

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 8190 Church Street
(If address is P.O. Box, also include street address.)

City Winn State MI Zip Code+4 (9 digits total) 48896-0338

County Gratiot-Isabella RESD

Telephone (989) 866-2250 Fax (989) 866-2740

Web site/URL
<https://www.shepherdschools.net/o/winn-elementary-school/staff> E-mail lrichards@shepherdschools.net

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. Greg McMillian E-mail gmcmillian@shepherdschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Shepherd Public Schools Tel. (989) 828-5520

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 Mr. Michael Klumpp
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	10	9	19
1	12	11	23
2	12	12	24
3	11	11	22
4	11	10	21
5	16	11	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	72	64	136

*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):
- 1.5 % American Indian or Alaska Native
 - 0 % Asian
 - 0.7 % Black or African American
 - 1.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92.7 % White
 - 3.6 % 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 2018 - 2019 school year: ≤1%

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, 2018 until the end of the 2018-2019 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2018	130
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

We do not currently have any non-English Language learners at Winn Elementary.

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 37 %

Total number students who qualify: 50

8. Students receiving special education services: 19 %
26 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.

- | | |
|----------------------------------|------------------------------------------------|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	6
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
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.	1

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 23:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	94%	96%	96%	94%
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 2019.

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

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.

Collaborating with our community to educate and challenge our Winn students to be S.T.A.R.S (Solvers of Problems, Thinkers, Achievers, Responsible Citizens, Self-Motivated Lifelong Learners)

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

In Michigan, families are allowed to participate in “Schools of Choice”. Throughout the year, parents can opt to apply to send their student to our school. Once the application is completed and the previous school system releases them, the student is allowed to attend our school. Our school is comprised of approximately 1/3-1/2 “choice” students depending on grade level. This would include “out of district” and “in district” choice students.

PART III - SUMMARY

Winn is a village located approximately 10 miles south-west of Mount Pleasant. We have two large businesses, Morbark, which produces large machinery, and Bandit, which produces parts for vehicles. Winn also has a church, small post office, local bar, car repair shop, and a telephone company. There are several small homes that surround the school which house many of our students. This area has a high poverty rate which is why many of these families receive free/reduced lunch. We also have a large “schools of choice” population. About one third of our students are from “schools of choice.” Our families overall are very committed to Winn Elementary and support what we do throughout the year.

This year we have implemented the “Second Step” program for our social-emotional learning curriculum. After looking at our data on behavior, our school improvement team decided to add “Second Step” as part of Tier 1 PBIS because we did not have a common set of tools to teach behavior. We refined our PBIS system to ensure that all students would be successful in school in relation to behavior. Academically, we believe in continually looking at the child through data and anecdotal observations. We meet regularly as a team to discuss students and adjust interventions to ensure student growth. We take these opportunities to look for gaps in our data between different sub-groups. We have noticed gaps in our special education and low socioeconomic subgroups. Our common goal is one years growth for ALL students in kindergarten through fifth grade regardless of where they fall academically. This presents challenges with time and staffing but ultimately our staff adjusts to provide whatever that child needs. Our curriculum work over the past three years has focused on non-negotiables and depth of knowledge for each core content area. This work has helped us teach depth of content which has allowed students to make their growth goals. We have a counselor that works onsite four full days a week to help our students who are dealing with trauma as well as providing teachers with tools to help with trauma informed teaching.

What makes Winn special is the structure of the school. We have one section for each grade level kindergarten through fifth grade. The students stay together each year as they move to their next year's teacher. This structure really helps the students to learn to get along and help each other which creates a sense of family that is felt as soon as you enter the building. Traditions are a huge part of the school due to the fact that multi-generations have attended the school. For example, individual birthday cakes on your birthday to sledding on our snow hill on the playground are just a few of our favorite traditions at Winn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

In 2015, Shepherd schools had undertaken a few small changes in curriculum with little to no change in academic achievement. School improvement teams undertook a comprehensive needs assessment to determine the direction of the district. This process included looking at academic data, perception data, process data and demographic data. Each building across the district reflected on these pieces via a survey and meetings.

