

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 140 South Peters Avenue  
(If address is P.O. Box, also include street address.)

City Fond Du Lac State WI Zip Code+4 (9 digits total) 54935-3864

County Fond Du Lac County

Telephone (920) 929-2828 Fax (920) 929-6804

Web site/URL  
[https://www.fonddulac.k12.wi.us/evanselementaryschool\\_home.aspx](https://www.fonddulac.k12.wi.us/evanselementaryschool_home.aspx) E-mail shultisn@fonddulac.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. Jeffrey Fleig E-mail fleigj@fonddulac.k12.wi.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fond du Lac School District Tel. (920) 929-2900

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. Todd Schreiter  
(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**

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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

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**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):
- 9 Elementary schools (includes K-8)  
4 Middle/Junior high schools  
1 High schools  
0 K-12 schools
- 14 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	26
K	41
1	47
2	49
3	31
4	45
5	43
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	282

\*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):
- |  |
|--|
| <u>1.4</u> % American Indian or Alaska Native        |
| <u>2.7</u> % Asian                                   |
| <u>13.7</u> % Black or African American              |
| <u>1.3</u> % Hispanic or Latino                      |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>69.9</u> % White                                  |
| <u>11</u> % Two or more races                        |
| <b>100 % Total</b>                                   |

(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: 8%

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	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2021	268
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish, Zomi, Hmong, Burmese, Hindi

English Language Learners (ELL) in the school: 6 %  
18 Total number ELL

7. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 167

8. Students receiving special education services with an IEP: 27 %  
Total number of students served 75

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>5</u> Autism	<u>0</u> Multiple Disabilities
<u>1</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>18</u> Developmental Delay	<u>2</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>2</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %  
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 1

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.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 16:1

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	95%	97%	96%	94%	97%
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.

Our Evans Elementary School Community will build caring relationships to teach, inspire, and enrich our students' learning. Effective collaboration that is based on trust, respect, and support of each other will ensure that our high academic and behavior expectations are met, generating success for all.

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

<http://go.boarddocs.com/wi/fond/Board.nsf/goto?open&id=CHCGES437A26>

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

At Evans Elementary School some of our students come via open enrollment. Requests are to be made in writing by completing an in-district open enrollment request form. All requests are to be submitted during the open enrollment time guidelines in accordance with the State Open Enrollment legislation (the first Monday in February through April 28th).

The decision during the application period is made to accommodate the needs of the families when possible. All decisions, regardless of reason, are subject to the determination that space is available in the receiving school. As an AGR school, Evans Elementary uses the following as a guide: Primary classrooms with no more than 18 students.

## **PART III – SCHOOL OVERVIEW**

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Evans Elementary is a small neighborhood school with many opportunities for students. At Evans, nearly all of the students walk, bike, or are driven to and from school. There are over fifty adults in various roles supporting approximately three hundred students with their academic learning, social-emotional learning, and character-building skills with placing a focus on building strong and positive relationships between students and staff. Evans Elementary strives to meet the needs of each and every student by providing them with multiple learning opportunities to celebrate the strengths and interests of its diverse population. All staff are trained to provide clear expectations about behavior in order to create an optimal learning environment that provides students with a feeling of safety, which leads to academic success and strong social emotional skill development.

Evans Elementary has a very active Parent Teacher Organization (PTO) that meets once a month in the evening to plan and organize different activities for the benefit of the students, families, and community. The PTO initiates and organizes fundraisers to support the school, students, and teachers with resources that increase student learning that include: chromebooks, iPads, viewsonics, printing supplies, as well as money for teachers to buy classroom resources. They also provide financial support for activities to increase student engagement, fund new playground equipment, and purchase classroom books. Money for field trips is provided to give opportunities for students who would otherwise not experience outside of the school day. They organize evening activities that create a connection between the school and families. They organize an annual dance in which food, music, raffle baskets and fun is provided. The PTO also shows appreciation to staff by providing meals for conferences and celebrating teachers during Teacher Appreciation Week, which helps to build a connection between parents and teachers.

At Evans Elementary, we feel that it is important to provide students with many different opportunities to develop their interests. Students have opportunities for extracurricular activities in the following categories: academics (spelling bee, robotics, Newspaper Club), fine arts (chorus, band, orchestra, bucket drumming), athletics (volleyball, basketball, kickball, wrestling, Girls on the Run, ski club), social emotional (Nintendo club, kindness club), and life skills (student council, safety patrol, girl scouts, boy scouts, cooking club). New clubs are added and offered each year based on student interest.

