

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address W5218 County Road A
(If address is P.O. Box, also include street address.)

City Elkhorn State WI Zip Code+4 (9 digits total) 53121-3507

County Walworth County

Telephone (262) 742-2585 Fax (262) 500-3813

Web site/URL https://tibbets.elkhornschoools.org/ E-mail frosbr@elkhorn.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* Mr. Jason Tadlock E-mail tadjla@elkhorn.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Elkhorn Area School District Tel. (262) 723-3160

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. Matt O'Donell
(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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	28	32	60
1	33	43	76
2	37	37	74
3	38	41	79
4	24	25	49
5	35	34	69
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	195	212	407

*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):
- 0.4 % American Indian or Alaska Native
 - 0.2 % Asian
 - 0.4 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 3 % 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 2020 - 2021 school year: 6%

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, 2020 until the end of the 2020-2021 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	6
(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, 2020	388
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish

English Language Learners (ELL) in the school: 0 %

2 Total number ELL

7. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 146

8. Students receiving special education services with an IEP or 504: 14 %
59 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 with an IEP or 504 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>3</u> Other Health Impaired |
| <u>11</u> Developmental Delay | <u>14</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>24</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.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 23:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	98%	98%	98%	98%
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 2021.

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.

At Tibbets Elementary School we strive to foster strong relationships and maintain a positive environment that challenges and inspires students to achieve individual goals and grow into productive members of society. Tibbets School - Inspiring to grow together

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.elkhorn.k12.wi.us/common/pages/DisplayFile.aspx?itemId=71417030>

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

PART III – SCHOOL OVERVIEW

Tibbets Elementary School is one of three elementary schools in the Elkhorn Area School District in Elkhorn, Wisconsin. It is located in a rural area a few miles outside of the city limits. Tibbets draws students from some traditional farm households, as well as subdivisions mostly built around several surrounding lakes. The community is located almost equidistant from the three metropolitan areas of Chicago, Milwaukee, and Madison. This commutable distance makes Elkhorn an ideal place for families that would rather settle in a smaller community. These families value the importance of education and are seeking a school that will provide their children with the skills necessary to be life-ready whether they are preparing for college, some other form of higher education, or a career.

The Tibbets community takes great pride in the work and activities that take place within our school. This pride often causes our students' families, as well as neighbors of the school, to look for ways that they can further support the work that is being done here. Whether it is reading with students who are just beginning their literacy journey, eating lunch or playing a game with a student who needs someone to talk to, or simply attending one of the monthly Family Fun Nights organized by the Tibbets Parent Teacher Association, the Tibbets community is filled with individuals eager to give.

Tibbets Elementary students feel like they are known and valued by the staff at our school. From the moment the students arrive, staff members welcome them to the school and invite them to have a great day. At the end of that great day, staff wish them well, making sure they have communicated what needs to be accomplished, and letting students know that they look forward to seeing them the next day. As the mission statement of the school begins, "We strive to foster strong relationships and maintain a positive learning environment." Through these strong relationships within our positive environment, staff members are able to identify a student's academic, social, and emotional levels, thereby ensuring that the second half of our mission statement is met because "at Tibbets we are inspiring to grow together."

Student growth is the focus of everything we do. That focus determines the most effective teaching methods to support our learners. Staff regularly assess skills in content areas within the framework of the Wisconsin state grade level standards. From these assessments, teaching teams evaluate our students' strengths and needs. It is common practice for staff to utilize the workshop model, tiering classes into smaller groups of students working on the same skills. This allows for individualized differentiation of the curriculum and often results in the greatest student gains. Staff members assess student results within their professional learning teams to identify the teaching strategies and techniques that are most effective. At Tibbets, we believe that when we focus on finding ways to maximize the growth for all of our students, achievement naturally increases.

