

U.S. Department of Education
2017 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 Dr. Anuradha Rangaswamy Ebbe Ed.D.

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

Official School Name Shorewood Hills Elementary School

(As it should appear in the official records)

School Mailing Address 1105 Shorewood Boulevard

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

City Madison State WI Zip Code+4 (9 digits total) 53705-1424

County Dane

Telephone (608) 204-1202 Fax (608) 204-0505

Web site/URL https://shorewood.madison.k12.wi.us

s/ _____ E-mail aebbe@madison.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*Dr. Jennifer Cheatham Ed.D. E-mail jcheatham@madison.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Madison Metropolitan School District Tel. (608) 663-1879

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. James Howard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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

1. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 32 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 50 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	18	13	31
K	39	50	89
1	38	43	81
2	32	34	66
3	47	24	71
4	34	45	79
5	25	30	55
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	233	239	472

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 31 % Asian
 - 8 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 39 % White
 - 12 % 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 2015 – 2016 school year: 28%

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, 2015 until the end of the 2015-2016 school year	61
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	65
(3) Total of all transferred students [sum of rows (1) and (2)]	126
(4) Total number of students in the school as of October 1, 2015	458
(5) Total transferred students in row (3) divided by total students in row (4)	0.275
(6) Amount in row (5) multiplied by 100	28

6. English Language Learners (ELL) in the school: 46 %
216 Total number ELL

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

Amharic Ethiopia, Arabic, Bengali, Bangla, Bulgarian, Chinese: Mandarin, Chinese: Min Pei, Chinese: Other, Farsi, Persian, French, Finnish, Ganda, German, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Japanese, Korean, Nepali, Polish, Portugese, Russian, Saurashtra, Sinhala, Spanish, Telugu, Turkish, Urdu India, Yoruba

7. Students eligible for free/reduced-priced meals: 29 %
Total number students who qualify: 136
8. Students receiving special education services: 3 %
13 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.

- 4 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 0 Specific Learning Disability
- 10 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	22
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
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., 22:1 211:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	95%	96%	95%	96%	96%
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 2016.

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

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

Our school is a supportive and safe learning community of staff, students, and families dedicated to high academic achievement for all children where the educational environment and content integrate a global perspective and appreciation of multiple racial and ethnic backgrounds, cultures, and beliefs to develop the

whole child and realize a community of responsible citizens, creative independent thinkers, and civic leaders.

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

Throughout its history, Shorewood Hills Elementary School (SHES) has aligned family engagement with achievement. Built in 1935 in the heart of Madison, Wisconsin, our school was a Civilian Conservation Corps Project during the Great Depression. Located near the University of Wisconsin-Madison (UW), many of our students have parents who are graduate students, postdoctoral researchers, academic staff, and faculty. In 1947, University Houses opened and in 1957 Eagle Heights apartments (University housing) were built. In the 1960's, our school became part of the Madison Metropolitan School District (MMSD).

With this community of learning as our foundation, SHES is a unique and thriving public school serving 4K to 5th grade students. Known as “The Little United Nations,” approximately half of our 460 students are international students speaking thirty-three languages. Approximately 60% of students belong to a racial minority group, 46% receive English as a Second Language (ESL) services, and 29% participate in the Free and Reduced Lunch program.

Our success comes from embracing our diversity. To summarize SHES' central educational philosophy: by valuing diversity we can optimally engage students and families in learning. This philosophy drives three key strategies that catalyze student potential: (1) Consistently support a “welcoming” culture, creating a safe space for students and families; (2) Engage families, students and staff in leadership in ways that value diversity; and (3) Learn from diversity and individualize all learning, both curricular and extracurricular.

Our “welcoming culture” strategy recognizes that optimal student achievement and family engagement occurs in a safe and respectful learning environment. SHES actively welcomes and embraces our community's many beliefs, traditions, and cultures. We take a comprehensive approach to school climate with unified training and resources, and lessons that teach about embracing family diversity. These efforts are strategically tied to broader initiatives including creating an inclusive environment, preventing biased-based bullying, and fostering a gender expansive school. Differentiated classroom supports and enrichment activities include all students and reflects their lives and needs, thereby aligning personal growth with academic achievement.

