentives for our students. For writing instruction, K-5 staff use the 6 + 1 Trait Model of Instruction and Assessment, and the Journeys Writing Notebook to improve the quality of student writing.

1b. Mathematics:

The Bayfield Elementary School adopted Houghton Mifflin Harcourt Math Expressions five years ago. We teach our math curriculum with fidelity as it is aligned to the Wisconsin State Standards and College and Career Readiness Standards. The eight essential standards for mathematical practices are infused throughout all lessons. These practices include the following concepts: making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity, and repeated reasoning. This program is a researched Pre-K-5 curriculum that helps children make sense of math by exploring, discussing, and demonstrating their understanding of key concepts. Daily inquiry-based and hands-on lessons teach students how to think more deeply and models a variety of ways to solve math problems. Students use "math talk" on a daily basis to explain and justify their solutions to problems. Once again, we use a variety of instructional strategies that include whole group, small group, think-pair-share, and working independently. We continually look at our student data to differentiate and modify our instruction so that all students can be successful in reaching their highest potential in math. We use Math Expressions daily formative lesson assessments, quick quizzes, fluency checks, unit review tests and unit tests as our formative and summative tests. These assessments and probes drive universal instruction and planning, as well as inform teachers of possible skill-deficits that need to be retaught. In addition to these tools, students gain further math knowledge by logging onto the Think Central website (a component of Math Expressions) to complete assignments, to develop fluency in math facts and operations, and to apply what they have already learned. We also use computer-based math programs such as Education Galaxy, XtraMath, Happy Numbers and Prodigy to enhance students learning.

1c. Science:

Just one year ago, our district adopted McGraw Hill Inspire Science which is a K-5 science program based on the Next Generation Science Standards (NGSS). These standards are cross-curricular in nature and encompass the four domains of science: life science, earth and space science, engineering, and physical science. Using a three-dimensional approach, these standards provide an understanding of inquiry and cause

and effect that promote higher level thinking and encourage students to delve further into each concept. This program is immersed in Science, Technology, Engineering, and Math (STEM) opportunities and uses the 5E instructional framework where students are able to Engage, Explore, Explain, Extend (or Elaborate), and Evaluate each lesson. K-5 teachers use the many digital planning tools and resources that are available to enhance their science lessons. We teach our students how to use the digital student center to further enhance their science experiences. There is a student notebook that students use as an ongoing journal to build their communication and writing skills. We show students the videos of the STEM Career Kids who explain and discuss real-world scientific concepts. Teachers use the differentiated instruction suggestions in each module for students, as needed. Our students are evaluated through the performance tasks at the end of each lesson. Mastery of performance tasks are used as indicators to measure students' understanding of concepts and delivery of new material to ensure all learners have a firm understanding of the essential learning targets.

1d. Social studies/history/civic learning and engagement

Our district purchased Houghton Mifflin Harcourt's Kids Discover social studies program this school year. Kids Discover social studies intrigues K-5 students with colorful student magazines and hands-on activities. We engage students by having them underline, circle, and highlight key events and ideas. We use the digital components of the program to enhance student learning. Students can take trips powered by Google Expeditions. This technology shows students the places where stories became history. We use the differentiated tools, as needed, to build a strong knowledge base and to promote effective expression for students of every level, from struggling to advanced. The daily lessons build content knowledge, encourage language development, and strengthen students' vocabulary. Pre- and post- assessments are either taken electronically or on a hard copy. We also give students a quarterly benchmark test. Teachers determine from these assessment tools whether students are grasping new concepts, vocabulary, and expanding their knowledge of social studies standards. The assessment data gives teachers the information they need to determine if they should reteach a skill or if students are ready to move forward.

We ensure that all of our content area curriculums follow a clear and vertical scope and sequence and revolve around the essential questions for each unit taught. All subjects and content are differentiated to meet the needs of all learners and follow the Universal Design Framework (UDL) for instructional delivery and student engagement. We use a blended approach to assess both knowledge and skills for mastery of all standards.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

This school year we began our journey implementing four-year-old kindergarten programing in two community sites. Bayfield community four-year-old kindergarten provides access to quality, developmentally appropriate early learning opportunities for four-year-olds through community and family partnerships. Children learn specific skills and knowledge that are aligned to the Wisconsin Model Early Learning Standards (WMELS). There is an emphasis on reading/language development, as well as social/emotional learning and early numeracy development. Students with exceptional needs are provided early interventions to help support adequate progress. Our focus this year, has been on developing our outcomes and benchmarks to ensure students are prepared for the transition into kindergarten. We identified priority standards in math, early literacy and social emotional development. While all kids come to our four-year-old program at different ability levels, we strive to provide the learning opportunities for them to transition into kindergarten at or above our end of the year expectations.

