

**U.S. Department of Education**  
**2016 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 Mrs. Jennifer Clemens

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

Official School Name Woodland Elementary School

(As it should appear in the official records)

School Mailing Address 808 East Woodland Avenue

(If address is P.O. Box, also include street address.)

City Barron                      State WI                      Zip Code+4 (9 digits total) 54812-1759

County Barron County

Telephone (715) 537-5621                      Fax (715) 637-9353

Web site/URL http://www.barron.k12.wi.us                      E-mail clemensj@barron.k12.wi.us

Twitter Handle https://twitter.com/SuptBroeren                      Facebook Page https://www.facebook.com/Woodland-Elementary-School-129300423907300/?fref=ts                      Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_                      Blog http://barronadministrator.blogspot.com/                      Other Social Media Link \_\_\_\_\_

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\*Mr. Craig Broeren                      E-mail broerenc@barron.k12.wi.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Barron Area School District                      Tel. (715) 537-5612

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. Rod Nordby  
(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, write N/A in the space.

## 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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

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

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	31	18	49
K	28	26	54
1	31	20	51
2	28	26	54
3	37	35	72
4	29	31	60
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	184	156	340

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 15 % Black or African American
  - 9 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 68 % White
  - 5 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 17%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	29
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	55
(4) Total number of students in the school as of October 1, 2014	332
(5) Total transferred students in row (3) divided by total students in row (4)	0.166
(6) Amount in row (5) multiplied by 100	17

6. English Language Learners (ELL) in the school: 19 %  
65 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Somali, Spanish, Tagalog, Mandarin, and Hmong

7. Students eligible for free/reduced-priced meals: 65 %  
Total number students who qualify: 222

8. Students receiving special education services: 14 %  
48 Total number of students served

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

- 7 Autism
- 1 Deafness
- 0 Deaf-Blindness
- 9 Emotional Disturbance
- 1 Hearing Impairment
- 3 Mental Retardation
- 13 Multiple Disabilities
- 1 Orthopedic Impairment
- 8 Other Health Impaired
- 4 Specific Learning Disability
- 25 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 4 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	28
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

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

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

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

The mission of the Barron Area School District is to ensure all students reach their dreams while making a positive impact on the world.

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

## PART III – SUMMARY

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Welcome to Woodland Elementary School. We are one of three Title I elementary schools in the Barron Area School District (BASD). We are a Student Achievement Guarantee in Education (SAGE) elementary school, meaning we qualify to receive grant money through Wisconsin's statewide effort to increase the academic achievement of children living in poverty. Our school is located in Barron, Wisconsin, in the northwest corner of the state. Residents of Barron enjoy the many lakes, rivers and streams, ATV and snowmobile trails and the outdoor spaces of our city parks and woodlands. Major employers in Barron include: a hospital and clinic in the Mayo Medical Health System, Jennie-O Turkey Store and because Barron is the County Seat: the Justice Center, sheriff's department and government center. Our community has a rich history in agriculture and values education and our students.

Barron was founded over 150 years ago by Scandinavian immigrants. The City of Barron has changed in demographics over the past two decades. Refugees leaving their homes in Somalia due to unrest in their country, moved to Barron to find jobs and a safe place to raise their families. This move brought the need to find affordable housing, develop a community international center to support the transition, create and staff an English Language Learning (ELL) program in the school, and find and hire interpreters and translators. More recently, families have arrived from refugee camps in or around Kenya because of continuing civil unrest.

The Barron community supports Woodland Elementary in a variety of ways. The school is very fortunate to be a part of the Senior Tax Exchange Program (STEP). Students enjoy working with the senior citizen volunteers in their classrooms; reading stories, practicing math facts and spelling words, sharing life experiences, and creating a relationship with someone in the Barron Community. This past fall, every student in our school was given a free pair of shoes because of the efforts of a local community group.

Woodland is located near the Barron Area Community Center (BACC). This facility was built with community support and funding and has an indoor pool, theater and gym facilities. In addition to swimming, Woodland students enjoy special speakers and plays and concerts from local musicians as well as from around the world. Woodland's relationship with this facility has provided cultural opportunities that the majority of our students would not otherwise enjoy. These valuable learning opportunities are provided to our students because of the support of the BACC staff, the Barron Area School District and the Barron Community.

