

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 55 South Pontiac Drive
(If address is P.O. Box, also include street address.)

City Janesville State WI Zip Code+4 (9 digits total) 53545-2277

County Rock County

Telephone (608) 743-6900 Fax (608) 743-6937

Web site/URL <https://monroe.janesville.k12.wi.us> E-mail spope@janesville.k12.wi.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Mark Holzman E-mail mark.holzman@janesville.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School of Janesville Tel. (608) 743-5000

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Michelle Haworth
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 12 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 2 High schools
 - 1 K-12 schools
- 18 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	0
K	55
1	65
2	68
3	63
4	47
5	58
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	356

*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):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 6 % Black or African American
 - 14 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 69 % White
 - 9 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 4%

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	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2021	356
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Spanish, Tagalog-Filipino

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

7. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 189

8. Students receiving special education services with an IEP: 12 %
Total number of students served 42

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>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>5</u> Developmental Delay	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

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

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

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.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 21:1

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	94%	95%	95%	95%	95%
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.

High levels of learning for all students. We believe that "In our safe and respectful community, we celebrate each growing mind, body, and heart through active learning."

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

<http://go.boarddocs.com/wi/janesville/Board.nsf/goto?open&id=AL6KCD5134D7>

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

PART III – SCHOOL OVERVIEW

Monroe Elementary School prides itself on having a warm and welcoming atmosphere for our students, families, and staff. From the moment you enter Monroe school, you can see and feel our commitment to our students and families. We are committed to working with families from all different life situations to ensure that our school is a safe place for students to come and learn each and every day without judgment. We have a saying at Monroe, "55 S. Pontiac is more than just an address." Monroe is a second home to our students and staff, where we foster a family-like bond as we learn and grow together. We care for and support one another on a daily basis to live out our mission: "High Levels of Learning for All Students." We know and understand that one individual cannot accomplish this mission, but rather, it takes all of us giving our best every day, even when it's really hard work. Our staff is committed to doing whatever it takes for students to be successful and believes that failure is not an option.

To ensure High Levels of Learning for All Students, Monroe puts best practices and protocols into place to nurture our mission of celebrating each growing mind, body, and heart through active learning. These have become the standard practices that we follow at Monroe. These practices are reviewed at the beginning of each school year to ensure that the staff is on the same page and that the learning experiences and opportunities are equitable for every student.

To ensure we provide adequate instructional minutes for these areas, making them the highest priority, when developing our master schedule, the reading and math instructional blocks are placed first, followed by our WIN (What Individuals Need) time. The principal and the Academic Learning Coach (ALC) hold Data Retreats with classroom teachers three times per year to look at data triangulation regarding student achievement and growth. They work collaboratively with the teachers to adjust the universal instruction as needed and assist in determining placement into the appropriate groupings for academic support through WIN. Each grade level has 30 minutes of reading and 30 minutes of math WIN daily to assist students in closing the gaps in their learning. The groups are fluid and assessed often during the teachers' Professional Learning Team (PLT) meetings weekly.

Students receive universal social-emotional learning (SEL) biweekly from the school counselor, using the Second Step curriculum as the primary resource. The school social worker also provides brain-based lessons called "Mindful Moments" to classes. Their lessons cover topics ranging from handling differences in people, opinions, and feelings, how to handle those feelings, how the brain works, and why we have our feelings. They focus on how to build relationships with one another and how to treat everyone with kindness. The counselor and social worker are available for students to see in a small group and individual basis as part of our Tier 2 and Tier 3 Positive Behavioral Intervention and Supports (PBIS) system.

PBIS provides students with the universal expectations of our school. The expectations are explicitly taught and reviewed with students throughout the school year. Students who follow the Mustang Manners of being Respectful, Responsible, Ready, and Safe are recognized with Mustang Medals to reward positive behavior. Each week one student from each class is highlighted on the live Monday morning announcements and is seated at the "Royal Table" during lunch. The principal crowns each of the Medal Winners and takes a photo with them to be displayed at school, on our Social Media, and sent home to parents as well.

Students have several opportunities to participate outside of the academic school day if they so choose. The following clubs help us to support "each growing mind, body, and heart" of our students at Monroe.