2. Other Curriculum Areas:

Ojibwe Culture:
Our Ojibwe culture programming proudly illuminates the beautiful culture of the Ojibwe people. Each grade level meets with the culture instructor once a week for 43 minutes. Discussion topics covered include

language (Ojibwemowin), listening to and speaking Ojibwemowin, treaty rights, traditional art, traditional foods, dance, pow wow, and songs. Storytelling happens each winter and a progression of vocabulary is built up over the years. Students practice speaking the Ojibwe words for numbers, colors, animal names, introductions, family members, and commands. Our children participate in songs, games, and monthly pow wow celebrations. Once a year the students perform in an annual concert which showcases each grade level singing various songs entirely in Ojibwemowin.

Art:
Our elementary art program looks at why we teach art, and what art means. The program develops art skills, supports self-expression, builds student confidence, develops critical thinking skills, and allows for artistic growth with age-appropriate art lessons. Students build an art portfolio each year while learning about art language, color properties, and art tools through active exploration with painting, drawing, clay, printmaking, and sculpture. Imagination is encouraged and individuals are supported through a variety of art mediums and techniques. Beyond the process of making art, students gain an understanding of art through discussions and the study of artworks across cultures and time. All K-5 students meet for their art instruction one time a week for 43 minutes.

Library:
Every week for 30-minutes, kindergarten through second-grade students have library class. Every week for 45-minutes, third-grade through fifth-grade students have library class. Students learn technology skills, research skills, and digital citizenship through engagement, exploration, collaboration, and inquiry. Library curriculum also includes learning about different authors, genres, and parts of books. The library media specialist teaches students how to find good fit books and develop comprehension skills while supporting each student's individual interests. Reading is encouraged and supported by the Accelerated Reading program. Students are rewarded for reading books and their comprehension is tested with online quizzes. Students earn points for each quiz they take and are motivated to read more books. Students are also exposed to beginning computer coding with robots, computer programming, and STEM. Use of computers teaches students online research, navigating websites, and evaluating websites for credibility. The library program works in partnership with teaching staff to support classroom learning.

Physical Education:
Three times a week for 43 minutes students in kindergarten through fifth grade meet for physical education. Physical education is a popular highlight of the day for most students who cannot wait to participate in a wide variety of concepts related to movement. Gross and fine motor movements are practiced along with growth of spatial awareness, teamwork, and in being a good sport. Our physical education offerings include whole class settings as well as independent physical education classes for individuals requiring a less stimulating environment. Our elementary physical education class instruction practices exploration of indoor education and movement as well as outdoor education opportunities. In addition to these offerings all students in first through fifth grade participate in Red Cross certified swimming lessons through a unique partnership with our community recreation center.

Music:
Students receive lessons about musical concepts twice a week for 30 minutes. These valuable music experiences include concepts such as rhythm, beat, singing, moving to music, note reading, instrument introduction, exploration of music with many different performers and composers. Our elementary students perform each year for their families and the public in an annual winter concert which is very well attended.

School Counseling:
The school counseling program is very much integrated into the entire district. The focus is on the whole child with lessons that support Social-Emotional Learning and emotional intelligence. Counseling integrates our PBIS philosophy and schoolwide framework with explanations of honesty, kindness, cooperation, responsibility, and respect. The core of the programming teaches identification of feelings, learning to speak up for oneself and being the best one can be. Our guidance counselor's goals are to help students reach academic, career, personal safety, and social needs. Our elementary students benefit from being part of a kindergarten through twelfth-grade campus with the possibility to participate in a mentorship program. Identified elementary students are paired with a middle or high school mentor. Together, they meet weekly

to talk, play games, go for a walk, and bond over time spent in each other's company. Students at Bayfield Elementary participate in a formal guidance lesson once every two weeks for 40 minutes. Our guidance program is further supported by classroom teachers who instruct lessons and activities from the Second Step curriculum.