At Tibbets School, one of our most prevalent guiding beliefs is that students become more engaged as learners when offered opportunities to flourish both in and out of the classroom. Our school supports programming and curriculum areas that prepare and challenge our students to the best of their abilities, and we consistently look for pathways our students can take to apply what they have learned throughout their day. Students participate in fine arts opportunities such as a student-produced art show, choir or band performances, and group exercise clubs. They jump into leadership roles such as student mentors, student council representatives, and participants in the American Red Cross Kids Heart Challenge. Our students' willingness to engage in the continual growth of our school community is a testament to our culture of strong relationships and positive learning environment.

During the COVID pandemic, the Tibbets philosophy was always to attempt to offer as much normalcy for our students and families as we could. From March 2020 to March 2022, we have worked to address the academic, social, and emotional needs of our students through COVID-19 mitigation strategies and responsive educational practices. While many schools were quick to say, "No, we aren't able to do that," we looked for safe and viable experiences for our students and their families. Our staff, students, and families always knew that we would do whatever it took to align with our mantra during this unique time - "We've got you. We've got this. We've got each other."

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:

The Tibbets Elementary core curriculum aligns with the Elkhorn Area School District’s Board adopted 2021-2022 curriculum and utilizes the Wisconsin Standards for English Language Arts and Social Studies, the Common Core State Standards for Math, and the Next Generation Science Standards for Science. Tibbets Elementary School also works diligently to deepen our educational practice by implementing the 4R’s of the Elkhorn Area School District to ensure the future success of all students and engage our families in this process. These shared commitments include:

Relationships: Develop positive, high performing relationships with students, family, staff and the community, empowering all stakeholders to substantially contribute to the education of our children.

Responsiveness: Provide all students with access to developmentally appropriate academic, behavioral, social and emotional resources that they need at the right moment in their education.

Rigor: Provide every student with access to appropriate learning experiences and educational expectations that are academically, intellectually, and personally challenging.

Relevance: Provide learning opportunities for all students that are directly applicable to real-world contexts, personal aspirations, career pathways, and cultural experiences of students.

By focusing on the 4R’s, Tibbets staff delivers instruction that is engaging, academically challenging, and responsive to the individual needs of each student. Differentiated instruction is an integral part of each lesson. Individualized learning plans, which may include integrated use of technology, assist students in reaching their target growth each year. As a certified AVID (Advancement Via Individual Determination) Elementary School, there is heightened focus on college and career awareness, goal setting, high leverage instructional strategies, and development of a strong growth mindset in our students.

Formative, summative, and anecdotal data drive our instructional practice and are an integral part of our multi-leveled systems of support at Tibbets School. Tibbets Elementary utilizes the eduCLIMBER data management system to assist teachers in tracking individual, class, and grade level progress of students. Analysis of student progress is an ongoing focal point of weekly grade level PLCs, with “deep dive” data discussions held three times a year to support our multi-leveled intervention system.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Tibbets Elementary utilizes a balanced literacy model in which instruction is delivered through the Lucy Calkins Units of Study Reader’s and Writer’s workshop model. Heighten focus on fiction, non-fiction, varied genres, and author studies is an integral part of our reading instruction. As part of our aligned writing instruction, students engage in narrative, opinion, and informational writing at all grade levels. Fountas & Pinnell Interactive Read-Alouds and Word Study Program are also utilized in grades K-5, with Shared Reading and Heggerty Phonemic Awareness also embedded in our K-2 reading block. While whole group “mini lessons” provide opportunity for explicit direct instruction of grade-level standards, it is the small group guided reading and writing lessons, independent practice, one/one conferring sessions, and strategy group sessions that provide more targeted reading instruction each day. Extensive classroom libraries provide students with an opportunity to immerse themselves in engaging texts at their independent level. Through schedule modifications, 120 minutes of ELA instruction is provided daily in grades K-4, with 90 minutes of ELA instruction provided daily in grade 5. Tibbets’ master schedule provides for 60-90 minutes of Tiered Intervention time in reading each week for our K-5 students.