Every grade level can participate in a STEM (Science, Technology, Engineering, and Math) club throughout the year. Our Lego Robotics club is available to our Grade 4 and 5 students and includes several yearly competitions. Other opportunities include Student Council, Chess Club, Pokemon Club, Running Club, Jump Rope for Heart, Tennis Club, Safety Patrol, Choir, and Student and Adult Partnerships (SAP). Most of these clubs meet once or twice weekly throughout the year or a portion of the year at no cost to students.

Each of these clubs offer students an opportunity to expand their minds, body, or heart beyond the typical

offerings of the school day. All of these opportunities are made possible by the dedicated staff at Monroe, who chose to volunteer their time for students to be able to take part in these extracurricular offerings.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Monroe implements an English Language Arts (ELA) CCSS (Common Core State Standard) curriculum using the School District of Janesville's (SDJ) Balanced Literacy Framework and the McGraw-Hill Wonders ELA resource. These resources assist Monroe with achieving our Reading School Improvement Plan goal, and the SDJ Reading Promise that 90% of 3rd Graders will read at or above grade level.

Monroe achieves this promise through literacy development experiences that empower students to engage in reading, writing, speaking, and listening to build knowledge from multiple sources, respond to the varying demands of audience, task, & purpose, comprehend & critique, use and evaluate evidence, use technology & digital media strategically, and understand others' perspectives.

The SDJ's Balanced Literacy Framework is based on the Gradual Release of Responsibility instructional model. It is designed to help all students become proficient in listening, speaking, reading, and writing by allocating appropriate proportions of time to each skill and, specifically, to ensure that reading and writing instruction is afforded equal weight. Balanced literacy at our elementary school builds the strong foundation necessary for all students to become literate individuals who are college and career ready upon graduation.

Instruction occurs throughout the Balanced Literacy Block (BLB) for reading and writing, with academic discourse integrated throughout. Utilizing the McGraw-Hill Wonders resource, students engage in various universal, small group/partner, and independent instructional mini lessons/activities, developing and building key literacy skills and strategies. The major components of our BLB are Foundational Skills/Word Study consisting of phonemic awareness, high-frequency words, vocabulary, phonics & spelling—reading comprehension, mastered through shared reading, interactive reading, guided reading, and Independent Reading. We also provide comprehensive writing process lessons allowing students to create narrative, descriptive, and persuasive essays.

Students engage in universal, whole-group instruction through an interactive read-aloud, shared reading, or reading mini-lesson. Word Study lessons explicitly instruct phonics skills, word patterns, and high-frequency words for students to apply decoding strategies during guided and independent reading and writing opportunities. The whole group session lasts approximately 20-30 minutes. Over a few days to a week, the targeted skills and strategies modeled, explained, and practiced in the whole group are applied in small groups and independent reading.

When whole group instruction closes, students report to either small group guided reading, independent reading, or a literacy center focused on related-word work or writing skills. As the teacher works with different groups, students rotate between small groups, independent reading, and assigned or selected literacy tasks assigned, continuing the skill or strategy taught in the whole group.

Students practice literacy skills independently through digital resources aligned to their levels consisting of IXL Learning's Language Arts, Learning A-Z RazKids, and Lalilo by Renaissance. Student levels are established through Universal Screening three times a year with Renaissance STAR Assessments, which measure achievement and growth, Fountas & Pinnell Running Record Benchmark Assessment System, and Heggerty Phonemic Awareness (K-2).

We continually assess students using informal observation checklists, exit tickets, and biweekly formative assessments, as well as through district common unit summative assessments. These assessments assist our educators with monitoring progress, reflecting on instruction, and developing small differentiated groups for reteaching and extensions.

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

Monroe implements the Math CCSS curriculum using the SDJ's Balanced Math Framework and the Bridges in Mathematics/Number Corner resources. The SDJ's Balanced Math Framework is based on the Gradual Release of Responsibility and Upside Down Teaching Models and is designed to help all students become proficient in the mathematical content and practice standards. It ensures that conceptual understanding, procedural fluency, and application weigh equally. Balanced math builds a strong foundation for all students to become proficient math learners, thinkers, and doers who are college and career ready upon graduation. It aligns learner outcomes with high-quality instructional practices and teacher actions to help develop and assure those outcomes and proficiencies.