3. Special Populations:

Bayfield Elementary School provides a rich environment that meets the needs of all of our learners. We embrace the Universal Design for Learning Framework (UDL) and infuse this model into our K-5 curricula. We like to take the approach that if more time or a graphic or visual is helpful for one student, why not make that resource accessible to all students. By designing units and lesson within the UDL framework this helps us meet the needs of all of our learners. Within our school 19% of our students have IEPs or 504 plans. We want to meet all of our students where they are at, both academically and socio-emotionally, in the classroom with supports in and out the classroom. Lessons and activities are designed to take into account all learning styles while differentiating enough to let students demonstrate multiple means of understanding and representation.

Within a 90-minute daily literacy block we use the Daily 5/C.A.F.E. structure in all classes for the delivery of English language arts. Students work in small, flexible groups based on assessment data and rotate throughout the five pillars of literacy: read-to-self, word work, work on writing, listen to reading, and read to someone. Guided reading groups and one-on-one goal setting occurs at this time. During our 60-minute math rotation, all K-5 teachers use Cognitively Guided Instruction (CGI Math), Daily 3 math rotations, and a variety of hands on and visual manipulatives to allow students to articulate concepts versus simply reciting rote responses. These rotations include math by myself, math in writing, and math with someone.

By using Daily 5/C.A.F.E. in our literacy block and C.G.I. Daily 3 within our math block we are ensuring that our K-5 non-negotiables are being met. These non-negotiables include all students receiving instruction at their independent learning levels in small flexible groups. Students are given multiple opportunities for both practice and application. In addition, students are provided with resources that are meaningful, engaging, and culturally relevant. We provide opportunities that meet the learning styles of all of our students in a student-centered learning environment that promotes independence in both literacy and mathematics.

Within our universal curriculum we have interwoven other tiers of support throughout each school day to ensure we are providing students with additional practice in the areas of reading, writing and math. We have developed a 30-minute time each day for students to receive more intensive group support or enrichments for those excelling within courses. This is extensively detailed in Part VI of our narrative. During morning collaboration time, grade level teachers meet together to strategize and build lessons that are accessible to all. Frequently, special education staff and our reading and math specialists both attend these meetings to offer up new approaches to providing instructional tools and assessments that take into consideration multiple intelligences and multiple means of representation.

Tier III math and reading is also provided to students by highly qualified reading and math specialists. We have a comprehensive RtI model in place which ensures that students are receiving interventions at the Tier II and Tier III level with fidelity and evidence- and research-based interventions. We are a schoolwide Title I school and feel that we are striving to meet the needs of all of our students. Students performing above grade level are identified based on both formative and summative assessment data. These students are provided with opportunities to participate in enrichment groups that focus on STEM, advanced reading, the arts, mathematical reasoning, Ojibwe culture/language, and technology. Within universal instruction these students' needs are also taken into consideration and lessons are tailored to individual student needs.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

At Bayfield Elementary School, we believe it is imperative to have a thorough understanding of instructional best practices and to create a school culture that embraces staff professional growth to assure high levels of student achievement. We develop and maintain organizational systems to establish a learning environment with instructional programs that meet the diverse needs of our learners. We are focused on creating and implementing a comprehensive curriculum, but it is just as critical to monitor instructional programs for continuous improvement to increase student achievement through data-based decision making and by establishing multi-level systems of support that will result in continuous district improvement. We foster a love for learning and engage students by leading by example. Students watch staff model our Strive for Five values of respect, honesty, kindness, cooperation and responsibility to create a positive, safe and engaging school community.

Since we are a small school we have the advantage of fostering a positive environment for students by really getting to know how each student learns; but more importantly, perhaps, are the relationships we establish with students, parents, families and various communities within our school. Our staff work diligently to honor and respect our minority students, which is our majority, by incorporating Anishinaabe heritage through Native American culture classes, monthly pow wows and an all school spring pow wow. These activities are led by Native American community members, as well as our high school student drum group, Wigwam Express. We also have our older students take an active role in supporting our younger students in our mentoring program and our high school and middle school student council groups create a Positive Behavior Interventions and Supports winter carnival each year to recognize our students' hard work, positive behavior and efforts. To begin our winter carnival event each elementary student may invite a special guest to visit the school and enjoy a complimentary lunch to recognize the student for their positive behavior.