In the area of reading, students are benchmarked in fall, winter, and spring using NWEA Measures of Academic Progress (MAP), and the Fountas and Pinnell Running Record Benchmark Assessment System (BAS). In grades K-2, the district's Reading Readiness Assessments are utilized to measure student phonemic and phonological growth. Pre and post assessments are utilized for both the Units of Study Reading and Units of Study Writing Program for each unit as well. With regards to reading intervention, FastBridge is used to progress monitor the growth of our Tier 3 students and special education students on a weekly basis. Tibbets Elementary has proudly been recognized as a "Gold" level district by the Wisconsin RtI (Response to Intervention) Center for its Multi-Levelled System of Academic Support in Reading.

In order to ensure fidelity with our ELA instruction, the Tibbets Reading Specialist and Instructional Coach are available to assist teachers with the implementation of the Units of Study Model and all elements of our balanced literacy instruction. Through modeling, observation, feedback, and ongoing professional development in grade level and vertical teams, teachers have acquired the foundational knowledge and skills needed to manage such a responsive literacy program.

1c. Mathematics curriculum content, instruction, and assessment:

Tibbets Elementary strives to provide a math program that meets the Common Core Standards for Mathematical Practice and builds confidence in our young mathematicians. During the hour-long math instructional workshop, Tibbets students are immersed in a 15 minute "mini-lesson" followed by targeted, tiered instruction at varied math stations. Just as we utilize the workshop model in our ELA instruction, we also find success in the application of this model during math. The math stations incorporate technology, hands-on learning, fluency practice, and problem solving opportunities. Additional small group, targeted instruction is also provided by the teacher at one of the stations. The district utilizes the McGraw Hill My Math series in grades K-4. In grade 5, students transition to the Big Ideas Math Series which is also utilized in grade 6 at our middle school. Beginning in grade 5, a compacted math class that is aligned with our middle school math program is provided for students demonstrating a high proficiency in math. Grade level acceleration in math is also provided as part of our individualized instructional plans for our subject specific gifted students. Tibbet's master schedule also provides for 60 - 90 minutes of tiered intervention time in math for our K-5 students. NWEA MAP serves as a benchmarking tool which helps us monitor every child's growth. The Math MAP assessment is given in fall, winter, and spring. AimswebPlus is also utilized to progress monitor our Tier 3 and special education students in math. Tibbets Elementary has proudly been recognized as a "Gold" level district by the Wisconsin RtI Center in Wisconsin for its Multi-Levelled System of Academic Support in Math.

1d. Science curriculum content, instruction, and assessment:

Tibbets Elementary is a nationally recognized Project Lead the Way (PLTW) school. All of our elementary educators at Tibbets School are PLTW certified teachers, having completed the coursework for certification. PLTW encompasses the scope and sequence of our K-5 science curriculum. Students engage in hands-on, collaborative, and inquiry-based learning as they complete the engineering, biomedical, and computer science modules. A K-5 matrix of rotating units ensures that the Next Generation Science Standards are being met. Students' PLTW journals have been modified to include integration of AVID note taking strategies to further enhance and deepen the focus of writing in science. Each year, Tibbets School works collaboratively with the University of Wisconsin - Whitewater science method instructors to host future educators on site as they complete their classroom observation and participation requirements.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

All K-5 social studies units are aligned to the Wisconsin Social Studies Standards, which include the five essential strands: geography, history, political science, economics and behavioral science. The K-2 program was written by our primary teachers and utilizes resources including: maps, globes, nonfiction leveled text, slide shows, videos, hands-on activities and field trips to provide integrated learning opportunities. Leveled trade books are used in kindergarten, first, and second grades to address grade level standards, while reinforcing nonfiction text features. To promote a greater awareness of current events, student subscriptions to Let's Find Out and Scholastic News have been purchased for grades K-2. In grades 3-5, Houghton Mifflin