These resources assist Monroe with achieving our Math School Improvement Plan goal and the SDJ Math Promise that 90% of 9th graders will successfully complete Algebra I. We achieve this promise through implementing Wisconsin's Launch, Explore, Summarize, Reflect, Apply (LERSA) model, which involves: 1) Getting students involved by activating prior knowledge, asking thought-provoking questions, creating challenges, and focusing the lesson. 2) Shifting the onus of learning by having students apply prior knowledge, get "messy" with the mathematics, persevere in problem-solving, think critically, ask questions and challenge themselves. 3) Having students summarize, by tying all of the mathematics together, having students make generalizations, put together concepts, share ideas, and engage in discourse. 4) Reflecting on learning by processing goals, modifying reasoning, monitoring progress, clearing misconceptions, and applying new knowledge. 5) Bringing the "Real World" to mathematics by applying authentic tasks, scaffolding individual practice, and bridging the concrete content to abstract concepts.

The Bridges curriculum resource allows teachers and students to work with math concepts and strategies in universal whole groups, small groups/partnerships, and independently. The daily lessons include problems and investigations, workplaces, and Number Corner. Our math-rich classrooms are engaging and enticing for all students. They allow them to develop and learn in an authentic math environment. The teacher provides a rich environment, including various math models, representations, manipulatives, tools, and other scaffolds for supporting multiple levels of learners and needs.

Aside from the Bridges In Mathematics/Number Corner resource, students practice math skills independently through digital resources aligned to their levels. Student levels are established through universal screening three times a year with Renaissance STAR Assessments, which measure achievement and growth. These assessments assist our educators with monitoring progress, developing small groups, and providing differentiation.

As with ELA, our educators continually assess students using informal observation checklists, exit tickets, and unit checkpoint formative assessments, as well as through district common unit summative assessments. These assessments assist our educators with monitoring progress, reflecting on instruction, and developing small differentiated groups for reteaching and extensions.

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

Monroe's teachers and Innovation Specialist collaborate by grade level to plan, pace, and utilize resources such as Mystery Science, Engineering is Elementary, and Inspire Science, each align with the Next Generation Science Standards (NGSS). These lessons are hands-on and interactive, piquing student curiosity and encouraging problem-solving. In one fourth-grade lesson, students worked in teams to determine why some volcanoes explode and others don't. They created a mixture of different viscosities and added air (via a straw) to show how much pressure is needed to form bubbles at the surface. It certainly was a memorable and messy lesson!

During an engineering lesson, students in all grade levels had to create the tallest structure possible using plastic forks. Using the engineering design process, teams had to plan, build, test, and improve their structure. Most groups quickly realized that the triangle is the strongest shape, and all were ready for lunch after building with forks!

Each grade-level plans field trips that enhance and extend the science curriculum beyond the school's walls. Examples include a Physics Museum at the University of Wisconsin, the Madison Zoo, Cave of the Mounds, NBRS 2023

the Space Place, a planetarium, and local farms to learn about agriculture science. The SDJ has an outdoor learning lab and a 151-acre arboretum maintained in conjunction with the city of Janesville. Students hike, identify plant and animal species and learn about the natural history of the Janesville area under the tutelage of retired teachers and high school students.

We continually assess students using informal observation, exit tickets, and unit formative assessments.

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

Students at Monroe learn to ask questions about the community, city, state, country, and world they live. Students work collaboratively and independently to investigate questions within the social studies disciplines. The inquiry-based learning encourages critical thinking about history, geography, economics, and behavioral/political science. Monroe teachers are part of SDJ's social studies curriculum review process. Teachers reference CCSS standards and collaborate by grade level to plan, pace, and engage student learning with projects and activities.

Monroe teachers integrate ELA into social studies and science. One example of this is Monroe's annual wax museum. Fourth-grade students create biographies of influential people from the State of Wisconsin, such as Gene Wilder, J.J. Watt, former U.S. Speaker of the House of Representatives - Paul Ryan, Harry Houdini, Oprah Winfrey, and Danica Patrick. Students research and present their projects, dressed in character, for families and other students in the building.

Each grade level plans guest speakers and field trips throughout the school year to extend learning into the community. Examples include visiting the Lincoln Tallman House, Frances Willard School House, Wisconsin State Capitol, and Old World Wisconsin. In addition, Monroe has a partnership with the local affiliate of Junior Achievement (JA) to learn about financial literacy, civic engagement, and the free enterprise system and connect students' learning in school with the real world. Fifth-grade students also participate in JA Biztown, which is a simulated town. Students create resumes and apply for jobs. At BizTown, students run the city for a day, which includes operating banks, managing businesses, producing a newspaper, creating and managing a budget, manufacturing products for sale, and voting for the mayor.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Part of what makes school memorable are the activities in our special area classes and outside the regular school day. Former Monroe students have returned and consistently said that these classes and activities made lasting impressions on them.

