

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

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 417 Emmons ville Road  
(If address is P.O. Box, also include street address.)

City Hatley State WI Zip Code+4 (9 digits total) 54440-9769

County Marathon County

Telephone (715) 446-3336 Fax (715) 446-3171

Web site/URL https://www.dce.k12.wi.us/hatleyelementary E-mail lbrown@dce.k12.wi.us

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

Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Kristine Gilmore E-mail kgilmore@dce.k12.wi.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name D C Everest Area School District Tel. (715) 359-4221

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 Mrs. Katie Felch  
(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**

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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

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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):
- 7 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 11 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	12	8	20
1	9	11	20
2	11	8	19
3	4	9	13
4	9	13	22
5	9	8	17
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
<b>Total Students</b>	54	57	111

\*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):
- 0.9 % American Indian or Alaska Native
  - 2.7 % Asian
  - 0 % Black or African American
  - 5.4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 87.4 % White
  - 3.6 % 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: 5%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	6
(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)]	6
(4) Total number of students in the school as of October 1, 2019	111
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Hmong, Spanish

English Language Learners (ELL) in the school: 3 %

3 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 45

8. Students receiving special education services: 17 %  
19 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>1</u> Autism                  | <u>2</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>1</u> Other Health Impaired                 |
| <u>1</u> Developmental Delay     | <u>4</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance   | <u>8</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: 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.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
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 16:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	95%	96%	96%	97%
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.

<b>Post-Secondary Status</b>	
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.

D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

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.

During Summer 2020, the D.C. Everest (DCE) School District launched its FutureReady Restart planning process to provide families with 4K - elementary in-person instruction, blended (both in-person and virtual) secondary instruction, and entirely virtual instruction options. A specific working group was established for our elementary schools with collaborative sessions focused on: implementing COVID protocols, modifying staff structures to support a cohort model, addressing learning gaps due to remote learning at the end of the previous school year, meeting students’ social and emotional needs, and building a sense of community and engagement. The district also expanded the Everest Virtual Academy (grades 6-12), creating a K-5 program for families who preferred a remote learning option.

Hatley Elementary has successfully provided full-time, in-person instruction throughout the school year following a cohort model in which students and teachers are grouped for instruction and to follow DCE COVID protocols. Additionally, we have adapted several of our practices based on lessons learned. In October, as our community began to experience a very high spread of COVID, we gained a better understanding of the number of staff and students who needed to isolate or quarantine on a daily basis and the additional workload this placed on our teachers who were preparing lessons for in-person instruction, preparing materials for students who are at home, delivering daily in-person lessons, and making themselves available to assist isolated/quarantined students outside the normal school day. To ensure we could continue to provide high-quality

instruction and protect the health and wellbeing of our staff, we secured permission from the DCE School Board to implement teacher work days (“Flex Fridays”). Flex Friday learning activities are shared with students and families the Thursday before and students complete the remote/e-learning activities as assigned. No live sessions are held on Flex Fridays, thereby providing instructors with additional preparation time.

We also received board approval to convert adverse weather days to remote/e-learning days to ensure students receive maximum instruction time during a challenging year. Students have abbreviated schedules on these days that begin with a 9:00 a.m. live morning meeting with their homeroom teacher. Attendance is taken during that time and learning expectations are shared. K-2 students dedicate 2 - 3 hours to online learning with grade 3-5 students dedicating 3 - 4 hours to the same. Students use independent work time, as needed, to complete their assigned course work.

Parent-teacher conferences have been held virtually throughout the school year. Our families have responded positively to this option — noting the convenience and connectedness of inviting teachers “into” their own home. As a result, we are considering virtual conferences for our post-COVID models.

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

## **PART III - SUMMARY**

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Hatley Elementary is centrally situated within the 627-acre Village of Hatley, serving as a hub of community activities for our 606 residents. Located in the heart of Northcentral Wisconsin, our community has witnessed a 27% increase in population since 2000 fueled by the development of new, affordable neighborhoods that provide residents with the best of both worlds — cozy neighborhoods situated within an expansive rural environment. Originally, Hatley was largely comprised of agricultural families but now is also home to young professionals who work outside the village in the burgeoning advanced manufacturing, public administration, education, and healthcare sectors of Marathon County. The community reports a median family income of \$89,107 and many of our parents work multiple jobs. Approximately 3.3% of Hatley families live in poverty and we report a growing number of students eligible for free or reduced lunch.

