

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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 13 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 19 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	23	40
1	17	22	39
2	29	24	53
3	28	20	48
4	29	27	56
5	34	22	56
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	154	138	292

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 3 % Black or African American
 - 8 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 77 % 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 2016 – 2017 school year: 9%

If the mobility rate is above 15%, please explain.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2016	315
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 4 %
12 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, French, Hmong, Pohnpeian

7. Students eligible for free/reduced-priced meals: 58 %
Total number students who qualify: 170

8. Students receiving special education services: 9 %
27 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>3</u> Developmentally Delayed | <u>8</u> Specific Learning Disability |
| <u>11</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 20:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	94%	94%	95%	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 2017.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

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

To inspire and prepare our students to live creative, fulfilling and responsible lives.

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

Located near the confluence of two beautiful Wisconsin rivers and ninety miles east of Minneapolis/St. Paul, Flynn Elementary provides a world class education to students. In 2002, Flynn replaced the historic Boyd Elementary School and is the newest school in the Eau Claire Area School District (ECASD). Natural light in all areas of the building, large classrooms with ample learning space, a beautiful lobby to welcome the community, and large glass windows showcasing the library, makes Flynn a welcoming and beautiful place to learn and play.

The mission at Flynn is: To inspire and prepare our students to live creative, fulfilling and responsible lives. We achieve this mission as we create positive and trusting relationships with all stakeholders and foster a high-quality learning environment for our students. Flynn’s positive community climate starts the minute a staff member, student, family or guest enters our beautiful school. Our positive and engaging climate found in all school settings is achieved through Flynn’s commitment to being a Responsive Classroom (RC) school. As a RC school, as well as an International Peace Site, Flynn continues to remain a positive, safe, and welcoming place for all. Flynn uses the guiding principles and practices of RC to ensure that each student, staff member, and guest feels and experiences cooperation, appropriate assertion, responsibility, empathy and self-control. These words describe our CARES motto and guide the social and emotional learning students experience each day. At the beginning of each school year, we focus heavily on the first six weeks as a time to build school community, practice routines in all settings, generate school wide expectations, and create student centered hopes and dreams that support learning during the year. Through RC practices in all areas at Flynn, our students continue along the pathway of peaceful conflict resolution, a sense of belonging in school, and an environment that is safe where all students grow and learn.

Flynn, along with the ECASD, place a heavy emphasis on providing students an equitable, rigorous, guaranteed, and viable curriculum. Through this commitment, our students engage in high quality instruction that is tailored to their needs and aligned to our district guidelines and academic standards. Our school resources and instructional practices are the engine that drives the high levels of success we enjoy each year. With Flynn’s collective commitment to instruction focusing on best practices and research based programming, the staff fosters strong data driven collaboration practices through Professional Learning Communities (PLC). Flynn’s collaborative PLCs ensure teachers have time needed to review and use student data to plan instruction, problem solve around student needs, and lean on each other for support. The PLCs at Flynn help to ensure we are solution focused with success as our end result.

Braided collaboration focusing on academics and behavior create school wide systems to help all students. Through the Response to Intervention (RtI) framework, RC philosophies and Flynn’s universal Positive Behaviors, Interventions and Support (PBIS), we identify the needs of the whole child and tailor supports that reflect where they are in the learning process. The commitment to this braided system at Flynn was recently recognized by the Wisconsin Department of Public Instruction (DPI) for having a “Culturally Responsive System of Supports.”

At Flynn, extending the school year and the school day for students is paramount. Providing opportunities to engage in learning before, during, and after school, as well as the summer months, helps students maintain momentum in learning all year. Through our Title I funds, Flynn has created after school programs for students to build in support and enrichment of learning. Homework Club, Awesome Algebra, Read to Lead, and others, provide students opportunities that are directly and indirectly connected to the school year learning targets. Achievement data on a variety of assessments would suggest these programs of support and enrichment help our students to be highly successful learners throughout the year.

Although the neighborhood has remained a mixed demographic of lifelong residents, first time home buyers, and renters, our student demographics have reflected a shift in our community. Flynn Elementary continues to support a diverse population and has seen a steady increase in families that qualify for free and reduced meal programming. The current rate of fifty-eight percent suggests that our school community has gone through an economic shift. With this higher percentage of students participating in the free and reduced program, Flynn qualifies for funding through the federal Title I program as well as the state of Wisconsin’s

Achievement Gap Reduction (AGR) program to support high achievement for all students at Flynn.