Harcourt's Into Social Studies is the module series we utilize to support the Wisconsin Standards. Because units are broken into individual student magazines, we are able to use this resource based on our scope and sequence in grades 3-5. Students are able to annotate their reading material and keep each magazine at the completion of the unit. A critical component of AVID Elementary is the implementation of strategies focused on writing, inquiry, collaboration, organization, and reading. These are known as WICOR strategies. WICOR strategies such as Philosophical Chairs and Socratic Seminars are often embedded in social studies lessons to increase student engagement, heighten the level of inquiry, and enhance student communication skills. Virtual field trips utilizing virtual reality devices (individual student goggles), daylong excursions to local sites such as Old World Wisconsin, and student simulations such as Immigration Day and the Lumberjack Breakfast provide students with experiential learning opportunities in social studies throughout the school year. To best support our K-5 behavioral standards, we utilize the Second Step and Zones of Regulation programs to ensure students are provided with the foundational skills as outlined in the Wisconsin Social Studies Standards.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Tibbets continues to support student learning opportunities that go beyond the core academics. Music, art, physical education/health, and library media instruction are offered throughout the week for our K-5 students. One hour a day is provided for all of our students to attend these "allied arts" opportunities.

Tibbets students receive 60 minutes of music instruction a week. Our elementary music program is aligned with the National Association for Music Education Standards and uses the Music Play Online program as the foundation for instruction. Incorporated into our music curriculum is an opportunity for students to learn how to perform for an audience. This year, with COVID protocols, we created a video performance for families to enjoy. The opportunity for students to play a variety of instruments is also part of our music curriculum, including percussion instruments, boomwhackers, recorders, ukuleles, and keyboards. Guest musical student performers are often featured on the morning announcements. Students in fourth and fifth grades are offered an opportunity to join the Tibbets Choir, and fifth graders are also able to begin band instruction.

Physical education is provided for 60 minutes a week, with health concepts integrated into this curriculum. Our PE curriculum follows the Wisconsin PE Standards, and our health curriculum follows the Wisconsin Health Standards. Our elementary PE teacher utilizes Focused Fitness as the foundation for instructional planning. In addition to gross motor skills, movement activities, and learning about the body and nutrition, our PE instruction also encompasses elements from the Wisconsin Casel Framework for Social Emotional Learning. Team building activities and wellness strategies are incorporated into our PE lessons.

Tibbets Students attend art for 60 minutes a week. Our elementary art program is aligned to the Wisconsin Standards for Art and Design Education. In art, students explore key concepts while working with various mediums including clay, paints, chalk, and paper. Student artwork is uploaded into Artsonia to create individual portfolios in which students write about their completed pieces. Selected Tibbets student artwork is displayed throughout the year in our community.

In addition to music, physical education, and art, Tibbets students also attend a library media block for 60 minutes a week. Concepts covered during this time are aligned with the Wisconsin Standards for Information and Technology Literacy. As a 1:1 school, all students in grades K-2 have access to a chromebook; while students in grades 3-5 have a personal chromebook and case. Reading and technology are closely integrated as part of the students' 60 minutes of instruction. Students participate in interactive

lessons focused on digital citizenship, while exploring a variety of websites and programs. Students are taught how to locate, evaluate, and use information in many formats and for a variety of purposes. A green screen room, maker space, and reading incentive programs keep students engaged throughout the year. The Tibbets School Library Media Center is staffed with a full time library media specialist who works collaboratively with staff to provide professional development and assist staff in integrating technology seamlessly into unit plans in grades K-5.

3. Academic Supports

3a. Students performing below grade level:

Through our Multi-Leveled System of Supports, academic scaffolding is in place for all students. Our school's inclusion, diversity, and response to intervention policies and practices support the varied needs of all learners. What I Need, known as "WIN time", is a thirty minute period that is set aside daily in each grade level's schedule to provide students with learning opportunities in their zone of proximal development in reading or math. Standards based trimester report cards provide specific information regarding a child's progress to parents and guardians three times a year.

