

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 20 West Delavan Street PO Box 280
(If address is P.O. Box, also include street address.)

City Lake Delton State WI Zip Code+4 (9 digits total) 53940-0280

County Sauk County

Telephone (608) 253-4391 Fax (608) 254-6765

Web site/URL https://www.sdwd.k12.wi.us/Domain/11 E-mail farmijo@sdwd.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* Terrance Slack E-mail tslack@sdwd.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Wisconsin Dells Tel. (608) 254-7769

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 Dr. Jennifer Gavinski
(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. 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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	20	17	37
K	14	18	32
1	17	16	33
2	16	16	32
3	13	18	31
4	9	15	24
5	13	10	23
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	102	110	212

*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):
- 3 % American Indian or Alaska Native
 - 0 % Asian
 - 3 % Black or African American
 - 33 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % 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 2018 - 2019 school year: 11%

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, 2018 until the end of the 2018-2019 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2018	212
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

Spanish, Bulgarian, French Creole, Ho-Chunk, Romanian, Russian, Hungarian

English Language Learners (ELL) in the school: 22 %
47 Total number ELL

7. Students eligible for free/reduced-priced meals: 61 %

Total number students who qualify: 129

8. Students receiving special education services: 10 %

22 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>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	11
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 19:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	94%	94%	95%	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 2019.

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.

Connect, Inspire, Achieve. Everyone, Every day.

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

Lake Delton Elementary, established in 1930, is one of three elementary schools in The School District of Wisconsin Dells. Our school is nestled by the Wisconsin River and our attendance area encompasses the Village of Lake Delton and surrounding townships, which have a population of 2,984. Lake Delton Elementary has 212 students; approximately 61% of those students receive free and reduced-priced lunch. In addition, 33% of our students are of Hispanic or Latino descent. Our school uses research-based strategies to provide learning opportunities for all students. In the past four years, we have been recognized on the Wisconsin Department of Instruction's School Report Card receiving a five-star ranking. We are humbled by and grateful for our previous recognition, but we strive to continually meet goals to attain each student's individual academic success.

Our community is home to many large tourist attractions. Employees that fill positions within the industry are rich in diversity. Thus, we are afforded the gift of hearing Spanish, Ho-Chunk, Bulgarian, Romanian, Russian, Hungarian, Polish and Lithuanian being spoken within our school and community. Every morning staff and students can be heard welcoming each other to a new day of learning using these vast arrays of languages. Our cultural diversity paired with our strong Wisconsin work ethic has created a strong educational value throughout our families. Our school has wonderful parent involvement. For example, our parent teacher conferences have a 97% attendance rate. The events that our Parent Teacher Organization (PTO) sponsors also have great support by diverse families. Their companionship on this journey to educate our students/ their children pairs so nicely with the mission of our school district, which is to Connect, Inspire, Achieve, Everyone, Every day.

Many techniques have been implemented at Lake Delton Elementary. The first technique is the greeting of our students each morning. Students arrive via bus, walking or by parent drop off, each student is greeted using their name by the school secretary, school counselor and/or the principal. The parents who drop their children off at school are welcome to walk their child down to the classroom where the student and parent are met by the classroom teacher with another warm greeting. This ritual has been recognized and highlighted by a video that the district produced two years ago.

Our Recognition Rallies are unique in that the teachers/staff are a big part of helping to bring a liveliness that is only at Lake Delton Elementary. Students are recognized for academic, attendance and other social milestones that are great for that child just for that trimester. Teachers are encouraged to show their belief in student effort through challenges, such as race up the climbing rope by two teachers. There could be a dance off between two teachers to show their support for our student's efforts.

A few programs that have been implemented include a Bilingual Teacher who uses a vocabulary building programs for our second language learners. Our Bilingual teacher is dedicated to meeting with the kids before the regular day starts at 7:30. On the computer, these students spend about twenty minutes' front-loading vocabulary for increased comprehension in English. In addition, outside of the core instruction this teacher works with our EL student to develop their Spanish language understanding with research-based instruction.

Another program is that we have moved to have our Title 1 teacher do more instruction in the classroom setting, and this helps support the core instruction for those students who need extra support. If a student needs extra support our Title I teacher will use non-core instruction time to provide that additional support.

The district has proven professional development that has focused on the core instructional programs along with Educator Effectiveness that is used to maintain the high level of instruction to close the achievement gap for our students. Without our use of professional development, Lake Delton would not continue to achieve such a high level of academic achievement.