Students in kindergarten through 5th receive art education for 90 minutes a week. The art curriculum aligns with state and national standards using a TAB approach (Teaching for Artistic Behavior). The art teacher is an instructional designer who creates an environment where student learning is self-initiated and directed. Students are motivated and engaged, building understanding and knowledge through personal voice and choice. Students generate an idea, gather materials, set up workspaces, create, persist, revise, reflect, and present their process and final pieces. Using this methodology, students bring content knowledge from other disciplines to the studio, creating a deeper understanding of that content when applied personally. Student's social and emotional learning is at the heart of what they make because each piece of art created is personal

to each student.

Music education is 60 minutes weekly for grades K-4 and 90 minutes for 5th grade. The curriculum, based on the Wisconsin state standards, aligns with the national core standards. Each student explores a variety of musical instruments, including a wide variety of string, wind, and percussion instruments. Emphasizing music in our educational day increases a student's happiness and cognitive function in other areas, including math and language arts. It opens the creative path for kids, encourages them to surpass their grade-level expectations, and challenges them to create and perform standard songs and compositions. The goal is to have them develop a love for music, and a passion for learning that will extend beyond their time at Monroe.

2b. Physical education/health/nutrition

Physical Education (PE) is provided to all K-5 classes three times per week for 30 minutes. The curriculum is aligned with the Wisconsin state standards and offers developmentally appropriate learning experiences for students of all abilities. Creating physically literate individuals with the confidence, motivation, physical competence, and knowledge to value physical activity and maintain a physically active lifestyle throughout their lifespan is at the forefront of our program. We incorporate a student's social and emotional learning into PE lessons. Concepts such as sportsmanship, respect for self and others, accepting differences, handling disappointment, and goal setting are all taught and reinforced. We integrate health concepts emphasizing personal fitness, heart health, and nutrition. We teach physical skills and develop using differentiation to challenge all student levels and abilities.

The physical education program also supports learning in other academic areas. Age-appropriate literature enhances and builds on prior knowledge, skills, and activities. Alphabet letters are posted on the gym walls to provide opportunities to incorporate spelling and content vocabulary. Games and activities reinforce math concepts. Essential skills such as problem-solving and critical thinking are required when working on cooperative challenges or strategizing for success.

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

2d. Technology/library/media

Students learn best by doing, and in our learning commons, students are always doing something amazing. Every class visits the learning commons weekly to do a curricular-tied science lesson or a Science, Technology, Engineering, & Mathematics (STEM) activity. Our innovation specialist plans science lessons with the classroom teachers and integrates hands-on activities to help achieve curricular goals. Examples include creating paper roller coasters to learn about potential and kinetic energy and coding robots to match animals with their habitats. First graders learn about sound and vibration by creating sound effects with simple materials like rulers or pieces of yarn.

When it's not Science Week, we have a robust STEM program, and students can explore robots, circuitry, and augmented reality. These examples are not limited to one grade level. All students in all grades can utilize these STEM materials, and it's incredible what even our youngest students can accomplish. We also prepare students for the future by teaching digital citizenship lessons, keyboarding, and design principles when creating digitally.

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

All students can participate in a hands-on STEM Club in the year's second half. They can choose a station of their interest level and create to their heart's content. This might include circuits, coding robots, designing in Computer Aided Design (CAD) to have something 3D printed, or building with Legos. Our fourth and fifth-grade students can compete on our Lego Robotics team. We present them with a real-world problem each year, such as improving shipping and conserving water. They have to design a unique solution, present it to community members and judges, and build and program a Lego Spike robot to complete various missions.

Finally, Monroe hosts a STEM night with a local museum where all students can try out stations with an outer space theme.

3. Academic Supports

3a. Students performing below grade level:

Effective universal supports alone should be sufficient to meet the needs of 80% of students. If this is not the case, the principal, Academic Learning Coach, and staff examine and strategize ways to improve core instruction and foster honest conversations about whether the core is meeting the needs of 80% of all major student populations.

Monroe's Universal Tier 1 is core instruction because it addresses all students' learning needs within the general education classroom. We consider the SDJ's Equitable Multi-level Systems of Support (MLSS) for select students who are unsuccessful with meeting the needs of the core curriculum.

