

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 Mrs. Nikki Krause
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 618 Bakertown Road
(If address is P.O. Box, also include street address.)

City Sullivan State WI Zip Code+4 (9 digits total) 53178-9769

County Jefferson

Telephone (920) 675-1500 Fax (920) 675-1520

Web site/URL https://www.sdoj.org/schools/sullivan/ E-mail krausen@sdoj.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Charles Urness E-mail urnessc@sdoj.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Jefferson Tel. (920) 675-1000

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Terri Wenkman
(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.

(School Board President's/Chairperson's Signature) Date _____

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
 - 1 High schools
 - 0 K-12 schools
- 5 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	8	9	17
K	14	10	24
1	15	9	24
2	10	13	23
3	8	17	25
4	11	8	19
5	15	7	22
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	81	73	154

*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):
- 0.5 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98 % White
 - 1 % 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	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2020	173
(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):

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

7. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 38

8. Students receiving special education services with an IEP or 504: 18 %
27 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>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</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.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
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.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

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%	96%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

Empowering futures together.

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

https://www.sdoj.org/cms_files/resources/AG.pdf

https://www.sdoj.org/cms_files/resources/GBA.pdf

https://www.sdoj.org/cms_files/resources/JPB.pdf

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

Sullivan Elementary School is a rural school located in the Town of Sullivan. Although it is 12 miles east of Jefferson, where the remaining schools in our district lie, our setting contributes to the “Sullivan Way”—a relaxed, comfortable country atmosphere you feel when first arriving at our school. Our staff, students, families, and community members value the family feeling and each student who walks through our doors.

Our families and our community significantly support our school. We have a strong parent group called Parents and Teachers Helping Students (PATHS). They support events for students, such as Family Movie Night, Sullivan Stampede (fundraiser), field trips, Field Day, and birthday lunches with the principal. In addition, PATHS provides meals for staff during parent-teacher conferences, gifts for staff during Teacher Appreciation Week, and has purchased needed supplies for classrooms. The PATHS sub-committee is working to create an outdoor learning environment to incorporate the wildlife habitat which borders our playground.

Sullivan Elementary benefits from collaborative and robust community support. Monthly Village Board meetings are friendly greetings, updates by the principal, and strong partnerships. Local businesses donate money to support libraries and meals for staff members. We, in turn, open our doors for community events such as the Sullivan Fire Department's annual Halloween Parade.

Sullivan Elementary prides itself on a long history of student-focused learning. A master scheduling committee analyzes how to best use resources within our building to meet student needs. All students receive high-quality universal instruction. Our school psychologist and principal lead data meetings four times a year, where we triangulate data to create skill groups. What I Need (WIN) times are staggered to provide students with needed selective or intensive intervention based on student data. Through collaboration with specialists, including our math and reading interventionists, Advanced Learner (AL) coordinator, and special education staff, classroom teachers are supported with resources, strategies, and alternative learning opportunities.

Universal social-emotional learning (SEL) is provided through classroom guidance lessons. Universal SEL screening (SAEBRS) is conducted in grades four and five. Students are identified for selected and intensive intervention based on screening results using data rules and triangulation of data. Students are also identified via a Problem-Solving Team (PST) referral. Positive Behavioral Intervention and Supports (PBIS) is employed school-wide. Strong, positive relationships coupled with explicit teaching and reinforcement of expected behaviors create a safe, caring school environment where all students can learn and grow.

Regular staff meetings include professional development that aligns directly with our School Improvement Plan (SIP). The Building Leadership Team (BLT) creates Sullivan’s SIP goal and action steps utilizing the Plan, Do, Study, Act (PDSA) cycle. The goals and action steps are developed to address academic and SEL needs based on data review and align with the district’s strategic plan. We focus on one to two action steps designed to build teacher capacity at each staff meeting, including instructional strategies and building structures and practices.

While Sullivan is a small, rural school, we offer big opportunities for our learners. We offer school-wide STEM teams to extend learning in Science, Technology, Engineering, and Math (STEM). Each month, STEM teams are presented with a collaborative challenge, which fosters leadership, resilience, teamwork, problem-solving, and experimentation.

