

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Jefferson Lighthouse Elementary School
(As it should appear in the official records)

School Mailing Address 1722 West 6th Street
(If address is P.O. Box, also include street address.)

City Racine State WI Zip Code+4 (9 digits total) 53404-3211

County Racine County

Telephone (262) 664-6900 Fax (262) 664-6910

Web site/URL https://rusd.org/schools/jefferson-lighthouse-elementary E-mail jeremy.benishek@rusd.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Eric Gallien E-mail eric.gallien@rusd.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Racine Unified School District Tel. (262) 635-5600

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Brian O'Connell
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	30	39	69
1	32	29	61
2	27	46	73
3	35	35	70
4	40	46	86
5	43	44	87
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	207	239	446

*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
 - 6 % Asian
 - 21 % Black or African American
 - 26 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 40 % White
 - 7 % 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 2019 - 2020 school year: ≤1%

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, 2019 until the end of the 2019-2020 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2019	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):
Hindi, Spanish, French, German, Filipino, Polish, Telugu, Chinese, Ho-Chunk, Portuguese, Czech, Japanese.

English Language Learners (ELL) in the school: 8 %
36 Total number ELL

7. Students eligible for free/reduced-priced meals: 43 %
 Total number students who qualify: 190

8. Students receiving special education services: 2 %

42 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</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 the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
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.	5

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	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

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.

Internationally-minded learners inquire, collaborate, and take action.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Our school operated using an online only model until March 1st. Now we offer a "concurrent teaching model," where 65% of our students have returned to in-person learning and 35% of our students have stayed at home to learn remotely (all with the same teacher). Our entire school district has operated using the remote model until March 1st, when we began using the concurrent teaching model.

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

Jefferson Lighthouse is a choice school. Students are selected to attend by going through the district's My School, My Choice process: <https://rusd.org/schools/school-choice>. Families must fill out the school choice application, and the lottery will work as follows:

First run:

- All 1st choices grouped by school
- The District will run the lottery program and random numbers will be

assigned to applicants

- The school will be filled to capacity based on available space and lottery results

- A wait list will be created when capacity is met

Second run:

- All students not assigned to first choice grouped by 2nd choice
- The District will run the lottery program and random numbers will be assigned to applicants
- The school will be filled to capacity based on available space and lottery results

Third run:

- All students not assigned to first or second choice grouped by 3rd choice
- The District will run the lottery program and random numbers will be assigned to applicants
- The school will be filled to capacity based on available space and lottery results

All remaining students will be assigned where space is available.

****Families new to RUSD MUST complete their registration by providing proof of guardianship (birth certificate or leg**

PART III - SUMMARY

Jefferson Lighthouse Elementary School is defined in large part by our PYP programme (Primary Years Programme). Because our PYP programme is supported by the International Baccalaureate (a global education organization), it creates opportunities for diversity among our school community. In fact, many families are interested in Jefferson Lighthouse because it is an IB world school. Supporting this diversity is critical to our school's mission of creating "internationally-minded learners." International mindedness 1) promotes preparation for the challenges of the 21st century, 2) promotes understanding ourselves and connecting with others, 3) helps students develop an awareness to local and global issues, and 4) encourages respect and understanding of differing perspectives, cultures, and languages. We strive to have our school community (students and families) be global citizens through this promotion of international mindedness. Our programme allows for academic innovation through its learning model - specifically through inquiry-based learning, which will be discussed below.

Our International Baccalaureate programme uses an inquiry-based learning framework. Our units of inquiry are planned collaboratively with teaching staff and use six transdisciplinary thematic units: how the world works, sharing the planet, where we are in place and time, how we organize ourselves, how we express ourselves, and who we are. These units of inquiry require extensive planning, and each team (grade levels and specialists) meet weekly for 45 minute PLCs. The purpose of these PLCs is to collaboratively discuss, analyze, and reflect on our units of inquiry and establish next steps for meetings the needs of our learners. In addition, grade level teams collaborate for half a day six times a school year. During these collaborative opportunities, we update our unit based on data and teacher/student reflection. Our units are then updated on a yearly basis to improve year after year. Our curriculum is also available to other stakeholders including our district office staff and families. The curriculum promotes students' awareness of individual, local, national and world issues (supporting our school's mission of preparing students to be "internationally-minded learners who inquire, collaborate, and take action").