Monroe's Selected Tier 2 is supplemental instruction for students performing at 25% or below. Tier 2 services are intended to be short-term (although they could extend into longer lengths of time). With this additional instruction, the desired outcome is for students to fill the gaps in their learning. PLTs make groupings using data-driven decisions based on which students within the grade level need supplemental instruction in addition to the core instruction. During WIN, we share homeroom students among a team during a 30-minute time for both ELA and Math. Certified classroom teachers work with the neediest students. At the same time, a team of instructional paraprofessionals facilitates small groups. These groups are flexible and ever-changing according to ongoing data collection.

Monroe's Intensive Tier 3 is individualized (up to 1:3), intensive instruction for those students who are unsuccessful in Tier 1 (core) and Tier 2 (supplemental) instruction. We create Tier 3 caseloads through our Pupil Services Team (PST). The school psychologist, Academic Learning Coach, Reading Specialist, principal, and classroom teachers make data-driven decisions on which students require intensive and researched-based instruction with targeted, discrete skills. Research-based resources and instructional methods are selected, as well as the time and intensity of the intervention. Weekly progress monitoring using Aimsweb assists with decision-making rules during the 6-12 week programming. From the data review and networking meetings, students either continue with Tier 3 services, are dismissed to Tier 2 services, or the team begins a Special Education referral to diagnose further and identify a specific learning disability.

3b. Students performing above grade level:

Monroe recognizes and supports our Talented & Gifted (TAG) learners under the guidance of the SDJ's Talented and Gifted Coordinator and Talented and Gifted Handbook. The K-2 and 3-5 building TAG Advocates ensure students performing above benchmarks receive accelerated instruction and extensions to support their achievement and growth. When developing class lists, our TAG students in each grade are clustered and assigned to the same classroom to allow collaboration and extension opportunities through differentiated instruction and activities. These identified students and other high performers are serviced through WIN for ELA and Math. We use grade accelerated resources to increase the level and rigor of the highlighted strategies and skills. Aside from classroom differentiation and WIN, students are offered a plethora of opportunities to extend and enrich themselves through contests such as Southern Lakes Anthology, Delta Kappa Gamma Writing, Word Masters, Noetic Math, and the Regional Math 24 Tournament. In addition, our Grade 5 TAG students meet with the Hedberg Public Library to engage in book clubs several times a year.

In our mission to provide tailored programming for this population, students in grades 2 and 5 participate in the Cognitive Abilities Test (CogAt). This test, paired with their historical STAR assessments, classroom performance, and teacher recommendation, are key factors in qualifying for enrollment to the SDJ's Magnet School Challenge program beginning in grade 3 and again before entering middle school in grade 6. The Challenge Program is designed for students with needs identified near the top of the Pyramid Model of

Wisconsin's Comprehensive Integrated Programming Model. The district's most advanced students explore learning in-depth, with acceleration, and relation to self. Thinking skills are geared toward higher-level responses, permitting the student to struggle with new information, while offerings are based on readiness level, interests, and learning style.

3c. Students with disabilities:

Monroe's Special Education population is serviced by three full-time Cross Categorical teachers, a Speech & Language Pathologist, Physical and Occupational Therapists, and four paraprofessionals. The goal of the Special Education Department is to provide staff with professional development that includes tools, strategies, and instructional practices to support increasing our students' academic and functional independence.

We serve students in their least restrictive environment. For most of our Special Education students this is a combination of "push in" and "pull out" services. We support these students utilizing the Special Education teacher or paraprofessional during the "push in" portion of the universal general education instruction. We provide accommodations and supports to allow access to the grade level content with their peers. The "pull out" portion of services takes place in a Special Education room and focuses on the specific goals of the student as written in the Individualized Education Program (IEP).

Special Education teachers join the grade level PLT meetings for co-planning purposes on a weekly basis. We also have a Special Ed PLT that meets one time per week to discuss services and case loads. This allows the Special Ed teachers to collaborate with the related services staff such as the Speech & Language Pathologist, Physical and Occupational Therapists, and the Specially Designed Phy Ed. Specialist.

The principal and the ALC hold Data Retreats with the Special Ed teachers to discuss and monitor the growth of their caseloads three times per year.