SHES values and embraces the wealth of information that comes from exploring cultural similarities and differences. This drives our second key strategy: Engaging families, students, and staff in school leadership. Engagement in learning is strongest when families see their voice in a school's mission. SHES provides families a leadership role through our very active Family and Community Engagement (FACE) Team. FACE designs family engagement events linked to learning where families learn strategies to use with students at home, and teachers learn from families about their cultures and traditions to incorporate into the curriculum.

Staff commit to a shared leadership model, which is exemplified in SHES' School Based Leadership Team (SBLT). The SBLT sets data-based school-wide academic, climate, technology, and engagement goals routinely adjusted based on progress. This team helps redesign instruction, using observational data and best practices to support diverse learners. The team also designs and implements differentiated professional learning, guided by the principal and instructional coach, actively supporting teacher teams in reaching school goals.

The SBLT is also an example of our third key strategy in practice: using diversity to individualize the student and family experience. This strategy recognizes that individualized learning optimizes student achievement, even where there is great variance in student needs. Teacher teams within a multi-tiered system of supports ensure our students benefit from personalized learning. Our students are highly engaged in a comprehensive and rigorous standards-based curriculum in literacy, math, science, and social studies. Reading, writing, listening, speaking, social and emotional learning, and wellness are woven into all curricular areas, including music, art, physical, and library, media, and technology education. Our curriculum is designed to be culturally relevant and easily accessible to families, which in turn promotes family engagement in learning both in school and at home.

SHES supports individual students in a wide array of after school extracurricular activities just as in the classroom (e.g., sports teams, student leadership, language programs, STEM (Science Technology Engineering Math), knitting, chess, writing, reading, and more). Additionally, child care and enrichment programs are available through Wisconsin Youth Company. Community outreach programs with the UW such as computer programming classes further support enrichment for students.

One of SHES most beloved and unique traditions – International Week - serves as powerful example of the interplay of these three key strategies. During International Week classrooms become a “global village” where staff, students, and families share their culture through food, stories, music, art, and dance. All classrooms create and share digital projects about cultures, customs, and traditions. The week culminates with staff and families cooking together for a festival offering cuisine from 40 countries. Students and families proudly share their cultures in a parade and a student performance. International Week activities consistently draw large numbers of students, families, staff and community members, engaging them in learning about global arts and traditions. Our welcoming culture, family and staff engagement, and environment supporting the individual makes this celebration possible.

Shorewood Hills is committed to the belief that each child can learn and deserves to be healthy, safe, engaged, supported, and challenged. SHES stands as proof that respect, empowerment, and inclusion comes from learning to embrace our differences – and in the “Little United Nations” of SHES students learn that lesson first-hand.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

As part of the MMSD, Shorewood adheres to the MMSD Strategic Framework, which is anchored in the vision that every school will be a thriving school that prepares every student to graduate from high school prepared for college, career, and community. The first priority in this framework is anchored in coherent instruction which is defined as curriculum, assessments, instruction and interventions. Teachers make ongoing instructional decisions that are based on the specific students' needs, while ensuring that every student has access to a common foundation of core instruction that systematically prepares them for graduation and postsecondary education starting as early as pre-kindergarten. By defining coherent instruction that is standards-based, well-rounded and culturally responsive and by providing the tools and resources to support it, staff at SHES ensure that all students obtain the knowledge and skills, including 21st century skills, necessary to promote academic challenge in every classroom.

All instruction, regardless of content area, is differentiated based on student need. Teachers plan focus lessons based on grade level standards. Using a Gradual Release of Responsibility framework teachers navigate students through guided and collaborative learning activities, providing prompts and cues as needed to ensure students are actively engaged in meaningful learning before releasing students to independent practice. Language Attentive strategies and scaffolds are strategically incorporated, to provide multiple access points into the lesson based on students' English language proficiency levels. Advanced Learners access curricular extension and enrichment opportunities to ensure continued growth toward end of year proficiencies and beyond. Thoughtful incorporation of technology allows students to progress along their continuum of learning from substitution to redefinition, in alignment with the Substitution, Augmentation, Modification and Redefinition (SAMR) model. Students have access to Chromebooks when this is the best tool for the learning target.