Students also have the opportunity to engage in K’Nex Club or Lego Club once or twice monthly. Building with K’NEX and Legos supports developmental growth and puts builders on a path towards a better understanding of STEM subjects. They develop spatial awareness and hone their fine motor and dexterity skills as they fit the pieces together.

We are working to create an Outdoor Learning Environment in the wildlife habitat that borders our playground. With the generous support of our PATHS group, we have purchased raised garden beds, a fence

that surrounds the garden, and items that support outdoor learning. Future steps include an observation deck over part of the marshland area where students will be able to conduct water and plant studies and observe and learn about wildlife. We are in the process of securing a grant to purchase and install Fork Farm hydroponic units. This initiative will develop a local school-based farm-to-table initiative in our school nutrition program.

Sullivan Elementary offers students opportunities in the arts to expand their world beyond our small rural community. With the support of PATHS, we have hosted Artists in Residence, including a stained glass artist and an author of children's books. Students worked with the stained glass artist to create a mosaic that welcomes students and families at the main entrance of our school building. Through the Kohls Field Trip Grant Program, we have taken our students on field trips to some of Milwaukee's top educational destinations, including the Milwaukee Public Museum, Milwaukee County Zoo, First Stage, and Discovery World.

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:

Our district is on a Professional Learning Community (PLC) journey. We identify Essential Learning Outcomes (ELOs) based on the Wisconsin Academic Standards. Each PLC collaborates on developing course guides for each content area to develop a common vocabulary, essential questions, and content pacing. Being a singleton school, our teachers meet with grade-level teachers across the district every week. They create common formative assessments, align ELOs with the curriculum, and analyze data. This data is used to create groups for re-teaching or extension activities and to reflect and improve on their teaching practices.

Sullivan ensures that all students receive high-quality universal core instruction. Using a workshop model, all students receive the mini-lesson and are placed in small flexible groups based on identified skills that need re-teaching, enrichment, or additional practice. Classroom teachers use common formative assessment data to identify and create strategy groups aligned to essential learning outcomes. In addition, WIN time is built into our schedule four days a week for thirty minutes. During this time, educators focus on meeting the needs of students through selective and responsive intervention. Specialists deliver research or evidence-based intensive instruction in the least restrictive environment.

Sullivan provided in-person learning during the 2020-2021 school year; however, we also offered a virtual option that included live reading, writing, and math lessons. Reading teachers across the district had one grade level supported with English Language Arts. Students joined their regular classroom for math lessons and had a schedule to follow throughout the day, including lesson time, independent work time, and digital learning. Our district purchased Lexia to support reading, Dreambox to support math, and videos through our English/Language Arts (ELA) program. The school also used these programs for students in quarantine throughout the school year.

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

Sullivan Elementary teachers employ a workshop model to apply the lessons and skills taught in Lucy Calkins, Units of Study (UOS) for reading, writing, and phonics. The workshop model consists of a mini-lesson that is taught and modeled, allows time for students to work in small groups or independently, and reviews what was learned for the day. Students use the mini-lesson skill during their read-to-self time while teachers confer, one-on-one, with students, using data to focus on skills and create learning goals for each student. The teacher takes notes as anecdotal data to develop future instructional steps for the whole class, individual students, or small groups. Conferencing can also be conducted in small groups depending on what students produce and demonstrate within daily lessons. Students choose books based on reading levels.

Reading levels are determined by administering running records, known as Teacher's College (TCs) within the Units of Study. A running record determines reading levels, accuracy, types of errors that occurred, and a comprehension check. Depending on the needs of students, guided reading groups provide another strategy that is used along with conferencing. Groups, again, are created based on reading level and skills that need to be developed further. TCs are done a minimum of three times a year.

Lexia Reading is a technology-based adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn. The program is adaptive to students' needs, identifies gaps in skills, and provides lessons and interventions to support student learning. This program is used during workshops and WIN time as a skill builder. Teachers use the data to identify the exact need of each student. The reteaching lessons are taught during WIN time and the reader's workshop.