3d. English Language Learners:

Monroe services our English Language (EL) learners with the support of a full-time EL teacher and paraprofessional and the guidance of the SDJ's Coordinator of Title Programs. Together this duo creates programming to enhance the general education setting through "push in" with co-teaching experiences and small group work to assist EL students with accessing the grade level CCSS in both ELA and Math. Along with the "push in" model, the EL team also tailors to the students' ACCESS language levels through "pull out" services to provide more detailed services in speaking, listening, reading, comprehending, and writing. The EL teacher and paraprofessional are also key members of our WIN structure, providing reteaching and reinforcement of the universal instruction of our EL Learners during that time. Along with this programming, we also ensure that the proper accommodations are in place for instruction and assessment. We continually monitor students' development, growth, and achievement through formative and summative assessments. The principal and the ALC hold Data Retreats with the EL teacher to discuss and monitor the growth of her caseloads three times per year

Furthermore, our K-5 certified staff are involved in completing training modules through ELLevation throughout the current school year. These training modules provide strategies to help educators develop the capacity to support ELs in language acquisition and content mastery. ELLevation strategies reflect best practices for ELs and are research-based. They address the unique needs, struggles, and gaps in instruction that often affect ELs.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students really do get an all-around education at Monroe, focusing on not only academics but social and emotional growth as well. In the classroom, students develop classroom expectations, rewards, and consequences. Students have ownership, are more engaged and motivated when they are involved in this process. As a school, we have implemented "Collaborative Conversations," to engage students in academic discourse. Each student knows how to be a speaker and a listener when asked, as these expectations were taught to students at the beginning of the school year. Again, this is an expectation in each classroom, so this continues year after year. Talking and discussing content with others keeps students engaged and motivated during instruction. Turning and talking to a partner is a technique used in our math and literacy programs, so students engage in this practice many times throughout the day.

Students are motivated to display the "Mustang Manners" (respect, readiness, responsibility, and safety) when rewarded for positive choices with Mustang Medals. Mustang Medal winners are chosen and announced on our Monday Morning Announcements. Students then eat lunch at a special table, pick out a prize, and get a picture with the principal showcased on our social media, a bulletin board, and sent home to parents as well. We add students to a drawing for a grand prize for each trimester. Monroe also holds Trimester Celebrations for students that have received two or fewer office referrals. This Positive Behavior Incentive program is highly motivating for students.

Students are assessed three times during the school year using the STAR assessment in math and reading/language arts. After receiving results, teachers work with students to set goals for the next testing session. When students are involved in their goal planning, they are more likely to want to achieve them. Teachers offer small incentives for students or a class that shows growth or meets their goal. Teachers have found this to be motivating to students.

Monroe focused on keeping students motivated and engaged during remote learning. Teachers collaborated to continue providing rigorous instruction in person, and students rose to the occasion. Teachers offered incentives to students who completed assigned activities each week. Support staff and non-classroom teachers also supported students not participating in remote learning, finding the needed support. Teachers and staff also participated in a spring gift delivery to student homes and a parade recognizing 5th-grade students that would be "graduating" from Monroe. While we would have preferred to be within the walls of Monroe, students, staff, and teachers continued to display success in an alternative environment!

2. Engaging Families and Community:

Monroe's Hashtag, #gr8plc2b, truly encapsulates our commitment to community engagement. Our strongest, most long-lasting partnership is through our outstanding Monroe Parent Teacher Association (PTA). Our PTA goes above and beyond in its mission to make every child's potential a reality. For decades they have provided Monroe with amazing support through unbelievable fundraising efforts. They have provided financial support through field trip grants, teacher grants, classroom leveled libraries, school assemblies, and our PBIS celebrations and prizes. They also organize back-to-school socials, classroom holiday parties, movie nights, science fair, Math and STEM nights, spring carnivals, and "Monroe Madness" — Teacher vs. Students basketball games. Yet, the most beloved and cherished event of them all is Monroe's Annual Grandparent's Day extravaganza celebrating and recognizing the importance family plays in education.

Through sponsorships with the following community partners, Monroe has served and provided students and families with experiences for the betterment of all. Culver's and Papa Murphy's family nights are recurring fundraisers impacting all students who benefit from special school incentive programs.

Another one of Monroe's tried and true community partners for over a decade is Turning Point Church. Together we can support our families and students in need with winter wear, school supplies, and other essentials. We have also provided families with Thanksgiving, Christmas, and Easter care packages through

their contributions and parish support.