The findings showed four areas of need. First, we needed time to meet about curriculum, data, and assessments. We needed this time to occur before school began each year. Clear expectations for this time would be set in order for the meeting to be productive. Second, we needed to determine what data we were currently collecting and how it was getting used. Third, we needed time to collaborate and follow up on our learning. Lastly, we needed to guarantee that our curriculum flows from Kindergarten through twelfth grade. We also agreed to the common belief that all of our students deserve to have the same opportunity to get a quality education in every classroom, every day.

As a result of the comprehensive needs assessment, Shepherd Schools, in coordination with Karen Bailey, curriculum and assessment consultant, began to construct a cohesive plan for Kindergarten through twelve grade instruction.

During the 2016-2017 year, Ms. Bailey worked with the K-12 staff to decide what we wanted kids to know and do. District wide “year-at-a-glance” documents articulating non-negotiable expectations were created. Each standard K-12 was clarified with “depth of knowledge”, content, skills, “I can” statements and resources. We worked to align the core curriculum both vertically and horizontally.

Phase 2 centered on the idea of “assessment as data” during 2017-2018. During that year, pacing assessment calendars were developed. Common formative and summative assessments for each class were agreed upon across the district. Differentiated steps were created for children who did not reach the agreed upon levels.

During 2018-2019, the crafting of common grading policies in relation to the standards started. Plans were created for “response to intervention” for children who needed additional support in all core content areas.

This year we are in our final phase We are aligning our curriculum work with our report cards so we can better inform parents of where their children are academically. We are in the process of studying the idea of “grading” so we can have a common belief on how grades are determined. Lastly, we are taking our assessments and determining which will be reported on our report cards and how they will be weighted.

1b. Reading/English language arts

We currently use the Michigan Association of Intermediate School Administrators (MAISA) for our language arts curriculum. The MAISA units of study were developed by a consortium of ISD’s across the State of Michigan. The curriculum is centered around units of study that work with skills in vocabulary, comprehension, and writing. Students are actively participating in the process of reading, writing, speaking and listening each day in all of our classrooms from Kindergarten through Fifth grade. There are ample opportunities for reading and responding in a large group, small groups, or independently. Children practice comprehension strategies that include: retelling, identifying the main idea, questioning, reading for specific details. Children are encouraged to form ideas, opinions and feelings as they read different genres of text.

Within the structure of writing workshop students learn to build habits and develop strategies that proficient writers use on a daily basis. Children are encouraged to express their ideas in written form, utilizing the writing process. Students learn about the crafting techniques that are common to narrative, informative, and

opinion writing. They further develop and strengthen their writing by cycling through the process of planning, revising, editing, and publicly sharing their opinions with a real audience. Grammar, usage, mechanics, spelling and language usage are introduced and practiced within the context of daily writing activities. Children read and write in a variety of genres and curriculum areas.

Our typical program K-5th includes a block of time for Language Arts that is 90-120 minutes long each day. During this time a teacher will model the mini lesson for the day for approximately 10-15 minutes. After the mini lesson, the teacher moves into a shared approach where they are working with kids to co-construct the focus of the lesson. Lastly, the teacher moves to students using the mini lesson to guide their own independent work. You would see students working independently or in partners at this time. At Winn, we often have support in the form of a Title one teacher or paraprofessional in the room to support the teacher.

During this “independent” time for students, teachers pull small groups or individual students to support the strategy work they need. Our teachers use the Fountas and Pinnell assessment to analyze where a student is at and what they need next as readers.

Three times a year, our K-5 students take the NWEA assessment. This assessment is able to pinpoint areas of strength and weakness of our students. Immediately following the NWEA assessment, our teachers meet in K-2 or 3-5 grade level teams to look at our data. During this time, we build the story of our school. We look at what is currently working in our instruction. We identify children that are not at grade level and create a plan for interventions. This is a whole school effort. Once an intervention is identified, we progress monitor every one to two weeks to determine if it is effective for this student. Data discussions in our school go on continually between our Title I staff and our classroom teachers. It is not uncommon to see our Title I teacher meet with the classroom teachers during their prep time in order to share data and have discussions about each child.

1c. Mathematics

Our district uses Math Expressions as their main math program. Math Expressions emphasizes deep conceptual understanding throughout its components. Math Expressions Common Core combines elements of standards-based instruction with the most researched based traditional approaches. It utilizes things like; drawings, real world examples, and conceptual language to help students make sense of mathematics. The program is grounded in research and has a proven track record to increase student achievement.