Finally, the support staff at Lake Delton Elementary uplifts our students and teachers. For example, our school secretary and two teaching assistants have sent out over 500 individual student positive note cards through the US mail. This support for our students' learning is so special that it has led to a number of social media posts of those students receiving their positive note card. We have also heard stories of students saving those positive note cards in their rooms as a reminder of the commitment that all staff have for them as a person and as a student at Lake Delton Elementary.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Lake Delton's overarching philosophy is the use of Professional Learning Communities. These include a master schedule, which encompasses PLC time for both math and reading one time weekly. During those meetings, teachers collaborate on common formative assessments, which determine whether students are displaying the need for re-teach, or intervention instruction. This process rotates every three to four weeks throughout the marking period. During this time, teachers are continuously making adjustments based upon the instructional needs of the students. This process includes documentation such as anecdotal notes and exit tickets to determine if the re-teach and/or intervention for that standard has been successful. Our goal is always to close any achievement gaps that our students exhibit. This is done by identifying the essential standards for each subject area. The efficiency is on the core subjects of English Language Arts, Mathematics, Science and Social Studies. The district then has a minimum of one time per month meeting that our Lake Delton teachers meet with their grade level team members from the other elementary schools to discuss student learning and teacher instruction. Lake Delton teachers are some of the teacher leaders during the district meeting which helps our other schools in the district grow professionally. Lake Delton is in the third year of using i-Ready for a short cycle diagnostic assessment which is given three times per year. This diagnostic assessment has become our guide post as to how well we are closing the achievement gaps for our students. The teachers have also used the online lessons from i-Ready as a tool to differentiate and meet the learning needs of our diverse student population.

1b. Reading/English language arts

Lake Delton Elementary is using Superkids Reading as the core instruction. The use of this program has promoted a resurgence in meeting the needs of our early learners. Our K-2 teachers now have the foundational components they need to teach all students to become proficient readers and writers. This move to a systematic core instruction program really pushed our school to move past the reading philosophy war into providing all foundational reading components needed to unlock the world of reading for our students. Teachers are able to hone their teaching rather than spend time looking for materials for the instruction of phonics and writing. Lake Delton along with the district has begun to work on standardizing instruction based on the essential standards in grades 3-5. This is being done to enhance those students' depth of understanding and comprehension, which is much more accessible because their foundational skills are in place. All grade level teams have taken the common core standards and identified the essential standard for Reading and Writing. This process started three year ago during some intense summer professional development days. The last two years has led to a more focused set of essential standards for ELA. The teachers have use common formative assessment data to make the adjustment to a more focused set of essential standards that are taught throughout the year, The common formative assessment process in ELA is the backbone of how teacher develop the intervention such as a reteach or small intervention groups that can address specific skills or learning deficits. Lake Delton has been using the summative assessment i-Ready, which is given in the Fall, Winter, and Spring to all students grades K-5. The Fall version of the assessments gives our staff the areas of need for their students. The winter assessment gives our teachers the mid-year reality check as to how the first half of instruction has progressed from them as individual teachers and then as a school as a whole. Teachers then plan and adjust their instructional delivery for the second half of the school year. The spring offering of the assessment is given to celebrate all the success of closing the achievement gap for a majority of students. Finally, in April the students in grades 3-5 are given the Wisconsin Forward Exam, which is the once a year summative assessment given to all students in public schools in the state. That data is analyzed by our staff to examine the big picture; are we sending our students out the door with the skills necessary to excel at the middle school and high school levels. The other big picture analysis is to adjust our review of the essential standards and any curriculum changes that need to be made for our student population.

1c. Mathematics

Over the past four years, Lake Delton Elementary has been using a math program called Bridges. The program is a comprehensive integrated program grade K-5. The professional development provided and the continued discussion in the PLC grade level groups has garnered great success in closing the achievement gaps across all sub groups. Teachers in the lower grades provided the foundation in the four domains of instruction of math. When we have visitors come to our school we are able to show them how students are learning in those domains of Number Sense, Algebraic Foundations, Geometry and Problem Solving. The constant spiral of mathematical concepts through the year and throughout the grade levels has proven to solidify the mathematical learning and understanding with our students. This has been evident in district or regional math competitions where our students constantly place in the top five. Teachers are currently in their fourth year of using this program and have now aligned essential standards to common formative assessments. This alignment has enabled our teachers to know when math concepts are addressed throughout the year. This understanding in turn allows each grade level to drill deeper into concepts with their students. All grade level teams have taken the common core standards and identified the essential standard for Math. This process started four year ago during some intense summer professional development days. The last three years has led to a more focused set of essential standards for Math.