Next year we will be implementing a new curriculum into our third through fifth-grade classrooms to fill some of the gaps we are discovering in our students' word work and grammar. In addition, we will be building off of UOS phonics in grade three with Rime Magic as a universal teaching program and utilized as an intervention in fourth and fifth grades. Educators will teach the lessons during WIN or readers workshop by either the classroom teacher or reading teacher.

Fastbridge is a universal screening tool used in grades one through five. Fastbridge is administered three times a year. The feedback/results are immediate and allow teachers to analyze the data during data meetings. The data shows where students are ranked nationally among peers and have next steps recommendations for each student. Students below the 25th percentile are placed in groups based on their skill level for additional support. These groups meet daily with a classroom or reading teacher. Students below the 10th percentile receive an intensive, evidence-based intervention. Weekly progress monitoring data is collected and reviewed frequently to ensure student growth.

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

Everyday Mathematics 4 (EM4) is a comprehensive pre-K through grade six mathematics program engineered for the Common Core State Standards and aligned to Wisconsin State Standards. We have identified essential learning outcomes through our PLC process and gear our instruction, common assessments, and core instruction to these ELOs. Staff have utilized this resource for several years and have identified the strengths, gaps, and student misconceptions in the curricular resources for our Sullivan student population. They use other resources to supplement and support these needed skill areas. In addition, our staff find value in the Multi-Levelled Systems of Support (MLSS) process and understand the need for differentiation in core instruction.

Sullivan is committed to continuous improvement. As a result, we have been working to establish a workshop model in all core classrooms to provide opportunities for pre-teaching and reteaching specific mathematics skills and standards. The math workshop framework often starts with a focused mini-lesson. That is followed by a small group of students working with the teacher to address specific needs. Small group work may consist of re-teaching or extension lessons. When students are not working directly with the teacher, they will engage in collaborative or independent learning activities. These activities are designed for practicing new topics or reviewing past topics and are differentiated for groups or individual students. In addition, students think and share about their learning. They can do this in various ways, including math journals, exit tickets, or turn-and-talk.

We supplement EM4 with two computer resources, Dreambox and Reflex. Dreambox is a math program that adapts to each child, letting them drive their learning while giving teachers in-the-moment data and valuable insights to ensure success. The program sets goals for students based on where they placed in the beginning of the year assessment. Teachers can assign specific lessons aligned to EM4 lessons or allow students to follow their individually assigned learning path. Reflex is an adaptive and individualized computer program that provides learning for students to master basic facts in addition, subtraction, multiplication, and division. Students engage in these resources during the core math instructional block and WIN.

Fastbridge is also used as a universal screening tool in mathematics. We follow the same MLSS and data review process in mathematics as we do in reading. We analyze the data from Fastbridge, common formative assessments, and daily work to create skill groups. Students may also be given an additional screener with Add+VantageMR (AVMR) based on the data collected. This process supports classroom teachers and interventionists with a deeper understanding of where students are in their learning. Discovering skills that need further development allows us to support students and help close learning gaps. Students receiving AVMR get progress monitored weekly. Based on their weekly progress, lessons are adapted to the needs of each student.

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

Sullivan uses the Mystery Science curriculum. Mystery Science is aligned with the Next Generation Science Standards (NGSS). Teachers across the district are working together to create course guides, pacing, and assessments. Science is also supported in our ELA curriculum. By integrating these subjects, we can serve students thematically with support and extensions. Every year we analyze the data from our state assessment (Forward Exam). We identify where our scores need improvement and focus our learning in these areas within the universal curriculum.

Science, Technology, Engineering, and Math Teams convene every month. During STEM time, a lesson is taught with a hands-on activity and a follow-up about what students have learned and what questions they have about the topic. Teams are built across grade levels, and students stay on their STEM team throughout their time at Sullivan. As stated earlier, STEM teams foster leadership, resilience, teamwork, problem-solving, and experimentation.

Fourth-grade students have had the opportunity to be a part of Sullivan's "Invention Convention." Students follow the scientific process; they brainstorm a problem in their daily life and what they can create to solve this problem. Students build a prototype of their invention, write steps on how it works, take pictures, create a display, and present their invention. Many of these invention ideas and videos are sent to The Tonight Show with Jimmy Fallon in hopes he can share them on his "Fallonventions" segment. One invention even made it to the final stages of the show!