Woodland Elementary School values building relationships with our staff, students, parents and community. We begin each year with a Woodland Welcome Day. This provides students, parents and teachers the opportunity to share valuable student and school information, explore the classrooms, and get to know one another during individually scheduled meetings. Parents are also able to meet privately with the school counselor, special education staff, principal, interventionists, or any other requested staff member. Interpreters are available to ensure clear communication. Children get their school pictures taken, eat a free meal, and explore community opportunities such as 4-H, Girl and Boy Scouts, Barron Public Library and Community Recreation programs. Woodland has a very supportive and active Parent Teacher Association (PTA) that fundraises and then donates all their proceeds to fund classroom field trips, student libraries, student reading incentives, playground toys, teacher resources, and donations to families in need.

The entire Woodland staff cares for the whole child rather than only focusing on their academic successes. This includes the playground aide finding a warm coat for a child in need, the custodian comforting a crying child, and the secretaries caring for a sick child. Woodland students are served nutritious breakfasts, provided snacks and lunches at school, and offered the opportunity to take home a backpack of food for the weekend. Woodland School offers flu shots, vision and hearing screenings, child development screening, weekly fluoride treatments and dental services. Our location near the high school allows us to have high school tutors work in the classrooms to build relationships, support students, and celebrate successes with elementary students.

Woodland Staff is passionate about supporting students socially and emotionally and understand that it is a team effort. A school team worked to develop our Positive Behavioral Interventions and Supports (PBIS)

Plan. The students and staff at Woodland Elementary School strive to “Be Golden” every day by being “Caring, Safe & Fair- Like a Barron Bear.” Students are recognized for their positive behaviors, and individualized plans are developed for children in need of behavioral interventions. This includes training the school staff to become trauma-informed. The school also works closely with Barron County to provide additional supports to children and families both within the school setting and at home.

Woodland students’ academic abilities are monitored carefully by a staff that is data-driven and compassionate. Informed decisions guide our curriculum, best instructional practices, academic interventions, and learning plans to meet the unique needs of each individual student that Woodland School is fortunate to serve.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Woodland Elementary school is committed to academic growth and advancing the skills of all students. Our curricular choices are guided by the current Wisconsin academic standards. A variety of core curricula provides all of our students with quality learning opportunities.

As academic standards change, we pride ourselves on staying relevant and up-to-date. For instance, during the 2014-2015 school year, we recognized the need to reassess our English Language Arts (ELA) curriculum. The reading series that we'd been using was no longer aligned to the Common Core State Standards (CCSS); as a result, a committee undertook a thorough research process to find a new reading series. The committee chose the Reading Wonders series from kindergarten through fourth grade; seventy-five percent of our teachers are piloting Reading Wonders this year, and our school will have full implementation next year. The new Reading Wonders series has helped us to fill the gaps we identified and is fully aligned with the CCSS. Additionally, our ELA instruction offers many opportunities to improve student literacy skills through interacting with various types of technology such as computers, tablets, and iPads for reading, writing, speaking, and listening purposes. Our lower elementary classrooms have also recently adopted Foundations, a phonics program that is used for both core instruction and interventions as necessary and appropriate.

Students at Woodland Elementary acquire foundational skills through a variety of instructional strategies and approaches. Our teachers continually differentiate instruction to help students learn most effectively. Students are given ample opportunities to work with teachers, specialists, bilingual aides, and volunteers to practice and master foundational skills. For example, our English Language Learners (ELLs) are provided with individual and classroom support by ELL teachers and bilingual aides to practice math and reading skills. All of our students are intentionally grouped with peers from their grade levels for interventions. These decisions are data-driven, and allow teachers to key in on sub-skill deficits and enrichment opportunities. This focused, smaller group support allows each student opportunities to make gains according to individual needs.