Evans Elementary also understands that families play a very important role in their student's education. In order to support both students and families, families have ongoing communication with school staff and administration through face-to-face interactions before and after school, phone calls, online newsletters, e-mail, and social media. Evans has multiple opportunities to build relationships with families in order to develop an inclusive culture where we work together to ensure the success of all of our students. Families are invited into the school community by attending field trips and volunteering in the classrooms.

Students work hard and excel at Evans, and we love to celebrate all of the great things that the students do every day! A culture exists at Evans in which all students are included in celebrating and recognizing each others' successes. Acts of kindness are recognized by staff and then shared out during morning announcements. When Kindergarteners finish a unit in reading, a parade was held and the young students walked the halls lined with students and staff cheering them on as they held their favorite books and smiled proudly. School wide celebrations are held where students are recognized for the great things that they have accomplished. When a unit is completed in reading and writing, celebrations are held at all grade levels to recognize students' hard work and accomplishments. Students are able, with pride, to showcase their skills to classmates and peers throughout the school which creates a culture of community in our school. At the end of the year, the fifth graders are recognized and their successes are celebrated as they continue their journey in middle school. Our grand finale is held on the last day of school when the halls are lined once again with staff and students cheering on the fifth graders as they walk the halls of Evans School for the last time.

At Evans, we feel that every student, family member, staff, and community member plays an important role in the success of all. When we work together and develop relationships, we give each student the best possible chance for success by providing a great learning environment and teaching positive life skills. What sets Evans Elementary school apart from other schools are the strong ties to the community, positive



relationships between students, families, and staff, and the diverse experiences that we are able to offer to students as a small school. Students have opportunities to develop interest based on many new experiences that allow for instructional learning and a positive school experience.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

The Units of Study in Reading, Writing, and Phonics is a comprehensive curriculum in which skills are introduced, developed and extended. The curriculum supports a workshop model for kindergarten through grade five. Daily reading, writing, and phonics workshops are deliberately designed to offer a simple and predictable environment so that the teacher can focus on the complex work of observing students' progress and be responsive to students' needs in order to accelerate achievement for all learners.

Beginning with our youngest learners in kindergarten, students in each grade level are taught the expectations of what literacy workshops look and sound like. These expectations are followed through and retaught each year so that optimal learning can take place for all learners. The amount of time spent in the workshop is extended each year to match the ability of learners to stay sustained in their individual learning.

Each workshop session begins with a mini lesson that offers instruction in skills and strategies that students need to be successful in literacy with an explicit teaching point. Teachers have received professional development on how to deliver a mini lesson effectively and efficiently so students are able to spend a majority of workshop time working independently, practicing the skills and strategies that were just presented. As students work, the teacher confers with students and leads small groups. Extensive professional development has been given to teachers on how to lead effective conferences and how to keep conferring notes.

Partway through independent work time, the teacher delivers a mid-workshop teaching point. The workshop ends with a share, where students are able to demonstrate the learning they are taking on and celebrate each other's work.

The learning progressions and checklists used in the assessment system are important tools that promote self-reflection and goal setting for each individual learner. These assessments are used to inform and drive instruction for all grade levels. The Reading Units of Study post assessments are used for grades three through five. The teachers use data to provide whole group, individual or small group instruction at the individual levels of the students. "I Can" states are posted in classrooms and individual goals are set so that each student is able to make progress and be invested in his or her own learning.

Students' reading skills are also assessed using The Fountas and Pinnell Benchmark Assessment twice a year during the fall and spring. The data gathered from this assessment is used to plan and guide effective and efficient small group instruction and conferring. The assessments also ensure that students have access to books at their individual reading levels and also help to determine if scaffolds are needed to help students to be successful. Teachers regularly review data at weekly grade level collaborative team meetings and strategically plan instruction to meet the needs of all students.

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

Bridges in Mathematics is a comprehensive math curriculum that is used to teach the Common Core State Standards for mathematics. Bridges is an engaging, exploratory and rigorous curriculum that is accessible to all learners. Students engage in four major activities, including Problems & Investigations (guided instruction), Work Places (games), Number Corner (daily skill practice tied to the calendar) and Assessments. These activities encompass a variety of whole-group, small group and independent activities that are problem centered, while promoting both procedural fluency and conceptual understanding.