Pre-COVID, the school provided Sullivan students opportunities to engage in science learning aligned to the core content on grade-level field trips. Our location allows us to travel to a large city and explore educational settings such as the Milwaukee and Madison Zoo, Milwaukee Public Museum, Betty Brinn's Children's Museum, and Discovery World.

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

Social studies teachers are taking part in the curriculum review process this school year. Currently, teachers identify the standards within their grade level and support student learning with projects and activities. This summer, a district team, including one teacher from each grade level, will create course guides, pacing, and common formative assessments. As with science, social studies is embedded within our ELA curriculum. This process has allowed teachers to expand student knowledge and teach across the curriculum rather than within a specific subject area.

Students are challenged with research, informational writing, presentations, and creativity. After lessons on United States history, fifth-grade students put their skills into action by researching and creating posters on a state of their choice. Students have some requirements to follow, but they are also encouraged to add their ideas to the posters. Posters are presented and displayed for the school. Fourth-grade students create biographies as part of their social studies and ELA curriculum. Students choose a historical person they are interested in learning more about and begin their research. They are expected to make a poster with written information and pictures and then present their project, dressed in character while hosting a wax museum for families and other students in the building.

In-person field trips were not allowed over the past couple of years due to COVID-19; however, last year, our reading teacher worked with the Kohl's for Kids Grant and was able to provide each class with a virtual field trip. It was unique in that presenters were from all over the world (e.g., China and South America). Teachers expanded the project by researching the country. The information included a history of their country and how the project related to their culture.

1f. For secondary schools:

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

The School District of Jefferson, in collaboration with our community partners, is committed to providing a quality educational program for district four-year-olds in a nurturing, play-based, and developmentally appropriate preschool environment.

Sullivan Elementary offers a 4K program (pre-K program for 4 year old children) four half days per week taught by a highly qualified Wisconsin Department of Public Instruction (DPI) certified teacher with the support of a classroom paraprofessional. Wrap-around care is offered within the building at parent expense to support our families.

We believe that instead of equipping children with specific academic skills in 4K, we can best prepare children for school by providing opportunities to learn through playing, talking, experimenting, and interacting in a relaxed and supportive environment. We believe children grow and develop at different rates but that all are born with a great capacity to learn. We believe that parents are our students' first and most important teachers and are committed to offering high-quality family engagement and education opportunities throughout the school year.

Our 4K curriculum is aligned with the Wisconsin Model Early Learning Standards (WMELS). Core literacy instruction includes a four-day shared reading plan that uses a high-quality mentor text and focuses on literacy learning targets, including oral language, vocabulary, and comprehension development; phonological and print awareness; and concept of words. Jolly Phonics and First Strokes multisensory curriculums build early phonics and handwriting skills. Students receive daily instruction in math using Everyday Math for 4K. Universal social-emotional instruction is delivered using the Second Step curriculum.

Student data and teacher observations indicate that 4K has positively impacted our students' school readiness and success in the primary grades.

2. Other Curriculum Areas:

Sullivan Elementary students in kindergarten through fifth grade participate in art class one time a week for 45 minutes focusing on 2D and 3D art: drawing, painting, printmaking, ceramics, metals, and fibers. Skills focus on presenting, responding, and connecting to authors or their artwork. The teacher creates a positive, safe learning environment that focuses on problem-solving, communication, and a positive growth mindset while fostering a love for art. Exposure to artists, techniques, and vocabulary support students in their learning journey.

Being a singleton school and sharing our art teacher with another building requires creativity in scheduling. The teacher's schedule is conducive to both elementary buildings and supports the most productive use of her time. Students in grades three through five can participate in Mosaic Club with the art teacher during lunch recess time. This extension opportunity engages students in collaborative problem-solving and provides challenges.

Students in grade five can participate in band and choir. High school band teachers travel to Sullivan Elementary one time per week for an hour to teach lessons. Students who sign up for band participate in small and large group lessons that are designed to teach students to read music, care for, and play their instruments. Choir is led by our music teacher with rehearsals one time a week for the duration of the school year. Choir aims to build a musical community through enhanced singing instruction and exploration of various performance styles. In addition to being an enjoyable musical experience, choir rewards students' efforts by developing skills in responsibility, determination, confidence, and collaboration.