In order to grow as a school community, administration believes that balancing the aforementioned collaboration/planning with teacher autonomy and the ability for teachers to be creative in their craft, has been beneficial. Giving teachers the professional development they need is critical to our school community. Another aspect that is equally important is giving families information in order to keep them informed of our programme. Since our programme is fairly extensive, breaking aspects of it down for families is helpful and allows them to be active participants in the programme. Administration shares this information at monthly PTA meetings and each of our units has a "home-school connection," which allows parents/guardians to see the essence of each unit of inquiry and extend their child's learning into their home environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

As an IB (International Baccalaureate) PYP (Primary Years Programme) school, Jefferson Lighthouse's written and taught curriculum is based on our units of inquiry. Every grade level creates six units of inquiry based on our six transdisciplinary themes: how the world works, sharing the planet, where we are in place and time, how we organize ourselves, how we express ourselves, and who we are. Pacing, standards, assessments, and resources are built into each unit. The idea of having the same six transdisciplinary themes at each grade allows for a continuum of learning and an increased level of rigor for each grade level. For example, "how we express" ourselves in kindergarten focuses on the structure and function of organizations (with the central idea of: when we are responsible, we help the group function). This theme, central idea, and lines of inquiry can be brought down to the level of kindergarten students. For "how we express ourselves" for 4th grade, the focus is on economic activities and their impact on humankind and the environment (with the central ideas of: people can express ideas, feelings, attitudes, and beliefs through art. This comparison hopefully illustrates the level of thinking that goes into our units of inquiry, and how they build on each other over the years.

All standards, including the Common Core State Standards, the Next Generation Science Standards, and the State of Wisconsin Social Studies Standards, are also embedded within each unit as well as instructional recommendations, assessments, inquiry-based learning engagements, and technology/resources. The units are meant to teach to the whole child, but also account for the individuality and creativity of each child. While instruction is taught through the lens of each unit, teachers also determine how RtI and differentiation can fit into the framework. The greatest strength of having transdisciplinary units is that subjects aren't taught in isolation. While we use the district's ELA and math assessments, the district curriculum and assessments are integrated into our units of inquiry and are assessed with the theme, central idea, and lines of inquiry of the unit. This helps with the assessment process: not only do we assess skills/standards, but we assess thinking. We promote student thinking, inquiry, and open-mindedness through unit assessments, inquiry journaling, and inquiry-based teaching.

Formative and summative assessments are used to drive student improvement and performance. Assessment data are looked at frequently and adjustments are made in the unit based on student understanding. Grade level teams and specialists work as a team weekly to discuss assessment data and how to adapt instruction due to it. In addition, grade level teams meet monthly for RtI meetings (see more information below).

COVID-19 challenged our programme in many respects (as it was harder to engage students in inquiry and differentiation over the screen); however, it provided opportunities for adaptation and improvement. The first area of improvement was tracking student data more regularly. We were able to use online assessment platforms and track student improvement on a day-to-day basis. This allowed teachers to modify their instruction based by using data-based decision making. A second area of improvement that COVID provided was a more unexpected one: it created an atmosphere of awareness. Sometimes in teaching (like any profession) people become comfortable with what they know and how they do their jobs. Teaching virtually challenged past paradigms, created an awareness for what needed to be done/changed, and all teachers had to adapt. For example, engaging students in learning was no longer cut and dry. On a screen, students needed to be engaged in different ways. Visuals needed to be provided, additional questions had to be asked in order to check for understanding of learning, and the teacher had to entertain students in new and exciting ways. The staff and leadership at Jefferson Lighthouse had wonderful conversations about the best ways to engage students on the screen (and of course, a lot of previous research had not been done on this, so a lot of this was done by reviewing previous research but also through exploration and reflection).

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching. The single-subject specialists and IB coordinator meet as a team before school weekly and two full days per school year to reflect, plan, and collaborate in order to maintain authentic transdisciplinary connections to the programme of inquiry. The IB coordinator communicates necessary information to the grade levels throughout that same day at the weekly grade level IB meetings. The single-subject specialists are also provided subs quarterly to attend the weekly grade level IB meetings with the available IB coordinator, instructional coach, and/or principal. These days are called “speed dates” where grade level teams and single-subject specialists can catch up, reflect together on finishing units, and look ahead to upcoming units. The single-subject specialists document connections in the PYP planner and within the detailed Google Doc version of our programme of inquiry.

An overview of non-core subjects is as follows:

- Personal, Social, and Physical Education (PSPE) is offered to all students, Kindergarten-5th grade, three times a week for 30 minutes.
- Spanish, Art, Music, and Library are offered to all students, Kindergarten-5th grade. Students attend each of these subjects one or two times week (depending on how the week falls).

Like grade level teachers, specialists adapted to the challenges of COVID-19 in creative and innovative ways. Specialists have collaborated with each other and teachers in order to engage students to the best of their abilities in a virtual learning setting. This includes, but is not limited to: having their own Google Meet links, their own Bitmoji classrooms, and their own websites.

3. Academic Supports:

Academic supports are in place for all students. Our school's inclusion and assessment policies support the diverse and individual needs of our student populations.