With 107 students and 25 staff members, Hatley Elementary has developed an exceptionally strong Hatley Hawks culture and trusted support network that imparts the value of good citizenship. Similar to our village, our school has a central “avenue” along which we all traverse and visit with one another. Every teacher knows every student — their hobbies, interests, strengths, and challenges — and provides respectful and consistent direction while demonstrating genuine care and concern for every member of the Hatley Hawk family. Our tight-knit staff feel responsible for every student and encourage “mistakes” as a process of discovery by which students can take ownership of challenges and develop their problem-solving skills to overcome them. We take great pride in providing innovative instructional opportunities and celebrate our cherished traditions. Parents with multiple children in our school delight in the familiarity of these classroom traditions — fondly remembering their elder children taking part in field trips, grade-specific projects, and performances that their younger children will soon embark on.

Our School Community Garden plays a pivotal role in demonstrating what it means to be part of a community. Every student has a role to play in establishing the crops, and grade levels buddy-up to tend to their portion of the garden. Families adopt the garden in the summer and the whole community is invited to harvest. Because our Community Garden is adjacent to the village park, it has become a centerpiece of our community and a demonstration of our students’ skills and abilities.

To encourage respectful, kind, and responsible behavior students earn Hawks tickets to “purchase” rewards. This year, mindful of COVID, we have integrated rewards that provide more opportunities to socialize outdoors and to safely interact with the greater community.

We have numerous school initiatives to ensure all of our students are set up for success. To improve kindergarten readiness we host a Child Find screening program for children ages 2 years, 9 months – 5 years and off-site pre-K programs. With one instructor dedicated to each grade level, our teachers develop an in-depth understanding of each learner, providing services specific to the individual student. During daily intervention/enrichment (IE) time students can pursue in-depth study or teacher assistance in areas of need. All students are screened to determine if they would benefit from advanced placement or are in need of academic and behavioral supports and intervention. We also use Standards-Based Grading to more accurately measure and communicate a student’s learning, growth and academic achievement. As part of the District’s One-to-One initiative, every K-12 student is provided with an iPad. We integrate a robust art/design element into our STEAM curriculum with projects such as our student-created Kindness Fence, which borders our playground and shares messages about empathy and respect. The 18-month school-wide project was integrated across the curriculum, with scale drawings superimposed onto the pickets for final production. We also integrate career and technical skills across the curriculum with projects such as “build a log home” in which students read a historical novel and then collaboratively design, engineer and construct child-size log homes.

To mitigate the “summer slide,” remedial work is offered for students in need of intervention and families are encouraged to utilize educational tools on the iPads to help students retain critical reading, literacy, and math skills during the summer. Our DCE Summer Program offers courses ranging from musical performances, sports, and poetry to photography, coding, robotics, and outdoor adventures.



In the past, traveling staff taught music, art, library, guidance, and technology. This year, we hired a “creative expressions” specialist who crafts integrated cross-curriculum lessons. This change has expanded our capacity for these offerings, encouraged students to make broader cross-curricular connections, and students have found these lessons enjoyable. Themed social-and-emotional lessons (SEL) have been uploaded to our Canvas Learning Management System and are now integrated daily into the classroom. Integration of SEL into our curriculum has allowed for more opportunities and a more natural feel for our students.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

Hatley Elementary has provided full-time, in-person instruction throughout the school year. To alleviate the COVID-related workload placed on teachers and staff, we implemented a limited number of “Flex Fridays” for teacher planning and preparation and assigned remote activities for students. Lessons are uploaded to Canvas Learning Management System for students in quarantine, and intervention and assistance are provided as needed via WebEx video conferencing.

We developed hands-on, personalized learning opportunities in our STEAM curriculum by combining Common Core State Standards with the “Redefining Ready” model. Themed social-and-emotional lessons (SEL) are provided to instructors through Canvas and woven into daily instruction to help students develop into engaged, respectful, and responsible members of society. Career and Technical Education — core academic programs to prepare students for a range of career and education opportunities — is also integrated across our STEAM curriculum and culture to provide students with career skills such as critical thinking, creativity, problem-solving, perseverance, collaboration, technological competence, and design.