The teachers have used checkpoints and unit assessments to adjust to a more focused set of essential standards that are taught throughout the year. The common formative assessment process in Math is the backbone of how teachers develop the intervention such as a reteach or small intervention groups, which can address specific skills or learning deficits. Lake Delton has been using the summative assessment i-Ready, which is given in the Fall, Winter, and Spring to all students grades K-5. The Fall version of the assessments gives our staff the areas of need for their students. The winter assessment gives our teachers the mid-year reality check as to how the first half of instruction has progressed from them as individual teachers and then as a school as a whole. Teachers then plan and adjust their instructional delivery for the second half of the school year. The spring offering of the assessment is given to celebrate all the success of closing the achievement gap for a majority of students. Finally, in April the students in grades 3-5 are given the Wisconsin Forward Exam, which is the once a year summative assessment given to all students in public schools in the state. That data is analyzed by our staff to examine the big picture; are we sending our students out the door with the skills necessary to excel at the middle school and high school levels. The other big picture analysis is to adjust our review of the essential standards and any curriculum changes that need to be made for our student population.

1d. Science

Our students learn science through a multidisciplinary approach. Lake Delton has used a teacher team to align science units with essential standards. Teachers now take time during their weekly math PLC meetings to address and update those essential science standards and discuss those that can be addressed through the multidisciplinary approach. This system has increased teachers' ability to integrate our writing curriculum back into science. The standards, which cannot be integrated, are taught with the use of Mystery Science or by using district-developed units of instruction. All grade levels are in the process of looking at the Next Gen Science standards and going through the process of identifying the essential standards for Science. Using the same process that we have used for ELA and Math will produce a more focused set of standards at each grade level.

The teachers will develop common formative assessments and use the data to adjust to a more focused set of essential standards that are taught throughout the year. The common formative assessment will guide the intervention, such as a reteach or small intervention groups that can address specific skills or learning deficits. The summative assessments used for science are created by grade level teachers and given throughout the school year. Those summative assessment are given based on the number of standards that are taught. This allows for grade level teams to determine the overall needs of our students. Finally, the state of Wisconsin does give a summative assessment for all fourth-grade students each year in the state called the Forward Exam. That data set has been used to help teachers determine if they need to make adjustment to the curriculum pathways for science in grades K-4.

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

Social studies is also integrated throughout grades K-5 within our reading and writing curriculum at Lake Delton Elementary. Teachers have developed units for each grade level in conjunction reading and writing units has been successful in giving teachers the flexibility to address the social studies standards in the areas of most need for our students. This approach has also been able to take advantage of the diversity of culture within our school walls. We have many students who have shared their traditional customs, which enriches our instruction of social studies. Lake Delton Elementary students have had the opportunity to further understand social studies units by classroom peers and their families sharing their knowledge, customs, food, language and perspectives of their cultures. They have been afforded the opportunity to learn firsthand about cultures in different areas of Mexico, eastern European countries such as Bulgaria and Romania, as well as our neighboring Native American Ho-Chunk Nation. These opportunities have been helpful in making social studies content relevant and authentic for students and staff alike. All grade level teams have taken the common core standards and identified the essential standard for Social Studies. This process started two year ago during some intense summer professional development days. The last the year has led to a more focused set of essential standards for Social Studies. The teachers have used a common formative assessment called unit assessment, to adjust to a more focused set of essential standards that are taught throughout the year. The common formative assessments are also integrated with ELA, therefore, most interventions for social studies are addressed through a reteach or small intervention groups within ELA instruction. The summative assessments used for social studies are created by grade level teachers and given throughout the school year. Those summative assessment are given based on the number of standards that are taught. This allows for grade level teams to determine the overall needs of our students. Finally, the state of Wisconsin does give a summative assessment for all fourth-grade students each year in the state call the Forward Exam. That data set has been used to help teachers determine if they need to make adjustment to the curriculum pathways for science in grades K-4.

