

Part I – Eligibility Certification

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	19	24	43
K	29	29	58
1	24	12	36
2	24	25	49
3	40	20	60
4	15	31	46
5	38	30	68
6	27	17	44
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	216	188	404

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 2 % 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 2017 – 2018 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, 2017 until the end of the 2017-2018 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2017	416
(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: 0%
2 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 48%
Total number students who qualify: 192

8. Students receiving special education services: 13 %
54 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>0</u> Autism | <u>6</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 12
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.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	95%	96%	95%	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 2018.

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.

In an environment of shared decision-making by children, staff and community, the mission of Tiffany Creek Elementary is to ensure an extraordinary, child-centered education that empowers all children to reach their highest potential.

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

When you hear the words "Hub of our Community," picture Boyceville Community School District! Our school is the heart of this community, with our students being its pride and joy. Boyceville, with a population of 1096, is a small, rural community located in Dunn County, Wisconsin. The 100 year-old school district serves three villages, 13 townships, and encompasses 160 square miles. Our district, originally made up of dairy farms, has had jobs shift to outlying communities due to economic hardships. Regardless, the school district remains one of the community's largest employers.

In 1990, the community voted to consolidate Boyceville, Wheeler, and Connorsville schools. The decision, to "give up" the smaller facilities to create one unified structure, was difficult. To honor this history, each classroom, in the new elementary is named for a one-room schoolhouse within the district prior to 1950. The new school, located near the banks of Tiffany Creek and born of a joint vision among the three villages, was Tiffany Creek Elementary.

Tiffany Creek Elementary School (TCE) is a Title I and Achievement Gap Reduction (AGR) school, enrolling 404 students, Early Learning Center (ELC/4K) through 6th grade. Nearly half of our students (48%) qualify for free and reduced price lunches. The minority population is less than 6%; students with disabilities comprise 13% of our population; 9% of our students are transient, or homeless. Despite socio-economic barriers, almost 100% of our families engage in parent/teacher conferences twice annually!

The value of education has been embraced by our families. Tiffany Creek Elementary has been fortunate to receive a national grant called Book Trust to develop home libraries in grades 4K-3. The grant puts student-chosen books into children's hands monthly. The local community supports economically-disadvantaged families by providing school supplies in the fall and outdoor winter clothing. Our community offers several resources for our families such as the food pantry, coat closet, food harvest ministry, and weekend food backpack program. We also have onsite services including: therapists, dentists, flu shots, vision checks, and social workers. Overall, the focal point in the "Hub of our Community" is to enable our students to thrive without worrying about their basic needs.

The key strategy that unites TCE is our unique Response to Intervention (RtI) model. School-wide, all students are actively engaged in reading and/or math interventions to enrich, supplement, and reteach grade-specific content based on data analyzed by our grade-level teams. TCE's State Report Card concluded that our students "Significantly Exceed Expectations." This rating was a result of a strong core curriculum, differentiated instruction, and effective teaching strategies. High standards have led to designation as a "Wisconsin School of Recognition" for almost eight consecutive years. Our innovative elementary school was also identified as a Spotlight School through a competitive statewide grant for two consecutive years (2015-2017) based on our teaching/learning success and professional development. Through this grant, we have hosted visiting schools to model effective practices, so area districts could replicate our successful strategies.

With a plethora of professional knowledge and commitment to being lifelong learners, our dedicated staff is always planning and preparing community events. The Parent Teacher Association (PTA) partners with the staff to provide mini classroom grants, field trips, school supplies, free books, 100th day prizes, and designated reading week activities with motivational assemblies and family fun nights; all activities benefit our students and their families.