Teachers use formative, summative, and anecdotal data to continuously structure WIN time lessons and activities. All students take part in benchmark assessments, including the MAP assessment and Fountas/Pinnell Running Records three times a year to measure student progress. Tibbets K-5 MLSS teams include grade level teachers, special education teachers, the reading specialist, an interventionist, the school psychologist, the principal, and the director of instruction. Data discussions are held three times a year. The purpose of these discussions is to inform ongoing instruction at the classroom level (Tier 1), to identify students in need of additional support with grade level content (Tier 2), and to identify students in need of an intervention to provide foundational instruction in the areas of reading and/or math (Tier 3).

For students working "below grade level" expectations, our MLSS team will then explore each student's "profile" which consists of running record data, MAP data, Fastbridge benchmark scores (reading), or AIMSwebPlus scores (math) to determine an appropriate intervention. Our reading specialist and building interventionist will then meet daily with small groups of Tier 3 students to provide targeted, research based interventions and weekly progress monitoring. Interventions are monitored throughout the 12 week sessions and modified as needed based on student performance. When a student receives a Tier 3 intervention, the parents, student, and teachers all complete a "compact" outlining the roles and responsibilities to assist the child in their learning.

3b. Students performing above grade level:

In addition to providing programming for students in need of scaffolding or remedial interventions, we also identify students who are working well above grade level expectations through our MLSS process at Tibbets Elementary. For students considered "above grade level", we work with our district's gifted and talented coordinator and on-site support teacher to provide enrichment opportunities that are integrated into the curriculum. Differentiating the content, the process, or the assignment are all ways we work to address the needs of our highest students. Tibbets School follows the Elkhorn Area School District's policies based on Wisconsin Statute 118.35, Programs for Gifted and Talented pupils. Enrichment and extension opportunities are provided throughout the year and include the Southern Lakes Anthology Project (focus on writing and art), a school Geography Bee (focus on social studies), a Math 24 competition (focus on math), as well as our spring Creativity Conference (focus on personalized learning) in which students in grades K-5 can share their individual research projects in an evening showcase for peers and families. When needed, individualized differentiated education plans (DEPs) are developed to address the academic, social and emotional needs of our intellectually gifted students. Grade level or subject level acceleration is also utilized as part of these plans on a case by case situation and in collaboration with the family and the educational team at Tibbets.

3c. Special education:

Our special education team, composed of special education teachers, speech and language clinicians, occupational and physical therapists, social worker, school psychologist, and paraprofessionals work closely with the students, families, and staff to provide for each child's unique needs based on the individual's IEP. At the present time, 14% of our Tibbets students have an IEP. A co-plan/co-serve model advocates for students to receive instruction in the regular education setting for the majority of their school day when in the student's best interest. Tibbets' "WIN" time provides essential minutes for specially designed instruction to be delivered one/one or in small group settings in the special education classroom. Ongoing collaboration between special education and classroom teachers is critical to review IEP progress and curriculum modifications. Weekly planning time is provided to enhance the co-plan/co-serve delivery model of instruction.

3d. English Language Learners, if a special program or intervention is offered:

At the present time ELL students at Tibbets, which represent 1% of our student population, are serviced by our reading specialist in consultation with an ELL teacher in the district. Most support is provided in a "push in" model, with some "pull out" instruction provided as needed. Our ELL teacher will meet with the reading specialist and classroom teachers throughout the trimester to plan and share best instructional practices for ELL learners. Focus on vocabulary development is most critical with these students. Staff utilize annual ACCESS data to goal set and guide instruction for our ELL students. Bilingual support is provided for our ELL families during conferences, and materials sent home are translated as necessary throughout the year. When students exit our Tibbets ELL program, they participate in a district wide celebration in the spring of the year which recognizes the students' accomplishments.

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

While not a Title I school at this time, 36% of our Tibbets students qualify for free and reduced lunch. In addition to this, some of our students' families are identified as homeless. In these instances, support is provided by our elementary social worker, school counselor, and district resiliency coordinator. Tibbets staff receives annual training and parents are informed of their rights regarding the McKinney-Vento Homeless Assistance Act. The Tibbets staff is committed to meeting the needs of our students and families, so that children can reach their full academic potential.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Every morning, our students pledge to be responsible, respectful, healthy, and safe, but we know those words would be hollow if we as educators did not do all we could to empower and engage our students. Direct teaching of these skills in a caring environment is crucial as our students navigate the intellectual and emotional growth of their elementary years. We feel it is a privilege and an honor to be their guides.

