

U.S. Department of Education
2023 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 Mr. Edward Ringsby
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Willow Glen Primary School
(As it should appear in the official records)

School Mailing Address 2600 East Bolivar Avenue
(If address is P.O. Box, also include street address.)

City Saint Francis State WI Zip Code+4 (9 digits total) 53235-5434

County Milwaukee County

Telephone (414) 486-6300 Fax (414) 486-6305

Web site/URL https://www.stfrancisschools.org/o/willowglen E-mail eringsb@sfsd.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Deborah Kerr E-mail dkerr@sfsd.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Saint Francis School District Tel. (414) 747-3901

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Chris Finch
(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.

(School Board President's/Chairperson's Signature) Date _____

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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	44
K	38
1	45
2	52
3	47
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	226

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1.3 % American Indian or Alaska Native
 - 3.1 % Asian
 - 6.6 % Black or African American
 - 28.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 55.8 % White
 - 4.5 % 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 2021 - 2022 school year: 7%

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 <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2021	217
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Spanish, Yoruba, Hmong, Hindi, Ukrainian, Tagalog

English Language Learners (ELL) in the school: 5 %

12 Total number ELL

7. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 124

8. Students receiving special education services with an IEP: 19 %
Total number of students served 44

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>10</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>11</u> Other Health Impaired
<u>2</u> Developmental Delay	<u>0</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 3

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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 15:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	90%	92%	93%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

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

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

In partnership with our families, we will EMPOWER students to ACHIEVE extraordinary success and LEAD in a future-driven diverse world.

17. Provide a URL link to the school's nondiscrimination policy.

<https://go.boarddocs.com/wi/stfsd/Board.nsf/Public?open&id=policies#>

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

PART III – SCHOOL OVERVIEW

Willow Glen Primary School proudly serves students from four-year old kindergarten (4K) through third grade in the St. Francis Public School District. St. Francis is located on the beautiful shores of Lake Michigan and is a quiet, quaint city neighboring the bustling city of Milwaukee, Wisconsin. While many of the houses are home to older families and couples, as the average resident age is nearly ten years older than the average age across the state, the city is currently in a stage of evolution and rebirth. It was recently featured in Milwaukee Lifestyle magazine as a place with “Red Hot Real Estate” because of its “excellent school system and small-town feel” (Schuster, August 2022). The community’s residents have strong roots and deep connections, with multiple generations of families having passed through the halls of the schools. While many of our students have familial connections to the school, we also provide the opportunity to families residing outside of the district to attend our schools through the open enrollment process. Today, 21% of Willow Glen’s student body resides outside of the city of St. Francis. This allows for a more diverse student body, creating a culturally rich school community.

The community believes strongly in its schools, as demonstrated in their voting to approve a capital improvement referendum in 2021. This referendum has helped to renovate our aging, seventy-year-old building and transform it into a next-generation learning facility. This has enabled Willow Glen to provide: an outdoor classroom with a garden designed in partnership with our students; an Innovation Lab that engages students in the engineering and design process; collaborative learning spaces; and furniture to allow flexible seating and versatility for our youngest learners.

In the fall of 2021, Willow Glen was recognized by U.S. News and World Report as being ranked in the top 30% of elementary schools in the state of Wisconsin. Our classrooms exude a comfortable, welcoming, student-friendly atmosphere. With a student body of 226, and class sizes averaging 15 students, staff members are able to get to know students and their families well. They are able to greet every child by name, while also recognizing each child’s unique qualities.

In cooperation with our families, we work to address the academic, social, emotional, and physical needs of all of our students. At family engagement events, a follow up take-home activity is provided for parents to support their child’s learning and social-emotional development. In partnership with our Parent Teacher Organization (PTO), learning experiences are hosted for parents and care givers, such as the Love and Logic program. In addition to regular vision screenings, we partner with a local dentistry service to provide dental screenings and sealants for children. Parents are invited to activities to ensure a successful school transition, so that families are prepared for children to move on to Deer Creek Intermediate School for fourth through eighth grade. This level of care and community makes Willow Glen a truly special place to be.