Another component that has contributed to a productive learning environment is full implementation of the Positive Behavioral Intervention and Supports (PBIS) model. PBIS at Tiffany Creek acknowledges students for following school-wide expectations; Be Kind; Be Respectful; Be Responsible; Be Safe. With Bulldog "paw prints," students earn privileges to celebrate their positive behaviors by serving as role models, volunteering in classrooms, and planning celebrations. Students proudly begin each day with the Pledge of Allegiance, acknowledging birthdays, and recognizing academic or behavioral goals achieved, creating a warm culture for all who enter the doors of Tiffany Creek Elementary.

Social and emotional well-being is a priority. We have received Resilience/Health Realization grants to incorporate healthy living and calming techniques. These techniques help each child discover the beauty of his/her inner core. Physical well-being is emphasized through a Mayo Health Grant, which encourages student and families to walk one day before school. Students strive to achieve healthy milestones which signify individual growth.

"The mission of the Boyceville Community School District, as a partner with family and community, is to provide a high quality education in which students gain respect for themselves, others, and their surroundings and develop a desire for excellence while learning the skills to become contributing members of a global society." Tiffany Creek Elementary proudly accomplishes this mission statement by developing life-learners who desire to make a positive impact in the world!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

TCE's Title I School Improvement goal was to increase the number of students at or above grade level by 10%, based on the Fountas and Pinnell Benchmark Assessment System. Therefore, a print-rich ELC/4K focuses on social and academic goals; kindergarten continues active practice with the phonemic program, Jolly Phonics, while transitioning to our basal. Both levels set the reading foundation.

In continuation, each grade level team has incorporated the Common Core State Standards (CCSS) while using the Houghton Mifflin series (K-5). Students also participate in guided literacy circles in which they read and discuss leveled books. We implement the Daily 5 Framework to develop the solid habits of reading, writing, and working independently that leads to literacy independence. Other support systems include: Guided Reading, Leveled Literacy Intervention, Sound Partners, Houghton Mifflin Leveled Readers, Lexia, Learning A-Z, and differentiated core curriculum.

Our approach to writing focuses on sharing published writing samples, practicing writing together, and publishing individual writing samples. Journaling, writing on demand, and process writing also gives students opportunities to increase their writing independence.

Due to our reading success, our 2018-2019 Title I improvement goal has shifted from reading to writing strategies to promote independence in writing. Our grade levels have collaborated to ensure that the rubrics for the three types of writing use the same language and format, and rubrics are aligned with the CCSS writing standards. Our 2018-2019 goal states that "70% of our K-6 students should be writing at approaching proficient, proficient, in all three types of writing," as measured by our revised rubrics.

Data is continuously gathered and analyzed across grade levels during professional learning time. Strengths and weaknesses are identified, and curriculum is modified to meet learners' needs. We feel confident in our actions, which in turn displays a trendline that is improving.

1b. Mathematics:

Mathematics at TCE begins in the Early Learning Center with oral counting, making one-to-one correlations, identifying patterns, and recognizing numbers and basic shapes. The math program used in grades K-5 is Everyday Math. This program introduces key mathematical concepts through real-life examples, and features the use of multiple methods and problem-solving strategies. Everyday Math fosters proficiency and accommodates different learning styles. This spiraling curriculum follows the adopted CCSS and eight standards for mathematical practice, while providing the students with multiple opportunities to practice mathematical concepts. Playing games is an important component of the curriculum because these games may be accessed at home using connectEd. Online resources are utilized daily by our teachers who also provide personalized practice geared toward each student's challenge level through Touch Math, Accelerated Math Enterprise, and Reflex Math.

Grade 6 uses Big Ideas Math, which incorporates a balanced approach of discovery learning and scaffold instruction. Students are given the opportunity to learn and use correct math language, explore skills with partners or groups, develop independent fluency through practice, and apply knowledge to realistic situations and performance tasks. Students have access to an online textbook, and online assignments, quizzes, and tests which give students immediate feedback on their progress. The teacher is provided with instantaneous reports on individual student progress in his/her skills and standards, which helps guide future instructional decisions and improve lessons. Big Ideas Math supports RtI through print and digital resources, which teachers can use to meet the needs of all students.