English Language Arts education at SHES strives to be simultaneously rigorous, culturally relevant, and responsive to individual student needs. Our goal is to deliver high-quality coherent curriculum and instruction for all students with a direct focus on helping young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Students are provided opportunities to read and write using authentic children's literature, while experiencing explicit instruction in foundational skills. Teachers employ a workshop model to engage students in reading, writing, listening and speaking tasks, moving from focused lessons to guided, collaborative and independent practice. Utilizing the Mondo Bookshop program as a core resource, MMSD has developed yearlong scope and sequences specific to each grade level, which serves as a basis for instructional planning at SHES. Reading and writing across genres, students discuss, research and write about topics of social justice, claiming their places as global citizens.

SHES provides Balanced Math Instruction. It is a balance between developing conceptual understanding and computational fluency; a balance between the four blocks of our instructional framework, between whole-class, small-group and independent work, and balanced instruction between domains in content standards and mathematical practice standards. Most importantly, we provide balance between the five strands of proficiency: computational fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition. Teachers are intentional about how time is spent, how students are grouped, how resources are used. In a balanced math classroom, "fair is not always equal." This means students get what they need; not everyone gets the same. Accessing lessons and activities from core resources such as Math Investigations, Teaching Student-Centered Mathematics (VanDe Walle), and Engage New York, students engage in constructivist learning around mathematical problems and refining skills that will allow them to productively struggle with increasingly complex mathematical tasks.

Social studies and science education at SHES further promotes civic competence by engaging students in coherent, rigorous, and relevant instruction to more deeply understand the world around them. Hands on exploration with resources from TCI Social Studies Alive! Series and the Full Option Science System (FOSS) curriculum fosters collaborative, inquiry-based, interactive learning. As students interact with

science and social studies units, they engage in dialogue and research around essential questions which promotes mastery of the content, development of cultural competence, and the forging of community connections.

SHES has developed inclusive practices to serve our students in core. Teachers implement the Wisconsin Delaware Arkansas (WIDA) Consortium framework and standards to accelerate English Language Learners' (ELLs) acquisition and use of the English language in academic and social contexts. Advanced Learners (ALs), once meeting grade level standards, gain access to standards beyond the core through replacement curriculum and by flexible grouping within and across grade levels.

SHES serves as an MMSD site for 4K. The 4K program is an optional, tuition-free program offering half-day programming. 4K follows play-based learning standards, intended to get children ready for kindergarten. Students explore foundational skills of literacy and math through thoughtfully designed centers created to promote the development of interpersonal skills and align with later academic standards. These skills are continued as the social / emotional learning standards in grades k through 5 and are addressed through Responsive Classrooms and Second Step Curriculum. 4K student skill development is assessed regularly using the GOLD Assessment with results showing kindergarten readiness.

2. Other Curriculum Areas:

At SHES, we believe integration of the arts is a critical component to the development of well rounded citizens. Within the unified arts classes, kindergarten through fifth grade students integrate literacy and math skills as they respond to, appreciate, discuss, and create musical, visual and performance art.

SHES has a thriving arts program. In addition to weekly art classes, SHES has an active Cultural Arts Committee that involves families and staff working together to bring high quality arts programming to the school such as a semester residency with Madison's Poet Laureate--Fabu Mogaka.

Our school has created several well-known community arts projects that were labors of love by the staff, family volunteers and all of our students. Our 15' quilt entitled "Our Wonderful World" was featured nationally on the Public Broadcasting Station (PBS) as an example of a beautiful community quilt project in a school community. Students, staff and parents have also created three community mosaics, the largest of which is on permanent exhibit in Madison. Two additional mosaics, "Growing Friendships Around The World" and "Over the Rainbow" reside in our school.

Our 4th and 5th grade students created a digital project called The Lego Project that received global attention as a model project to teach students media literacy through an intersectional, anti-bias lens. The students studied Lego as an example of a company that engages in gender marketing to children. Students created presentations by gathering data on the way gender and culture are represented in Lego sets. One fifth grade student proposed that we re-create the "What it is is beautiful" advertisement from 1981 to show Lego how 'diversity is perfect.' Students hope to convince Lego and other toy companies to represent and celebrate more cultures in their mini figures. This project was created in the art department and in partnership with Welcoming Schools and Gender Spectrum--two national non-profit organizations.