Sullivan's K-5 Physical Education (PE) program focuses on educating the whole individual through physical activities by providing a safe and respectful environment through two forty-five-minute sessions each week. We promote cognitive, social, emotional, and physical growth through physical education while learning to respect diversity in others. The PE curriculum provides experiences to develop positive attitudes toward wellness and fitness and contribute to lifelong physical activity. Teamwork, communication, and listening skills are a few of students' important essential skills when in physical education. Teachers utilize small

group rotations and whole group instruction to develop specific grade-level skills.

Our district library media specialist teaches library classes aligned to literacy skills and digital citizenship. In addition, the library media specialist offers extension learning opportunities

with Spheros and Legos, where students learn to code, enhance creativity by designing and building and problem solve. Exploration and imagination are also supported by these activities.

Sullivan has monthly STEM teams which involve a lesson, a hands-on activity, and following up with students about what they learned and what questions they have about the topic. Teams are built across grade levels and students stay on their STEM team throughout their time at Sullivan Elementary. By having students on the same team, they build strong relationships with each other and their teacher leader, which in turn creates a school community where all students have a sense of belonging and connection.

3. Academic Supports

3a. Students performing below grade level:

Sullivan Elementary provides a continuum or multi-level system of proactive and responsive supports built to match the range of learners' academic, behavioral, and social-emotional needs.

The universal level provides high quality instruction, collaboration, and strategic use of data for all learners.

The selected level includes supports intended for learners whose academic, behavioral, or social-emotional needs extend just beyond the reach of the universal level. This level is intended for short-term intervention targeting the specific skill needs of learners so the universal level of support can meet their educational needs.

The intensive level is intended for learners whose needs extend well beyond the reach of the universal level. For academic, behavioral, and social-emotional achievement that is well below benchmark, learners access intensive supports in addition to the universal level.

Instruction, collaboration, and the strategic use of data are connected and aligned across levels of support to ensure learner success. Teams review triangulated data to identify the nature and intensity of support best matched to learner needs. Teams modify instructional practices, time, frequency, group size, and/or expertise of the provider to best respond to learner needs. As the intensity of support increases, so does the frequency of monitoring progress and collaborative review of data. Intervention is fluid and is adjusted based on review of learner progress and instructional fidelity data.

Lexia and Dreambox technology-based adaptive blended learning programs accelerate the development of literacy and math skills for students of all abilities. Both programs are adaptive to students' needs, identify skill gaps, and provide teacher lessons and interventions to support student learning. Teachers can review student data and use tools provided to re-teach.

3b. Students performing above grade level:

Sullivan Elementary believes that all students have unique gifts and talents, the ability to learn and achieve, and should be provided opportunities for optimal development. We believe that advanced learners possess measurable, qualitatively different characteristics in one or more of five areas: general intellectual ability, creativity, leadership, artistic ability and academic aptitude.

Teams review triangulated data to identify advanced learners. Advanced learners continue to benefit from a differentiated universal level of support (instruction, collaboration, and assessment), but some students have learning needs that extend beyond the reach of the universal level. The selected level of support is intended to provide additional challenges for students with moderate needs beyond the universal, while the intensive level of support is in place for those few students whose needs are well beyond (e.g., multiple grade levels

above peers/benchmark).

The intensity in instruction for students above benchmark is provided through faster pacing or compacting of concepts (e.g., moving to higher levels in state standards progressions) and/or greater depth, complexity, and abstraction of concepts (e.g., combining standards or increasing depth of knowledge). A collaborative team determines the type and intensity of support based on student needs, sets goals for growth, and develops plans of support. To the greatest extent possible, students have voice and choice in determining goals, creating plans of action, collecting data, and reflecting on growth.

Students who consistently demonstrate advanced knowledge in reading and math based on triangulated data, work with our Advanced Learning Coordinator weekly in small groups. Students then work on extension lessons, collaborative learning projects, discussions, and independent projects throughout the week. Advanced learners work in Lexia and Dreambox technology-based adaptive blended learning programs for accelerated development of literacy and math skills. Students are provided opportunities to participate in the Southern Lakes Anthology, Rock River Anthology, South Kettle Moraine Interpretive Reading Contest, and Math 24.