1f. For secondary schools:

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

The Pre-K program is a half-day program with a morning and afternoon session. The teacher and teaching assistant provide a mix of instruction that is academic based along with developmentally appropriate play format. The session starts with a group meeting and allows students to begin in a group setting. This includes a wonderful read aloud by the teachers. This offers our new learners the opportunity to understand the process of how school works in kindergarten. Then the group moves into stations on the academic side to understand the concepts of print and mechanics of writing. The other stations during this time period are based on developmentally appropriate play stations such as a kitchen area, and a theater area/dramatic play station. The Pre-K program provides the students the opportunity to learn skills, rituals, and routines needed to move into kindergarten. The teacher helps students understand the need to line up and move from one area of the building to another. The students are introduced to the need to work in groups and begin to understand the need to problem solve and learn with peers.

The Pre-K staff and kindergarten teachers work together on what areas are most important to expose our new students to in order to be highly successful in kindergarten. Finally, Pre-K staff are very good in helping our new parents understand the need to be involved in their child's education. Our teachers provide parent learning opportunities in the community one time per month that include local business and amenities such as a library and the fire station. Finally, the staff members use the following assessment to help lead their instruction. First, we use an Early Literacy Concepts Screener twice a year. This screener is used to help identify what early concepts of literacy need to be addressed for our new learners. The teachers in the Pre-K program have developed report card assessments of skills for term 1 and term 3 of the school year. This is a report to help families understand the development of their child's learning in literacy and math concepts. This year we began the process of finding a math screener that is usable for 4K students. This pilot process will hopefully lead to a more robust discussion of math concepts with our families.

2. Other Curriculum Areas:

The Lake Delton Elementary art program is designed to expose students in grades K-5 to the elements of art with a spiral effect of the art standards. The primary grades began with the understanding of the beginning art concepts of color and shape. This is accomplished by the use of different mediums from your traditional to non-traditional. Examples will include the use of traditional paper and the colors on white paper to the use of elements from the environment to examine the shape and colors of that setting. The upper grade then began using that foundation of color and shape to examine other ways that art is created. The art program thus began to explore the use of clay, painting and other mediums to create projects in which the student will apply the foundation skills, and then the upper grade band began to analyze and critique their projects to better understand the use of the different art concepts used in their projects.

The Lake Delton Elementary physical education program builds with the primary grades and then moves into the upper grades to deliver a concentrated PE curriculum. During the primary grades the standards develop, refine, and apply fundamental motor patterns. This is accomplished through various activities in which the students are given the vocabulary that will circle back to motor pattern development. The teacher will then refine, combine, and vary the motor skills in the upper grade with activities designed to challenge students in grade 3-5. In addition, young children are rapidly maturing in their basic cognitive abilities. They learn and apply concepts such as actions, plans, and personal/general space. Students identify elements of correct form for fundamental skills and use them in performance. They use feedback to improve motor performance. As the students move up the grade levels they comprehend more complex concepts and principles and apply them in structured settings. As they learn more complex motor skills, they transfer concepts learned in other skills/games for performance of the new skill/game.

The Lake Delton Elementary music program follows the Wisconsin State Standards for general music. The standards revolve are four major areas; create: students will generate, develop and refine artistic work, perform: students will analyze, develop, and convey meaning through presentation of artistic work, respond: students will critically interpret intent and meaning in order to evaluate artistic work, and connect: students will relate prior knowledge and personal experience with music to cultural and historical context. The music program provides lessons to meet the above Standards three times per week. The students are able to increase their knowledge of music through investigating various aspects of music across time and culture. Thorough the instruction of the music standards the instructor does provide our community with a display of learning through community-based performances. Which includes; a Veterans Day performance, a culturally diverse winter program, and we conclude with an end of year celebration of our wonderful diversity with singing and dancing which represents many Latin and European countries.

3. Academic Supports:

3a. Students performing below grade level

Our instruction for students who fall below grade level is research-based best practice for the students we service. Reading instruction in grades K-2 is explicit and systematic with bi-weekly assessments of progress. When formally assessed within i-Ready and Superkids, areas of improvement for each student are identified. In addition, our Title I teacher administers an Early Reading Concepts (ERC) screener. Students scoring below a predetermined percentage will receive Title I services. Based on the ERC, the area (phonological awareness, phonics, fluency) of greatest deficiency is the target of the Title I intervention. Teacher collaboration is then used to provide classroom intervention delivered by the teacher and/or Title I teacher through push-in or pull-out service to close learning gaps. Our Title I teacher houses and researches reading intervention resources for grades 3-5. Our Title I teacher also hosts a Morning Book Club (MBC). MBC addresses some of our struggling readers by providing the opportunity to choose a book and read with and to a 5th grade student each morning. These students then take the books home to read to a family member. Students who need support in math are addressed with support from a Math Coach who will come in to support a group of students who need skill development with a different strategy or a different way to approach the math concept.