Our current mathematics instruction is also guided by the CCSS. Teachers engage students at differentiated levels based on their academic, behavioral, and language needs. Classroom teachers present lessons in multiple formats, and they provide students ample opportunities to model mathematics through hands-on manipulatives and visual representations. For example, students might use counters, unifix cubes, or base ten blocks as they practice addition and subtraction facts, or students may use personal white boards as they model multiplication with arrays, tape diagrams, and number bonds. Our teachers further enhance learning with iPads, Apple TV's, laptops, and interactive whiteboards. Additionally, we offer focused interventions for struggling students. To keep our materials current and aligned, we continually assemble teams to research and evaluate curriculum options.

Science and social studies are integrated into all of our language arts lessons and texts in the Reading Wonders series and the Literature by Design series. Teachers across grade levels provide enrichment to these integrated science lessons through hands-on experiments and investigations. Third and fourth grade teachers also have the Scott Foresman science series, which includes science texts and year-long sets of materials for hands-on science investigations. Many teachers provide additional opportunities for students to engage in science activities through Full Option Science System (FOSS) and/or Science Technology Engineering and Mathematics (STEM) kits. Students gain real-world experiences through field trips relevant to scientific topics; these include trips to the Hunt Hill Audubon Sanctuary, local farms, Crystal Cave, the City of Barron Wastewater Treatment Plant, the Barron County Incinerator and the Ice Age Trail, to name a few.

In addition to the social studies lessons that are integrated into our language arts lessons, we utilize TCI Social Studies Alive! in third and fourth grade. Fourth grade incorporates the Wisconsin Journey series to accompany their Wisconsin projects. Students schoolwide are given enrichment opportunities that correlate

to social studies topics through field trips, as well as presentations in the school. For example, our second grade brings history to life with a cross-curricular Wisconsin history unit based on the book "Little House in the Big Woods." Community and staff members teach students about life in Wisconsin in the 1800's and how it compares with life today. Other grade-level trips include visits to Pioneer Village Museum, Forts Folle Avoine, and the Children's Museum of Eau Claire.

Building early relationships with families fosters success in child development. Our staff initiated the Barron County Early Childhood Consortium which now includes four neighboring districts. We work together to serve 3-year-olds with special education needs in their natural environment through a primary coaching model approach that facilitates growth in child outcomes. Wisconsin Model Early Learning Standards, which correlate with the CCSS for students in Pre-K through third grade drive instruction. Through full-day or half-day Pre-K options, academic readiness is nurtured through play, emphasizing social and emotional development. Meaningful hands-on experiences and positive interactions lay the foundation for students to build deep connections through exploration, discovery, and problem-solving.

## 2. Other Curriculum Areas:

Encore classes positively impact student growth and learning as students study beyond the core curriculum. Students spend 55 minutes a week in visual arts classes. During this time they create visual and tactile pieces of art, and they improve on various fine motor skills. Students develop creativity and practice visual literacy as they evaluate works of art. Art lessons are developed to correlate with grade level topics whenever possible. For instance, fourth grade students learned about Native American artwork and created totem poles after learning about Native American culture in their social studies lessons. Student artwork is proudly displayed throughout our school and community in our district calendar, on t-shirts, and at a collaborative art exhibition from numerous local schools.

Students attend two 40-minute music classes each week. During this time students develop an understanding of music theory and language. Music also provides students an opportunity to utilize math skills in relation to beat and measure, and exposes them to important language arts concepts such as rhyme, rhythm, poetry, and alliteration. As students' progress in their musical education, they have opportunities to perform in musical programs and theater in school and for the community. Third graders performed a concert entitled Civil War 150 in honor of the war ending 150 years ago. Furthermore, all students honor our Veterans in a musical, community-wide ceremony on Veteran's Day. We often celebrate as a building with school-wide sing-alongs that remind our students to be caring, safe, and fair.

Instructors teach about healthy life skills and habits in physical education (PE). Over each two week period, students participate in five 40-minute physical education classes. PE also allows many opportunities for students to participate in team activities, providing valuable opportunities for social growth. PE reinforces math skills and concepts and utilizes language and vocabulary specific to areas of study. Students explore life-long activities as they snowshoe, roller-blade, jump-rope and participate in team sports. They embrace higher causes such as Jump Rope for Heart - this year our kids raised over \$5000 for the American Heart Association. Woodland Elementary also provides adapted one-on-one and small group physical education to meet the individualized needs of every Woodland student who comes into our school. Our physical education teachers are enthusiastic - even dressing in costumes, and they make all children feel welcome, important, and able to succeed in life.