Our District utilizes data-based tools to advance student education. Our district-wide elementary reading and writing committees routinely evaluate and recommend word-study resources to support the development of student knowledge and foundational literacy skills as well as writing resources to support writing skills and knowledge. All K-2 teachers have been trained in explicit instruction in literacy (LETRS), phonics, and phonemic instruction for K-2 (Foundations and Heggerty), and word and language/grammar instruction for grades 3-5 (Words Their Way and Patterns of Power). These word-study, literacy, and writing tools have proven to be highly effective.

Hatley Elementary utilizes a workshop approach for literacy content areas beginning with a mini-lesson and whole-group instruction. Instructors assess students daily with i-Ready to differentiate instruction as needed. Students progress at their own pace and are supported by whole-group instruction, guided practice, independent practice, and share time. To support their individually paced learning and growth, students receive one-on-one feedback from their instructor during intervention/enrichment (IE) time.

Student learning in mathematics is guided by Common Core Standards and differentiated through a workshop format (supported by Engage NY and Zearn) that includes fluency, application problem solving, guided practice, and independent practice. Utilizing these tools, instructors can provide students with video teacher lessons and scaffolded practice, pre-teach lessons that may be difficult, reteach and reinforce teacher-instructed lessons, as well as assign previous grade-level lessons to individual students to build upon foundational standards to fill gaps for current grade-level content. To hone foundational skills, instructional emphasis is placed on increased rigor, effective questioning, math discourse, making connections, and the use of multiple representations to support learning. Students are assessed daily and receive personalized instructional pathways via i-Ready. Core instructional time is supplemented and further differentiated via IE time — incorporating long-term projects and complementary technology.

Hatley Elementary has transitioned to the Next Generation Science Standards (NGSS) for grades K-5 in alignment with our district standards. The NGSS-aligned curriculum consists of essential questions to guide inquiry, student-friendly “I-can” learning targets, and prioritized vocabulary. The NGSS-aligned Mystery Science platform integrates videos that feature targeted science concepts with teacher-developed discussion-based and hands-on investigations that support the district’s learning targets. This model allows students to pursue in-depth questions like “How deep does the ocean go?” or “Can animals laugh?” or “How does sanitizer kill germs?” We also use the interactive Discovery Education Science Techbook, a multimedia text that engages students through literacy and the use of iPads. The structure of Science Techbook is centered around the “5E Science Instructional Model” (Engage, Explore, Explain, Elaborate, Evaluate).

Our science curriculum is supplemented by a robust K-5 Environmental Education program that focuses on sustainability, conservation and individual responsibility for the health of our planet. Highlights of this program include hands-on maple syrup production at our school forest as part of the fourth grade Wisconsin NBRIS 2021

History unit, ecology and geology lessons at Rib Mountain State Park, and a three-day two-night 5th grade winter exploration program at our school forest.

Our standards-based social studies curriculum is modeled around a student-centered approach that empowers students by helping them explore and appreciate the diversity of the world, build relationships with others, appreciate the impact of the past and present, and develop productive decision making skills. Students learn how to be engaged citizens via field trips, mentorships with community leaders, and by using technology to explore the global community. Teachers integrate a variety of resources into their lessons, including Teacher’s Curriculum Institute Techbook, Discovery Education Digital Resources, and literature. Students develop self-directed learning skills by choosing personalized learning paths using a variety of digital tools on their iPad. The integration of reading and social studies instruction has led to rich student-led conversations and immersive projects concerning a variety of topics, and is one of our most successful initiatives.

**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:**

Hatley Elementary makes a concerted effort to integrate art, music, physical education, and technology across the curriculum as part of our district’s mission to prepare students for 21st century careers. This cross-curricular integration reflects the world as it is (a wonderful mix of physical exertion, art, critical thinking, technology, creativity, collaboration, independence, etc.) and better prepares students for real-world post-secondary career and educational opportunities. Prior to COVID, traveling district specialists visited the school to provide music, art, technology/library/media instruction. Our new on-site “creative expressions” specialist develops impactful cross-curriculum lessons that integrate art, music, and technology with history, literature, science, math, and more. These lessons are offered for 45 minutes every other day.