3b. Students performing above grade level

Lake Delton Elementary has a system in place that starts with the teacher using time in the weekly schedule to address above grade level students with enrichment learning opportunities weekly. Example of enrichment activities include; computer coding, video production, odyssey of mind type activities and drama-based activities. This is based on the needs of the individual students. In addition, the school schedule has in place an opportunity for students to experience STEM learning activities in the library and those are coordinated by our Librarian and Library Assistant. The teachers, in each of their classrooms provide enhanced lesson for those students who have shown that they're advanced on common formative assessments in ELA and Math. The groups of students are rearranged approximately every two to three weeks. This approach has allowed for the teachers to meet the needs of students who are performing above grade level quickly and to avoid the traditional approach of once high achieving always high achieving.

3c. Special education

The Special Education services provided at Lake Delton are addressed in the area of Speech and Language Therapy. We have a speech therapist who has worked with our teachers to meet the student's IEP needs. The teachers and the speech therapist work very well as a team, with the teachers doing a great job to carry over into the classroom the techniques the therapist recommends in order for the student to progress quickly. This working relationship allows students to be identified and to work to move the student back into a regular education status. In the past three years, we have had just a handful of students who have met the overall criteria to warrant the need for special education services. Once identified the student is transferred to the other elementary school in the district that has the specialized staff to address the identified student needs.

3d. ELLs, if a special program or intervention is offered

The goals for Lake Delton Elementary are to Connect, Inspire, Achieve - Everyone, Every day. These goals drive our instruction in regards to ELLs. Lake Delton has a bilingual certified teacher who provides Spanish instruction to K-1, which research indicates assists our Spanish speaking students develop the English language acquisition better in the later grades. At the same time, we are helping ELL students to quickly develop Cognitive Academic Language Proficiency (CALP). We have adopted two intervention programs: Renaissance Learning's English in a Flash and Scientific Learning's FastForWord computer programs. These programs are presented to the ELL students before the first bell each morning.

English in a Flash is a three-year program, starting in Kindergarten. They learn vocabulary first, then they encounter them in short phrases, sentences and dialogues. In order to build academic vocabulary, our students engage multiple times with academic words used in context to support the content areas. We like this program because it emphasizes the development of listening, and comprehension skills that support reading comprehension. As they progress through the lessons, quizzes, and reviews, the students get personalized instruction that includes small group meetings in the EL classroom supervised by our EL instructor. Our EL instructor also has developed a close relationship with our EL community of parents. She spends time each day with personalized phone calls to parents to give them feedback on their child's progress with English development and academic achievement.

The FastForWord program quickly develops cognitive and academic language proficiency through personalized exercises. The exercises include; English phonemic training, extensive academic vocabulary support, English morphology, grammar, and listening and reading comprehension. It also has a program using patented speech verification technology that listens as students read aloud, providing correction feedback when words are mispronounced.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Lake Delton Elementary utilizes a multi-faceted approach to engage the diverse student population. Support staff along with the principal engage students in many languages upon their entrance into the school. Within the classroom, educational staff maintains a positive and encouraging environment with diversity at the forefront. The school has established a culture through the diligence of teachers that every classroom is a place of learning therefore passing periods are quiet due to students respecting their peers' learning environment. In addition, teachers are expected to write 17 positive note cards per trimester and support staff has taken it upon themselves to double those numbers. All positive note cards are mailed to student's homes and families are encouraged to celebrate their students' successes! Another component is the School District of Wisconsin Dells mission: To Connect Inspire Achieve Everyone Everyday. These practices and beliefs along with the use of the school counselor and ELL teacher who are committed to knowing family members and student's immediate needs as a second language learners are foundational to meet a student's social and emotional needs. This multi-faceted approach supports the social and emotional needs of each student which catalyzes their ability to attain their academic potential. Staff members truly believe that every student will exceed their own individual learning potential.

2. Engaging Families and Community:

Lake Delton Elementary is fortunate to have wonderful relationships with its families and community. We have a very active PTO which meets monthly. In conjunction with the school, the organization plans monthly activities such as fundraisers and family events. For example, they plan fundraisers for individual teachers' needs which exceed the school budget. They plan many family activities such as pastries for grandparents, family reading nights, family movie nights and even a secret Santa shop to allow students to buy donated gifts for their families at a discounted student affordable rate.