An annual survey of our families conducted by K-12 Insight shared positive feedback on how families feel about sending their student to Flynn. The data from the survey indicates families have high levels of trust in the staff and the principal at Flynn. Families also noted their appreciation and value the timely feedback that teachers and staff provide. The trust and support that families have with Flynn is demonstrated by the attendance at student centered school events and consistently high participation rates of over ninety-eight percent during parent teacher conferences. In addition, Flynn benefits from the strong relationships fostered with school volunteers. Our volunteers join us during the school day to work in classrooms, read to students, work in our library and provide positive mentorship. The relationship Flynn has with our families and community continues to positively impact our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The four core curricular subjects of English Language Arts (ELA), Math, Science, and Social Studies, along with research based best practices in instruction, develop our clear focus and align our work to the mission of our school. Although the core curriculum is the foundation of student learning at Flynn, it is also supported by learning in other curricular areas noted in section two, and a robust early intervention system.

ELA

The strategic plan of the ECASD provides for the articulation and alignment of a culturally relevant, rigorous and engaging curriculum and assessment system PreK-12. This curriculum is based on the Common Core State Standards (CCSS) and the Wisconsin Standards for English Language Arts. The framework of the ECASD ELA curriculum is grounded in the methodology of Balanced Literacy and the Gradual Release of Responsibility (i.e. I do. We do. You do.) Each day, a balanced approach to reading and writing instruction is delivered through the tenets of interactive, shared, guided, and independent reading and writing which includes word study as a critical component.

ECASD leadership and Flynn staff work together to implement a clearly defined system for goal setting, shared accountability, student achievement, and development of the whole child. Within this system, teachers use ELA assessment frameworks that identify a common assessment plan and schedule that is implemented throughout the school year. Identification of benchmark scores in addition to end of year target scores is another important component. Flynn’s assessment frameworks include formative assessments that inform instructional practices as well as other assessment resources. Common pacing guides support the instructional planning of teachers and benefit students who may move into or out of Flynn. Common pacing ensures equitable access to learning across the system.

Rounding out this system is a standards based report card, assessment map, and student assessment card. These tools are designed to communicate relevant student specific assessment and performance information to the next teacher through documentation and student work samples (i.e. independent reading level, spelling developmental stage, writing sample). Flynn strives to prepare every student to be college or career ready, able to think critically, solve problems, communicate effectively, and work collaboratively with others.

Math

Math Expressions is the program adopted by the ECASD to teach the CCSS and eight standards for mathematical practice in a sequential, organized manner. It is grounded in research conducted by the National Research Council. From this research, it was determined that “mathematical proficiency” would capture what it means for all students to learn mathematics successfully. The foundational skills students require to be successful math thinkers and problem solvers are achieved through classroom structures. District and Flynn use five structures to support this proficiency: Building Concepts, Math Talk, Student Leaders, Quick Practice, and Helping Community. Students at Flynn, led by the CCSS and the adopted program, develop and connect mathematical concepts and deepen students’ understanding of numbers by drawing pictures and models that correspond to math problems (Building Concepts). Through Math Talk, students participate in conversation focusing on the language of math and problem-solving strategies to increase student learning and engagement. As students build confidence, they take on leadership roles within math and facilitate math instruction through Quick Practices. These short, yet powerful starts to instruction help teachers facilitate and support learning. These four structures in math culminate when the math classroom becomes a Helping Community of students supporting one another in mathematical development.

Science

Starting in kindergarten, students begin to make discoveries, ask questions, and generate possible solutions to curiosities in nature. Within our district curriculum map, each grade level is provided time to connect to the eight core areas within the science standards (Science Connections, Nature of Science, Science Inquiry, Physical Science, Earth and Space Science, Life and Environmental Science, Science Applications, and

Science in Social and Personal Perspectives) to guide and support the natural curiosities of our Flynn Flyers.

Social Studies

The Social Studies curriculum at the elementary level focuses primarily on age appropriate geography and history. At Flynn, grade levels engage in a journey of conceptual understanding focused on living in a neighborhood, to living in a community, to understanding the states, regions, countries, and continents that make up our planet. In addition, students engage in opportunities to learn about the people, cultures, and civilizations that have shaped our world as well as democratic processes that have made this nation what it is today.