Our music department further seeks to reflect the diversity of our building by learning about culture through singing, playing instruments, and studying songs from around the world. Visits from local performers, such as the Madison Symphony Orchestra and other professional musicians provide students with rich musical experiences. Throughout the year during their twice weekly classes, students experiment and explore with music, such as 3rd - 5th grade students utilizing GarageBand on iPads to compose their own songs, as well as musical performances during International Week and the school Variety Show.

Our Physical Education (PE) program supports high-quality, standards-based curriculum and instruction three times weekly so that all students are empowered with the knowledge and skills necessary to make healthy choices to enhance their overall well-being. Our goal is for all students to become intrinsically motivated to pursue and maintain a lifelong, healthy and active lifestyle. The PE curriculum includes units focused on movement, rhythm, coordination, and developing physical skills while integrating the concepts

of strategy and sportsmanship.

The library provides the school community with access to an extensive media collection that is used to enrich classroom instruction and support students' independent reading. Because of SHES' international student body, one area of the library contains materials in a variety of languages. The library's website is used by students, staff members, and families to access online resources during and after the school day. All kindergarten through fifth grade students visit the library weekly to learn information skills and borrow books. The library program also sponsors a digital badging program and a book bowl competition.

SHES is committed to the thoughtful and intentional use of technology to enrich and transform instruction and learning in classrooms and during technology class. In the classroom, staff members rely on a variety of tools and resources to engage student learners, help students connect to the world outside of the school building, teach students the digital skills that they will need in the future, and personalize student learning. 5K through fifth grade students are provided with their own Chromebook to use throughout the school day. The devices are integrated into writing and math instruction as a means to access online resources and explore creative communication of ideas to an authentic audience. In addition, all 5K through fifth grade students visit the computer lab during technology class weekly where instruction focuses on the use of online resources, coding, digital citizenship, and using technology to present information. In classrooms and in technology class, the International Society for Technology Education standards guide our integration to build successful students for the future.

3. Instructional Methods, Interventions, and Assessments:

At SHES, information is gathered from formal data sets, such as Measuring Academic Progress (MAP), AIMSweb, and Phonological Awareness Literacy Screening (PALS) scores, as well as classroom based assessments and measures, to allow staff to plan, teach, reflect, and adjust instruction. Students are placed in "What I Need" (WIN) groups to receive enrichment, re-teaching or remediation in literacy and math skills. When appropriate, students access online supplementary literacy and math supports, such as Lexia Core5 and iReady, programs which provide explicit, systematic, personalized learning designed to accelerate student growth.

The staff at SHES review formative and interim student data sets at regular intervals throughout the year to gauge students' progress toward mastery of grade level standards and skills. For students who are functioning beyond the standards, this information guides lesson design to extend learning. This type of individualized learning requires school-wide teacher communication and coordination. Teams cultivate a growth mindset and support achievement and skill development for each student, accelerating learning for those who need it.

A Multi-tiered System of Supports (MTSS) helps teacher teams in the integration of evidence based instruction, interventions, and assessments to address the full range of academic and behavioral needs. Summative and interim data sets, such as MAP and the Wisconsin Forward Exam, as well as behavioral, classroom based data are gathered, organized, and analyzed by the MTSS team. By examining data at the school-wide, grade and classroom levels, the MTSS team can respond to trends and patterns, addressing them accordingly. Information is shared with the School Based Leadership Team (SBLT) and Instructional teams for further analysis, problem solving, and goal setting. Effective communication through cross functional teams ensures alignment toward our common goals.

Teachers collaborate daily to plan standards-based core instruction using research based strategies. Staff use formative assessment data to flexibly group students, determine next instructional steps and deliver differentiated instruction using a gradual release of responsibility framework. In this way, students have opportunities to engage in meaningful learning by watching a focus lesson, experiencing guided and collaborative practice with academic peers, and finally practicing independently to show mastery. Utilizing sites such as Spelling City, RazKids, and TenMarks, digital devices are leveraged to modify and refine instruction, ensuring students are able to apply their learning in a variety of contexts, and sharing their understanding with the world outside of their classroom. Teachers leverage the cycle of rapid responses with formative assessment data in engaging ways using goFormative, PearDeck, and Flipquiz to gain insights

into students' mastery of skills and provide immediate specific feedback. Teachers use this data as part of a cycle of inquiry to personalize instruction for all students in their grade level.