For students above grade level, we work with our district's gifted and talented support teacher to support their acceleration. Many of our students above grade level do separate curriculum pacing and programing through our virtual learning department. Much of this collaboration is done during our monthly RtI meetings. The classroom teacher also differentiates instruction in order to strengthen the stills of students who are performing above grade level.

For students below grade, we discuss their individual needs and progress at RtI meetings. Interventions are determined with administration, school psychologist, our RtI coordinator, and classroom teachers. Interventions are monitored on a monthly basis at RtI meetings and are modified as needed (based on weekly progress monitoring by the classroom teacher).

Special education students are serviced through their service providers (based on IEP goals): special education, speech, occupational therapy, physical therapy, social worker, or school counselor. Special education students are included in the regular education setting for the majority of the school day. In addition, special education and regular education teachers meet regularly to discuss IEP progress, overall classroom progress, and next steps.

ELL students are serviced by our English Language Learner teacher. The ELL teacher supports students through push-in and pull-out minutes. They also meet regularly with regular education teachers to discuss progress and next steps.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Jefferson Lighthouse continues to engage, motivate, and provide a positive learning environment through three main levers. First and foremost, our academic focus is on inquiry-based learning and project-based learning, which ultimately enhances our school environment. Second, much of our social growth is predicated on our academic focus, but the social aspect comes through student collaboration and project-based learning engagements. Collaboration is a large part of our program, and we promote student collaboration through our IB learner profile - 10 traits that we want our students to strive to be. These 10 traits are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Finally, our emotional lever focuses on forming and maintaining positive relationships with families, students, and our community. We are not just a school in a bubble; we are a school community where we want to be partners with the district, our local stakeholders, and with our families.

We also incorporate PBIS at the Tier 1, 2, and 3 levels to promote student emotional growth. Tier 1 PBIS implementation promotes positive supports for all students. We have systems in place to recognize and reward students for "living our learner profile." We also have systems in place for students who may need additional support with their behavior. Our Tier 2/3 Team looks at behavior data in order to determine who can benefit from Tier 2/3 intervention. These interventions are determined as a team and analyzed every six weeks by the team. Overall, we have a very positive environment for all of our students, with a small percentage of students needing Tier 2/3 intervention.

Jefferson Lighthouse has risen to the challenges that COVID has thrown at us. Student engagement is about forging relationships and connections with students, and because our teachers were able to do this, engaging students in learning (even virtually) has been a strength of our school. Engaging students is incumbent on what students know. Thus, teachers were able to track student data weekly in order to provide virtual instruction to students at their level, pull differentiated groups, and provide interventions through online platforms. We engaged a diverse student body over the pandemic by making every one of our students our priority both academically and social-emotionally.

2. Engaging Families and Community:

We have worked hard over the years to engage with and partner with our community stakeholders. We have worked closely with local business to support two of our school's major functions: International Fest and International Day of Peace. International Fest is a day in which we celebrate the cultures/diversity of our student body. Students discuss countries/peoples that they have inquired into and share this information with their families. It is also a time where the community helps us with local ethnic dishes, desserts, and coffee. Our restaurant and business community really steps up to work with us on this initiative. International Day of Peace is another celebration that supports our school's mission/vision. International Day of Peace is celebrated every year on September 21 with the intention of recognizing and celebrating world peace. Local leaders and politicians often come to our school to speak on this day. Our students also prepare songs/dances to celebrate living with an international/global/peaceful mindset.

Another highlight of engaging our families and community is our 5th grade Exhibition. This is the culmination of our PYP programme where students present their exhibition (research project) to parents, the school community, and our local community. Students spend 6-8 weeks working on their exhibition and it ends in a night of them sharing their hard work with the above stakeholders.

We have worked with a community member from the organization Kenosha/Racine Community Action Agency. The work we have done with this organization has supported students of color with leaders of color from our community who come in and share their stories/life with some of our students. It has been a really positive initiative.

Finally, due to COVID, we have grown in how we communicate with families. Email is no longer the norm. During the pandemic, we made it a point to over-communicate with families via phone, text, Classdojo, Facebook, and home visits. There has been so much positive feedback from families about our communication during COVID-19, and we hope to continue these practices into next school year.

3. Creating Professional Culture:

Creating a professional culture and supporting teachers is our number one priority. Our teaching staff must feel valued and part of a school community in order to be effective. This means collaborating as a school (and district) in order to determine necessities. Even though we taught students remotely until March 1st, teachers were given the tools necessary to effectively teach at home. While some of these tools were technical or technology-based, the best tools of teaching are best practices. The school works collaboratively to provide resources, provide professional development, and provide instructional strategies that enhance our programme (namely, inquiry, collaboration, and agency). In addition to professional development given to us by the IB, our entire school community has participated in book studies and professional learning opportunities from each other. Teachers have been provided resources, professional learning, and professional literature to develop their understanding of our programme and its tenets. Here are examples of the following embedded professional learning/development that has occurred over the last three years:

2018-2019: IB training/professional learning on the programme and "Round Tables". Round Tables are a collaboration of all Wisconsin PYP schools. All the PYP schools get together and present/share information related to our programme. The purpose is to learn from each other.