Each class has a scheduled library time each week to further develop a zest for reading. Our enthusiastic library staff greets students warmly, reads a literature selection, and helps students to find books that are just right. Third and fourth grade students can check out Kindle readers and have access to Overdrive, an online check-out system giving them access to hundreds of e-books. The PTA sponsors our Accelerated Reading program, and classroom teachers encourage students to work toward individual reading comprehension goals. Successes are celebrated with students; as they meet these goals, children are invited to eat a special lunch with an adult volunteer. Each year the school participates in the Battle of the Books competition, which further motivates students to read. This competition also helps students work on social skills as they dig into reading together, and work as a team to complete readings and quizzes. Additionally, Woodland connects students to real world writers. Our school has had numerous authors and illustrators visit in recent

years, including Rick Chrustowski and Warren Hanson, who discussed their crafts and shared with students a love of literature.

Our school provides various opportunities for students to grow with technology. We have a media specialist who works with students and classroom teachers to enrich learning in the computer lab, in the classroom with portable devices, and in the library. For example, she's worked with first grade students on a research and inquiry project about the solar system, and during this time she introduced them to Google forms and Google documents. Teachers are able to provide students with enriching experiences from around the world by accessing distance learning programs through interactive television. These programs have allowed students to connect with authors, NASA, zoos and museums, and classrooms throughout the nation and around the globe. Schoolwide, we have an initiative to prepare students for a world that is constantly evolving technologically. Each grade level teacher addresses age-appropriate technology standards with students. Teachers create and present a technology-rich unit that engages students.

### 3. Instructional Methods and Interventions:

Woodland staff looks at each student's individual needs as a starting point to achievement. We identify strengths and needs, and we respond accordingly using an array of data to guide instructional decisions. A variety of teaching methods is used to engage and facilitate learning for diverse students. These approaches include, but are not limited to: varied group sizes from 1:1 to large group; systematic-explicit instruction; guided reading; culturally responsive practices; gradual release of instruction to ensure mastery of skills. Teachers incorporate a variety of strategies that include multi-sensory techniques, visuals, vocabulary paired with pictures, building background knowledge, peer-assisted learning, Response to Intervention (RtI), and PBIS. For sensitivity of our diverse needs, there are opportunities for neutral site and/or after-school learning sessions. Through our RtI framework, each grade has a Multi-tiered System of Support (MTSS) that includes a daily 35-45 minute What I Need (WIN) block. At this time all students participate in reading or math activities that range from intensive intervention to enrichment based on their skill level.

For WIN, students' needs are identified through screenings and discussions with classroom teachers. Once identified as needing intensive support, students are assessed to determine the specific skill deficit in order to match each student with one of our many research-based interventions. During WIN time the more intensive interventions include: Reading Mastery, Sound Partners, Stepping Stones, Corrective Reading, Foundations, Incremental Rehearsal, and Read Naturally. Our computer-assisted interventions include Fast ForWord and Academy of Math and Reading. Regular progress monitoring ensures all students make progress in their core instruction and WIN groups. Routine fidelity checks ensure interventions and core instruction are carried out as intended; core instruction must be solid in order for interventions to be effective.

Due to our diverse group of learners, we have a number of staff who assist in both push-in and pull-out instructional situations to enhance and support the core instruction. There are two ELL teachers, two Somali bilingual aides, one Spanish bilingual aide, and one ELL instructional aide who assist with our ELL students. They focus primarily on students who are at language proficiency levels one and two according to WIDA. There are also three special education teachers and eleven special education aides to assist our special education students.

### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Woodland students are assessed through STAR Reading, STAR Math, Formative Assessment System for Teachers (FAST) probes, Fast ForWord, Phonological Awareness and Literacy Screening, state-mandated testing, and other formative assessment tools within the classroom. The data is used to ensure all students continue making expected growth. Students K-4 are screened three times yearly using one or more of these assessments.