Examples of cross-curricular art projects include a recent virtual family night in which we partnered with Children’s Hospital of Wisconsin to help families design and create a board game and a school-wide coloring project honoring elders in our community wherein we delivered the hand-crafted pieces to nursing homes. Our Garden in a Glove project with the United Way combines art, literacy, science, and health/nutrition with students crafting a miniature take-home garden of their own. We showcase student art throughout our building, paint seasonal murals on our windows, and feature art projects at the districtwide IMAGINE event. Annual trips to the Leigh Yawkey Woodson Art Museum and Marathon County Historical Society tie art and history together in exciting ways.

Students explore the technical, creative, cultural, historical, and mathematical aspects of music from around the world. Each year they showcase what they have learned at their Winter Programs (our crowds have grown so large they now perform at our DCE Middle School auditorium) and at the IMAGINE event attended by thousands of community members. Some of our students also perform in our Summer Program musicals or youth musicals at the community Grand Theater.

Physical activity and nutrition play a critical role in our curriculum. Teachers provide “active brain breaks” in the classroom and we promote the benefits of being active with “Walk to School Wednesdays” and “Workout Wednesdays.” We also promote healthy food choices as a means to fuel bodies and brains. Students receive 45 minutes of physical education/wellness each week with a focus on the benefits of lifelong participation in physical activities, the importance of sportsmanship, and the benefits of health and wellness. We sponsor an annual Track and Field Day and host annual Ice Age Trail explorations. Our foods services staff host food exploration opportunities — showcasing global meal options, a variety of fruits and vegetables, and meals that are made with locally grown ingredients or from our very own School

Community Garden. Our annual trip to Fust Family Farm ties students to the agricultural history of our community while teaching them about the origins of their food.

Our District-wide One-to-One technology initiative is an important tool for our cross-curricular integration, providing every student with access to tens of thousands of digital texts, videos, art/design/engineering tools, and instructional aids that help them develop creative, research, critical-thinking and technological skills, and — especially critical during the pandemic — allow them to collaborate virtually. Technology also has played an influential role in providing students with voice and choice — providing them with diverse tools that help them to demonstrate what they've learned in a format best suited to their needs.

### **3. Academic Supports:**

Because each student enters our classrooms with unique backgrounds and experiences that influence their academic preparedness, we have adopted personalized learning and teaching strategies to serve each student's needs, abilities, and preferred learning style while providing them with multiple means of expressing what they have learned. During the school year, our instructors meet with interventionists, ELL, and special education teachers as needed to review individual student data and discuss which method of instruction best suits the learner and identify intervention and higher-level opportunities for each based on their individual learning needs. Data from iReady, CogAT, the Wisconsin Forward Exam, Access testing, on-demand writing, phonological awareness/reading readiness screening, unit assessments, teacher rating scales, and home rating scales are used to target specific instruction and support for each student and ensure each student is provided with challenging educational opportunities. These multiple data points guide our IEP, ELL, and academic or behavioral support and intervention initiatives.

This data is also used to identify students who would benefit from placement in the Gifted and Talented Magnet Program or full-grade advancement. High achieving students also are provided with differentiated instruction and project-based work that allows students to explore topics in greater depth. Due to the smaller size and collaborative nature of instruction across grades within our school, we can also provide advanced learners with access to the next grade level's curriculum if it is merited. IE sessions supplement core instruction so students can receive intervention, a support session, or enrichment opportunities for high achievers.

All students need access to high-quality, grade-level curriculum, so when we intervene to fill gaps, we design plans that ensure our interventions align with our core curriculum. Our multi-level system of support, the Everest System of Supports (ESS), helps us proactively identify students in need of more intensive or specialized instruction and follows District guidelines and the state's multi-tiered system of support. In instances where an achievement gap is identified, the ESS team (principal, teachers, school psychologist) consults with one another concerning specific student needs. Intervention is based on a student's progress and intervention intensifies as needed. Our classroom teachers utilize a variety of evidence-based tools/resources to intervene and monitor progress including: iReady, Heggerty Bridge the Gap, Reading Simplified, and AVMR.