2. Other Curriculum Areas:

Backed by decades of research in student achievement and social/emotional health, the ECASD has made a commitment to maintaining a robust art, music, and physical education program at the K-5 level. The A-B-C schedule allows each class to visit the art, music, and physical education classroom every third school day. All three areas have a viable curriculum aligned to Wisconsin and National Standards. The art, music, and physical education teachers collaborate on school wide events to create a positive school climate and align their instruction to the core areas.

The art program at Flynn provides our students an outlet and opportunity to develop skills that transcend the art classroom. The art curriculum devotes time to learning art history and gives students an opportunity to critique and evaluate popular works of art. The students also produce their own works of art through a variety of methods and techniques. Starting with our youngest artists, visual spatial skills are developed through drawing and painting activities. As students move through the grades at Flynn, their art skills improve and interests in art change. The program provides opportunities to use art as a method of communication and self-expression through different media. Flynn students are exposed to art within our community, through volunteers, and a program that brings local professional artists into the classroom for collaborative experiences.

Music education at Flynn also supports and benefits the whole child. Students develop multiple avenues of intelligence and self-confidence which helps them visualize elements and process language. These connections are made through the development of the left side of the brain and support students at a critical age in language and processing development. The music teacher at Flynn creates many opportunities for students to showcase their musical talents. Our highly attended talent show, school musical, ukulele club and recorder Karate all support students as they learn to play and appreciate music at an early age. A partnership with one of the high schools in Eau Claire allows our students to enjoy show choir, orchestra, and jazz band concerts.

In physical education, students receive far more than physical activity and instruction in skill development. Flynn's physical education program offers daily opportunities for students to practice the skills of CARES and promotes health benefits related to being active. The physical education teacher at Flynn provides students additional opportunities including running clubs both before and after school, and school-wide outdoor events, such as project All Children Exercise Simultaneously (ACES). Time is devoted to physical skill and social interaction target groups to improve student engagement and overall skill level.

Another important instructional avenue that students benefit from is library media instruction. Flynn's Library Media Specialist (LMS), along with classroom teachers, organizes weekly library time as part of the school week for each classroom. "Library time" goes beyond students refreshing books for classroom use or checking out the newest titles on the shelf. Grade level teacher teams collectively plan lessons with the Flynn LMS focusing on the age appropriate skills and tools needed to access the library independently and conduct research. As students age, they also receive instruction on appropriate use of technology and how to safely navigate the internet.

Finally, students receive monthly instruction on a wide variety of age appropriate topics from our school counselor. The three basic units of instruction are personal/social, career awareness, and personal safety.

The lessons include topics such as: managing strong emotions, self-regulation, conflict resolution, personal safety strategies, and connecting school success to future career opportunities.

3. Instructional Methods, Interventions, and Assessments:

Flynn Students participate in a yearly statewide assessment, the Forward Exam, that assesses end of year grade level content knowledge and skills. This spring assessment is aligned to standards in the four core content areas. Additionally, students participate in academic screeners three times per year in the areas of math and ELA. Flynn's fall screener is used in conjunction with diagnostic assessments to establish a baseline and determine a year's growth goal for each child in reading. The data from these assessments is also used to help generate our first round of academic intervention known as Target Time. Flynn staff utilize common formative and summative assessments as tools to drive and adjust instruction. Grade level teams use pre- and post-unit assessments in math and writing to measure growth over time and determine which skills will require the greatest instructional emphasis. Quick quizzes, unit tests, and fluency checks in math inform teachers of each student's skill level and the knowledge acquired within the unit. Running records in reading help teachers plan for individual and small group reading needs. The use of these formative assessments allows teachers to provide feedback to students and adjust instruction in real time. This feedback loop sustains student engagement and provides teachers with data to provide differentiation.