We have many ways of finding out what our students know. We can observe them as they work in a variety of settings - whole group discussions, problem-solving sessions, and Work Places. We can converse with students informally as they solve problems or play games, or we can conduct more formal interviews with

individuals or small groups. We can check near the midpoint of each unit to see how they're responding to our instruction, and again at the end of the unit for a level of mastery appropriate to the time of year. Finally, every two or three months, we can have students complete sets of written tasks that cover a range of skills and concepts to look at long-term growth.

In order to teach responsively and effectively, we must be continually observing, listening and assessing to determine how our students are responding to our instruction and how to move forward. Teachers have many informal and formal opportunities to learn about students. Work Places and activities within the Bridges lessons are informal times that teachers can assess students. Pre-assessments and post-assessment embedded in the curriculum allow teachers to learn what students know coming into a unit and what they have learned throughout the unit. Number Corner assessments are given five times throughout the year and assess how a student is progressing in a large range of skills and concepts to look at long-term growth.

Our student growth is greatly dependent on how we use our data to impact our instruction. The informal and formal assessment data that is collected throughout the days and weeks are brought to collaborative team meetings. The collaborative team meetings are attended by classroom teachers, the principal, and any other specialist by invitation. At these times, data is reviewed and students who need more support with specific skills/standards are determined. Teachers then craft lessons to support the learners and accelerate their learning. Using assessments to target the skills student have yet to learn greatly impacts instructional practices, which ultimately positively impacts student achievement.

By tapping into different games during workplaces, teachers are able to extend learning for students who are ready to progress as well as strengthen foundational math concepts for students who are still developing their mathematical understanding. Most math games included in the curriculum are completed in small groups where students can discuss with their partner or group what they are learning. These peer interactions allow for greater achievement as they learn new strategies for solving problems or new ways of thinking about math concepts.

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

At the primary levels, teachers provide various modalities for exposing students to science topics to keep them engaged and excited about learning. Teachers read non-fiction literature to students. An abundance of non-fiction books have been purchased that are at grade level for our young learners to read. Teachers also provide hands-on learning experiences for students. For example, kindergarteners plant seeds and grow plants. First graders learn about motion and energy using hot-wheel cars.

In our intermediate classrooms, FOSS (Full Option Science System) science kits have been used to provide hands-on experiences to explore the topics. Some examples include: using wires and batteries to explore the concepts of electricity while creating open and closed circuits. Magnets are used to experiment key vocabulary throughout the unit such as north and south poles, magnetic field, attraction/repel, etc. A variety of rocks and minerals are used to test the Mohs Hardness Scale while identifying different materials.

Students express their learning in multiple ways through pictures, writing, labeling, and orally sharing their predictions, observations, conclusions, and questions with their peers. These different forms of communication provide the teacher an opportunity to use informal observations and check for understanding.

PebbleGo and PebbleGo Next are online resources used to gather research for writing projects. By integrating literacy concepts, students learn how to read and interpret non-fiction text. Young learners are able to have the text read to them and taught how to decipher new information. Through the grade levels, students use text features in informational texts to create a piece of writing to meet multiple standards across disciplines.

The Fond du Lac District is reviewing science curriculums for future adoption. We are excited that we will have new resources for our science instruction that includes common assessment, topics aligned to the standards, and are engaging for students.

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

The teachers at Evans look for ways to make learning fun and engaging for students. For example, when first graders learn about communities, they experience city transportation while riding on the city bus to go to downtown Fond du Lac and visit the post office, the library, and the grocery store. While third graders learn about Fond du Lac history, they do a simulation called Apple Valley. The teachers and students "go back in time" and live and learn what it was like to be one of the first Fond du Lac pioneers. Third graders get opportunities outside of the classroom to tour the following places: The Galloway House and Village, Rienzi Cemetery, and Kellyey's Creamery. In fourth grade, students learn about Wisconsin's lumbering history. A lumberjack comes to school and students once again go back in time to learn and live like a lumberjack/lumberjill. Activities include: dressing like a lumberjack/jill, playing lumberjack/jill games, and sawing wood with real saws.

In 2022, the school district adopted TCI's Social Studies Alive! as our Social Studies curriculum resource. The lessons integrated hands-on learning and content reading to build mastery of both the Wisconsin Standards for Social Studies, the national social studies standards, as well as the C3 (college, career, and civic life) Framework. At Evans, we are excited as we learn and implement this new curriculum.

Daily social studies lessons have been an integral part of our teaching at Evans. With our four pillars of expectations being respectful, responsible, safe, and kind, we hope to instill a sense of citizenship in all of our students within the walls of our school and the community. Every day after morning announcements staff and students hear and participate in our mantra, "In a world where you can be anything, be kind."