To ensure continual progress, assessment data is used to monitor individual student growth, class-wide instructional practices, and school-wide core instruction. Woodland's data team (consisting of our reading specialists, school psychologist, school counselor, and principal) meets regularly to discuss performance and

progress of all students. The team meets at the beginning of the year for an identification meeting to analyze last year's spring screening information, students' prior intervention evaluation reports, and new fall screening data. The data team collaborates with classroom, special education, and ELL teachers to discuss the findings and plan for each student. Students are placed in appropriate WIN groups and progress-monitored throughout the year. The mid-year data review meeting occurs right after the winter benchmark in order to evaluate group and individual student growth and achievement. Data-based WIN decisions range from continuing in the current group, changing to a more intensive intervention, or moving to an enrichment group. Progress monitoring occurs weekly to monthly, based on the intensity of the intervention to ensure appropriate levels of WIN support. Adjustments are made as needed throughout the school year.

To address achievement gaps we analyze and identify strengths and weaknesses within our instructional practices. Data analysis identified phonemic awareness as an area of concern. Consequently, an ELA Committee was developed to investigate research-based curriculums to support our unique learners. The curriculum needed to be effective with our low socio-economic status students and ELL students. Through collaboration, Reading Wonders and a multi-sensory phonics program were implemented in classrooms. The data team identified a need for additional research-based interventions to support all of our students, particularly our ELL population. This led to the purchase of additional Fast ForWord and Reading Mastery resources. Following thorough examination of ELA practices and the adoption of new materials, our students have shown growth in reading achievement.

Teachers discuss data in grade-level team meetings to guide instruction and differentiate for students. Student achievement data is communicated throughout the year in multiple ways including report cards, conferences, phone calls, letters, and daily communication. Our teachers' priority is to make sure parents understand what this data means and how WIN supports their child's education. School performance data is shared with community members through board meetings, website notifications, newsletters, blogs, interviews, and local newspaper. Our students are "WINNING!"

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

Our school-wide PBIS framework utilizes resources to engage and motivate students academically, socially and emotionally. Woodland's PBIS universal expectation is: Caring, Safe & Fair- Like a Barron Bear- Be Golden! Golden expectations are taught explicitly to all students. Daily positive reinforcements create our “golden” culture. Students immediately receive bear paw stamps as they contribute to our “pawsitive” environment. Students are excited to share how they earned their stamps. As we reach our goals, we celebrate! Our latest goal was 3,500 stamps in 19 days. Everyone at Woodland received a “Be Golden” window decal. Sharing their enthusiasm, second graders wrote letters to accompany decals sent to local businesses. Students were excited about the “pawsitive” community response!

To support students, data is used to track behavior and identify needs for re-teaching. We use a Check-in/Check-out program, small groups, and individual counseling. Additional support comes from the Problem Solving Team (PST), which meets weekly to review Request for Assistance Forms (RAF). The RAF provides a view of a student's academic, social, emotional and physical well-being. If necessary, an individual Behavior Intervention Plan (BIP) is implemented. This PBIS system creates a golden culture that engages, supports, and motivates students and staff.

For the past four years, we've used the Wisconsin Information Network for Successful Schools (WINSS) survey, which utilizes input from staff and students to assess and create a “safe and caring” school. Initial student surveys identified a desire for a more caring playground. Through counseling and classroom lessons, environmental supports, and playground expectations, students showed significant growth in subsequent surveys. Further data indicated staff's priority to increase communication between home and school. In addition to standard forms of communication, we employ social media, newsletters, and a “Parent Resource” board to foster positive relationships. Families and students can use Sprigeo.com to anonymously report bullying directly and immediately to administrators.

Our desire to create a positive culture has led to deeper reflection, particularly regarding students who have experienced trauma. Data from Wisconsin's Adverse Childhood Experiences (ACEs) study indicated Barron County has the highest prevalence of trauma in our region. We work with students to identify feelings, so learned coping skills can be used in everyday life.