3c. Special education:

We are committed to serving students in their least restrictive environment, and every effort is made to serve children within the regular education classroom with their peers. The master scheduling team is cognizant that one special education teacher serves students in grades kindergarten through grade five and builds a schedule to maximize co-planning and co-serving opportunities. Specialized instruction is delivered by the special education teacher both in and out of the general education classroom.

All students with an Individualized Education Program (IEP) receive core universal instruction in their classroom. Classroom teachers, with support from the special education teacher and paraprofessionals, provide accommodations and support to allow students to access grade-level content and engage fully in classroom learning with their peers. Students in the district have access to Google Read and Write as a powerful universal accessibility tool. Students with IEPs have access to Bookshare and Epic audiobooks for self-selected independent reading time.

Parents are active participants in developing strengths-based College and Career Ready Individual Education Plans (CCR IEPs). Every IEP meeting begins by highlighting the student's strengths and incorporates information provided by the parent and all IEP team members into the plan.

In addition to academic specialized instruction, the district provides speech and language therapy, occupational therapy, and physical therapy. Deaf and hard of hearing, audiology, vision, and orientation and mobility services are provided within the district as well. Counseling services are provided through our pupil services team which includes school counselors, school psychologists, and support specialists. We offer school-based mental health services from a Licensed Professional Counselor or Licensed Clinical Social Worker for our students experiencing barriers to accessing community-based counseling. The district employs two Support Specialists who work with families to assess needs, address barriers, make referrals, and link to needed services.

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

The School District of Jefferson has English Language Learner (ELL) teachers that work with students who have language needs, however, Sullivan Elementary does not have enrolled students at this time that need language services.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Sullivan Elementary, we believe in providing a positive, safe learning environment. We know students need to be ready emotionally to be able to learn academically. Our day begins with teachers greeting each student by their first name as they enter the classroom. As students eat breakfast, teachers and paraprofessionals check in with students and ask them how their night was or how the morning is going. We have daily announcements, read by fifth graders, and part of the announcements is two to three daily affirmations that are read by the principal and repeated in the classroom. On Fridays, teachers share a slideshow with the week's affirmations. Teachers and students read them together. Classrooms also have time in the morning for morning circles. This time may include students sharing something they like, telling how they feel, sharing about their family, etc. We believe this time is beneficial and builds relationships with peers and adults in the room.

Many of our lessons or work time end with students sharing something they learned. Students make connections with others and also begin to gain confidence. We celebrate students when they “level up” in Lexia with certificates, pencils, and announcing their names on the announcements. Classrooms highlight student writing with “Writing Celebrations” after completing a writing unit.

Keeping students engaged during school closures was a big adjustment. We felt very strongly that keeping connected with the students and family was very important. Teachers had fun learning activities for students that were done via Google Meet. Students were able to communicate with each other and share what they have learned or share how they were doing. Social connections were, and continue to be, a big focus for us. Social media and our learning platform served us to make connections with families and the community. We had daily announcements on social media, including teachers creating funny videos of themselves, dressed up as our mascot, a “Stinger Bee,” and sending messages over the district's learning platform. The principal read poems weekly to each classroom, our physical education teacher created a virtual field day for students to join “live” and participate in, and at the end of the year, we had families come to our drive-by parade to wave to the staff.

2. Engaging Families and Community:

Although Sullivan Elementary is part of a small town, the community supports our school and students in many areas. We have two local churches who donate school supplies, generally from two hundred dollars to three hundred dollars, each year. Our PATHS group also leads a fundraiser each year. They reach out to businesses asking for donations for raffle prizes or monetary donations. Over the past three years (before COVID), businesses donated approximately two to three thousand dollars. A few businesses donated directly to the school to help with the cost of field trips and busing for these trips.