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

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

Evans Elementary School community offers a 4-year-old kindergarten program and an early childhood special education program for three and four-year-old children. Both programs foster learning through play and active exploration by providing developmentally appropriate content to promote learning in the areas of social emotional learning, communication, motor, early literacy, and pre-academic skills. All types of learners are welcomed in the classrooms. The programs are aligned with the Wisconsin Model Early Learning Standards and Fond du Lac School District 4K Benchmarks. The early childhood special education program also uses individualized goals to drive instruction for students who are accessing special education services. Each program has implemented the Wisconsin Pyramid Model framework to enhance the social and emotional life skills of our young learners. Students are taught friendship skills, problem-solving skills, and emotional regulation strategies through the Pyramid Model practices. These include promoting positive social interaction through interesting and novel toys that encourage sharing and cooperative play, providing choices to increase the student's opportunity to communicate, and fostering and modeling healthy ways to identify, label, and express emotions. Along with this, students are encouraged to explore emotions through playing games, singing songs, and a variety of stories that introduce new feelings and ideas. Students who have participated in either early childhood special education and/or a 4-year-old kindergarten have made significant gains in pre-academic knowledge, early literacy skills, school readiness, and most importantly a child's social and emotional development. We know that our early learners have made significant gains by the results from the Fond du Lac School district 4k benchmark assessment. For the students that are accessing early childhood special education, we monitor progress through IEP team goals and the Portage Guide-3. Data from the 2021-2022 school year highlights immense growth in reading readiness skills. Students entered the year averaging recognition of eight uppercase letters and completed the year averaging recognition of twenty uppercase letters. Additionally, students entered the year recognizing an average of two letter sounds and completed the year recognizing an average of nineteen letter sounds. These skills are invaluable as students continue their academic careers.

## **2. Other Curriculum Areas:**

## **2a. Arts (visual and/or performing)**

The arts programs at Evans Elementary School strive to promote a life-long love and appreciate of the arts. Students from kindergarten through fifth grade participate in art and general music classes every three school days. Our visual arts program is a fun, exciting environment where students are encouraged to explore and create using a wide variety of materials. There is a strong emphasis on growing artistic skills and mindsets through creating projects that students can be proud of. Evans is also expanding its art program to include a full time art teacher. The performing arts program fosters a love of music, focusing heavily on the enjoyment and community that music provides. An emphasis is placed on cultural connections and students explore music from different cultures around the world. Students explore music through a variety of modalities including singing, movement, games, and instruments. They have opportunities to demonstrate their learning through performances, allowing Evans students to showcase their skills to families and other community members. Students in fourth and fifth grade also have the opportunity to explore learning an instrument through band and orchestra instruction. All students are encouraged to be creative and explore the benefits that music can offer. The arts programs at Evans Elementary School create an exciting, enjoyable environment that encourages students to create and explore their authentic selves.

## **2b. Physical education/health/nutrition**

The physical education program at Evans Elementary School works to instill the importance of healthy choices and daily movement in students. Children in kindergarten through grade five participate in physical education classes every three school days. In these classes, students are taught the importance of nutrition, movement, and athletic skills. Students learn about different food groups and are encouraged to create healthy habits. Students also participate in a variety of activities such as traditional sports and games as well as other exciting activities including roller skating and gymnastics. Classes explore a variety of games, both competitive and collaborative, to practice teamwork skills as well as positive sportsmanship. Skills learned in physical education classes are often transferred to other environments such as the playground and recreational sports leagues, allowing students to positively represent our school. Students are also offered the unique opportunity to practice these skills at the local roller skating rink during our school-wide roller skating celebration. Students also participate in a daily walking/movement break, Eagle Mile, which emphasizes the importance of daily movement. Through this program, students are encouraged to push themselves by setting goals and by tracking how far they walk throughout the school year.

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

## **2d. Technology/library/media**

Students in grades 4K-5 attend library and "ABC" time once during our six day rotation. During this time, students can check out books they choose and are able to read in the classroom or at home. Student have access to many high interest and culturally inclusive books, including a section of books in Spanish. During "ABC" time, students learn computer and typing skills, coding, internet safety, and use of technology platforms and educational sites to enhance learning. These skills are also used in the classroom to tie technology into the learning happening in the classroom setting. Within classrooms, students have access to learning games, digital libraries and learning platforms that increase engagement, access to content, and enrich the learning. To enhance the relationship between technology use and student learning, our Media Specialists have moved from a fixed class schedule to a flexible schedule in which the Media Specialist co-teaches in classrooms with the classroom teachers, allowing for easier integration of the Wisconsin Standards for Information and Technology Literacy. Media Specialists also work with classroom teachers on topics including searching for books on our school online catalog Destiny, Seesaw, PebbleGo, Sora (Wisconsin Schools Digital Library Consortium), and genre unit book talks.