Our students develop a sense of responsibility by making positive choices in class as well as around the school. On the playground, we stage our Recess Rodeo each fall to inform and remind students to make safe and respectful choices. Playground expectations are posted on the wall of our school and are used to reinforce positive behavior. Students who make a mistake are asked to complete a “Think Sheet”, a page upon which they summarize the issue and honestly appraise their actions. This step helps to increase their awareness of responsible, respectful, and safe choices.

Responsibility extends into the classroom as our students benefit from our seven years of involvement with the AVID program. As an AVID Elementary School, our students learn the importance of writing, inquiry, collaboration, organization, and reading at every grade level. Career and college readiness are hallmarks of this program. At Tibbets, we promote and explore our students’ futures with bulletin board displays featuring various jobs and participation in Career Day and other career presentations. Organizational skills are taught from kindergarten through fifth grade. All students have access to chromebooks which broadens their world and multiples their possibilities.

Students learn to be responsible and respectful through challenging and engaging activities such as our annual Creativity Conference, Pay-It-Back Day, and our overnight Read-In. Students volunteer to participate in our mentor program, in which fifth graders partner up with kindergarten students who need positive reinforcement. Students can participate in Student Council, Battle of the Books, Geography Bee, Southern Lakes Anthology, Math 24 competitions, and much more. Respect for their history and heritage is cultivated through interactive programs such as Lumberjack Breakfast and our Ellis Island simulation.

Tibbets students learn healthy and safe choices, and develop citizenship and cultural awareness by participating in the Olweus Anti-Bullying program. Through Olweus, they learn the value of having their voices heard and the importance of listening to others.

Responsible, respectful, healthy, and safe become more than words we pledge each morning. They are pathways to our students’ bright futures.

2. Engaging Families and Community:

Tibbets Elementary School is like coming home. It is the centerpiece of our rural area and an anchor of our proud community. Our building is alive during the week, and also on the weekends with sports teams and afterschool clubs. Our playground is seldom empty.

For many of our families, “coming home” to Tibbets is more than just figurative language. Often, former students of our school return to the area to raise their families, entrusting us to educate and empower their children. Other families purposely seek homes within our busing boundaries based on our reputation as a nurturing, innovative, and inclusive institution. Through the School Choice option, 13% of our families living outside our transportation boundaries have enrolled at Tibbets. Prior to COVID, our families and community members often volunteered. We welcomed and trained up to 20 volunteers a day, utilizing their talents to benefit our community’s children.

During COVID restrictions, we offered virtual conferences and curriculum nights for our families. Another wonderful family connection is our BookFlix program. To promote the joy of reading, each staff member records a favorite book. These readings are then sent to families to enjoy at home. Our holiday program,

band concerts, and Art Auction events were cleverly recorded and shared throughout the Tibbets community. One of our culminating activities during quarantine was a Reverse Parade during which staff lined the outside of our building as students drove past to say goodbye at school's end.

Tibbets meets the crucial needs of our families. We provide a daily breakfast program and have daycare on the premises. Our PTA funds field trips for all students so that no family feels financial pressure. This group also stages a monthly Family Fun Night. We have a close relationship with a local church, whose members act as mentors to our students in need.

We are also fortunate to have two community partnerships that provide needed weekly mental health therapy within the school setting. Therapists and teachers consult together, and most importantly students can attend their appointments during the school day.

The University of Wisconsin - Whitewater is located twenty minutes from Tibbets Elementary. Besides educating our young students, Tibbets School is often a host site for university methods students and student teachers. This is a powerful partnership that provides not only additional instructional opportunities for our K-5 students, but a foundational learning experience for future educators.

The community's support for our school often leaves us humbled, and we work hard to connect and communicate with anyone who shares an interest in Tibbets School.