In addition to keeping students engaged and motivated we also support the needs and development of our teachers by providing them with funds annually to build classroom libraries as well as providing professional development opportunities that are aligned to our PBIS and RtI action plans. Each year teachers have students assist in selecting books to build their libraries and purchase hands-on materials to enrich their learning experiences.

Through the establishment of a proactive, professional learning community we promote the use of best practices to improve instructional techniques, intervention strategies and materials for students with differing needs and abilities.

2. **Engaging Families and Community:**

The Bayfield School District engages families and community members throughout the school year by including them in their child(ren)'s educational process on a daily basis. Additionally, the district provides several family nights and family engagement opportunities throughout the course of the school year. Informational letters are sent out by K-5 teachers, specialists, our school nurse and by administration as needed throughout the school year. We begin each school year by holding a K-5 open house on the first day of school. During the open house, families and their child(ren) are given the opportunity to meet with teachers to discuss grade level expectations.

Our district invites families and community members to our beginning of the school year "Kick-Off Dance Celebration." This event has been held during the past few years to celebrate PBIS Awards of Merit and Distinction at the elementary, middle and high school levels, and for our K-5 recognition at the silver level for math and reading. In November, we held a 4K through Grade 12 PBIS/RtI/ACP informational night for families at the Legendary Waters Event Center in Red Cliff. For the fourth year in a row our district has put on a 4K through Grade 12 Science Night. Just recently we held a 4K through Grade 5 Kick-Off to March Madness Reading Family Night. Family nights include light snacks and raffle prizes. Last March, a Winter

Carnival was held for our K-5 students. All K-5 parents were invited to come to school to have lunch with their child(ren) on this day. During our Winter Carnival, students participated in fun activities in the gym and listened to Ojibwe storytellers from our community in their classrooms.

Families and community members are encouraged to be active participants in our school district and are invited to volunteer in classrooms, and for other events throughout the school year. Incoming kindergarten students and their families are given several opportunities to visit our school to learn about our school-wide expectations, and to talk with our kindergarten teachers. Our district also invites families and community members to have breakfast at our school once a month. We are an inviting and family-centered building and work hard to ensure families are active participants in their children's educations. We have found that actively involving families not only keeps them informed but also helps to break down barriers of historical trauma while establishing a partnership for student success and a positive school climate.

3. **Professional Development:**

The School District of Bayfield provides all staff with a variety of professional development opportunities throughout the year that are aligned to our district's strategic implementation plan and our mission of providing academics through a lens of trauma informed care.

We realigned our K-5 math curriculum when our district was identified as a Focus School in math (middle school) during the 2012 school year. We recognized that we had gaps that needed to be addressed. We provided staff opportunities to unpack state standards to develop outcomes and benchmarks which our district then adopted. From there we purchased materials--Houghton Mifflin Math Expression--aligned to the Common Core State Standards. We continue to offer all K-5 teachers instructional coaching around the new series and opportunities to examine School Wide Implementation Review (SIR) Math data and retool instructional approaches.

In addition to math, as teachers and administrators within our K-12 building we recognized that student writing had limitations and many educators admitted that they were not confident in their abilities to teach writing. During the summer of 2014 all K-5 teachers attended a 6+1 traits of writing training. In the summer of 2015 a group of teachers created district-wide vertical rubrics aligned with the common core standards. Multiple after school writing workshops continue to be offered, where teachers practice scoring student samples and collaborate with best practices around writing. We have fully embraced our district writing initiative and have had a school wide writing for as Student Learning Objectives (SLOs) for the past two years.

In addition to our academic professional development over the course of the past three years we have been providing workshops and trainings through the lens of trauma informed care. As a staff we began previewing the Wisconsin Department of Public Instruction Trauma Sensitive Schools Online Professional Development modules. Last year we invited all staff to participate in two book studies. We have had someone come in and do all staff workshops. In addition we have had two book studies open to all staff. The books were Fostering Resilient Learners--Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers and Lost and Found by Dr. Ross Greene. Both book studies were well attended and sparked some rich conversations among staff.