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

Evans Elementary students work to develop social emotional skills using a variety of innovative curricula including Second Step, Zones of Regulation, as well as the use of Restorative Practices. Kindergarten classrooms use Second Step which provides classroom kits to help students develop the skills they need to be learners in a school environment, be independent problem solvers, make connections with others, and thrive as individuals. Through this curriculum, students build a foundation for positive inclusive practices teaching perspective, empathy, and understanding the processing of emotions. Zones of Regulation is used school wide to encourage students to think and talk about their emotions, sorting them into four colored zones. Through exploration of feelings, students learn tools and strategies for regulation, self-care, and overall emotional wellness. Restorative Practices provides a set of questions for students displaying challenging behaviors and to help students who may have been harmed by those actions. Through daily community circles, students have the opportunity to create stronger relationships with their classmates, form connections with other students, and work towards developing empathy. Restorative Practices are also utilized when conflict occurs to resolve the conflict and repair relationships. The discussions that occur strengthen relationships between individuals and build social connections with the school community.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Evans Elementary School seeks to support each and every student on their learning journey. Students who identify as English Language Learners, Hispanic, two or more races, and economically disadvantaged perform within ten percentage points of the overall student's achievement in the school. Students who are black and students with disabilities perform at a level much lower than their peers. Support is offered for students, their families, and staff members who are striving to make progress at the same rate as their peers.

At Evans, we utilize the Wisconsin framework for Equitable Multi-Level Systems of Supports to provide teachers with strategies. Teachers deliver the majority of their reading, writing, phonics, and math lessons in a workshop model in which they give instruction in a short amount of time and then use their remaining minutes to work alongside students in small groups or in individual conferences. Within small groups, teachers are able to give more specific support to students who struggle to understand and apply the grade level content that is being taught. Teachers use resources from our Evans book room or through online sites such as Literacy Footprints to tailor the literacy experience to students at any reading level. Teachers also consult with a literacy coach who is assigned full time to Evans Elementary and models strategies for teachers. Teachers use Work Places and Bridges intervention curriculum to support struggling learners during math. In addition, the Fond du Lac School District employs a curriculum director in literacy and math. These experts are included as part of student concern meetings to impart their knowledge of children who are not making progress within the supports that have been tried in the classroom. Improving equitable outcomes for each and every student, especially students who are black and students with disabilities is an area the entire Fond du Lac School District is working to address with a focus on writing quality IEP goals, inclusive practices, and behavior coaching for staff. Additionally, the district is working to partner with our black families to ensure we are working with their children to ensure better academic outcomes.

#### **3b. Students performing above grade level:**

Students who have indicated that they are performing at a high level within the classroom have the opportunity to participate in Challenge Thinkers. This is an enrichment group designed to develop critical thinking and problem solving skills. This evidence-based (data-driven) cluster of students participate in meaningful and challenging learning activities that address their unique characteristics and needs. Among these activities are Open Middle tasks, Esty-Mysteries, and resources from the Math Learning Center. With Open Middle tasks, students engage in solving math problems that begin with the same initial problem and end with the same answer. However, these math questions can be approached and solved in multiple different ways, encouraging critical thinking. Using Esty-Mysteries, students explore images that represent a number. Students then use clues, math concepts, and math strategies to narrow down and solve the image. Another tool used by students includes the investigations for real-world problems from the Math Learning Center. These problems often connect to other areas of the students' lives, are instructive and interesting, and take significant effort to solve.

Students meet with the Advanced Learner Coordinator two to three times per month. At the beginning of the month, they are introduced to a low floor-high ceiling task taken from the Math Learning Center, which developed the Bridges curriculum. Tasks are carefully selected to directly build into the concepts and standards currently focused on within the math unit, but at a more conceptually challenging or complex level. Students work independently on the task over the course of a few weeks during their WIN (What I Need) time; this provides these students the space to learn at a pace that is deeper and accelerated.

As part of this work, students develop their metacognitive skills through self-assessment and monitoring of learning. A flexible mindset is stressed throughout the work and conferring.