3. Creating Professional Culture:

The proof of our school's commitment to our children, staff, and community can be found in the final line of our mission statement: "Tibbets School - Inspiring to Grow Together". We are an institution not content with just teaching our children, but also with furthering the education and professionalism of those adults who impact those children. Tibbets staff members grow within Professional Learning Communities, (PLC). Through the supportive structure of our PLC teams, we are better able to identify, foresee, and address any issue that impacts our students' learning. Once an issue arises, we galvanize first to learn as much as possible about it and then to overcome it by adapting practices of proven efficacy or initiating our own path to success. Through our commitment to our students, we are able to capitalize on opportunities that better meet their needs.

Communication is key at Tibbets School, so our PLC teams merge together to review data, brainstorm ideas, and enact plans that strengthen and lengthen our effectiveness. This allows us to better streamline our educational approach, promoting discussion and problem-solving that incorporates the years of knowledge that our staff represents. Data Day meetings provide opportunities to review compiled scores and anecdotal records so that we can pinpoint needs and supplement our intervention work with students. Our support staff is remarkably flexible and dynamic when meeting with MLSS (multi-leveled systems of support) groups, and our school utilizes evidence-based instructional strategies and interventions. The position of instructional coach is a truly effective liaison between teaching staff and administration, and we rely heavily on the support and sense of empowerment this position provides.

The Tibbets staff avails itself of extensive inservice training and other educational opportunities that enable us to grow as educators and leaders throughout the building and our community. Recent inservice presentations have allowed us to further explore pertinent issues such as autism and students of underrepresented groups. Our staff goal is to continually improve our ability to teach and behave in culturally appropriate ways. Ongoing book studies provide our staff with even more chances to broaden our instructional, pedagogical, and personal knowledge. We increase our bonds as colleagues and as friends during our monthly social gatherings, pot-luck lunches, and volunteer opportunities.

Our continual quest to improve as educators echoes the high expectations we also have for our students.

4. School Leadership:

The leadership philosophy in our school centers on beliefs, practices, procedures, communication, and decisions based on students' needs and achievement. Our students are our “why” and the lens through which our work flows. The principal leads the work to create a learning environment that focuses on the academic, social, and emotional learning for all students. Staff is encouraged and given time to collaborate and reflect with one another in grade level teams and across grade levels. This ensures that decisions are made and work is conducted with the guiding foundational belief that our students’ needs and learning come first. These shared beliefs and unified efforts, coupled with principal support, have led to a strong sense of collective efficacy among staff. Staff expect students to achieve at high levels, working with an intensified persistence and strong resolve. Staff have high expectations of themselves and one another, as well.

Typically, most other elementary schools our size may have a principal and an assistant principal comprising the leadership team. We do not. We have a full time instructional coach who is a highly regarded, former classroom teacher. This position serves as a liaison between administration and teachers, allowing communication to flow more effectively and freely. Staff feel supported and heard when speaking to a fellow teacher and consequently, communication is streamlined, views are broadened, and issues are resolved more efficiently.

Our School Leadership committee meets monthly with the goal of focusing on student achievement and social and emotional wellness for students and staff. Additionally, this committee acts as a conduit of feedback between grade level teams and the larger school staff. This team is often tasked with problem solving and upholding our continuous school improvement plan. Members of this committee also lead their grade level and departmental PLC teams.

Our principal is seen as a trusted mentor, advisor, lead instructor, and authority. He is visible, present, and is willing to lend a hand anywhere in the building wherever assistance is needed. Our principal is an excellent listener who regularly checks in, supports, and encourages staff. Teachers know they will be seen, heard, advocated for, and treated fairly. He places high emphasis on having excellent relationships with staff, students, and their families. Time is devoted to getting to know everyone in the building on a personal level. Students feel valued, seen, and cared for. Staff feels empowered, appreciated and cared for. These relationships lead to a culture of belonging that is palpable within our walls.