For students who are English Language Learners (ELLs), staff provides integrated scaffolds, instruction, and supports in the classroom. Classroom teachers collaborate with English as a Second Language (ESL) teachers and the Resource Specialist (BRS), who serve as cultural liaisons. Together they plan lessons and scaffolds that will support students as they increase their English speaking, listening, reading and writing skills while gaining the content knowledge to be successful with grade level standards. This collaboration results in universally implemented language attentive strategies which promote high achievement, particularly for English Language Learners.

The Interventionist works with students in grades 1-5 whose data indicate that they are performing below the 10th percentile on state and nationally normed academic measures. Utilizing programs such as Voyager, Leveled Literacy Intervention, and Do the Math, the Interventionist provides daily intensive instruction. These students are progress monitored weekly using AIMSweb for growth toward goal attainment.

Each Spring, the SBLT reviews final data for the year, including results from the Wisconsin Forward Exam to assess the school's level of achievement toward the School Improvement Plan (SIP) Goals. Analyzing demographic data, the SBLT develops the SIP for the upcoming academic year and identifies the student groups that are not making adequate progress. In this way, Shorewood ensures that resources are allocated to ensure all students have equitable access to high quality instruction. Due to the intentionality of aligning resources to demographic groups that are not making progress, 100% of 3rd-5th grade African American and 85% of ELLs were proficient in 2015-2016 in reading as measured by MAP compared to 85% of all students who were proficient. We do not see noticeable achievement gaps for these groups.

These structures create an environment where all students demonstrate high levels of engagement and excitement about learning.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SHES believes that optimal learning for all occurs in a safe, respectful, and responsive learning environment. Accordingly, SHES identifies a “welcoming culture” not just as a philosophy, but as a concrete goal implemented through planned initiatives, directed by staff and family feedback with success measured through data. Our school is located near UW; some student mobility is determined by the university's schedule and families starting or completing graduate degrees. Therefore, our emphasis on creating a welcoming school community with a sense of belonging for all students and families is essential to overall success.

SHES pursues proactive approaches to student behavior and social emotional learning, avoiding zero tolerance policies and embracing restorative practices. We implement the MMSD's Behavior Education Plan, so all students are empowered to reach high expectations through a variety of supports. A “welcoming culture” recognizes that behavioral choices are learned through students testing limits. It is important for students to receive feedback about their behavioral choices, giving them the opportunity to develop skills that will allow them to independently make changes necessary to become contributing community members. Therefore, we have created Responsive Classrooms that link academic success with social and emotional learning. Student leaders on our “Ally Team” play a large role in creating a positive school culture. This diverse group of students meets weekly to write skits for assemblies aligned to the monthly climate theme such and to teach school wide expectations.

The aim of our proactive and restorative approach is to help students learn empathy, emotion management, and social problem solving. Results are measurable by tracking trends in student adherence and support of explicit behavior sets taught through school-wide expectations, “Be Safe, Be Responsible, Be Respectful, and Be an Ally.” Treating social-emotional success as the product of a teachable skill sets means that students who need additional supports receive focused, tiered interventions to help them succeed and are not simply punished. School-wide incentive systems motivate students to learn and follow expectations through community-supportive rewards.

Teachers are empowered and supported in creating and accomplishing our “welcoming culture”. These practices are designed with staff and family input, with a focus on practical and culturally relevant actions. For example, our morning meeting huddle gives teachers a regular time to set a respectful tone for rigorous learning, tailored to their classroom's needs. Teachers' professional skills are trusted, they are encouraged to take risks and innovate, with a feedback process focused on what is best for students. Teachers have multiple opportunities for growth through professional development and leadership.

The result of our climate strategies is evident in climate survey data obtained from families, students, and staff. Over 83% believe that there are strong positive relationships among all members of the school community and over 85% believe that there is outstanding teaching and learning happening at SHES.

2. Engaging Families and Community:

Family engagement strategies at SHES are founded on trust and mutual respect. We have strong two-way communication systems and partnerships with families to help us engage our learners in a culturally responsive manner. Along with regular face-to-face communication, the school and teachers use websites, blogs, and newsletters to communicate with families. In turn, families share information about their traditions and their child as a learner which staff integrate into instruction.