### **3c. Students with disabilities:**

Evans Elementary provides special education services in all disability areas to 27.2% of our population in grades 3K to 5th. During the past two years, our school has focused on improving the delivery of special education services to allow students access to all universal instruction, resulting in minimal removal from the general education setting. We have moved past the belief that special education is a location in our building towards instruction that is specifically designed for individual students. At Evans Elementary, we believe that each and every student's education is the responsibility of each and every teacher. For this reason, our special education and general education teachers collaborate weekly to provide instruction that benefits each and every learner in the classroom, regardless of identification. During this planning time, we focus on different modalities of learning in order to improve our instructional delivery so that students are successful practicing concepts independently or within a small group of peers as they work towards mastery. Additionally, we strive to incorporate the use of technology to eliminate barriers and provide students access to online platforms for learning.

Additionally, our school has focused on providing students who receive special education services with supplementary aids and services (SASs) in order to successfully access grade level curriculum and universal instruction. One example of SASs is graphic organizers. We have used graphic organizers to provide students with sentence stems and starters, visual prompts to aid in comprehension with short answer space provided, and outlines to use for studying for assessments. Another example is sensory diets. For some students, sensory diets may include: compression vests, weighted tools, heavy work, movement breaks, a safe spot within the general education classroom, self regulation tools, timers, visual schedules, and opportunities for flexible seating.

### **3d. English Language Learners:**

Evans Elementary provides language support to students with different levels of English Language Proficiency by providing students with English as a Second Language (ESL) resources, academic support and language support in order to ensure that these students have access to the curriculum and are successful. The ESL teacher uses a push-in model of support, meaning that the students receive language and content support in the general classroom in content areas. Interpreters are also available to support students with beginning English language proficiencies in the classrooms using native language support to increase understanding. Teachers work collaboratively to differentiate instruction and scaffold content in order for students to grow in their language development, and to be successful in accessing and learning grade-level content. The support that students receive is based on individual student needs and includes graphic organizers, native language support, sentence frames and stems, bilingual or visual dictionaries, sample work, modeling, and providing visuals to increase comprehension. Based on a student's language proficiency and academic levels in their native language, general classroom teachers and the ESL teacher collaborate to provide the needed resources to support students in their academic growth and language acquisition by providing accommodations in the student's Individual Language Plan (ILP).

Evans Elementary believes that in order for students to be successful, we must work as a team with families. We provide families with the support needed to help students to be successful. This includes access to community resources, family engagement and a positive relationship so that as a team, we can help each and every student to reach their full potential and to be successful in the classroom and beyond.

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



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

At Evans, we create a positive and inclusive learning environment where each and every student feels welcomed and celebrated. This helps to motivate students to reach their full potential socially, academically, and emotionally. We use a variety of strategies to support the growth of the whole student. To foster positive relationships between peers and staff members, Evans uses daily community circles, where students share out answers to a social prompt or share personal information, if they choose, to learn about one another and build a sense of community. During a community circle, the class forms a circle and each student shares out their response to a provided sentence stem. At Evans, when needed, restorative circles are used to reteach expectations and to repair relationships when conflicts arise. These are small group conferences facilitated by a staff member, where students can discuss the conflict and be a part of developing a solution. This teaches students important life skills such as conflict resolution. We also teach universal expectations across all learning environments to create consistency. This helps to alleviate behavioral problems. When necessary, a behavior team makes and carries out a plan for students who need extra behavior support.

Evans believes that students should be recognized for the great things that they do every day and uses school wide celebrations as a way to have fun and celebrate the success of students. Fun activities are planned, such as a roller skating field trip, swimming at the community pool, "carnival days" and a "student mall," where students can use tickets that they earned to purchase prizes. We also have dress up days throughout the year to have some fun!

To create a positive relationship with reading, Evans gives all students a birthday book to take home. We also hold an annual "Read-a-thon," where students track their reading minutes, raise donations for reading and earn prizes. These activities help to motivate students to read more. We also started a book swap so that students can bring in their old books to trade for new books to ensure that they have new, fun and engaging books to read. We have a free book library in the school as well, so students are able to take books home to keep. We feel that by providing a positive relationship with reading by providing students with motivation, we will increase student achievement.

### **2. Engaging Families and Community:**

Something that sets Evans Elementary School apart from other schools is the strong tie that we have with the community which helps students to build important life skills. Students organize and participate in events, such as food and hygiene drives to benefit local homeless shelters, collecting items for local animal shelters, penny drives for the United Way, and making blankets for local non-profit agencies that provide beds to families in need (Sleep in Heavenly Peace, Solution Center).