Three years ago, Hatley Elementary began offering special education services on-site again. The ability to serve these students within their neighborhood school has been highly successful and has helped foster a school community in which students learn to value one another, recognize we have all kinds of different learners, and to respect those differences.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Because our school is designed around one main “avenue” nestled between our classrooms, Hatley Elementary itself feels like a cozy village where everyone knows one another and can easily stop by to visit with — or get support from — a former teacher, a sibling, or a friend. Our Hatley Hawks culture places an emphasis on respect, responsibility, and relationships and together we take care of everyone’s academic, social-emotional, and health needs. Staff develop strong bonds with each learner getting to know who they are and what motivates them — ensuring students feel safe and respected.

Student leaders initiate projects that strengthen our sense of family and community and promote health, wellness, activity, and citizenship. They’ve hosted penny drives and sock drives, packed food for Feed My Starving Children, and collected items for Peyton’s Promise. We also celebrate the Kindness Challenge Week, initiate kindness projects through our Be Amazing club, proudly share the artistry of our Kindness Fence and commit to healthy choices with D.A.R.E. Our 5th grade student leaders assume responsibility for the daily announcements — drafting the script, sharing the weather forecast, offering a kindness reminder and concluding with a “wacky fact.” Our student playground mentors are proud to offer peers assistance and guidance.

At Hatley Elementary, we treat every choice (or mistake) a student makes as an opportunity to learn, grow and assume responsibility for those choices/mistakes. Because our students remain in the same classroom with one another from kindergarten through 5th grade, they come to know one another’s strengths and challenges, how they can help one another, and whom to turn to for support. This culture helps students root for one another and form a support network that helps ease their transition to the DCE Middle School as they explore a new environment and meet new friends and teachers.

While we revel in the closeness of our Hatley Hawks community, we also enjoy being part of a broader #EverestPride community thanks to the support of organizations like the DCE Area Education Foundation that provide grants for innovative educational opportunities. Foundation grants have funded our “One School, One Book” program in which every student brings home a book to read with their family allowing us to broaden our classroom discussions to the living rooms and kitchens of our greater community. We relish joining other DCE students at events such as “Big River” performed by the Central Wisconsin Educational Theater Alliance, and are proud to participate in the Foundation’s IMAGINE event where our students display their artwork, STEAM projects, give live musical performances and showcase our student clubs. Our 5th graders proudly compete against the 5th graders from the other DCE elementary schools at an annual districtwide track meet and often win the “school spirit” award for their enthusiasm.

### **2. Engaging Families and Community:**

We model the importance of good citizenship and civic engagement within our classrooms and extend the model to our community. We supplement needs that may not be met at home — offering a breakfast program and on-site vision/dental/hearing screenings. Through Blessings-in-a-Backpack, we send disadvantaged students home with snacks and easy-to-make meals for the weekend. To assist working parents — many of whom work multiple jobs — we provide morning and afterschool care. These efforts ensure students are well fed, healthy, and rested, which improves students’ abilities to focus and participate in the classroom.

To make families and community members feel like a welcome part of Hatley elementary, we host a variety of events designed to engage families in their student’s academic, social, athletic, and extracurricular interests. We host a Fall Festival, an annual Track and Field event, and an Ants in Your Pants Family Dance. Literacy and math family events provide families the opportunity to read and solve math problems together. Our “One School, One Book” program encouraged our entire student body and their families to enjoy and discuss a book together. Each year, former Hatley students march through our halls as we celebrate soon-to-be-graduates from our DCE Senior High. Our annual “Graduates Parade” celebrates former Hatley

Elementary students and provides our current students with a vision of their future. To compensate for COVID, this year we have hosted similar events virtually to continue our pattern of engagement.

We also invite community leaders to share their expertise with our students, for example the volunteer Hatley Fire and Rescue Team visits to discuss fire safety and law enforcement career opportunities. This year we cannot invite community members into our school, so we have developed creative options. Domtar manufacturing recently provided students with paper-making supplies so students could celebrate our area's paper-making history while making sheets of their own. Education Foundation grants have provided books and flashcards to participants in our district's Hmong New Year celebration and support our district's "Books on the Bus" program.