A strong Positive Behavior Interventions and Supports (PBIS) initiative, coupled with a social-emotional learning curriculum, instills the tools for students to become an integral and collaborative member of their school community. Our PBIS initiative establishes the behavioral expectations and self-management skills for all students. Outstanding positive behavior is honored, as students receive Mariner Medals. With the medals they earn, students then have the opportunity to participate in schoolwide incentives such as borrowing a stuffed animal from the Willow Glen kennel to spend the day with or jumping joyfully in our bounce house. The Second Step social-emotional learning curriculum promotes strategies for students to interact positively with one another, as well as modelling how to address challenges and solve problems. Classroom teachers facilitate this learning, in partnership with our school social worker, and helps to create a collaborative and inclusive environment in which all students can thrive.

Willow Glen staff strive to create a welcoming and nurturing community where all students are recognized and valued. Therefore, instruction for students with special needs is provided within a Co-Serve Inclusion Model. Special education teachers co-plan with the classroom teachers to allow all students access to the general education curriculum, providing a rich atmosphere where collaboration is modeled by the staff. Scaffolding and differentiation to meet student needs is infused within daily classroom instruction. This offers all students the opportunity to engage in their learning through a variety of avenues.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Willow Glen utilizes a structured literacy framework—a research-aligned approach that provides all students with the foundational skills needed to become fluent readers with strong comprehension skills. This requires dedicated time, which involves devoting two hours of core instruction along with 30 minutes of intervention/enrichment time for English/Language Arts (ELA). A structured literacy approach explicitly and systematically teaches essential reading skills, including phonological awareness, decoding strategies, and sight word recognition alongside instruction in comprehension and writing. Connections with students' background knowledge are developed, along with teaching vocabulary to enable students to explore and engage with text more deeply, allowing them to fully understand what they read. McGraw-Hill's Wonders (2023) ELA program was selected because of its alignment with the Wisconsin Standards for English Language Arts and for its compatibility with a structured literacy approach. Since adopting structured literacy last year, there has been a dramatic increase in our students' third grade ELA scores on the state Forward exam, as evidenced by a 30.5% increase in the percentage of students who are proficient or advanced in reading. This year, the reading proficiency level of Willow Glen students exceeded the state average by 19%.

Throughout the year, K4 through second grade students' early literacy skills are assessed using the Phonological Awareness Literacy Screening (PALS). The Wonders ELA program incorporates embedded formative and summative assessments to provide feedback for teachers to monitor and adjust instruction. Additionally, the use of i-Ready assessments incorporates a benchmark system to help guide instruction throughout the year, while seamlessly integrating with MyPath, a computer-based learning program that creates scaffolded, individual instructional pathways for each child. The i-Ready diagnostic assessment is given three times a year, allowing teachers to reflect on students' learning and adjust their whole and small group instruction accordingly. The i-Ready platform also provides scaffolded lessons to assist teachers in planning small group instruction to best meet the needs of all students. Within i-Ready, the school goal is for 80% of students to meet grade level expectations. This year, Willow Glen students are on track to meeting this target, with 59% of students already meeting end of year performance expectations in mid-January. Finally, at the end of the year, third-grade students participate in the Wisconsin Forward exam, a standardized reading assessment. After receiving the results of the Forward exam in the fall of the following year, the third-grade team reflects on the overall trends in their data to better meet the needs of their incoming students and create a goal for the new school year.

1b. Mathematics curriculum content, instruction, and assessment:

Over the past two years, the mathematics proficiency rate of Willow Glen's third grade students has doubled, with 66.7% of students scoring in the proficient or advanced ranges. This exceeds the state average by 18.6%. The primary math program used at Willow Glen is i-Ready Mathematics which is aligned with the Wisconsin State Standards for Mathematics. The program offers our students the opportunity to be flexible users of mathematics while developing a strong conceptual understanding. This reflects the recent shift in the Wisconsin State Mathematics Standards towards students being able to think critically and access background knowledge to creatively solve mathematical problems rather than relying solely on an algorithm. Within i-Ready Mathematics, there is a strong connection to both the content standards and practice standards, as the students work through the sequential delivery of content. The i-Ready "Try It, Discuss It, Connect It" routine encourages students to collaborate and draw on their schema to make sense of a problem. Students use mathematical discourse to talk about the various strategies they used to solve the problem. Students can then connect what they have learned and apply that knowledge to solving new problems. Similar to our literacy instructional framework, teachers first teach students at grade level as a whole class. Then, as students begin applying the skills on their own, individualized attention is provided through small group and one-on-one support.