Our teachers support one another through events like “Lunch for a Cause” and Friday treats. For 15 years our staff has raised money by hosting monthly meals. Recent meals supported a co-worker with cancer, the Alzheimer's Association, and a student's family who lost their home to a fire. Weekly common time and PST meetings support teachers in meeting student needs. Taking time to come together creates a golden culture at Woodland.

### 2. Engaging Families and Community:

The old adage, “It takes a village to raise a child” is inherent at Woodland. Our first contact between families, school and the community begins with Child Development Day. We invite families of children ages 0-5 to join us at Woodland for social, emotional, health, and academic screening. Community organizations like the library, local police, and health providers are available with gift bags filled with resources to encourage family interaction and learning.

To begin each year, a strong bond between family and school is developed on Woodland Welcome Day; we continue to build connections throughout the year. Parents, caregivers and grandparents are invited regularly to special events such as Pastries with Parents, all-school picnics and weekly read-ins. These events provide a great opportunity to visit classrooms and discover what children are learning. SAGE and PTA Family Nights strengthen our bond through learning and fun. To assist our ELL families in developing strong relationships with our staff, we provide Title III Family Nights, Early Childhood play groups, home visits with an interpreter, and adult ELL classes. Staff members visit homes regularly to meet

the variety of family needs, leading to students' success. Community connections continue to grow as Woodland sponsors annual food drives for both the food pantry and the Humane Society. Classes also help prepare community meals for people in need and volunteer at a local nursing home.

It is well known if a person's basic needs are not met, learning quickly takes a back seat. Community involvement assists in meeting those needs. The Barron Ministerial Association and the BASD work together to sponsor the Food for Kids program to enable children to take home a food backpack each Friday. These six easy-to-make meals ensure our students can have food for the weekend. Twice a year our school nursing department organizes free routine dental care for our students provided by local dentists. Flu shots are available to our students and staff free of charge through a collaboration between the school district and public health.

We work to meet children's social and emotional needs. To support families, Love and Logic parenting skills are taught with free day-care and supper provided. Furthermore, Woodland works with Safe and Stable Families of Barron County along with Be Well Barron County to increase resources, communication, and support. Support for families comes in the form of mental health services as well. Our Problem-solving Team facilitates assistance for families through Comprehensive Community Services and Coordinated Services Teams with the county. Woodland offers space for licensed counselors, so students can confidentially receive therapy at school, preserving learning time. Our entire village supports students and their success.

### 3. Professional Development:

The Barron Area School District's approach to professional development involves individual, small group, district-wide, and county-wide Professional Development (PD) opportunities. On-going efforts are based on students' needs.

Individual applications can be submitted by any staff member to our PD committee; approval of submissions depends on timeliness, cost, and relevance. For example, several teachers and paraprofessionals in our elementary have attended workshops such as Crisis Prevention Intervention, Universal Reading, Math Interventions, and Guided Reading. Teachers have autonomy in finding PD relevant to students' needs.

Another method of targeting our PD needs is Book Clubs. As need arises, so does opportunity. Recently a book study was organized for "Culturally and Linguistically Responsive Teaching and Learning" by Sharroky Hollie. Discussions carried over into grade-level team meetings to enhance instructional practices. Currently, there is a need for a deeper understanding of students who have experienced trauma. Summer book clubs will be offered for every staff member to read and discuss the book "Help for Billy" by Heather Forbes.

In addition to individual and book study opportunities, our PD committee sends semi-annual surveys to district staff members. During in-service days, based on staff needs, there are required and optional workshops. Recent in-district workshop topics included curriculum materials and support, technology, and Somali culture. Future in-service dates will involve guided reading, the alignment of pre-kindergarten and kindergarten developmental curriculum, and further trauma-sensitive training.

We work closely with Barron County's Department of Health and Human Services (DHHS) to support our youth. Woodland has worked with the county for the past ten years to promote Restorative Justice. The philosophy and training was implemented within our school system and continues to be the driving force in holding students accountable and making amends. More recently through a Brighter Futures Initiative grant, DHHS offered a screening of "Paper Tigers," a movie documenting the lives of four students who suffered trauma. DHHS and the school communicate regularly to unite efforts in PD that proactively support our students.