For Tier 1 in our classrooms, Math Expressions is an active program beginning with “quick practice”. This involves whole class responses or individual partner practice. Our teachers lead this quick warm up time. However, throughout the year, teachers also encourage student leaders in the classroom to lead this time as well. Once the lesson begins, you would see teachers facilitating student growth by encouraging all students to lead with structured practice activities. Students explain their thinking utilizing drawings to support their current thinking. What stands out in our math communities is the sense of helping. In our classrooms, everyone is both a teacher and a learner of math which promotes understanding, competence and confidence.

Tier 2 supports include the use of both small/individual group lessons to support what is being taught in the classroom. Title I offers this support outside of the classroom as well. The team decides what is best to meet the needs of the individual students.

Tier 3 supports include the use of our special education teacher. She is able to have kids come into her classroom for 15-30 minutes to work specifically on what the child needs. She also is able to offer different structures of support. Children that participate in this support often have an Individual Education Plan directly monitored by our special education teacher.

1d. Science

Our school utilizes the science program, “Mystery Science”. This program provides ready-made science mysteries for K-5th elementary students. Each lesson includes several components. The first is a “central

mystery” which launches the lesson. This is followed by discussion questions, supplemental reading and a hands on activity. Shepherd Public Schools selected “Mystery Science” because it was 99.9% aligned with NGSS Performance Expectations. The teaching of science at Winn elementary ranges from 30-50 minutes a day depending on grade level.

The love of science begins in Kindergarten! It is not uncommon to see our Kindergarten students in high level experiments each week utilizing “Mystery Science”. One teacher believes in lifting vocabulary and discussion to a higher level because his kindergarteners deserve that kind of teaching. His children rise to the occasion and grow as science learners each year.

Another unique part of our science program is that one teacher teaches third through fifth grade every day. This teacher is our third grade classroom teacher that is highly qualified in Science. She has a true passion and it shows in her creativity and ability to engage kids into the world of science. The other benefit to this is that she has her students for three years in Science. The ability to loop with these classes each year has definitely made an impact on our science learning in school.

An annual tradition for all of our science classes is to work outside in our "Michigan Native Plant" garden. The classes go outside to work the garden and to look at nature close up. We have bee "houses" to support the pollination process as well as special areas to attract butterflies. Our science classes go out to garden each season to see how plant and insect life change throughout the year.

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

In Michigan, we have a wonderful resource called the “Michigan Open Book” project. It was constructed for Michigan schools to use for Social Studies. It is a completely on-line resource developed to meet all of the Michigan standards for Social Studies. For example, in fourth grade, Michigan requires our students to understand the role of the federal government in a citizen’s life. The Michigan Open Book project allows students to not only read about the branches of government but also lets them test their knowledge by clicking on live links that let them dig deeper or test their knowledge. This tool has allowed teachers to provide social studies content to their students in an engaging fashion that pulls in the reader. Our school also utilizes the resources the State provides via the MAISA units. These units of study were developed by a consortium of RESDs across the State.

At Winn, we have a devoted Social Studies block of time each day ranging from 20-50 minutes. Each teacher utilizes a combination of on-line resources and books to engage our students as they explore the content. Teachers work hard to integrate social studies concepts in their Language Arts blocks in whole group and small group work.

Our Social Studies teacher for third-fifth grade designs a whole school learning fair around non-fiction topics. Students create poster presentations that the whole school are able to enjoy. The final day of the fair involves bringing in "very important people" from each child's life to celebrate their hard work!

One culminating project that all fifth graders do for Social Studies at Winn is to take a field trip to Greenfield Village in Dearborn, Michigan. This visit allows the students to have their content from fourth and fifth grade Social Studies come alive in a “town from the past”. Enjoying a trip on a Model T, seeing how Henry Ford created his cars via an assembly line, or going into Edison’s laboratory are just a few things the kids get to participate in.

1f. For secondary schools:

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

2. Other Curriculum Areas:

At Winn, we have rotations for each of our “special” concentrations. The teacher who is providing the content for that class will come to Winn every day for two-four weeks throughout the year. Each classroom

receives a forty minute block of that class each day for the length of that block.