One full hour is devoted to core mathematics instruction along with an additional 30 minutes to provide intervention or enrichment. The strength of i-Ready is that there is an emphasis on developing a deep understanding that provides the foundation for future learning. As with ELA, i-Ready-embedded formative and summative assessments are used to adjust instruction. The i-Ready diagnostic component is utilized as a benchmark system to help guide instruction three times a year. The i-Ready Mathematics Classroom program connects directly with this assessment and provides a prerequisite report for each unit. This allows teachers to see what level of support students need to master the skills and meet the standards presented in the unit, as well as providing instructional materials to address skills gaps. The assessment provides a scaffolded, individualized instructional pathway for each child as they use the computer-based MyPath within the i-Ready program. At the end of the year, third-grade students participate in the state's Forward standardized mathematics assessment. Once these scores are received by the teachers in the fall, trends are analyzed, and goals are set for their current students.

1c. Science curriculum content, instruction, and assessment:

Foss Science is the primary science curriculum used in our classrooms. It was selected because of its strong alignment with the Next Generation Science Standards. Our young scientists get a chance to draw conclusions and make predictions through the different learning opportunities and experiments that are conducted throughout the year. Findings from science lessons are further integrated throughout various literacy units where students are able to write about their scientific learning experiences. Each grade level covers at least three focus areas over a year. Students enjoy and look forward to these lessons as an engaging, exciting part of each day. As an example, first-grade students plant and then watch that plant grow from its beginning. Along the way, they observe and take notes about changes a plant makes. Third grade students explore the world outdoors as they research aspects of nature and express their findings with illustrations and written descriptions. Teachers use observations and Foss Science's formative assessments to monitor student thinking and learning. This can help teachers address misconceptions while also celebrating student learning and discovery.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

In social studies, we utilize the Teacher's Curriculum Institute (TCI) social studies program, which is aligned to the Wisconsin State Standards for Social Studies. TCI offers an inquiry-based approach that helps students develop their critical thinking skills. Students interact with one another in a variety of tasks that assist them to internalize information. TCI offers many hands-on learning opportunities throughout the school year, while engaging students in cooperative learning. As an example, in the second-grade study of communities, students collaborate with one another to design and construct and display a 3-dimensional community and then discuss what they consider to be the most important components. Each third-grade student designs a map of their community, focusing on elements such as map keys, scale, and directional markings. As with science, social studies concepts are integrated within literacy units. Social studies is primarily assessed through teacher observations and formative assessments. This method of assessment allows teachers to gain insight into students' thinking, while also allowing them to adjust instruction throughout a unit.

1e. For schools that serve grades 7-12:

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

In response to strong parent interest, Willow Glen's 4K program was expanded from a half-day to a full-day program that is offered at no cost to families. Following a similar framework to our older grades, 4K students are exposed to reading and writing, mathematics, social studies, science, and social-emotional curriculum through McGraw-Hill's comprehensive World of Wonders program which addresses the Wisconsin Model Early Learning Standards (WMELS). These standards provide benchmarks for the comprehensive developmental expectations for young children.

In literacy, the major focus is on phonemic and phonological awareness with a connected focus to alphabetic correlations. In math, the focus is on number knowledge, being able to identify numbers, counting to twenty, and knowing whether numbers are greater than or less than another. In social studies, the children learn about themselves as well as the world in which they live. In science, the focus is learning how to be inquisitive and making predictions about what might happen.

Within the 4K classrooms, there is an intentional balance of teacher-led instruction and student-selected learning activities throughout the day. Students also get a chance to participate in art, physical education, and music classes at least 90 minutes per week. Our goal is to provide students with a great first year encompassing a wide range of foundational experiences to prepare them for success in the early grades. A three-year-old early childhood program is provided for students who are identified as qualifying for special education services.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Willow Glen's art instruction follows a consistent lesson structure in each grade, while meeting students at their developmental level. The Wisconsin Standards for Art and Design encourage students to "Create-Present-Respond-and Connect" their artistic experiences to other disciplines, careers, and historical perspectives. The Wisconsin Standards for Music embrace a similar approach to music appreciation through "Create-Perform-Respond-and Connect." For both art and music, the goal is to capture students' interest by engaging them in the creative process. Both the art and music teachers incorporate the learning from other disciplines to further enhance students' background knowledge and understanding. For example, the music teacher recently taught 5K students a song about simple machines which they could be heard singing in our Innovation Lab while exploring simple machines. Substantial time is spent being engaged in the music or art activity. Time is also spent reflecting on fellow classmates' art as well as on professional work, so that observing, describing, and responding become part of the everyday habit. Our music teacher incorporates movement, music, and history into her instruction. Art and Music are two of our three "specials" activities in which students participate a minimum of three times per week, totaling at least 90 minutes.