Blackhawk Technical College and the University of Wisconsin Whitewater at Rock County offer our students programs and field trips to support our college-career readiness goals by exposing students to prospects and opportunities to nurture and reinforce the importance of the benefits of a strong education post-high school.

Forward Janesville, our local chamber of commerce and economic and community development organization's ambassadors and business leaders, have provided reading experiences at Monroe through literacy initiatives on Read Across America Day. The Janesville Jets and Beloit Skycarp, minor league teams, partner with us through their Reading Motivation programs and player guest readers. Batterman Engineering has exposed our students to science and math-related career experiences through presentations in conjunction with Monroe's STEM.

Monroe also has partnerships with local dentists who provide on-site clinics for sealants and preventative care for some students throughout the year. They also offer educational experiences through classroom presentations.

Blackhawk Community Credit Union, Batterman Engineering, Brian Lawton, EXIT Realty Group, Wisco Insurance Company, Hodge Farms, Tigre, Northland Equipment, and WCLO radio have been strong community partners with sponsoring special events and celebrations at Monroe, especially our 50th Anniversary and Wisconsin DPI (Department of Public Instruction) Report Card success celebrations.

3. Creating Professional Culture:

Monroe Elementary School provides neverending support to teachers and support staff. Five years ago, after deeply analyzing student data, the principal and Academic Learning Coach (ALC) determined that instructional changes were needed in literacy. The principal and ALC provided professional development each month to all grade levels, focusing on each element of the Balanced Literacy Framework and the implementation of the new approach to literacy instruction. Staff meetings became professional development time to work in PLTs or within grade bands to learn about best practices and to plan how to implement them successfully. We included instructional paraprofessionals in professional learning opportunities for a guaranteed and viable curriculum.

One of the most beneficial components executed was using instructional planning protocols. PLTs complete the protocol before beginning a new unit, diving deeply into the expectations of students and what they must do to ensure student success. Teachers' confidence began to grow as well as the comfort level of content instruction increased. Because we put this new framework into practice as a whole school, teachers could support each other and count on support from the ALC and the principal. The unit protocols have now become a standard best practice at Monroe. Each grade level completes them before beginning units in literacy and math. Backward design planning has become the norm within our building. Teachers and staff at Monroe engage in this rigorous work because they know that it is what is best for students, and that is always our first priority. With these best practices instituted, we have seen growth in student achievement, not only within the classroom lessons but in our formative and summative assessments.

Besides our school initiatives, teachers and staff are recognized in our weekly Mustang Messenger by other staff members through Mustang Mentions for helping each other out or going above and beyond. We gather as a whole staff to celebrate accomplishments and support each other in need. From the moment a person walks through the doors at Monroe, one can feel the togetherness and community environment established at Monroe. We recognize and celebrate the appreciation of each group within the building, from paraprofessionals, custodians, teachers, administrators, and all other support staff. Each person is part of the Monroe family!

4. School Leadership:

To accomplish the mission of “High Levels of Learning for All Students,” the principal collaborates closely with the Academic Learning Coach (ALC) and the Instructional Improvement Committee (IIC). This collaborative team meets once a week to discuss instructional strategies and how to carry out the School Improvement Plan (SIP) initiatives for Monroe.

Monroe writes a SIP each year based on the previous year's data, addressing any weak areas that need improvement. Once the goals are in place, the Grade Level Leaders that make up IIC roll out those goals to their Professional Learning Teams (PLT). We then develop Professional Development (PD) for staff to support their learning and make systematic instruction changes. As a school, we revisit the SIP several times throughout the year to measure the success of our plan and make any necessary changes.

The principal and ALC conduct learning walks in every classroom several times throughout the school year to monitor the initiatives put in place. We know that if we expect it, we need to inspect it. The principal and ALC provide teachers with actionable feedback upon the learning walk's conclusion.

We implemented this practice in the 2017-2018 school year when we saw a decline in our students' English Language Arts data in our Department of Public Instruction-issued School Report Card. We knew we needed to make a significant change to see a significant difference in our data. The Principal and the ALC met with the Learning and Innovation Director at the district level to discuss the changes needed in our instruction. We developed a series of PD around the Balanced Literacy Framework to support our teachers in this change and rolled it out to teachers in the first semester of the year. We fully implemented the changes in the second semester.