1c. Science:

Foss Science (K-5) is a research-based science curriculum that is extremely engaging for both students and teachers. Three units, investigating physical, earth and life science, are addressed at each grade level. The Foss units demonstrate how the Next Generation Science Standards (NGSS) Performance Expectations are bundled to provide a coherent set of instructional materials for teaching and learning. The interactive, hands-on approach integrates engineering components with scientific experimentation. In addition, the curriculum provides a connection to literacy with science notebooks and textbooks, which creates meaningful learning opportunities. Active classroom participation and discussions motivate the students' curiosity for learning. The assessment tools of Investigation I-Checks provide specific insight to assess understanding, and also allow for remedial lessons to be taught before the culminating Unit Assessments. In addition, the passion for science is further supplemented by a third and fourth grade science fair that explores and exemplifies the scientific process; and a fifth grade reinvention fair, which encourages students to recycle an reuse, while creating a new product. Finally, students in sixth garden nurture their scientific and technical minds by participation in the district's extremely successful Science Olympiad events. Boyceville High School students mentor sixth grade students in the fields of science and technology. This partnership has proven to be successful, as evidenced by numerous gold medal finishes by our elementary students. As a result of the improvements made to our science curriculum, the most recent state science assessment revealed that 73% of our students in grades 3-6 are at the proficient and advanced level.

1d. Social studies/history/civic learning and engagement

TCE follows the integrated Wisconsin Social Studies Standards strands, which allows students to become lifelong, civically-engaged members of society. Each grade uses a variety of tools to make the textbook come alive. Some resources include Scholastic News, field trips, online programming, and Junior Achievement, which is supported by business employees of the community. All of these tools provide the framework to learn economics, history, political science, geography and behavioral sciences. The unique part of our social studies curriculum, however is how each grade incorporates special projects/events to increase interest, enthusiasm, and learning for students. Kindergartners explore careers with Occupation Day. First graders "travel" to each continent, providing active learning about diversity in our world and geography. Second graders use a plethora of artifacts to investigate American history, 2013 Fund for Fellows Grant, along with numerous resources, provided the foundation for this project. In third grade, students compose an informative, famous person write. Our fourth graders organize and present the annual Veterans Day Program and travel to our state capital every year thanks to a Target grant. In addition, this grade delves into the Wisconsin Native American culture, which culminates with a project including - a community Pow Wow. One of the special events in fifth grade is a musical play based on the life of George Washington. Students thrive in the interactive methods used to improve their understanding of the world past and present. Sixth grade students are engaged in a content-based geographical text, Holt McDougal Western World. They will exhibit a Western World wax museum.

All in all, our entire student body proudly demonstrates its civic duty by actively participating in nationwide initiatives such as American Heart Association-Jump Rope for Heart challenge and American Cancer Society-Coaches vs Cancer Event.

1e. For secondary schools:

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

Our Early Childhood program services three-year old children with special needs. Research shows that early intervention, and building positive relationships with families, helps children to be successful while improving individual social and academic skills. All children within the district, who are under four years of age, are offered a "school" experience through community playgroups, eight times per year. Our ELC/4K curriculum is aligned with Wisconsin Early Learning Standards and is a year-round, theme based program. We offer monthly involvement activities to instill positive feelings about school, and to give children the opportunity to grow in a multitude of ways.

2. Other Curriculum Areas:

Our school feels that other curriculum areas are just as important as the CCSS. We pride ourselves in offering more than the state recommended amount of time. Essential skills include: creative problem solving, teamwork, development of motor skills, language skills, understanding emotions, decision making, risk-taking and inventiveness.

Music classes, at TCE, use a curriculum that is based on national music standards, which combines parts of the text book series, instruction on instruments, and 60-80 minutes of performance per week. Resulting in, K-6 students who have a vocal concert. Second and third grade students learn music literacy while playing boomwhackers, and fourth grade students play recorders. Third through fifth grades perform a concert that has a theatrical element, and 6th grade students learn basic guitar and keyboarding skills, as well as participate in band and choral concert.