For the Arts, we have two content areas, “Music” and “Art”. Music has a focus on a large scale musical production for the year. This is a K-5 musical that is performed at our high school auditorium. The students run the production as performers, narrators, and mc’s. Music class also incorporates both the use of song and instruments throughout the music rotation. The music program teaches a ukulele unit in two grade levels. Many of the teacher’s classes begin with the study of a painting by a famous artist that leads to a connection to music. At the end of the class, a student receives a replica of that painting as a way to reward their hard work. In Art class, the teacher works on multiple projects as well as self-selected projects based on the medium of their choice. Students work on projects with drawing, collage, print making, three-dimensional art, and painting. The Art teacher creates a world of creativity by redesigning her space with lights, plants, colors, and art. In both of these classes, students are highly engaged because they see the purpose of their artistic endeavors.

Physical education and Health education classes are both offered to students throughout the year during those rotations at Winn. Physical education gives the students opportunities to engage in choice activities to develop State standards. Health education is a combination of mindfulness, nutrition, and Michigan Model. Michigan Model is a required K-12 curriculum that helps students gain knowledge and skills they need to build and maintain healthy behaviors and lifestyles. We have a strong commitment to keeping healthy bodies and minds at Winn.

Technology class is offered for two rotations at Winn. The first rotation is four weeks. This rotation focuses on skill building in keyboarding and Google. The second rotation includes STEAM activities which includes the use of robots, coding, and a Lego wall.

Library is offered for forty minutes each week to all grades K-5. The librarian includes a read aloud and teaches real world skills for the library. She makes sure our collection of books is balanced in genres as well as diversity. We believe that all children should have books in their home to read individually and as a family.

3. Academic Supports:

3a. Students performing below grade level

Students are identified by the use of our universal screener, NWEA, and by our own local data for each core content area. Our universal screeners are done K-5th grade in the Fall, Winter, and Spring. As the screeners are being done, teachers work to collect their own data utilizing things such as Fountas & Pinnell for reading and IXL data for math. As soon as their collection of data is complete, we meet as a K-2 team and a 3-5 team for a data meeting.

Our data meeting consists of several parts. First, we look at our NWEA data on our “data wall” for the whole school. We can see which students are identified in the bands of achievement. As we look at the data we look for trends in our data and discuss them. As we look at the trends, we have discussions around what is going well and what areas we need to offer additional support in. These questions drive the next step. Now, we create a plan in conjunction with the Title I teacher and the regular education teacher. Additionally, we identify which students will be progress monitored in order to check on our choice of interventions.

We also are required to create IRIPs (Individual Reading Instruction Plan) for each child that is below grade level in reading K-3. This plan is monitored three times a year after we complete our NWEA testing. The purpose of the IRIP’s are to coordinate our effort between school and home to ensure that all students will be at grade level by the end of third grade.

3b. Students performing above grade level

Students performing above grade level have many different options to continue their growth as learners. Winn students are encouraged to strive as a learner by having a growth of one year for both reading and math.

In Math, students work in IXL math each day K-5th grade. This program determines where they are as a learner and individually creates a program to help them grow over the course of the year. Students are also encouraged to work at home in this program. In class, these students are offered additional opportunities to be challenged by working in small groups. It is our hope to offer children flexibility to attend higher level math classes in a different grade if it is determined that they have met their current grade level outcomes.

In Reading, students are challenged in both reading and writing through the implementation of the MAISA units. As a reader, teachers help students select books that are at their reading level. Our teachers work individually with students to coach them at their own level. As a writer, teachers can encourage their high level students through individual coaching and whole group lessons. Mini lessons are designed to be multi-leveled based on what the child is working on in that unit of study.

Lastly, we have some after school programming for students as well. We have a STEM club for students that want to explore the fields of Science, Technology, Engineering and Math. This STEM club meets weekly for one hour. Students are presented with problems to solve and utilize creativity to explore solutions as a team. This past year the STEM club was for our fifth graders only. Next year, it is our goal to open up the STEM program to our 3rd-5th grade students.

3c. Special education

Our special education teacher works 40% of her day with special needs students and the other 60% of her day with Title I students. She has an extensive knowledge of reading, writing and math that makes her the perfect fit for this position.

For special education students, our teacher pushes into classrooms to support K-5th grade each day. This enables her to model best practices in both language arts and math. She team teaches and supports her identified students throughout the day. Additionally, she pulls students out for 1:1 or small groups each day for language arts and math.