PLCs provide focus within all Flynn collaborative teams. In September, teams meet to review their mission, vision, and norms. These pillars of the PLC represent the guiding expectations for each planning meeting and ensure a student achievement focus. Using the PLC model, grade level teams collaborate with Flynn's Literacy Coach, Title I Teacher, Counselor, and Principal at Data Delving meetings three times a year. These teams review current data representing the "whole child" in a plethora of areas. Using this wealth of information, students are placed in a "just right" 30-minute block of instructional learning time (Target Time). Instructional plans and groups are flexible, but prioritizing the consideration of the whole child three times a year ensures individual students are progressing within the context of the grade level and are supported on their path to mastery of standards within core academic areas. Students who would benefit from skill acceleration work in intervention groups aligned directly with needs. Intervention groups typically vary in size from one to six students; intensive interventions are delivered in groups no larger than three students. Weekly progress monitoring data is collected, emailed, and reviewed by interventionists, classroom teachers, and other specialists bi-weekly and more comprehensively at Data Delving meetings. Special education teachers collaborate with classroom teachers, the Literacy Coach, and other specialists to provide necessary accommodations and modifications to support students in core instruction and support a push in philosophy. In addition, special education teachers provide supplemental instruction when needed. Individual student progress is monitored and both learning goals and instruction are adjusted based on assessment data.

Flynn's Response to Intervention (RtI) Team is comprised of the Principal, School Psychologist, Literacy Coach, Counselor, and Title I teacher. This team facilitates and supports the implementation of Flynn's Equitable Multi-Level System of Support (EMLSS). Flynn's EMLSS plan provides a systematic process for examining and reviewing student data, as well as implementing interventions as needed through collaboration and data review. The end goal is student achievement in academics and behavior. The EMLSS plan also clarifies the roles of school leadership teams, specialists, and teacher led collaborative teams.

Flynn grade level, subject specific, special education and behavioral PLCs collaborate weekly. Each month, collaborative teams spend 30 minutes focusing on data, instruction, and/or student progress within the core academic areas, as well as universal behavior strategies and expectations. This monthly check in is supported through online note taking templates, making plans accessible to everyone on the collaboration team. Staff are able to review and provide input on the needs of students and adjust instruction accordingly.

As a RC, Title I, and AGR school, a collective commitment to a rigorous learning environment, the mastery of essential standards for all students, and engagement with families has been forged. Goal-centered conferences partner families and teachers in thinking about next steps for each individual child. Staff share academic data and social emotional observations at conferences, within trimester report cards, and through

the Flynn Folder which serves as the daily communication vehicle between home and school. Students in interventions receive detailed letters and data is sent home regularly to ensure families and staff maintain a partnership in monitoring student progress. The families of students in intensive interventions receive a personal phone call or email communicating intervention plans. This connection provides space for answering any questions and having a conversation about student learning. Families are engaged in Problem Solving Team meetings when a child is in a second intensive intervention or as needed. Flynn staff and families value this time spent focusing on student strengths, areas of need, current intervention and assessment data, and creating a team action plan to support student learning and well-being.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Before the school year, teachers are busy setting up classrooms to inspire creative and deep learning. The walls and displays are available for student work and seating arrangements are planned to help create a community of collaborative learning and to build friendships for the year. When students enter the classroom, teachers greet students by name and welcome them to a fresh new start. Through RC, the first six weeks of school are designed to teach schoolwide and classroom rules and expectations. This time is also critical for teachers and students to build trust and garner a respectful relationship. Through this, home and school begin working as a team. Students, parents, and teachers sign a contract through our Title I program to establish trust and solidify our collaborative relationship.

There are many ways in which Flynn students are motivated by school beyond the learning environment. All students have opportunities to learn about financial responsibility through an onsite, and student-run Royal Credit Union bank. The University of Wisconsin Eau Claire (UWEC) offers literacy focused partnerships through the Reading Partners and Pen Pals program(s). University Extension provides nutritional literacy and understand economic success through the Junior Achievement program. Flynn's "Boys on the Bounce" program provides after-school mentorship from local high school athletes focusing on team games, active play, and sportsmanship.

Creating a culture of peace through CARES (cooperation, assertion, responsibility, empathy, and self-control) is the foundation for developing a hardworking, engaging, and focused environment. Students recite the Flynn Flyer Promise during announcements and at All School Meetings to remind them of their commitment to learning and growing peacefully. This pledge also extends into our conflict resolution practices through our Peace Corners. These Flynn practices show students how disagreements can be resolved peacefully and without violence or strong language.

Flynn prides itself on traditions that bring families and community members together. The first day of school grants the incoming kindergartners a chance to walk through the hallways while the entire school greets them with welcoming smiles and waves. This walkthrough is then replicated by fifth graders on the last day of school with students and staff waving goodbye and wishing them luck as they move to middle school. Throughout the school year, many traditions are celebrated such as Welcome Back to School Day, Peace Walk, Fall Harvest Party, Magic Penny Ceremony, Taco Fest, Quest for Excellence Night, Moving on Up Day, Love Week, May Day Baskets/Walk, Flynn's Got Talent, School Musical, Kindergarten Orientation and end of the year Carnival.