The TCE K-6 art program focuses on developing all students' artistic abilities, improving fine motor skills, nurturing creative problem-solving strategies, and making connections for students, between them and the world, for 60-80 minutes per week. A myriad of resources are used during instruction (including books, videos, and other forms of technology), collaboration with other content areas enhance student learning within those fields, and assigned projects utilize various art production skills.

TCE physical education is an inclusive program that focuses on learning skill processes, rather than the outcomes of those skills or winning/losing. K-6 physical education classes meet 90-110 minutes per week, and several different teaching models are used, maximizing successful practices. The primary grades mainly focus on skill development, movement education, purposeful play, and guided discovery. Intermediate grades learn traditional games and individual sport skills through the tactical model. Hellison's Model of Social Responsibility develops lifelong learning habits, helping students apply knowledge outside of the classroom and be responsible citizens.

Our library's mission is to promote the love for books to students by getting them excited about reading. Students begin by understanding where books come from, and how they are made. Next, they learn how to find books by genres using a coded system. In addition, our librarian uses oral reading to share rich literature, which increases students' listening skills and comprehension. Library and computer keyboarding enrichment occur once per week for 30 minutes. During keyboarding in first through fourth grades, students build a strong foundation in efficient keyboarding skills and habits. First grade students are introduced to proper keyboarding strokes using multiple software applications, while second grade students use online resources to develop skills using home row position. Students in third grade work on mastering home row, developing the use of bottom and top row keys, and are introduced to other various keys. Fourth grade students review previously learned skills and continue towards mastering their keyboarding skills.

The school counselor teaches thirty minute counseling lessons bi-weekly. Behavioral intervention times are offered when, and if, the need arises. Classroom lessons address three main ideas: academic skills, personal/social skills, and career development. Lessons, at all levels, focus on character education, social skills, bullying prevention, conflict resolution, feelings/anger management, diversity, safety, academic success and career awareness. Instruction is presented through a variety of mediums, such as books, cooperative learning activities, role play, and online learning. Specific curricula used includes Second Step, Steps to Respect, Peacemaking Skills for Little Kids, Health Smart, Creative Conflict Solving for Kids, Peace Scholars: Creative Conflict Solving and Career Cruising.

TCE supplements the health curriculum, Health Smart, with a Resilience/Health Realization curriculum. This program has been integrated into the Tier 1 universal supports for PBIS due to its calming techniques. All students in grades 2-6 have classroom instruction, and additional lessons are available for students as needed. A calming room was designed, and recently completed, for student use. The entire staff at Boyceville Community School District has been trained in Resilience/Health Realization during in-service time for the past two years.

In addition, we have created a partnership with the University of Wisconsin-Stout, Dietetics program.

College volunteers teach the students in second and third grade about 'My Plate', portion sizes, food groups and exercise. The interactive lessons have a direct impact on the students' ability to make healthy choices.

3. Special Populations:

Our common vision for student learning drives our desire for excellence. We are adept at meeting the needs of every learner. Our staff follows an RTI framework that identifies students who are exceeding or meeting benchmarks, those on watch, or others in need of Tier 2/3 intervention. We have implemented Renaissance Learning (STAR Reading, STAR Math, Early Literacy) and FastBridge, programs which allow for universal screening of all students ELC/4K through sixth grade. Renaissance Learning is a web-based program that utilizes and documents student progress a minimum of three times per year. Additionally, we compile data from other sources, such as Fountas and Pinnell Benchmark Assessments, Wisconsin state assessment scores, weekly skills tests from Houghton Mifflin reading series, teacher observations, and anecdotal records. This process allows us to carefully place students in small instructional groups according to their strengths and weaknesses. We have just begun using digital data walls (EduClimber) to assist with this tedious, yet beneficial, process. Students who are not meeting benchmarks are placed in a small group setting for daily intervention block, which is in addition to our differentiated core curriculum. Individualized instruction is delivered using Leveled Literacy Intervention, Guided Reading, Houghton Mifflin Leveled Readers, Literacy Circles, Daily 5 and various other materials, depending on the needs of the students. In order to close the achievement gap, students, with most significant needs, receive additional interventions on a daily basis, and we use bi-weekly data to monitor student progress. We believe children learn best with their peers in the least restrictive environment; so whenever possible, inclusion is the best model. Special education teachers team with classroom teachers to support students with individual education plans during core instruction.