Our District has a comprehensive communications program that has been especially important this year in engaging families and the community, and conveying essential information. Each school has a customized website and we also utilize Twitter, Facebook, and Instagram to share a behind-the-scenes look at classrooms, achievements, and important information. Our social media channels are popular and effectively engage parents, extended family members, and the community. We also communicate directly with phone calls, email, and WebEx to communicate as needed. Through a variety of communication platforms we are able to reach parents, family, and community members in a manner best suited to them — allowing us to share information about new initiatives, how those initiatives will affect them, and why it matters. By sharing relevant and engaging information, we have fostered communication critical to students' success.

### **3. Creating Professional Culture:**

The DCE District invests in teachers, paraprofessionals and administration by basing compensation on individual professional development (PD). PD courses are offered throughout the year — including summer, evenings, and weekends — both in-person and virtually. Last year, 851 PD opportunities were offered and DCE teachers completed 16,312 PD hours. Teachers may serve as PD instructors upon the approval of the curriculum team and are rewarded double credit for those hours.

Staff develop a PD plan around his/her specific needs with the assistance of a supervisor. PD offerings are determined based on staff input, committee and team leadership meetings, and teacher feedback. All suggestions are thoroughly researched and consultations with subject matter experts determine training session best practices. Recent PD opportunities have been adapted to address the current stressors related to the pandemic, with topics ranging from the science of reading, mental health during pandemic, and social-emotional wellness, to critical intervention and support tools for math and literacy, financial wellness and equity. Our district mental health experts, as well as third-party discussion groups with students in the area, indicate an increase in mental health issues and requests for mental health services, thus SEL and mental health PD offerings were diverse.

Our district also hosts a DCE 2020 consortium that helps teachers integrate education technology and digital media into instruction and design successful instruction strategies. The Consortium members serve as leaders in technology integration and train other teachers within our building and across the district. Teachers have become more confident with integrating technology into the classroom and relish the opportunity to share ideas with one another. By having the consortium in place for several years and having leaders in each building to share their knowledge, our staff were able to rise to the challenge of virtual instruction at the end of last year and were prepared to utilize digital tools as needed to provide quarantined students with opportunities to continue instruction at home. As a result, we find our students are more engaged, they collaborate within and outside the classroom on their iPads, they are able to use tools that help them progress at their own pace, they have more voice and choice in how they demonstrate learning, and have been able to explore subject matter in greater depth.

All staff members are welcome to share their ideas and thoughts. With just one instructor per grade, each teacher is able to develop an in-depth understanding of each student and share beneficial insights that will help the learner be successful as s/he progresses to the next grade. With all of our classrooms in close proximity to one another, we also have the honor of watching firsthand a student's progression through K-5 and can celebrate their growth together.

#### **4. School Leadership:**

While we have a leadership structure in place, it is our core belief that every staff member, teacher, administrator, and student is expected to model excellence, empathy, and respect to ensure our Hatley Hawks feel valued and safe. Recognizing the strength of our individuals and the even greater power of our combined talents, we have built a strong internal community that encourages every staff member to share ideas and expertise, provide support, offer an opinion, take risks, and — as we do with our students — view their mistakes as opportunities for growth. In short, everyone has the opportunity to be a leader and help ensure our school runs effectively. We research our big ideas, outline the “why” of our initiatives, and then work collaboratively to engender collective ownership and support of our decisions. Our paraprofessionals play a key role in generating ideas for engagement and growth and put forth considerable effort to make Hatley a great place to learn and work.

Our established staff and student leaders assume the lead on projects that suit their interests and subject matter expertise. We have two teacher-leader positions (trained facilitators in student wellness and growth) who focus on “whole child” growth through planning and communication related to SEL, engaging activities (recess opportunities, celebration/spirit weeks), and making connections with the community. Our student leaders serve as ambassadors for our community, initiating projects that bring together students, staff, families, and the community.

Our principal also serves as the district coordinator of Response to Intervention efforts. This year, given the demands COVID has placed on our system and the intensifying needs related to instruction and intervention, we hired an experienced DCE leader as co-principal to share daily principal responsibilities and ensure we always have a leader present to build and maintain relationships with students and staff while modeling respect, honesty, care, and transparency. Both help make strong connections between district initiatives and building practices, identify resources for teachers, and are actively involved in the process of identifying strategies to assist individual students who are facing challenges.

Our principals collaborate with other DCE elementary principals on a daily basis to share strategies related to overall student growth and health/wellbeing during COVID. Communication has been even more important this year to ensure all staff members have the resources they need to feel valued, safe, competent, and effective.