All of our professional development opportunities are meaningful, purposeful, data-driven and intended to provide our students academic as well as social-emotional learning growth.

4. **School Leadership:**

At Bayfield Elementary School, we believe it is essential to collaboratively develop a vision of learning. Every five years we engage in a strategic planning and goal setting process in the School District of Bayfield. This collaborative process for developing and implementing a vision for student achievement provides a common direction of growth for staff, leaders and all stakeholders within the school community. At the School District of Bayfield, our vision is as follows: The School District of Bayfield is a data-driven learning organization committed to educating students in a safe environment that encourages and values the

individual learner. District education is grounded in respect for diversity, reflection, exploration and action.

The principal believes in the school vision and articulates these beliefs through her words and actions. The principal has been in the district for nine years, seven of those years as an elementary teacher and teacher leader.

The principal works directly with staff on articulating a direction for improved student learning by leading and developing data-driven, results-oriented goals for curriculum and instruction. You will see the principal at all of the Professional Learning Community (PLC) and data team meetings every morning. In addition, the principal conducts regular walk-throughs and annual evaluations using the WI Educator Effectiveness System - CESA 6 Stronge Model. The walk through form was collaboratively created with staff to identify "look-fors" that were invaluable to student learning. Our primary focus for our evaluations is to provide staff with support and feedback on their instructional practices to enhance student learning.

In addition, we utilize many teacher-leaders in our school to build a capacity of shared leadership to lean into our commitments to continually grow and improve. We have an RtI coordinator and two RtI coaches as well as a PBIS coordinator and two coaches that are designated to support our multi-level systems of support. Our continuous growth and improvement is centered around the Schoolwide Implementation Review (SIR) and Tiered Fidelity Inventory (TFI) results to guide implementation and sustainability of our systems. These surveys are taken by our leadership team as well as our English Language Arts committee and Math committee. The district leadership team, RtI and PBIS Coordinator and Coaches utilize the results to action plan and allocate resources.

At Bayfield Elementary School we live by the saying, "It takes a village to raise a child."

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

One of the most successful academic practices that we have created in our K-5 school is called Troller Time. Troller Time is a 30-minute increment of time built into each day where students in need of Tier II reading and/or math support can work with highly qualified teachers on explicit skills. Troller Time was created three years ago when teachers observed that there were students in grades K-5 that could benefit more in small groups practicing specific math and reading skills above and beyond the daily small guided reading groups and math groups that all students participate in during universal instruction. We built our K-5 schedules to ensure that every grade had this time built in at every grade level. Troller Time is for all students. Students who need the explicit help attend small groups not to exceed five students, while kids not in need of interventions are in elected enrichments such as additional arts, gym, library, typing, Lego writing club, math and reading games.

Another nice feature about Troller Time is its fluid and flexible nature allows us to meet the needs of all of our students as learners while being creative with groups. Troller Time groups are determined by regular assessment data, both formative and summative, such as STAR Reading, STAR Math and Fountas and Pinnell Reading Assessments. Every six weeks we sit down as grade bands: kindergarten, 1st, 2-3, & 4-5 with all stakeholders--classroom teachers, special education teachers, the principal, reading & math interventionists and RtI coaches. We meet during our morning collaboration time and look at student data, which includes progress monitoring data and intervention documentation. We then create groups that take into account students' learning styles and the explicit targeted skills students in each group need more practice working on to master.

During this process we keep parents in the loop by providing letters home regarding students movement into and out of the Troller Time groups. Again, these groups are fluid and we examine student mastery every six weeks. We have observed many students enjoy these small group times and look forward to attending their Troller Time groups. Students in enrichments also are enthusiastic regarding the enrichments that they get to participate in. As a K-5 school, we have been using Troller Time for the past three years and we are seeing results not just within data but with students' confidence and active involvement within these groups. Troller Time is culturally responsive in that it is meaningful and purposeful for all students. Children who may not speak out in a large group setting get the small group attention that all kids crave. Lessons and activities are built around students' interests and students take an active part in goal setting. Children also get to build a more personal bond with other students and their teachers while in both the Troller Time Tier II interventions and the enrichment activities. While our longitudinal STAR data for reading and math shows significant student growth, it is the climate and our students' enthusiasm for Troller Time that speaks volumes.