TCE employs several interventionists who work directly with students and help to decrease the teacher-student ratio during our intervention blocks. Our interventions also attend weekly data analysis meetings, plan lessons and collaborate with teachers. We use a bi-weekly collaboration form, which was created by our teachers, to monitor students who are not meeting benchmarks. Moreover, we also maintain running records from Leveled Literacy Intervention and Reflex Math, receive weekly communication from the interventionists, and collaborate with teammates working with the same students. Additional, yet less-frequent, tracking of interventions occurs through STAR Reading and STAR Math Assessments, and Fountas and Pinnell scores. We review students' continuing need for intervention at the end of six-week intervals, or more frequently, depending on their progress.

Gifted and talented students benefit from the same programs (literacy circles, Accelerated Math, Accelerated Reading, Guided Reading, Words Their Way, Reflex Math) that we use for other students, given that these programs can be personalized to individual students' abilities. These programs elevate the students to more challenging levels as they demonstrate proficiency.

Three times per year, we meet individually, and as a grade-level team, with our principal, the director of special education, our school counselor, and the reading specialist. The academic and behavioral progress of students is discussed during this time, as well as future resources and potential ideas for student success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

TCE's culture is one in which every student is excited and motivated to achieve. Every staff member is accountable for making that happen within the classroom, across the grade levels, and throughout the school. All staff members collaborate and work as a unit to meet every child's educational goals. Our focus on student achievement is unwavering, whether the student is low performing, performing as expected, or exceeding expectations. We expect our teachers to recognize that individual students require different instructional approaches.

A respectful learning environment is created by teachers' attunement to each student through interactions and observations, by working with them individually or in small groups, and by seeking input from other team members. As teachers increasingly "tune in" to student needs, they have a greater sense of what motivates each student. Cross grade-level mentoring excited the younger and older students, which increase student self-esteem, and ownership within the school community. The final aspect that shapes our school environment is the health resiliency techniques that develop and foster resilient traits.

Throughout the day, teachers model expectations and expected behaviors. Our PBIS model has ignited a passion in students, staff, and families as we recognize the value of a positive, safe school climate. Our sixth graders have to apply to be a member on the Be Team. The Be Team is TCE's PBIS student leadership group. Be team members are expected to be positive role models for other students, help both students and staff, and demonstrate high academic and behavioral requirements. Be Team members have the opportunity to help with duties during the school year including serving as hallway monitors, deciding and planning school-wide celebrations and managing the Paw Shop (PBIS school store).

TCE places great value on professional collaboration and problem solving in which teachers feel valued and supported. The following activities contribute to our positive school culture and the needs and development of our teachers and students' academic, social, or emotional growth: bi-weekly grade level planning and data analysis meetings, bi-weekly staff meetings, bi-weekly building council meetings, district ELC/4K-12 in-service meetings, student-assistance teamwork related to COP (Children of Promise) meetings, and professional learning communities.

Overall, teacher camaraderie is evident through social events such as staff potlucks, celebration of monthly birthdays, after school walking groups, staff yoga, community event volunteers, summer gatherings and organized vacations, as a group of colleagues who have become trusted friends.