2019-2020: As a staff, we read and engaged in learning around *The Power of Inquiry* by Kath Murdoch. Each team (admin/grade level/specialist/support staff) were responsible for presenting one chapter and teaching the rest of the staff about how to implement its contents. We also learned about our programme's enhancements during the 2019-2020 school year (IB programmes are sometimes updated/enhanced to reflect best practices/research).

2020-2021: IB self study. The IB self study happens the year before our IB evaluation visit (the IB evaluates its schools every five years). The self-study is a rigorous reflection that involved countless hours from ALL staff. The self study started with a group of individuals taking one IB standard and reflecting on it. After each group did their standards, we met numerous times as a staff and went over every standard and practice of our program. This process allowed for honest conversations, reflection, and next steps in regard to things that can be improved as a IB PYP school. The self-study concluded when the IB evaluated our school in March. We are waiting on their feedback.

This professional learning supported the following IB PYP standards:

PYP Standard C3: Requirement 2 a.: The school ensures that inquiry is used across the curriculum and by all teachers.

PYP Standard A.3: The school community demonstrates an understanding of, and commitment to, the programme(s).

We are proud that our programme is about growth, reflection, and improvement, and we encourage all who work at our school to be life-long learners who are always willing to improve.

4. School Leadership:

The leadership intent at Jefferson Lighthouse is to involve all stakeholders, including school district leaders, teacher leaders, parent leaders, and student leaders (using a distributed leadership model). The principal and associate principal work with a steering committee, which steers the mission/vision of our school. The steering committee also works as a communication method (there is one person per grade level as well as a specialist on the team who communicates important information discussed to their team members). School leadership also works closely with parent leaders and the school's PTA. At monthly PTA meetings we

inform our parents about components of our programme and provide updates related to our programme (for example, recently, we had our five year evaluation visit with the IB, and we discussed this information with parents). The 20-21 school year has been like no other, but our school has adapted to the needs of COVID-19 by remaining rigorous in a remote setting and using concurrent teaching as of March 1st. While both of these instructional models provide challenges, teachers have found ways to engage students in new and exiting ways, and with new digital tools that help with instruction (Google Classroom, Seesaw, and IXL).

5. Culturally Responsive Teaching and Learning:

Through our IB programme's Inclusion Policy, in addition to our training on equity and culturally responsive practices, culturally responsive teaching/learning is a priority at our school. Because Jefferson Lighthouse was formerly a gifted and talented school (five years ago), some staff had to shift their mindsets of the new mission and vision of our school and its new programme.

Administration has worked closely with staff to develop an inclusive, equity-based model of education. In fact, the principal was part of a state equity initiative and received training through the Wisconsin Urban Leadership Institute (a year long program that focused on developing equity-based measures, outcomes, and action steps as a school leader). ALL students belong at our school, and we embrace the diversity of our school. Teachers have been equipped with tools that have helped with culturally responsive practices, including books and training with Dr. Gloria Ladson-Billings. With movements like Black Lives Matter, many of our teachers have grown even more personally and have embraced our school community with a clear lens (knowing the struggles of underrepresented/underserved races/ethnicities). It is our goal to continue to keep culturally responsive teaching and learning and the fore of all we do.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

We believe the ONE practice that has allowed our school to be success is: consistency. While we are not a perfect utopia, we believe we have systems in place to provide consistency for staff (thereby providing consistency for students). The following is a list of constants that have occurred over the last 3 under the current leadership that we believe have promoted teacher professionalism, teaching development, and teacher growth:

- Weekly IB PLCs with IB Coordinator/Principal/Instructional Coach to plan/reflect on units of inquiry and assessment data
- Monthly staff meetings (with a focus on life-long learning and reflection). We have integrated book studies and reflection into our meetings (they are not just sit and get information type of meetings).
- Monthly RtI meetings to discuss Tier 2/3 students (both high and low)
- Six yearly meetings to collaborate as grade level teams/specialists in order to adapt/reflect on our units of inquiry
- Daily formal and informal conversations about our programme and how to enhance it (ranging from conversations in the hallway to feedback on teacher evaluations). All teacher evaluations have an IB focus.
- Consistent integration of inquiry, IB learner profile, and IB components with students, from all staff (on PA, in morning announcements, in the lunchroom, etc.). We really try to live our programme by speaking about it with students/families
- Consistent discussions around outcomes, assessments, and data
- Discussions and implementation of equity-based practices and action steps to be taken as a school community