The district employs two Support Specialists who work with families to assess needs, address barriers, make referrals, and link to needed services. There is remarkable ongoing community support for families in need, including monetary donations to our district homeless support fund from community service groups, businesses, and individuals; Thanksgiving dinners provided for families through community churches; Christmas baskets supplied by a local motorcycle group; food and gifts provided through Christmas Neighbors; housing support through CAC, and wrap-around, and mental health supports through Jefferson County Human Services.

The Village Board has supported us financially and with the use of their field (which is next to the school) and the shelter close to the school. Students involved in Mosaic Club are currently working on making mosaic plant holders to give back to the businesses as a thank you for their support. Sullivan Elementary has given back to the community as well with service. We have taken groups of students to plant flowers, wash windows, and clean up spaces of local businesses. We believe in teaching our students to give back to our community and build relationships with others.

Student Council members take an active role in creating school-wide activities that reach out to the community, support local charities, and promote caring for others. One example is the annual Food Drive for our local food pantry. This event has been part of our school for over 23 years, which helps connect our teachers, students, and school to the community.

3. Creating Professional Culture:

Sullivan has always been a place where teachers share experiences, reach out to one another, and support each other. The principal greets staff in the mornings, shares positive comments, and listens. She built positive relationships with her staff and works to create teacher leaders.

Staff meetings changed from day-to-day updates to thoughtful professional learning. Professional development coincides with school goals set at the beginning of the year. We take time to present thoroughly, give time for discussion, brainstorm together, and find solutions to problems or questions. Being responsive by adjusting professional development to teachers' needs and requests is how we show and act that we value our staff. Currently, Sullivan is focusing on professional development regarding math workshops. Increasing math scores by creating small flexible, focused groups is one of our action steps. We outlined what Math Workshop is, why it is best practice and different approaches to organizing it within classrooms. Teachers took different approaches and have been at different spots of implementation all year. Surveys were conducted to see how people were feeling, what questions they had, and what was going well. The results were used to prepare for the next round of professional development. Data was analyzed and we saw an increase in scores across the entire school, with 76% of students making gains. These results guided us to create new groups and focus on different skills with some students. We celebrate student success, teacher initiatives, and how the initiatives have a positive impact on student learning at the beginning of every meeting.

COVID-19 and a pivot to distance learning created a situation where the staff knew they were going to feel stress, disconnection from students and families, and an overwhelming feeling of frustration and sadness. We continued to have staff meetings to talk about questions, problem solve and listen to each other. We each were on our own journey and worrying about our students added to that journey; however, we know we also needed to focus and share good stories. That is, what made you laugh today, what story did a student tell you, and what fun activity did you do with your students became part of our focus as we continued to work on relationships with each other, students, and families. There were teacher leaders who met virtually with other teachers to build capacity and knowledge with technology, mental wellness, and the best ways to keep students engaged.

4. School Leadership:

Sullivan Elementary School believes that an effective leader focuses on the whole child. That means fostering a caring, nurturing, and comfortable environment where students feel safe and take ownership of their learning. The staff of Sullivan wants students to feel empowered, independent and supported so that they can make choices leading to success. The school uses the continuous improvement process—Plan, Do, Study, Act—to build the capacity of all staff members so they are confident in their subject area and possess the pedagogical skills required to teach all students.

Our principal works closely with other administrators across the district to develop focused professional development aligned to the district's strategic plan. The district's mission is "Empowering futures together," and the district's vision is "All students positively impact society." Like other schools in the School District of Jefferson, Sullivan adheres to four core strategies established by the strategic plan, aligning work toward district key performance objectives. The four core strategies are Inspire Teaching, Learning, and Achievement; Connect School and Community Through Partnerships; Cultivate Growth and Leadership, and Continuously Improve Services and Operations.

A team of educators, our Director of Special Education and Pupil Services, our Director of Curriculum and Instruction, and our Superintendent examine the school's data, SIP, and needs of the teachers in order to outline the best ways to support all. From there, Sullivan's building leadership helps plan professional

development. During the school year, surveys are given and discussions occur for others to voice their thoughts regarding their learning journey. This information is used so we can continue to support the needs of our teachers, which in turn, support our students.