2. Engaging Families and Community:

Our mission has always been to partner with families in order to provide a high quality environment in which students gain respect for themselves and others. Student/parent/teacher conferences are led by students themselves and focus on goal setting. Student goal setting helps children accept responsibility of their own learning; thus, involving them as creative, active participants. Further, achievement of personalized compacts gives all students an opportunity to experience success. We recognize incremental progress such as numbers of books read, math skills mastered, benchmarks achieved, writing projects shared and other measurable methods.

As a school-wide Title I program, we host five themed Family Fun Nights per year. These exciting events encourage all families to develop relationships through various activities including: garden clean up, board games, technology, math, health resiliency, and outdoor fun. To demonstrate mutual respect between school and families, a parent survey is administered at the end of the school year to guide the PTA and School Improvement planning.

We also foster a partnership with our families and community through School Improvement meetings. This team is composed of teachers, parents, the reading specialist and the principal. They use data based on our

current Title 1 goal in order to make decisions regarding the use of future Title 1 funds for students with the greatest needs. The team meets three times during the school year.

Our warm and welcoming school provides numerous opportunities for families within the school day, including Fall Open House, Veterans Day Program, Reading and Rolls, motivational/educational assemblies, and the end-of-year school picnic. The school day ends at 3:15 P.M.; however, the halls are still buzzing with student and community activities offered through our Community Education department. These interactive, after-school programs include: musical instrument lessons, babysitting and home alone courses, art club, karate, hunter safety, ATV safety, and snowmobile safety, technology courses, and summer sports (swimming, baseball, softball). In addition, the building is frequently occupied by clubs and organizations such as Cub Scouts, Girl Scouts, 4-H Club, and community church groups.

It is evident our school and community education department aim to provide educational, social, recreational, and cultural opportunities to all people and organizations in the Boyceville area in an effort to enhance community life through the expanded use of all district facilities.

3. Professional Development:

TCE's Professional Development (PD) plan is based on professional development standards, best practices, and a thorough analysis of student data. PD opportunities enhance growth and allow for risk-taking and innovative programs. Our principal urges staff to be, "cliff jumpers with wings." We are driven to become reflective practitioners and promote student success in an authentic learning environment.

Under the Educator Effectiveness umbrella, each teacher is accountable for a Student Learning Objective (SLO) and a Professional Practice Goal (PPG) based on a self assessment, professional interests, analysis of quantitative and qualitative data and school-wide goals. This plan is designed to engage the teacher in significant learning of identified instructional practices related to his/her students. Skills may be focused on specific content area (such as helping students apply the order of operations in solving math problems) or a general aspect of practice (such as learning to use grouping strategies in the classroom). It is common for grade levels to collaborate on an SLO, yet individualize their PPG based on individual classroom data and student feedback.

We have eleven professional development days embedded in the school calendar. District level needs such as curriculum presenters, CCSS implementation, data analysis, grade level collaboration discussing equitable classroom practices are addressed.

Our district makes extensive use of teacher leaders. Book and article clubs provide an opportunity for staff to delve into topics of interest, discuss and implement strategies within the classroom and finally, reflect upon those practices. Our job-embedded professional development occurs throughout the school week and is designed to help initial teachers gain knowledge, skills, and confidence while veteran teachers maintain their content and pedagogical expertise with vigor and enthusiasm. We assign veteran teachers as new teacher mentors, offer leadership roles to teachers for various projects or tasks, and use staff as in-house experts to deliver presentations about new programs.

CESA 11, our regional cooperative, provides workshops for professional development in specific content areas and state initiatives. We rely on a curriculum consultant to work in-house, as needed. The consultant steers curriculum alignment across grade levels, manages and records student assessments on EduClimber, and provokes higher level thinking and discussions between colleagues about current educational trends and practices. The impact of the curriculum consultant is reflected through grade level pacing guides that identify content learning standards and assessments. By setting high expectations for TCE students, together we accomplish excellence!