Families play an important role in our SBLT. Family representatives on the SBLT attend each meeting and provide input on the school goals, goal refinements and action steps. The family representatives also communicate SBLT decisions to families and in turn, seek family input on the goals and key strategies to share with the SBLT.

The FACE Team comprised of staff and families representing multiple genders, home languages, abilities, and races and ethnicities provides guidance, aligned with current research, on effectively partnering with families and community for student success. The school hosts various events that link to learning and a deeper understanding of curriculum by setting clear outcomes for learning for families, implementing activities directly tied to the curriculum, and sending those activities home for families to continue. Families leave these sessions feeling confident and excited about supporting their children's learning at home. In turn, teachers obtain a deeper cultural understanding of their students to integrate into instruction. On a yearly basis, teachers and families learn from one another at the Back to School event, mid-year Showcase, and several curriculum events that connect to literacy, math, and unified arts.

SHES further engages families through community events and volunteer opportunities connected with the curriculum. Families attend events such as "Author's Tea" to celebrate students' literacy development. Inspired by a Youtube video called Caine's Arcade, 5th grade students spend weeks using their creativity with recyclable materials to create an after-school arcade night. Families, students from all grade levels, and the community attend this event.

In addition to the FACE team, the PTO complements the school curriculum through additional opportunities to learn, socialize, communicate, and grow. The highlight of the year is our International week organized by the PTO. In collaboration with our families and PTO, SHES hosts science fairs where students explore and share experiments, simulate the Ellis Island immigration process in character, and present poetry with an artist in residence! Throughout the school year, families are invited to classrooms to share about their professions, countries, and cultures.

The various collaborative events with families and the community help Shorewood students experience a sense of belonging and purpose which supports high academic achievement and a true connection with the school. Shorewood is a thriving, inclusive school that engages and involves the community and families in its learning, decisions, and success!

3. Professional Development:

Improvement through professional development tailored to specific SHES goals is an expectation for all levels of school leadership. The goals of the annual School Improvement Plan (SIP) identify areas for professional learning for the principal and staff leaders, with a focus on equity, instruction, and shared leadership. Principals learn from each other through monthly principal meetings and summer institutes.

To engage in deeper learning, our principal regularly visits multiple schools. These visits provide a venue for professional conversations to enhance skills in feedback, coaching, and mentoring to teachers. In addition, our principal participates in national conferences such as Harvard's Public Education Leadership Network. Ultimately this professional learning is directed toward designing a SHES program of professional learning which melds national best practices, district experiences and individual SHES goals.

Our principal guides SHES staff to continually grow and refine their instructional practices. Professional development at SHES is aligned to MMSD's Great Teaching Matters Framework (GTMF). Staff professional development is rooted in six culturally and linguistically responsive practices: setting high and clear expectations for all students, acknowledging all students, developing self-efficacy, connecting to students' lives and funds of knowledge, applying academic press, and valuing and being responsive to racial, cultural, and linguistic identities. With these guideposts, during weekly collaborative planning time, teachers learn how to engage in a cycle of "plan, teach, reflect, and adjust" to advance student learning.

Based on the SIP, school data and long-term vision, the SBLT designs the school wide Professional Learning Plan. This plan directs teachers through a progression of professional learning aligned to goals such as applying learning to practice. Monthly SIP-aligned staff meetings and district-wide professional development days provide staff opportunities to explore educational strategies and plan collaborative implementation. Staff routinely attend district sponsored teaching institutes and state conferences. Shared implementation planning days allow staff to share professional learning throughout our building and district. Additionally, staff create personalized learning plans to make their learning relevant to their needs.

These plans are reviewed and approved by the principal who then sets aside necessary resources. Staff shares their learning with one another throughout the year and visit each other's classrooms to provide input on the implementation of their digital learning.

The Instructional Coach supports teachers by increasing their content and pedagogical knowledge base through ongoing staff development, aiding their application of new learning in the classrooms. Teachers, guided by the Instructional Coach, regularly participate in job-embedded professional learning through student-centered coaching cycles. Teachers, individually and in teams, target skills for student learning. Utilizing the GTMF, teachers work with the coach to gather and analyze student data related to those skills, planning coherent, differentiated, standards-based instruction to improve their efforts. The coach models best practice strategies and techniques, gathers observational data, and provides teachers with feedback and opportunities for reflection.