Evans Elementary has a strong supportive relationship with our Fond du Lac Community Partner in Education, Burke Playgrounds, Inc. BCI Burke creates playground equipment that is sold around the world. Burke helps to provide a field trip for fourth grade classes to explore new playground equipment and tour the factory. They are volunteering to match funds collected by a fundraiser to assist in purchasing needed technology for classroom use. Burke has also donated playground equipment such as a GaGa Pit, and helps to maintain current equipment when it gets damaged.

The Evans Family Engagement committee plans Open House, bi-yearly parent teacher conference opportunities, and invites families into the school for other activities. In December, a holiday celebration is held and in April the committee plans a school dance. Incoming kindergarten parents are invited to a picnic prior to school starting in the fall and every fifth grade parent is invited to have a personalized transition meeting with the counselor to prepare their child for middle school. To keep families engaged and informed on a weekly basis, a newsletter is sent out weekly; it includes weekly activities, lunch menus, clothing requirements for recess, and any other pertinent information.

Evans works to bring community services into our school by connecting families with resources and

continuing to collaborate with those services within the community. We coordinate with the Fondy Food Pantry to provide individual food bags to 100 children every Friday. Fondy Cares therapists are present three days each week so children can access mental health services in the building. When children receive mental health services with Fondy Cares or an outside community provider, we set up regular meetings or phone calls to coordinate care. The Big Brothers/Big Sisters program has been invited to use our building and community providers also support us through education and financial assistance. ASTOP (assist survivors, treatment, outreach, prevention) and SSM (Sisters of St. Mary) Health/Solutions Center come in once a year to educate children on personal safety and healthy relationships. In addition, we partner with Korneli's on the Avenue and City of Fond du Lac to schedule all school community building events.

### **3. Creating Professional Culture:**

Every member of our Evans team has value to contribute towards the learning of our Evans students. The professional mission of our school is for teachers and staff to know that their voices matter. Even when the voices are different from others, we work hard to show each other dignity, respect, and kindness by presuming positive intentions. We listen and genuinely care about each other as well as support each other to create an enjoyable working environment. School administration places high value on building relationships and implementing ice breaker activities surrounding the theme "when we know each other, we care about each other" towards the beginning of each staff meeting or learning opportunities where we are all together. One ice breaker example is a list of questions in which each staff privately chooses only one to answer when randomly paired up with another. We have learned about each other, laughed, and had fun sharing which inspired an online share of staff likes and fun facts. Staff also participate in surveys for feedback as well as suggestions for change and are encouraged to approach team leaders at any time with questions, ideas, and concerns.

Building a strong sense of community and maintaining trust is embedded in our expectations and structural procedures when working with each other. Holding each other accountable with high expectations continues our growth for trust, respect, and support amongst staff. Teachers are encouraged to be present and actively engaged when working with each other, ask questions for clarification and understanding, and bring solutions with concerns. At Evans Elementary, we recognize and appreciate each other both professionally and personally, encourage growth, and value each other as professionals while using our school data to drive our daily work. In order to build the capacity of teachers and to ensure that they have the resources needed to provide students with the best possible learning experience, professional development is provided for many different areas including academics, social emotional development, assessment, records and data keeping, and behavioral support.

During the summer months, staff are provided opportunities for professional development through our district's Summer Institute. These opportunities for growth and new learning target the areas of technology, math, literacy, and relationships. Our district technology team offers sessions to learn and explore more about using Google Classroom, Seesaw, Viewsonic, Reading and Writing in the Digital Classroom, Open Office, and more. Our district curriculum team is dedicated to improving our literacy instruction by bringing in the Teaching of Reading Homegrown Institute.

### **4. School Leadership:**

At Evans Elementary School we believe leadership is the art of motivating and guiding a group of people toward the accomplishment of a specific purpose. As a leadership team, we pride ourselves in guiding and inspiring individuals, teams or the entire school community/organization. We believe leadership is a process in which a leader is shaping and molding the behavior of the group to attain the purpose or goal. A good leader should meet people where they are at and help improve.

At Evans, we believe leadership includes the ability to make decisions, create a vision or purpose and lead through it, make attainable goals, and give knowledge and inspiration to those we lead. Our school leaders at Evans possess the qualities of good communication skills, willingness to take risks, innovative ideas, self-confidence, maturity and approachability. It is our belief a leader should have empathy, integrity, decision making skills, creativity, active listening skills, honesty, time management, strategic thinking, vision of the

purpose and process, and accountability.