4. School Leadership:

As a staff, we share vital leadership roles at TCE. Our Building Council is comprised of a representative from each grade level, a specialist, a special education teacher, and our building principal. This group

serves as a leadership team, and convenes on the weeks opposite of a full staff meeting. The members are responsible for organizing school events, discussing pressing student and/or building issues, and disseminating the information back to their grade level in a timely manner. We also belong to curricular teams: math, language arts, social studies, and science. These factions work to analyze CCSS in each particular content area, and align them with our classroom instruction and assessments. Classroom teachers are crucial to our COP team. Following a data cycle, the team meets to discuss student achievement, past/current/future interventions, instructional strategies, and progress monitoring. The interventions have been established by our RtI committee, and are reviewed on a regular basis. This team has also worked to develop staff binders which include: a timeline, benchmarks, information, and expectations for instruction or intervention for all Tiers, COPS process, referral information and assessments. In conjunction with our student academic goals, we look at individual behavioral data and determine the next steps in our PBIS process. The PBIS team meets regularly to analyze student behavior, pair students with mentors, plan celebrations, and review expectations.

Our building principal encourages us to attend professional development opportunities and return to share new ideas or instructional practices. We take a great deal of pride in our profession and mentor new hires, as well as provide experiences for student teachers in several classrooms. Our evaluation tool is the CESA 6 Model for Educator Effectiveness. These evaluations consist of informal/formal observations, review of SLOs, survey discussions, and summative reports. Feedback on professional practice and instructional strategies is the focus of the evaluation process. The goal is for us to be reflective practitioners.

The School Leadership team, composed of parents, teachers, support staff, administration, and community members, works to make our rural school the best place for families. This diverse group of individuals uses parent surveys to inform decisions regarding the improvement of policies, communication, and school culture. This group is also charged with the task of being the liaison between staff, parents, community, and other stakeholders involved when making decisions affecting the greater good. Indeed, it takes a village to raise a child.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Data-based decisions have become the way we do 'business' at TCE. Our systematic approach to the Equitable Multi-Level Systems of Support (EMLSS) model reflects the growth and success of our students. Staff is adept at identifying students who are exceeding or meeting benchmarks, on watch, or in need of Tier 2/3 interventions.

Our COP team, consisting of principal, school counselor, reading specialist, school psychologist and grade level teacher, meets four times per year during "Data Days;" three days follow the fall, winter, and spring assessments. We discuss academic and behavioral progress of students. We compile additional resources and ideas for meeting individual needs.

Teachers begin the COP process with any student who is not succeeding within universal academic and/or behavioral supports. During the initial meeting, we gather specific data (STAR Reading and STAR Math scores, Fountas and Pinnell scores, running records, theme and unit tests, fact timings) and discuss strengths and deficits. As a team, interventions are discussed and planned. Then, individuals are tracked for the next 6-8 weeks, after which we meet again to analyze progress. We use the program eduCLIMBER during these meetings to look at academic and behavioral data of students. We decide if further standardized testing needs to be completed to gather student data, such as scales for behavior, attention, depression, cognitive ability, general reading or math skills, memory, and processing. When the COP team reconvenes, we examine progress monitoring results and decide to repeat, modify, or exit the intervention plan. Research-based intervention strategies are used for at least two cycles, while monitoring progress monthly (Tier 2) or bi-weekly (Tier 3).

This COP process is instrumental in the success of our students. Our "Data Days" and the COP team allow interventions to be implemented using a collaborative format to best meet the individual needs. It is through these meetings that we record past and current data points, document previous and current interventions, detail those responsible for implementing interventions, note the progress monitoring tools, and track within which tier a student is working. It is also through this process that we are able to 'graduate' students from the COP process if they achieve adequate academic progress and success or move through the tiers on a path to a special education referral. In conclusion, this tiered teaching approach leads to monumental learning, at the student level, resulting in a proficient, highly admired school community!