2b. Physical education/health/nutrition

Physical education encompasses two major areas of emphasis: using lifelong body movements to gain physical exercise and participating in both individual and team activities to engage and interact with one another. The gymnasium is the first learning space that is encountered when visitors enter the building. Vibrant music and children's laughter can be heard echoing through the hallway. Our physical education teacher works to ensure that all students are engaged in active learning to develop their ability to move in a variety of ways. Student's teamwork and problem-solving skills are developed through participation in team sports and games. Children develop according to their own abilities, with the goal of embracing lifelong fitness. Students participate in physical education class three times a week for 30-minute periods, amounting to 90 minutes each week. Our physical education teacher is an ambassador for our PBIS program, emphasizing the importance of good sportsmanship. Healthy lifestyle habits are reinforced within the physical education lessons.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Willow Glen is a 1:1 school where each student has their own personal learning device (tablets in kindergarten and pre-kindergarten, Chromebooks in the first through third grades), along with interactive smart boards in each classroom. The school has two technology integrators who support staff in infusing technology within lessons as an extension of what is being taught. Student learning is reinforced through

independent practice within the i-Ready online learning platform. Our library media specialist has created a structure to engage our young learners in coding through Code.org materials. Students in 5K begin learning the basics of coding through the use of BeeBots, which bring coding to life using small robots with a simplistic coding system provided through the buttons on their backs. During library time, students are exposed to a variety of books across genres and cultures. The school librarian partners with teachers to enhance classroom learning by providing curated books for students to select from to build their background knowledge. The librarian works with all students, both in the library as well as in the Innovation Lab. Students in every grade spend 30 minutes in the library and a minimum of 30 minutes in the Innovation Lab each week.

2e. Any other interesting or innovative curriculum programs you would like to share

Willow Glen has launched an Innovation Lab to expose young students to the design thinking process. This is an important skillset that is vertically aligned with the future learning that occurs in the intermediate and high school Fab Labs. Students engage in cross-disciplinary projects where they have the opportunity to plan and problem-solve within team settings. For example, 4K and 5K students recently built prototype puppet stages and then told stories using the puppets that they created. Willow Glen offers after-school activities which engage our families and our students including soccer, basketball, Legos, STEM Club, and Chess. Next year we will partner with a local children's theater group to offer a drama program for our students. We have recently applied for a grant to grow the after-school program and offer a wide range of high-interest activities to engage our students every night of the week.

3. Academic Supports

3a. Students performing below grade level:

Every eight weeks, the school's Student Support Team (SST), comprised of grade level teachers, math and reading interventionists, the school psychologist, and the principal, convene to analyze student data. The SST makes decisions about where students should be supported and tracks and monitors how students are progressing using our FastBridge assessment and progress monitoring tools. The staff utilizes a Response to Intervention (RtI) framework in which interventions are selected to close learning gaps. Students who score below the 10th percentile on the i-Ready reading and math assessments are further assessed to determine the need for interventions using the FastBridge Early Literacy and Early Math Screeners. Teacher observations and recommendations are also considered to further triangulate the data. Within each subject area, specific skill gaps are identified and matched with an appropriate intervention. Similarly, students who score in the 11th to 25th percentile are further assessed and considered for Tier 2 interventions which are provided by classroom teachers using differentiation strategies during core reading and math instruction.

Willow Glen employs a literacy coach and a reading/math interventionist to work with students who are identified as being in the Tier 3 range, scoring below the 10th percentile in reading or math. Examples of intervention programs that are used to accelerate learning include Fly Leaf, University of Florida's Literacy Institute's Foundations Toolbox, Equipped for Reading Success, and Number Worlds. Two Reading Corps tutors provided through AmeriCorps tutor individual students in reading. Interventions are provided at designated times called "WIN" (What I Need) for each grade level. Classroom teachers work with students performing below grade level in small groups and individually during core instruction. As a school-wide Title I program, our resources are used to strengthen Tier I instruction through coaching provided through the literacy coach.