While the change was difficult for teachers, they could soon see the student's growth and success relatively quickly. As we continued on this path, we have only seen more significant growth each school year, resulting in a 21.1-point gain over four years, taking us from Meeting Few Expectations to Exceeding Expectations on the DPI issued School Report Card.

At Monroe School, we set our expectations high, hold one another accountable, and support one another to accomplish our goals, even when it is really hard work. We are committed to doing whatever it takes because failure is not an option.

5. Culturally Responsive Teaching and Learning:

Monroe embraces and addresses the needs of all cultures and diversity in our school community. The Culturally Responsive Education for All Training and Enhancement (CREATE) team helps ensure we reach all backgrounds. The goal is to help focus on strategies that address building relationships, cultural differences, trauma, and students facing difficulties in school achievement.

CREATE fosters its mission through professional development and engaging staff through book studies that open our knowledge to address the areas of homelessness, trauma, and diversity. Two books studied include; *Trauma in the Classroom: Uncovering the Truth about Childhood Adversity*. This book was able to help our staff come up with strategies to use within our classrooms with all of our students, not just those who have experienced trauma in their lives. A second title, *Evicted*, helped staff have a different lens of our families facing different hardships and adversities.

The CREATE team, student services, and the PBIS team implemented "This Mustang Matters". Each student in the building is to be known by name, strength, and need by at least one adult, as we want all our students to be seen and heard. The students love one-on-one time with staff, creating bonds and relationships. They also appreciate and value seeing their poster highlighted in the center hallway for the Monroe community to enjoy and learn more about who they are.

The CREATE team's mission is to bring awareness to social justice topics and microaggressions to our students and staff. To encourage awareness and add within the school, the CREATE team sponsored a book challenge on which class could read the most books where topics addressed social and cultural diversities. This initiative exposed students to sensitive topics and nurtured a broader outlook on accepting and

appreciating differences among others.

Monroe thrives on building relationships and bringing opportunities to all students; we have the Student Adult Partnership (SAP) program. SAP provides fun and engaging opportunities for students. Through community donations, the students go bowling, swimming, karate, and yoga, to name a few. SAP connects students with not just their teacher but other staff in the building.

PART VI - STRATEGY FOR EXCELLENCE

The single most impactful practice contributing to Monroe's success stems from our commitment to Richard DuFour's PLC structure to realize our mission and vision for student achievement and growth. Our mission for learning is to achieve "High Levels of Learning for All Learners." Furthermore, Monroe's vision is: "Through our work in PLTs, we will achieve Significantly Exceeds Expectations on the Wisconsin DPI-issued School Report Card. The report card includes data on multiple indicators for multiple years across four Priority Areas (Achievement, Growth, Target Group Outcomes, and On-track to Graduation)."

Therefore, our building is committed to ensuring our mission and vision of learning through the following commitments, which were generated through consensus and embraced by each staff member; 1) I will put my students' needs first to promote their growth and independence. 2) I will use the district-aligned curriculum resources with integrity and fidelity to deliver the CCSS. 3) I will utilize best practices for student learning. 4) I will use data to drive instructional decisions. 5) I will contribute positively to my PLT through effective communication and collaboration. 6) I will follow through on decisions/tasks given during my PLT.

These pillars, along with the three major goals of our School Improvement Plan and DuFour's work of PLCs, drive our work at Monroe. Our building PLTs work in unison to secure our mission. They meet weekly planning, completing instructional protocols through a backward design, reviewing assessment data, and adjusting their instruction and pacing to address the data. Their agendas are public and shared with the entire staff weekly to ensure clear communication across all grade levels and departments.

The professionalism and dedication of the staff are apparent as we strive to realize our mission and vision. We have ensured that all of our arrows are aligned and have instituted standard practices that help us hold each other accountable. Monroe continues to benefit from ongoing job-embedded professional development through a six-day Solution Tree's PLC Academy. The principal, ALC, and a team of teachers have participated throughout this school year. The ALC is also in year 1 of the New Teacher Center Foundational Institute of Coaches Teacher Mentor certification to ensure the recruitment and retention of initial educators within our school and district. Also, the principal and ALC are in their fourth year of instructional leadership and coaching development through Compass Advantage, whose purpose is to bridge the gap between research and practice for school improvement, ensuring we realize our vision. At Monroe Elementary, we live the mission of "High Levels of Learning for All Students" all day, every day.