Opportunities for PD are limitless, and our staff members are passionate about learning more to support our students emotionally and academically. Win-win!

#### 4. School Leadership:

Kids come first at Woodland Elementary, and each adult within our system brings passion and leadership to our team. We invest the time for necessary discussions that help us determine what is best for the stability and achievement of our students. At all levels, our leaders are firmly grounded in supporting our students. There is an organization-wide focus on collaboration, innovation, and pushing the envelope to benefit kids. Resources are allocated as necessary to further develop a culture focused on improving student outcomes and academic engagement for ALL kids at ALL levels.

For students, parents, and visitors, the first contact with Woodland is with one of our secretaries. Their leadership is instrumental in first and lasting impressions. They are friendly, positive, helpful, knowledgeable and professional; you will always feel welcome at Woodland. You can say the same when it comes to the dedication of Woodland's mail courier, custodians, interpreters, bus drivers, cooks, and paraprofessionals. Woodland staff work together to keep kids safe and happy. We consistently collaborate to improve what we do for students.

On a more direct and daily basis, our teachers and specialists provide leadership to support student achievement and success. Grade level teams meet weekly to discuss curriculum and students' needs. Specialists attend those meetings to provide further means of supporting student success. Our school psychologist and reading specialists meet regularly to analyze achievement data. The results are shared with grade level teams and administration to determine how to best support students. The leadership of each of our professionals is instrumental in meeting individual student needs.

Our principal ensures we never lose sight of our purpose: kids. Such leadership involves transparency in decision-making, accessibility within the school and community, and trust. Our principal expects professionalism, teamwork, and love and understanding of our students.

Our superintendent brings trust, knowledge, and high expectations to our elementary building. Decisions are student-centered and research-based, and there is a high level of accountability for staff members. He is available all hours of the day and listens with an open mind to all stakeholders.

We have a diverse array of strong, positive leaders within our building. We are happy and honored to educate students. The leadership within our building creates a positive climate for growth and learning.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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The Woodland philosophy of being “Caring, Safe & Fair- Like a Barron Bear- Be Golden!” is the one practice that drives everything we do for students. Our staff strives to “Be Golden” every day, fostering healthy, happy students who are successful in life.

Being caring is apparent throughout our school. Walking in our doors, you will see adults warmly greeting children with handshakes, hugs, or high-fives. You will see staff checking in with students to see if they’ve had a healthy breakfast, and you will see adults at children’s eye-level taking a genuine interest in connecting with students. Our local police officers visit with students to build caring and positive relationships. We are passionate about caring for every student. We recognize that students are not a sum of their behaviors, and we approach each child with empathy and love.

Being safe is a priority before students can grow. Our school utilizes safety measures such as locked doors and visible building entrance check-ins, visitor and staff identification badges, and cameras throughout the building and grounds. Staff have been trained in Cardiopulmonary Resuscitation, seizure response, and Crisis Prevention Institute training. Our school nurse is available on a daily basis. Collaboration with community supports such as DHHS and law enforcement allows us to create individualized safety and crisis plans for our students in need. Students feel safer and calmer with light-softening panels and fabrics, soothing paint tones, safe zones, a calming area, and a sensory room.

Being fair builds trust among students, families, staff, and the community. Fair means meeting the individual needs of each child and being consistent in our interactions and responses with them. We recognize fair is not always equal, and equal is not always fair. The instruction and review of clear expectations ensures all students understand what it means to “Be Golden.” We build student trust with our school-wide Friday Golden Gatherings where we share successes and reteach skills that need improvement. Expectations and events are communicated regularly with families and community through the Bear Cub Gazette, district newsletter, and school-wide and individual phone calls.

You will see that our philosophy creates a calm, happy environment where students are learning and growing. Ask any child in our school to tell you what it means to “Be Golden,” and they will proudly state our philosophy of being “Caring, Safe & Fair- Like a Barron Bear!” You might even hear one of our golden chants, “I’m a bear and you’re a bear, we play safe and we play fair, here at school we really care, we are proud golden bears!” That’s something to roar about!