3b. Students performing above grade level:

Students who are performing above grade-level are identified as part of the regular diagnostic assessment process. To engage these students, teachers create enrichment activities in the classroom which further advances their learning. Independent study culminating in a project that demonstrates learning is used as an enrichment strategy. Individualized instruction and practice are provided through the i-Ready MyPath Reading and Math programs. High-achieving students are given leadership opportunities to support their classmates. Our collaborative approach to learning allows students to share how they are thinking through a

question or problem with their peers. Lessons are further differentiated in small group learning activities during core instruction. After-school opportunities are offered which pique the interests of those students working above grade level, such as chess, Lego Club, and Stem Book Study Club. Students are encouraged to try new things, begin more challenging tasks, or explore something not yet being covered. The library, innovation lab, and outdoor learning area instill a mindset that new challenges can be explored.

3c. Students with disabilities:

Willow Glen embraces a Co-Serve Inclusion Model. Whenever possible, students with disabilities are provided support in the general education classroom. This is accomplished through a collaborative approach shared by a student's grade-level teacher and special education teachers, along with any supplementary service providers mandated within a child's IEP. The special education teacher focuses on sequential skills deemed necessary to close skill gaps. Scaffolding and differentiation are provided to enable students with disabilities to access grade level standards and curriculum. Students may be placed into smaller groups for support or given similar tasks so they can access the content or engage in further work on the skill currently being addressed. Educational assistants often help students with disabilities to stay organized or work on a parallel task. Ultimately, a student's placement is based on what is the least restrictive environment.

3d. English Language Learners:

Six different languages are spoken by students in our building. Each of these students are at various levels in their acquisition of English, in terms of speaking, listening, writing, and reading. For the most part, these students participate in the large group Tier 1 instructional practices. Like all students, English Learners are provided Tier 2 or Tier 3 interventions based on their diagnostic scores along with recommendations from the Student Support Team (SST). Performance on the ACCESS test or WIDA Screener may identify the need for a language development plan. This plan is written by our English Learner (EL) teacher to provide the accommodations for students within the classroom and to provide goals and strategies for acquiring English language skills. When necessary, services may be provided to EL students via a "push-in" model during their core instruction. Translation devices as well as the Google Translate program are available to use as tools to enhance communication. However, our teachers often discover their own successful methods for communicating with English Learners. Translated documents are provided for families when needed.

3e. Other populations, if a special program or intervention is offered:

Willow Glen employs an occupational therapist; a speech and language pathologist; and an adaptive physical education instructor. We contract with our local Cooperative Educational Service Agency (CESA) to receive services from a physical therapist three days per week. These supports complement the work that grade level teachers and our special education team does to help students achieve their goals. Willow Glen has added sensory rooms and incorporated sensory pathways and manipulatives throughout the building, along with visual schedules and timers.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Willow Glen intentionally provides a welcoming, nurturing, and inclusive environment so that all of our students feel that they are an integral part of the school community. To build this sense of community, our teachers begin the day with a morning classroom meeting. This helps to develop relationships between students and their peers and creates interest and enthusiasm around the planned daily agenda of learning activities. Student work is prominently displayed in our classrooms and hallways. To honor the developmental gross motor needs of our young students, we have designed “active hallways,” also known as sensory pathways. Activity stickers such as hopscotch, a wavy pattern, and leapfrog steps, are adhered to the floor to help students appropriately release excess energy (or wiggles). Our PBIS initiative involves the entire school community in practicing self-regulation and positive decision making. All teachers use the Class Dojo program for recognizing positive behaviors. Students are awarded Mariner Medals that are used to obtain rewards. School-wide assemblies are held to establish behavioral expectations and to celebrate positive character and behavior.