5. Culturally Responsive Teaching and Learning:

Rigorous metrics are in place to ensure that Tibbets continues to place culturally responsive teaching and learning at the forefront. As a certified AVID Elementary School and “Gold” level recognized school by the Wisconsin RtI (Response to Intervention) Center, Tibbets School has demonstrated fidelity in providing an equitable, multi-level educational system for all students yearly. All staff have participated in professional development during the 2021-22 school year that has focused on the Wisconsin Model to Inform Culturally Responsive Practice. As part of this professional development, staff spent time carefully exploring district policies and procedures for supporting all of our marginalized groups. Strategies to help reach and teach diverse learners were shared with staff; while family engagement opportunities were provided to keep our Tibbets families actively involved in their child’s education.

At the beginning of the school year, we focus most on the “R” of building solid and trusting relationships with our students and families. Open and ongoing dialogue with parents and guardians helps us address any concerns that arise regarding current events or social movements. Families are welcome to preview materials or seek answers regarding curriculum resources. We also demonstrate flexibility if parents would like to modify their child’s involvement in specific units or topics of instruction.

The socioeconomic needs of our population vary widely, which creates gaps in learning and in access to food, clothing, and support. We work to identify our students and families who need assistance in these areas and try to connect them to the appropriate resources. Teachers have provided a “snack closet” that is always stocked should a child need a snack. The “Snack in a Pack” is a community-based program that supplies food for children for the weekend. Through additional donations, toiletry items, clothing, and school supplies are provided as needed. Fees for field trips and other incidental expenses are covered by the Tibbets PTA.

Our social and emotional learning (SEL) initiatives, such as the school-wide implementation of The Zones of Regulation and the Olweus Bullying Prevention Program, have helped Tibbets students gain many skills in the areas of self-awareness, self-regulation, cultural awareness, and good decision-making.

Helping students develop the capacity to show empathy and compassion for others is something that our Tibbets Student Council strives to do with monthly fundraisers and projects that impact citizens at the local and global level. In addition, as part of our social studies curriculum, each class is required to complete at least one service learning project a year to assist students in using their talents and abilities to make a difference.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Every effective institution of learning can trace its success to the building and maintenance of relationships. At Tibbets School, we know that our success is predicated upon the strength of the relationships we develop; relationships that envelop all of our stakeholders.

How does our school build these important relationships? By acknowledging, honoring, and fortifying the relevance of all, from our students and families to our faculty and administrators! We help all stakeholders realize their relevance within our school, helping each other learn, develop, and contribute to create a vibrant and inclusive community. When all of us understand how relevant we are to the success of Tibbets School, the result is a collective efficacy built upon strong relationships united toward the same goals. Building a sense of relevance in everyone who walks through our doors is our single most effective strategy for academic, personal, and professional success.

Feeling relevant inspires all of us to believe that we can contribute to something important. At Tibbets, we work to develop this sense of relevancy within our stakeholders in many ways. Our students grow to understand their importance to the Tibbets community by having their voices heard and their abilities strengthened. We utilize programs and instruction designed to heighten students' levels of self-awareness, such as the Olweus Bullying Prevention Program and the Zones of Regulation, while deepening their connection to others, through class meetings, book clubs, mentoring programs, small group projects, and much more.

We also strive to build a sense of relevance in our families by ensuring that Tibbets School offers valuable resources to assist and support them throughout their child's time with us. Families find their voices through our active PTA and by taking advantage of a thriving volunteer program. Connections are made between families and staff through in-person or virtual conferences, curriculum presentations, weekly newsletters, positive phone calls, annual surveys, and student showcase events.

Our staff and administration empower each other through Educator Effectiveness, Professional Learning Communities, and monthly staff get-togethers. We know we are relevant to the success of Tibbets School because our ideas are honored and our opinions and recommendations are sought, just as we honor the ideas of our students and families.

Tibbets School fosters a sense of relevance by creating a community in which stakeholders are heard and valued. Strong relationships arise from this community and those relationships allow us to effectively work toward shared goals, rising to the challenges we face today as we prepare our students for tomorrow.