Interventions that are selected are all research based and designed to meet the students where they are.. Our teacher progress monitors each student using the website, Easy CBM, weekly. Throughout the intervention, she is constantly monitoring the students growth in order to guarantee an individualized learning plan.

Home connections are critical to our special education program. Our teacher makes connections with our families to determine if all of their needs are being met. She has arranged for things like counseling, school supplies, clothes, and food. We know without our children's basic needs being met that learning will be more difficult for our students.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

We are a school-wide Title I school. This means that all of our students can receive support of our Title I resources.

Our Title I program consists of one classroom teacher (60% of her day) and 3 educational assistants, who are paraprofessionals. The educational assistants work for 29.5 hours per week in K-5th grade classrooms.

In the Fall, we utilize our data to determine which students are in the bottom 20% in reading and math. After identifying the caseload of students, the Title I teacher meets with each classroom teacher to determine what

kind of need they have in the classroom. Following this meeting, a plan is created for both a push in model and a pull out model based on each student's achievement level and need.

At Winn, we believe in the power of early intervention, so the majority of our Title I support is in our K-2nd grade classrooms. Teachers are offered additional support with a paraprofessional for an additional pair of hands during reading and math work. Our Title I teacher, who is also a literacy coach, offers additional help to classroom teachers in designing lessons in guided reading and guided math to meet the needs of the bottom 20%. Students may also be pulled out to the Title I classroom for very intensive 1:1 -1:3 small group interventions as needed.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

When you walk through the doors of Winn Elementary you feel the sense of family. Our building has one section of each grade level from Kindergarten through Fifth grade. Our class size ranges from 19-21 students per classroom. We also have one paraprofessional per classroom.

One way we engage and motivate kids is through connection. Everyone knows each other so kids that need support get it immediately. Our paraprofessionals work with all classrooms so support is seamless. When a student feels supported they are going to engage with the curriculum and become more motivated to learn at school. It is not an uncommon sight to see multiple staff and students at tables in our open concept library reteaching or extending lessons from the classroom teachers.

Another way we engage and motivate kids is by providing classrooms that believe in a “community of learners”. Our teachers create an environment where children are risk takers who are willing to learn new things. Mistakes are ways to learn and not an unwanted part of learning at Winn. Our teachers encourage a rich, high level dialogue with all of their students. This philosophy of learning creates the condition for success in all of the classroom at Winn.

Our social emotional growth programming has really expanded this year. We have implemented the Second Step program K-5. Each day the principal teaches the theme for the week to all of the students during “morning opening” in the cafeteria. The teachers follow up in their classroom by teaching the individual lesson for the week. Follow up on concepts happens throughout the week to enrich and extend the learning. We have a counselor in our school for four full days a week to help students who are struggling emotionally and/or behaviorally. Finally, our district has entered into a multi-year grant to provide training for “trauma informed” teaching. Through the combination of all of these services, our students’ social emotional health is being addressed on a daily basis.

2. Engaging Families and Community:

We engage our families and communities in many different ways. Families are welcome and encouraged to be a part of our school. We host several family events from our “open house” to “family learning nights” to build connections.

One way that we have encouraged connections between school and home is by the development of the Winn Parents Club. The “club” meets once a month with staff and plans how to best support the school and our families. The WPC (Winn Parents Club) hosts their one annual fundraiser called, “Winn Fall Fest”. This event is open for the community and neighboring communities of Winn. It is held at the Winn Community Center. They decorate the community center in a Fall theme. We have a silent auction, food, carnival games, and raffles during the "Fall Fest". The event usually raises over \$15,000! This year they dedicated the funding to create a walking track for the school which can be utilized by the whole community.

This year our student council has made a connection with our local Methodist church. The church runs a food pantry which supports many families from our school. The student council decided to do a can drive to help fill the food pantry with much needed items. In one month, we were able to fill the pantry with all of the items they needed! We have continued to work with the church to support our families with other items such as clothing and toiletry items.

Lastly, we have partnered with a local Meemic insurance company to support our PBIS celebration each month. The teachers nominate two children each from their classrooms that have been role models in relation to the Second Step program. These children are invited to a private pizza lunch in the cafeteria with the principal. Meemic provides all of the pizza and the principal donates the rest. There is a live stream to Facebook to show the kids at lunch and talk to them about why they got nominated.