Finally, the Flynn community is tightly knit and school is a place where teachers and staff feel valued and supported. We pride ourselves on creating an environment where titles are not what is important, but rather the relationships that we build with our students and each other is. Staff members regularly organize school day opportunities for camaraderie through staff luncheons, before and after school fitness classes, and after work socials. Staff members take an active role in committees and support one another through random acts of kindness, birthday treats, and through the celebration of teacher and support staff appreciation weeks. We care for one another not just at professionals but as friends.

2. Engaging Families and Community:

Student learning is maximized when families and the community are closely connected to school. We build our Flynn Flyer Family by nurturing relationships with all school stakeholders. We ease into the school year by having families accompany children into the building to explore learning environments, connect with community partners, and begin building relationships on Welcome Back to School Day. Flynn holds a Family Night event each September to share information about our schoolwide Title I program. Relationships are fostered while families eat dinner, visit classrooms, and engage in student-led activities to demonstrate expected school behaviors. We regularly connect and continuously evaluate best practices in communication to ensure culturally sensitive family engagement. Flynn's Partnership

Coordinator frequently communicates with families through social media, email, and the school newsletter. Visitors to Flynn are welcomed by a community events bulletin board, photos of students learning and playing peacefully, and maps that showcase students spreading peace locally and beyond. Flynn also benefits from an active parent group interested and engaged in the support systems found at school. A Flynn parent serves on the Tier I PBIS team and is a critical voice as we continue to develop new and better ways to support students in all settings at school.

Our Parent Teacher Association (PTA) engages families and the community with annual events such as Taco Fest, an ice-cream social, book and craft fairs, and a picnic. PTA removes financial barriers and enhances learning for students by sponsoring classroom grants, field trips, and school needs not supported by our building wide budget.

Community partnerships continue to play a critical role in meeting the basic needs of our students. Friends of Flynn, a partnership with a local church, provides snacks, winter gear, books, and sponsors families during the holidays. The Weekend Kids Meal program, a coordinated effort by local organizations, provides food each Friday to ensure students have meals for the weekend. Flynn also values community outreach. Students and staff spread cheer in the neighborhood by sharing student artwork on neighborhood doors for both May Day and the International Day of Peace. We set our sights beyond our neighborhood as we organize school fundraisers for hurricane relief projects, the Ronald McDonald House and the global Heifer project.

3. Professional Development:

With the ECASD strategic plan and district initiatives guiding our work, the Flynn leadership team crafted a set of goals focusing on student achievement in the core academic areas of ELA and Math, as well as student engagement in all academic areas and universal behavior.

The 2016-17 School Improvement Plan identifies the following goals at Flynn:

English Language Arts: To have 85% of students that attend a full academic year at Flynn, achieve one full year's growth (or more) as measured from fall to spring on the DRA assessment.

Mathematics: To have 70% of students earning a passing or proficient score on the end of the year assessment from Math Expressions.

Student Engagement: To increase Flynn's overall student attendance to 95.5%.

School Specific: To have 80% of students in grades 3-5 respond "almost always or often" on the seven questions related to "Student Experience" on the spring K-12 Insight survey.

Flynn staff have a variety of opportunities to grow professionally around these goals. Professional Development (PD) is the shared responsibility of ECASD leadership, district and school administration, staff and outside agencies that partner with us. Learning opportunities include a weekly, one-hour staff PD session (September-June); six PD days (three full days in August plus 6 half days throughout the school year); literacy, math, and (PBIS) coaching, as well as invitations to participate in district level learning throughout the year and summer months.

Weekly one-hour staff professional development addresses the Student Engagement, School Specific and Mathematics goals. Learning has included collaboration with our district math coordinator to support our Math Expression program, time to review data and plan to support building wide attendance, Educator Effectiveness (EE), RC refreshers, technology in the classroom, PBIS, Units of Study to support writing, and collaborative conversations with state and local agencies focusing on the safety and well-being of students (law enforcement, human services, child protective services, etc).