Because we believe “if you expect it you need to inspect it,” the principal of Sullivan provides an update on the SIP progress to the district administrative team on a regular basis. Additionally, the principal presents a “Sullivan Good News Report” to the Board of Education at least once during the school year. The report allows the principal to highlight the positive things going on in the school and gives the Board of Education the opportunity to ask questions. In addition, the principal of Sullivan invites a student to a School Board meeting once per month who is selected by the staff as a “Citizen of the Month.” This activity spotlights the success of the school by sharing a story of one student’s accomplishments.

5. Culturally Responsive Teaching and Learning:

At Sullivan, we recognize that students come to school and bring a variety of cultures, learning strengths, background knowledge, and experiences. We believe that every student’s unique personal history enriches our classrooms, our school, and our community. We foster this diversity through culturally responsive standards, instruction, and assessment. We are committed to culturally responsive classroom management. We believe this has a big impact on student learning and creates a caring environment in which all learners feel connected, safe, and supported.

Sullivan strives to raise the level of critical consciousness in our students through current events discussions, delivered through our social studies curriculum, and citizenship values embedded into all classes. We hope to create informed citizens throughout students’ time in the building because they will one day be the next generation of voters in a representational democratic society. Additionally, we want Sullivan Stingers to become valued members of the Sullivan community and the School District of Jefferson. “Value beyond school” is a tenet considered by teachers when they plan weekly lessons. This idea applies well to equity, cultural awareness, and respect in the classroom and the school.

Our PBIS practices, social-emotional instruction and intervention, anti-bullying curriculum and reporting system, kindness and service initiatives, and community building activities all contribute to the strong sense of community, caring, and belonging that is a trademark of our Sullivan learning community.

As part of PBIS, students are acknowledged for expected behaviors in the classroom, hallway, lunchroom, and playground using “Bee Tickets” (we are the Sullivan Stingers after all). Classrooms work to earn “Bee Tickets” to fill their classroom chart which represents a piece of the hive. Once full, this moves to a schoolwide hive. Once the hive is filled students have an all-school reward. Students vote on the all-school reward and the voting is led by our student council. We have an annual goal of filling the schoolwide hive three times. For example, this year, if the goal is reached, students will get a chance to “pie” their favorite teacher.

If a student is struggling to demonstrate expected behaviors, they receive selective support through additional teaching and practice opportunities to increase their likelihood of success. These include check-in/check-out, small group social skills instruction, and restorative circles. The positive collective school goals combined with corrective coaching when necessary leads to overall school success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Sullivan Elementary is known for its welcoming atmosphere. It has been heard many times how it has a “homey” feeling from the moment you walk in the front doors. The staff has the approach of every student is “our” student, every family is “our” family. Our socio-emotional practice is one that is natural and defined in the success of our students. We believe our socio-emotional practice lends itself to student achievement and success.

With ever-changing family dynamics, we find that there is a great need for working families and childcare. We are fortunate to have a former parent who started childcare for students in-house. This allows families to have a sense of security, having their children in one place throughout the day.

Sullivan Elementary is committed to meeting the socio-emotional needs of all students. One way is modeling for our students how we care for one another. Classrooms engage in proactive circles each morning to foster trust and develop strong relationships within classroom learning communities. Building connections and empathy for students creates a nurturing environment. Having an understanding of each other allows students to feel more comfortable within classrooms and the school as a whole.

Many years ago Sullivan Elementary had three teachers who led a new initiative called Caring Teams. The teams consisted of students in grades K-5, along with one to two teacher leaders. Monthly lessons and activities were presented including making placemats for our local community nursing home, making blankets for a women’s and children's center, and assisting local businesses with spring clean up and planting flowers. Our art teacher had every student make a ceramic bowl that was sold during an Open House night. All the money raised went to a homeless shelter. Teaching our students to care for others and expanding their knowledge on situations that others are in also helps with empathy and caring for others. Over the years, Caring Teams have changed into STEM teams, but with COVID-19, we realize that we may need to shift our focus back to Caring Teams to support mental health care for students. We want students to know and feel this is a safe, secure place to be, and they can trust the adults they see daily. Going back to the basics, so to speak, will allow these relationships to strengthen. Positive and trusting relationships are essential—with adults and peers—to shape positive school culture.