Our staff strive to enable all students to find success. Key to this is actively engaging our students in their learning. A lesson typically begins with explicit instruction but then gradually releases to hands-on learning experiences with students fully engaged in activities and practices to support their learning. Students become interested in what is being taught if they have access to background knowledge on which to build connections. Our teachers often provide additional prompts to help students make these connections. We have found that inter-disciplinary theme-based approaches generate excitement about learning. As more classrooms have begun using our new Innovation Lab to engage in cross-curricular projects, it is evident that hands-on STEM activities are highly engaging for our students. Learning experiences that require collaboration and teamwork are integrated throughout the curriculum. As students become more experienced and proficient in working as team members, they understand that their role and contributions are valued and depended on by their classmates, which makes them eager to participate in collaborative learning activities. In reading and math, students have frequent opportunities to engage in hands-on learning within learning centers. Hands-on learning experiences are infused within language arts instruction, such as student-directed puppet shows, using chips to represent word phonemes, and writing and illustrating journals. Math manipulatives are used to support students’ mathematical thinking and problem solving.

2. Engaging Families and Community:

Due to the city of St. Francis being located within a 2.2 square mile area, we can’t help but be a close-knit community. Still, we make strong efforts to engage our families who live outside of the school district. This begins with inviting families of prospective students to participate in a tour of the school building to personally experience the positive culture and strong instructional practices. Once a family joins the school community, they receive ongoing communication from several sources including daily messaging, videos, and images showing the ongoings of the classroom via Class Dojo. We also message families through email, voicemail, and social media. Translated printed information is provided for non-English speaking families. Parent surveys demonstrate high satisfaction levels with school communication. We offer opportunities at least once every two months that allow the students to bring their families into the building. Schoolwide events such as Harvest Fest, Trunk or Treat, and Field Day are very well attended. Planned events specific to a content area, such as concerts, literacy night, or fine arts night are also well attended. We regularly host fun family events such as movie nights and picnics. Recently, a number of community-wide open houses were held which featured the accomplishments of the completed referendum project. Our PTO dedicates its work towards demonstrating teacher appreciation, providing classroom resources, and sponsoring parent education programs.

Community partnerships provide additional resources for Willow Glen students and families. The YMCA provides before-school, after-school, and summer programming. The St. Francis Recreation Department offers community recreation activities such as dance, yoga, swimming, and martial arts, along with parent activity classes that are scheduled simultaneously with children’s programming. The St. Francis Health

Department and other health organizations administer vaccinations, dental screenings and sealants, vision screenings, along with educational programs for families. We work with local colleges and universities to bring student teachers into our classrooms. This is a great way of promoting our school to potential future employees. We regularly depend on community partners such as our local Lions' Club and Knights of Columbus for donations. All 4K families have the opportunity to participate in Waterford Upstart which provides at-home kindergarten readiness activities and equips families with a laptop. Families can sign up to receive school text messages in the language of their choosing from the Wisconsin Department of Children and Families with a parenting focus that is personalized to their child's developmental level.

3. Creating Professional Culture:

Willow Glen is fortunate to have a high level of teacher retention. Amongst our 15 grade-level teachers, more than half have been teaching at Willow Glen for ten years or more. Surveys reflect that our staff feels heard, valued, and empowered because of their voice and impact in shaping the school. Every teacher serves as part of a content-specific instructional team focusing on plans to improve student outcomes. Teachers work within their grade level professional learning community (PLC) several times each week to ensure that all teachers are designing instruction to meet the needs of all students.

The district allocates one day each month for professional development. The annual professional development plan is designed each spring for the upcoming school year. Time is provided for teachers to develop their state required Educator Effectiveness Plans along with Student Learning Objectives and to develop the School Improvement Plan. The year-long professional development plan is aligned with data-driven school improvement needs, the district's strategic plan, along with developing skills within the Stronge Educator Effectiveness Domains. This past year, the professional development emphasis has been on "The Science of Reading," the "Co-Plan to Co-Serve Inclusion Model" which remains a priority, along with a transition to the i-Ready mathematics and diagnostic assessment program. District-wide professional learning days dedicate time for school level work and as vertical alignment between schools.

Willow Glen has a Teacher Induction Program offered for beginning teachers and all new professional staff. Teachers are assigned a mentor who they meet with bi-weekly and are given opportunities to observe experienced teachers, as well as receiving observational feedback from their mentor. New staff members participate in monthly orientation meetings to become familiar with district initiatives and to monitor their own adjustment to a new school environment. New teachers have access to the support of the school literacy coach within their classrooms.