In addition, the PTO, along with other staff members have engaged local business support. These positive relationships have culminated in businesses providing dinner for teachers on conference evenings, donating t-shirts / sweatshirts touting students' 5-star school and empowering them for their academic efforts. We are also fortunate to be supported by our local fire department that has been generous in supporting our school most recently by providing a new flag pole as well as TV monitors mounted in our hallways displaying student's life successes. Our families are engaged with the parent pick up and drop off routines. I would estimate that about 30% of parents walk their children into the school each morning where they are greeted by our wonderful secretary and other support staff. Then during dismissal, approximately 50% of our parents gather before dismissal to wait for their child after school. This process is repeated every day and in turn has developed a great way for teacher staff to have more parent/community interaction.

3. Creating Professional Culture:

Our school's professional culture is rooted in the Professional Learning Communities (PLCs) process. The use of Professional Learning Communities enables teachers to feel valued and supported; it also provides weekly times to collaborate academic strategies. Additionally, the School District of Wisconsin Dells provides a number of professional development opportunities. For instance, the district sets aside time for grade level teams bimonthly meetings to discuss teaching strategies and approaches to differentiate instruction and assist with meeting the needs of our diverse student population. The district has also trained teachers on the district chosen curriculum in both math and reading. Teachers are also encouraged to participate in book studies and collaborate about the latest research on effective instruction, equity of instruction, management systems, and classroom management. The professional culture is expected from each staff member this includes support staff. These practices have led to a very low number of disciplinary issues that are exhibited in the building or on bus routes. The professional/caring culture has students receiving high quality instruction and that will always lead to children who feel valued. In the last two years, there have been only four bus disciplinary referrals. We are so proud that support staff also

contributes to the professional cultural of our school. This is not just a job for support staff; they feel that they contribute to the success of each student at Lake Delton Elementary

4. School Leadership:

The principal's leadership philosophy encompasses the PLC process as well as modeling appropriate engagement with students and staff that is socially and emotionally encouraging. Additionally, the principal understands the schools need for teacher leaders to enhance the PLC process. School leaders are then afforded the opportunity to continuously discuss data and progress.

The principal encourages all support staff to be part of each student's overall success. Administrative assistants, teaching assistants, and food service personnel are all engaged and participate in each student's school life.

Furthermore, the principal has implemented a "cape award" given from one staff member to the next each month in recognition of their peers extra efforts in making students academically successful. The philosophy is important in that the students feel that their academic achievement is part of a whole system approach. Students get a number of their emotional needs met by having more than just a Principal or Teacher supporting their learning. The entire staff is guided to believe they can influence a child's learning every day through modeling professional adult interaction with a student. This is the "Why" to the Principal Leadership philosophy. We believe that if you do not know the why of your profession then the students do not feel valued. The students know that they are valued and that always leads to every student having academic success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Lake Delton's academic successes are largely due to the collective efficacy of our staff. Each teacher truly believes that every student can meet his or her academic potential. They trust each grade level team to do their part in moving student groups forward each year despite any perceived barriers. The staff's professionalism, dedication, and camaraderie have resulted in virtually no teacher turnover over the past five years. In fact, we have only needed to hire one teacher during this period. This consistency as well as their strong belief in each other and in all students' potential has culminated in student groups exiting the 5th grade with a 70% proficiency rating in math and a 50% proficiency rating in ELA.

Collective efficacy of all our staff is instrumental for Lake Delton Elementary. It is essential for all students, especially those with additional socio-economic or English-learning challenges to grow academically and emotionally. These issues are never a reason that a student cannot learn but rather the fuel to drive teachers to support students in reaching their full academic potential. The school has been able to achieve that collective efficacy through the drive from teacher leaders and the principal laying out the foundation of what type of students come through the school doors each day. Our staff meetings always revolve around what we control as educators, which is our level of knowledge of teaching strategies and meta cognitive analysis on how to be a better teacher for our students. We do not refer to our students as EL students, or that Title 1 student or the child from the problem family. The Principal and/or teacher leaders will state to each other and staff members that is a label or excuse to not get better with your teaching. We can only control your level of instruction and how you, as a professional, can get better at teaching all students who enter our building.