#### **5. Culturally Responsive Teaching and Learning:**

Building respectful, empathetic relationships is the first step in responding to unique student needs, engendering respectful inclusivity, and celebrating our cultural and personal differences. These lessons are built into our STEAM curriculum with hands-on independent activities that help students discover their talents and interests, and collaborative projects that encourage students to pool their abilities, share ideas, evaluate various suggested approaches, and then unite around a common strategy to achieve their end goal. Collaboration is a powerful tool in teaching students the value of listening and respecting the different perspectives and backgrounds of peers.

We celebrate the rich and diverse history of our students with integrated lessons that explore the history, culture, art, culinary traditions, lifestyles, and accomplishments of nations around the world. We join together to celebrate the Hmong New Year at a districtwide event, and regularly invite guests and family members to share their personal life and career experiences with students. SEL lessons, integrated into the curriculum, encourage students to celebrate what makes them different and value what is different in others. Class read alouds also promote empathy and understanding. To help students foster relationships with a non-verbal student with Autism, we have posted flyers throughout the building with sign language symbols they can use to communicate with one another.

Our One-to-One technology initiative ensures all students have access to the latest instructional

tools through their iPads. These digital tools can help ELL students, for example, by assisting with translation of difficult words, or provide struggling readers with verbal dictionaries. Because we live in a rural community, internet connectivity can be an issue for our families. Last year during the stay-at-home order, families were able to pull into our parking lot and login to the school internet. We also worked with local internet providers to improve connectivity.

During the shutdown in spring 2020, we also launched our Grab-and-Go meal program for every member of our communities. Students, families, the elderly — anyone in need — was able to safely pick up meals in our school parking lots. Our Grab-and-Go meal program for students has continued with meals available Monday-Friday. We also eliminated student fees and minimized school supply lists due to the financial strains created by COVID.

We also build a strong rapport and trust with our families through regular communication around a shared goal of helping their child realize and reach their potential. By establishing channels of communication we can help assess what families need and do our best to connect them with resources.



## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Our success comes down to this: as a district we were willing to choose the difficult path, knowing we may very well fail, and develop a flexible in-person instruction model for our elementary students based on our conviction that this was the very best option for these young learners. We focused on an in-person model as we had seen the effects the abrupt cessation of in-person learning had on our youngest students in spring of 2020. The key to developing the model was to gather committed individuals from all levels within the district, break them into small groups focused on their area of expertise/interest, and spend the summer grinding away at a plan that didn't aim to be perfect, acknowledged the unknowns, didn't shy away from adaptability, recognized there would be mistakes, and focused on the whole child and that child's family.

Every one of us involved in the planning thought our fully in-person elementary instruction would last perhaps two weeks, and we would transition a hybrid learning model similar to that of our secondary students. Instead, we have been able to successfully teach in-person up to the fourth quarter.

Our plan elevated the “whole child” approach to a new level. It wasn't simply a matter of planning lessons. Given the additional stressors placed on families by COVID, our instructional model morphed into an ongoing assessment of, and adaptation to, needs. Are their food-related needs being met? Are there gaps in literacy or math that we need to design for? Are there wellness topics to target? How do we support a student when s/he is quarantined? How do we support families when their student is quarantined? How can we help them cope with loss? What resources do our families need — childcare, mental health services, food, financial assistance, internet access?

We built a robust communication system to provide families with a support network beyond our classrooms and to keep them informed — well in advance — of changes that would impact them such as Flex Fridays, food giveaways, and instruction on adverse weather days. And within our classrooms, we modeled resilience, adaptability, and the willingness to take risks. In spring 2020, instructors had just two weeks to adapt. Were there technological difficulties? Did they make mistakes? Yes and yes. But together, teachers and students persevered. The same can be said of our in-person sessions and remote learning for quarantined students. Students saw their teacher try new things, fail, modify their approach, and try again. The result? Our students have risen to the challenge — they, too, persevere. Our most recent iReady reading and mathematics scores, for example, show students are thriving.

By providing a strong support network for our families and students, we built a sense of trust that helped alleviate some of their stressors and helped us develop partnerships that allowed us some grace when we faltered — and united all of us around a goal of helping our youngest learners.