4. School Leadership:

School leadership reflects a collaborative approach of decision-making from multiple stakeholders. The principal functions as the school-level catalyst to target staff efforts in maximizing student growth and achievement. Our current principal has been instrumental in expanding the early childhood program to include all-day 4K as well as advancing the practice of data-driven instruction. The principal is responsible for conducting teacher observations and providing formative feedback for all staff members at regular intervals. The principal serves as the school-wide ambassador who communicates regularly with families and community members, while being highly visible and accessible to students and staff throughout the day.

Teacher leadership is fostered as teachers serve on school teams such as the Building Leadership Team (BLT), the Student Support Team (SST), the PBIS Team, and the district's Future Ready Schools Team. There are ongoing opportunities for participation on curricular adoption teams. Currently, a report card and grading policy review team is being convened. Teachers are able to collaborate and provide feedback at monthly faculty meetings.

Willow Glen is supported by its district, as no leader stands alone. The district administrative team includes a Director of Learning and Innovation and a Director of Student Services. Both of these administrators are frequently at the school to provide ongoing support and expertise. They work closely with the principal and teaching staff to promote effective practices aligned with district initiatives and priorities. The principals and district administrators meet weekly as part of an Instructional Leadership Team to align instruction and

ensure that each school reflects a unified district message. The superintendent is widely recognized by our school community for pushing the envelope to maximize opportunities and resources for our students, while also being responsive to staff and community feedback. A culture of staff empowerment is cultivated by the superintendent and reinforced by the principal.

5. Culturally Responsive Teaching and Learning:

Willow Glen is fortunate to represent a diverse school community. With 44% of students being students of color, and six languages other than English being spoken in homes of our students, we celebrate our culturally rich community. Across multiple areas of the newly revised Wisconsin State Standards, including ELA, Mathematics, and Social Studies, there is an emphasis on promoting equity and honoring individual identities. This is intentionally accomplished in a number of ways. To engage our students within instruction, one of the first steps is to access students background knowledge. Students are encouraged to share their personal background experiences, which often reflect unique and distinguishing cultural practices. The goal is to create self-confidence in our students while increasing awareness and appreciation of other perspectives. Both the ELA and math curricula were recently reviewed to ascertain whether all students are able to identify with and relate to family portrayals within instructional materials. Our Social Studies curriculum transitions between grade levels from “Me and My World” to My School and Family; to My Community; and to My Community and Beyond, where the child learns to view him or herself as part of the larger, global community. The scholar Rudine Sims Bishop states that “Books are mirrors, windows, and sliding glass doors for children.” The books in our library offer a world view in which students are able to envision themselves within the pages, to recognize different perspectives and have empathy for characters, and to believe that their dreams can become a reality.

Our staff believes that high expectations are a critical component of culturally responsive teaching. As part of our teacher induction program, all new staff participate in professional development provided by the “Closing the Achievement Gap Consortium” sponsored by Concordia University which focuses on culturally relevant pedagogy. A team of staff members are participating in ongoing Leadership Advancing Character and Culture and Schools (LACCS) training in partnership with Alverno College and the Wisconsin Character Education Project. LACCS is a network of educators invested in learning and sharing best practices in culturally relevant character education. We view culturally responsive teaching as a professional skill set that we are continuing to develop amongst our staff.

PART VI - STRATEGY FOR EXCELLENCE

A primary strategy that threads through all aspects of Willow Glen is collaboration. Students are encouraged to engage in academic discourse with each other about their thinking, reasoning, and problem-solving. Collaborative learning is an observable daily occurrence for students in all of our classrooms and specials. Staff members are provided with opportunities for regular collaboration and teamwork through scheduled meeting times, professional development, PLC work, and planning time. Willow Glen's structured opportunities for professional collaboration are probably the most important factor that has resulted in the significant advancements in student achievement for which this school is being recognized. Our RtI approach requires that teachers have a deep understanding of student achievement data, and that they are able to share their findings with each other to demonstrate the effectiveness of instructional practices in closing gaps. Willow Glen's commitment to collaboration is highly visible from the work that is done at the district leadership level, to the data-driven planning that is engaged in by grade level PLCs, to the Co-Plan and Co-Serve Inclusion Model, to the 4K "Turn and Talk" sessions during the morning classroom meetings.

"Alone we can do so little, but together we can do so much!" (Helen Keller)