

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 422 S Milwaukee Street
(If address is P.O. Box, also include street address.)

City Theresa State WI Zip Code+4 (9 digits total) 53091-9664

County Dodge

Telephone (920) 488-2181 Fax _____

Web site/URL https://www.lomira.k12.wi.us/o/tlc E-mail sschaefer@lomira.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. Ty Breitlow E-mail tbreitlow@lomira.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lomira School District Tel. (920) 269-4396

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. Rick Welak
(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):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 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	42	33	75
K	17	13	30
1	11	19	30
2	11	26	37
3	20	21	41
4	8	16	24
5	10	13	23
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	119	141	260

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0.4 % Black or African American
 - 7.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89.1 % White
 - 3.1 % 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: 15%

If the mobility rate is above 15%, please explain:

The mobility rate in 2020-2021 is higher due to the circumstances of the pandemic. Many students moved in or out of the district due to Covid restrictions. Our district provided in person learning all year with mandatory masking, social distancing, and other safety measures. Additionally, our district provided virtual learning options for families all school year.

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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2020	246
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

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

Spanish

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

7 Total number ELL

7. Students eligible for free/reduced-priced meals: 31 %

Total number students who qualify: 80

8. Students receiving special education services with an IEP or 504: 14 %
36 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>0</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>9</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
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.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 20:1

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	96%	94%	94%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

The mission of the School District of Lomira, a rapidly growing visionary district, is to guarantee an education that allows students to compete in a global community by providing optimal opportunities for individualized instruction in a trusting environment of mutual care and respect, by taking advantage of technological advances, and by effectively utilizing business and community partnerships.

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

<http://go.boarddocs.com/wi/sdlomi/Board.nsf/goto?open&id=C8KPDH640709>

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

Theresa Elementary School is a PreK through 5th grade school in the Lomira School District in Theresa, Wisconsin located in Dodge County. The village of Theresa is located on Highway 175 on the scenic Rock River, approximately seventeen miles south of Fond du Lac and forty miles north of Milwaukee, Wisconsin. The village has a population of 1,256. Theresa's school enrollment has increased 30% in the last eight years. The location and beauty of the area helps to keep the school system progressive and competitive with larger districts in the area. The community takes pride in maintaining family centered values that promote a nurturing environment for students at all grade levels. Lomira School District is a rapidly growing visionary district where "The Subject is Excellence". Its mission is to guarantee an education that allows students to compete in a global community by providing optimal opportunities for individualized instruction in a trusting environment of mutual care and respect, by taking advantage of technological advances, and by effectively utilizing business and community partnerships.

Theresa Elementary School is a stand-alone school 7 miles down the road from the K-12 building that houses Lomira Elementary School, Lomira Middle School, and Lomira High School. The school district's early childhood education program and 4K program are housed at Theresa Elementary School. Students are placed between Theresa and Lomira Elementary School for grades kindergarten through fifth grade. It provides a small, personal, cozy learning environment where students across grade levels know and care about each other. These relationships tend to stand the test of time as students join their peers in middle school at the Lomira building, but hold strong to the bonds created as "Theresa Kids." The culture of the school helps students develop strong relationships with all staff members who view every student in the school as one of their students. Everyone takes responsibility for the learning and success of our students through cooperation and collaboration. The positive culture is a vital part of the students' success.

The moment you walk into Theresa Elementary you realize it is a unique place to work and learn. The staff consists of wonderfully dedicated members, including 13 regular education classroom teachers and two special education teachers. Additionally, there are several support staff who play a crucial role in the educational success and positive school experience of the students and families. All staff members are referred to as teachers and every student is a member of everyone's class. It is a true collaborative effort where everyone works together and is a family.

A handful of staff members including the principal, specialists, counselors, interventionists, and instructional coaches travel between the Lomira and Theresa elementary schools daily. These people help to bridge the communication between the two elementary schools and work to build the larger community feel as a district. Professional development and collaboration are integral to the success of the students and staff. Time is allocated on a weekly and monthly basis to allow the principal and two instructional coaches to work together with the classroom teachers to plan curriculum practices, review data, and discuss instructional strategies.

The students who attend Theresa Elementary are the heart and soul of the school. They are a group of unique individuals who show up with bright smiles, positive energy, and a strong commitment to learning and growing every single day. There is a strong emphasis on developing the whole child not just academically but also emotionally. The staff takes special care to consider the emotional well being of each child and adult on a daily basis. Critical thinking and problem solving is encouraged while following the core values of respect, responsibility, and safety.

Theresa Elementary School's PTC (Parents and Teachers for Students) is a strong organization that helps to promote a sense of community by offering a variety of fun family events throughout the year while also building strong parent and family relationships. Students from Theresa are bussed to Lomira to join the rest of the student body when special celebrations are happening like the Homecoming Parade and the Veterans' Day celebration. There are also several community service projects that are implemented and coordinated throughout the year to encourage students to give back. These include donating to the American Heart Association, food drives, sending cards to veterans over the holidays, and random acts of kindness through The Kindness Club. These opportunities help to promote the positive culture of the entire school district.

The dedication and resiliency of the staff, students, and families of Theresa Elementary School was extremely apparent when faced with the struggles and challenges during the COVID-19 pandemic. The professionalism, compassion, and flexibility staff members demonstrated to keep our students safe while also continuing our high level of learning and growing was exceptional.