Six PD days have addressed district level needs such as an academic core program review in the area of English Language Arts (ELA) titled: Literacy within Supportive Learning Environments (LSLE). The

work of this group has been summarized for staff on these days and new learning has taken place around CCSS/Wisconsin Standards for English Language Arts, guaranteed and viable curriculum, essential and supporting standards, Culturally Relevant Practices (CRP), student engagement protocols, literacy in all subject areas, and equitable classroom practices.

Literacy and PBIS coaches are available to staff at Flynn for timely coaching that is connected to the SIP plan. Through Literacy and PBIS coaches as well as a Title I math teacher, grade level teams collaborate three times per month. Collaboration includes data and student progress reviews and new learning.

District level learning takes place when staff have an opportunity to participate in opportunities provided by the ECASD Leadership team. This includes district team meetings (principals, literacy coaches, special education staff, speech and language teachers, counselors, English learners staff, gifted education staff, and others). In addition, three staff members participate in a unique learning opportunity through the LSLE committee.

4. School Leadership:

From the Office of the Principal, an environment of leadership leverages the institutional and professional knowledge of the staff alongside current research in what works in schools. Through the same PLC framework used in other collaborative teams, the principal at Flynn collaborates with district and school leaders to support the mission and vision of Flynn. Student data, and best practices in instruction, drive the leadership practices found at Flynn Elementary along with the value in collective efficacy with all staff. Using a balanced leadership philosophy, the principal leverages the knowledge of the staff in a way that encourages all to participate in leadership roles and responsibilities that promote student achievement. This philosophy is evident as many teams at Flynn are led by teacher leaders. The Leadership Team, with representation from the Principal, all six grade levels, Special Education, Title I, and Literacy, is strong and data driven. The team crafts the yearly SIP based on the four key areas of ELA, Mathematics, Student Engagement and Behavior. SMART (specific, measurable, agreed, realistic, time bound) goals and action steps are crafted by the team to focus building wide efforts and achieve the goals we set for our students.

The principal has built a positive and engaging school culture for students and staff. He believes that healthy and positive schools function successfully when leadership builds an environment focusing on school wide practices that make a significant impact to learning. High quality instructional strategies, timely feedback for students through quality formative assessments, time needed to collaborate, and a strong RtI program focusing on early interventions are the key areas in the work. Grounded in the research by John Hattie, the principal also believes in the value of creating a school wide culture that promotes collective teacher value, as it is one of the biggest drivers for positive effect size in student achievement. The principal also values the partnerships with community groups to maintain a positive relationship between the school and the community it supports.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

As a school wide RC building we believe that how children learn is as important as what they learn. We also believe that the greatest cognitive growth occurs through social interaction. In 1999, before Flynn existed, work began to implement RC strategies. RC principles, practices and strategies led to many aspects of the school's physical design. When the doors at Flynn opened in 2002, the building included large windows for natural lighting, classrooms with large carpeted areas for Morning Meeting, cupboards and cubbies for organized storage, and small common rooms for grade level collaboration. In 2008, after years of training the Flynn staff, implementing RC practices, and completing a rigorous evaluation, Flynn was designated a School Wide Responsive Classroom building by the Northeast Foundation for Children, Inc.

There is a strong emphasis on the social as well as the academic curriculum at Flynn. We purposefully teach social skills that children need to be successful in all settings and environments. Building a sense of community is also a top priority. During the first six weeks of school, students and staff work together to create an inclusive and safe environment. This environment is created as students develop hopes and dreams that support and guide their learning throughout the year and collectively engage in developing classroom specific rules and school-wide routines and expectations. The rules and expectations are displayed and revisited often during the year as Flynn supports an "assume nothing" philosophy. Every child is explicitly taught routines and how to use school supplies. This new learning is put into action when students are given opportunities to practice and model these behaviors.

At Flynn, a sense of classroom and school community is created. Morning Meeting, a time for social interactions where children greet each other, share, and participate in team building activities is used to get settled and ready for a day of learning. Flynn hosts monthly All School Meetings which provide our students an opportunity to share successes, learn about what is going on school wide and build school community.

The language and way in which we communicate with students is consistently used by all staff at Flynn. We believe that children need to learn the skills of discipline through appropriate communication and consequences, to grow as individuals and contribute to their communities. Logical consequences, collaborative problem-solving meetings, and social conferences help children develop self-discipline. Being an RC school is the foundation to our student success. Through the social and academic curriculum, each student at Flynn has a safe and nurturing environment to explore and excel academically. We embrace individuality and diversity in all students.