4. School Leadership:

Our principal leads with a compelling heartfelt vision grounded in equity, high expectations, continuous improvement, and innovation. She inspires staff to share this vision resulting in high achievement for everyone in the school community. She is insistent upon data driven decisions that shape our shared mission which is widely communicated and understood. Our principal routinely gives performance feedback to staff that is reflective and focused on improvement toward our school goals.

Our principal believes that shared leadership is essential to ensure that SHES is a thriving school. Through a shared leadership approach, the school has set well-defined goals for equity, improvement, and innovation. Our principal and school leaders consistently communicate and guide toward SHES' fundamental philosophy: value and embrace our diversity, engage families and students, and individualize the learning experience. The design of SHES' leadership structure implements this philosophy. Families, staff, and students focus priorities through regular surveys gathering feedback on whether programming is helping students. These surveys help guide the work of the School Based Leadership Team (SBLT).

Our principal has created a SBLT made up of staff members, the principal, and two family representatives. The team meets once a month to review school data, set improvement goals, and monitor progress toward these goals. The principal and SBLT members regularly communicate the goals and progress of the SIP to staff and families.

SBLT members facilitate teacher team meetings, organized around key SIP goals and the needs of individual students. When teacher teams examine individual student data and identify a need for intervention, they inform the MTSS team. The MTSS team develops strategies alongside teachers for core interventions, identifies students for evidence-based small group interventions, and discusses progress of the students with families.

School wide goals set by the SBLT are further supported through the leadership of the Technology Team, the Positive Behavioral Interventions and Supports Team (PBIS), Welcoming Schools Team, and the FACE Team. Each meet monthly to plan professional learning and school wide events aligned to SIP goals, and to ensure students have the resources that they need to achieve.

Students also take an active role in school leadership. The SHES' Ally Team, a diverse group of 5th grade student leaders representing multiple genders, home languages, abilities, and racial/ethnic backgrounds, meet regularly to create resources for younger students and plan positive behavior-based celebrations for the school. These students are also focused on the SIP goals.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

SHES' central educational philosophy embraces the idea that by valuing diversity we can optimally engage students and families in learning. This philosophy is implemented primarily through three key strategies: (1) to manifest a “welcoming culture”, (2) engage families, students and staff in leadership and (3) individualize learning based on the information shared and input provided by students, families and staff. Each of these strategies is essential to success, each covering a different component of the school's function, yet each capable in combination of supporting consistent, verifiable student achievement. The practices that merge and unite these strategies are practices based on equity and inclusion. SHES supports equitable practices so that culture, engagement and individualized learning unite and lift up our students, families and community as a whole. Practical, sustained and restorative equity practices best explain why SHES is able to live up to and grow our educational philosophy successfully.

Central to any “welcoming culture” is the ability to equally respect and support fundamental differences of individual students and families. Classrooms are inclusive through differentiated classroom supports and enrichment activities whereby English Language Learners, special education students, and Advanced Learners are supported in the same, single classroom community.

Family, student, and staff involvement thrive in an environment where all voices are heard, where all have the opportunity to contribute, and where there is reassurance that culture, gender, religion, language or socioeconomic status will not translate into a lesser say or lack of opportunity to participate in shared leadership. Each of our school teams are designed to give everyone an equal voice in how they function.

Individualized learning is an effective approach for many reasons. One reason it works is that each student is given the greatest opportunity for growth when learning is directed to their particular needs. But individualized learning works because educational supports are not based on what broad social category one falls into, but what that individual needs. Here, differences are not barriers, but rather windows on optimization of learning. SHES individualized learning is supported through equitable practices such as using students' real life experiences to connect school learning to those experiences, giving students specific feedback and asking students to provide feedback on the effectiveness of instruction, and holding high standards while giving supports to students to reach those standards.

At SHES the traditions, beliefs, and lifestyles of our families are viewed as assets. Therefore, families regularly share their customs and strategies with staff, and staff ensure that all family engagement events have a link to classroom learning. This cross cultural sharing between staff and families focused on higher levels of student achievement has resulted in exceptional student outcomes. Our focus on implementing strategies through equitable practices is the thread that unites our strategies in the spirit of our greater educational philosophy.