We have really connected with the community by utilizing social media to bring families into our schools. We are telling our story each day by posting and sharing things with our stakeholders at school. We are proud to tell our story and want everyone to celebrate the joys of education with our kids!

3. Creating Professional Culture:

Learning begins with each of us at Winn. From the principal to the support staff, we all have a shared philosophy that learning is a key factor to our success. Each week, the principal publishes a newsletter to update the staff and to share a few professional development opportunities. Articles and videos are shared with all staff members in the school to help us become better at dealing with topics like “trauma informed teaching” or helping “at-risk” children at school. We have enjoyed the collegial conversations that help us come to a common understanding of how our school will best serve the students.

Each staff meeting, the principal has devoted two blocks of time to engage in professional development. Social emotional/trauma informed teaching is one topic that we cover every month. The other topic deals with integration of technology into classrooms to create engagement. Both of these topics were generated as a need from the school improvement team.

Our school’s philosophy is life-long learning for all. We believe that we each grow as we learn. Teachers share their learning with each other by inviting each other into their classrooms or sharing at staff meetings. The vast knowledge of this staff is an asset to the growth of all of us. Risk taking to learn is also encouraged. Teachers pick goals that they want support in. The administrator and teacher coplan how to meet that goal. Building capacity to teach with highly effective practices impacts our student achievement each and every day!

4. School Leadership:

The principal’s philosophy is a vision of shared leadership to create a culture for success. Leadership is shared by tapping into the strengths of each member of our school community.

For example, in the Fall of 2019, the teachers and administrator worked together to develop a vision for the end of the school year. The administrator asked the staff, “What would happen in our school year to say that it had been a successful year academically and social-emotionally?” The teachers brainstormed this individually and eventually worked in teams to group ideas into categories. This process enabled the principal and staff to create a “road-map” for success for the year. We decided together what areas we would work on based on the highest need. Tasks were designed and shared collaboratively between all team members.

Relationships are paramount at Winn. Our administrator believes in a triangle of effort between the office, classroom, and home. She encourages families to be a part of our school on a daily basis. Newsletters are sent home biweekly for families and offers updates on what is happening at the school. She also offers small articles around our school improvement goals. This year, our focus was on trauma informed teaching and how to help students at home.

Our school is very active in writing grants to support our shared goals. One large source of funding comes from the Saginaw Chippewa Tribe who offers the opportunity for schools to write for grants two times a year. Our administrator helps coordinate this process by discussing school improvement goals with the staff and creating grant ideas. The grant writing is shared between staff members and our administrator. Winn is usually awarded over \$10,000 each grant period.

Lastly, our administrator believes that all members of the school community are part of who we are as Winn Elementary. She works hard to establish relationships with them personally and professionally. Our school staff each have a different role to play in the school and each of them contribute to the success of Winn. We are a family and that is emphasized on a daily basis from “morning opening” to the end of the day.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

When you walk into Winn Elementary there is a large saying in our entryway. It says, “Winn Elementary- Everything a Kid Needs.” This is the mantra of our school. This one mantra is what makes our school successful. We look at the needs of the whole child both academically and social-emotionally.

Winn has multi-generations of families that have come to school here. There is a strong sense of family throughout the building. Everyone takes care of everyone beginning from the very first day of school. Everything a kid needs begins with our families who know what it means to go to Winn.

For example, each day begins with our “morning opening” in the cafeteria. Each grade level sits at cafeteria tables. The grades’ seats are not random. They are by design. Our fifth graders sit right next to the Kindergartners so they can easily help them during this time. It is a common practice to see the fifth graders helping a Kindergartner stand up for the Pledge of Allegiance or pick up their breakfast. This kind of helping occurs all day long with all grade levels. Students know it is their job to help other students who may need help. We celebrate each child throughout the year with their own special birthday cake. We are a family and that social-emotional connection is something we embrace on a daily basis.

Academically “Everything a Kid Needs” means understanding what a child can do independently in the core areas. Our teachers utilize both formative and summative assessments to drive instruction each day. If a child is having a difficult time with content, support is provided by a certified staff member or paraprofessional. Families are contacted to get additional support if the child continues to struggle. We find a way to reach each child and problem solve around any obstacles for learning.

We work together, everyone, everyday to make magic happen at Winn. If a child needs anything, there is always someone to help social-emotionally and academically.