Evans values decision making as an important quality of effective leadership. The decisions of our leadership team will affect the lives and work of many people that work side-by-side with us to promote student achievement and success. As leaders, we are constantly thinking about our students. Thinking outside the box without fear of failure is paramount. At Evans, we avoid unnecessary criticism, complaints, and self motives so that we can continue to put the needs of students first. This school year, we highlighted the need to increase trust among our staff. Our leadership team created a ninety-day plan targeting this goal and identified action steps to increase the trust between our staff members. As part of this, each staff member is encouraged monthly to focus on one trust accelerator. These include ideas such as assuming positive intent, partaking in courageous conversations, and approaching situations without defensiveness. Leadership works to achieve organizational goals and maximize the productivity and effectiveness of our staff. We are all leaders and have a part in influencing those around us and those we serve.

Our belief at Evans is every member of our Evans team has value to contribute towards the learning of our Evans students. Your voice matters. It may be different than others, and that's okay. We will show each other dignity, respect, and kindness by presuming positive intentions. We will listen and genuinely care about each other. We will support each other to create an enjoyable working environment.

## **5. Culturally Responsive Teaching and Learning:**

Each and every student should feel like their family is represented in their school culture and that is what we strive to do at Evans Elementary. To ensure that our students see themselves and their culture, Evans provides diverse materials including a wide range of books in both the library and the classrooms. These books represent many different cultures and Spanish or bilingual languages for students. Staff strive to represent different cultures in the classrooms by celebrating the differences of all students and encouraging students to accept and embrace everyone. Staff have also participated in many professional development opportunities to learn about equitable teaching practices, including ICS (Inclusive Systems of Equity). Through ICS, staff examined the inequitable policies and practices that led to our current education system, our own implicit biases as educators, and our current structures and systems in place within Evans Elementary. Educators explored instructional strategies with high positive effect sizes based on John Hattie's Visible Learning and worked to implement these into instruction. Staff also examined current practices that contribute to inequalities and implemented new practices including push-in services instead of pull-out services, incorporating heterogeneous groupings, and more equitable practices in terms of creating class lists.

Evans also provides a safe and welcoming environment where everyone is accepted and celebrated as a part of our diverse school family. Bilingual classroom labels include posters, books, flags, and people of different races. We also recognize that every student has unique talents, interests, and skills based on their cultural background experiences. Using these strengths helps to increase student engagement and overall achievement.

Understanding that communication with families is essential for student success, we provide interpreters in several languages. Interpreters are also available during the school day to support students with academics and to encourage ongoing communication. Evans uses technology for students and families and encourages family engagement from all of the families as well as the diverse people that make up our community.

## PART VI - STRATEGY FOR EXCELLENCE

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Evans Elementary is a successful school because we believe in the power of collective efficacy and we are united in our philosophy on how to educate students to grow toward academic achievement. Collective efficacy refers to "the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students" (Donohoo, 2017). At Evans School, teachers work together to improve themselves as educators and assist each other in understanding where each student is in their educational journey. As teachers, it is imperative we know each child's strengths and where growth can be made. Goals are set for each and every student to assist in their progression through the standards to reach academic excellence.

Donohoo, J. (2017, April 19). Collective teacher efficacy research: implications for professional learning. *Journal of Professional Capital and Community*. <https://doi.org/10.1108/JPCC-10-2016-0027>

The process begins at the start of the school year when collaborative teams are intentionally created to offer the most support for grade-level teachers. Teams create and follow an agenda to participate in weekly collaborative team meetings. Teachers bring their student assessment data and together, they interpret and brainstorm evidence-based instructional strategies that can be used in the classroom to increase student learning, expand efforts to differentiate instruction, and provide accommodations. The team evaluates how concepts are taught by the classroom teachers and share ideas on how universal instruction can be improved to enhance student achievement for each and every student.

After data has been analyzed at the universal level, the team addresses individual student needs by intentionally creating goals for enrichment and intervention. Goals are shared and set with students which empowers them by making the student responsible for their learning. When working with students to reflect upon their goals, teachers understand that self-reflection can be a tricky skill for elementary-aged children. Teachers work diligently to help students move beyond their concrete thinking and work towards fostering a growth mindset.

For the past several years, Evans has worked hard at building trust between teachers to understand that sharing our classroom practices and student data will make us better educators. We are successful because we stand firm in our mission that was created collaboratively as a staff. There is something very powerful about collectively coming together and working toward a common goal. It is because of our trust in each other that we are able to make our school mission a reality: "...effective collaboration that is based on trust, respect, and support of each other will ensure that our high academic and behavior expectations are met, generating success for all."