Students who have walked through the halls of Theresa Elementary consider themselves to be part of a special family. Often families have attended the school for more than one generation. They have a sense of pride and belonging as they revisit the place that was such a special part of their childhood and set them up for success as learners.

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 Lomira School District works collaboratively with teachers, staff, students, administrators, families, and community stakeholders to provide an effective curriculum that contains a measurable plan and structure. The goal of the district is to identify best practices of each content area and continuously improve the quality of curriculum, instruction, and assessment. National and state academic standards guide curriculum and learning goals at each level. Teacher professional learning allows our educators to learn and refine the pedagogies that help students reach the curriculum goals.

Theresa Elementary School has dedicated, engaging, innovative, and passionate staff that values teamwork and collaboration. The staff diligently builds-up core curriculum, instruction, and assessment through research, data-meetings, planning, and professional development. Grade level teams analyze student data and set appropriate goals for learning. There is a systematic approach across all grade levels where all grade level content is aligned with units across all grade levels. The staff revises curriculum units throughout the school year and agrees upon assessment and grading expectations. We also establish a progression of skills between grade levels through ongoing professional development.

In the 2020-2021 school year, families chose to attend school in-person or virtually, and the entire staff took on this challenge with great pride. Teachers provided both in-person and virtual instruction. Students were allowed to return to in-person learning with as little as 24 hours notice. The staff felt strongly that providing this option could get students back in-person more quickly. After the first few months of school, 93% of the students were in-person leaving just a few in classrooms that were virtual. The classrooms that had virtual students struggled to provide quality instruction to both in-person and virtual students. Teachers used lunch/prep times to teach virtual students and provided instructional support for virtual students. It became too much for the teachers to manage both in-person and virtual with the curriculum demands. The plan was revised at semester and parents had to choose to have students attend in person with their teacher or learn virtually with a new teacher. Two additional staff members were hired to assist with the change and students who attended virtually were split into two multi-age virtual classrooms. The virtual teachers met with students regularly and set goals for their specific needs. This revision allowed the classroom teacher the opportunity to focus on students learning in-person. For the remainder of the school year 4% of our students learned virtually while the other 96% attended in-person.

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

Theresa Elementary School's reading and language arts curriculum is centered around a balanced literacy approach with an additional focus on phonics instruction in our K-2 classrooms. Teachers use a workshop model in all literacy instruction. Each child is challenged daily with whole group instruction, small group instruction, and individual conferencing at their level. Our balanced literacy includes reading, writing, phonics/word work, speaking, and listening. Our staff teaches 120-140 minutes of literacy instruction everyday. Staff utilize the Units of Study for reading, writing and phonics across all grade levels to enhance literacy skills with systematic approach. Students are empowered with choices throughout daily instruction. For example, students are exposed to a variety of genres in both reading and writing, but have choices within those genres on what to read and write about. Students craft personal narratives, opinion papers, and informational essays across grade levels. In reading, students are explicitly taught with a variety of genres: realistic fiction, nonfiction, persuasive essays, memoirs, and poetry. Engagement in reading is a focus with independent reading, partner reading, and book clubs. It is common to hear students ask for more time to read and write because there is joy in the process.

Extensive training and coaching in the workshop model has helped teachers meet their students' needs. Teachers observe the same grade level and the grade level below/above to watch the workshop model in

action. The sharing of ideas and celebrations of success have been instrumental in developing a collaborative culture. Teachers confer with students to set goals for their learning in literacy. These goals are revisited often in the classroom and students reflect on their success. Small group instruction allows teachers the ability to differentiate instruction with individual student goals in mind. Each classroom has an extensive classroom library that students choose books from regularly. The teachers receive book money from the budget each year to add new books to the classroom libraries to keep the students interested and excited about new books.

During professional development opportunities, teachers norm reading and writing assessments to make sure that all student assessment is analyzed in the same manner. Grade level teams develop student learning objectives to set achievement goals for their whole grade level. Scores are collected in a data system called Educlimber that helps staff to quickly make data walls and analyze data over time. Data team meetings give teachers the opportunity to analyze the data with the reading specialists and principal and look at each student's progress. Specific student study teams are often needed to dive deeper into the data for a specific student. The meeting is documented and plans are set to meet the needs of the student. A follow up meeting is scheduled to check on progress and set new plans if necessary.

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

Extensive math professional development began four years ago with a broad look at the philosophies around best practices in math instruction. Staff shifted math instruction from teaching students procedures to teaching true understanding of mathematical concepts and concrete skills. When our school was virtual in 2020, several teachers began using Zearn math and found it helpful in virtual math instruction. As teachers learned more about Zearn math, it was brought to the curriculum team to investigate. The Zearn math program aligned with the philosophical beliefs established in the recent math professional development and aligned with a workshop model with small group instruction. After much conversation and investigation, 100% of the teachers agreed to make the switch to Zearn math as our instructional resource in the 2021-2022 school year.

Professional development efforts for the 2021-2022 school year focused on the implementation of Zearn math. All necessary resources were purchased including embedded professional development resources, and we dedicated 75 minutes a day to math instruction. We use the math workshop model to meet our students' needs with effective whole group instruction that focused on fluency of number and word problems. Each math lesson begins with whole group number sense activities to provide fluency practice at each grade level. In addition, each lesson has a daily word problem that enhances the concepts taught in relation to real world experiences. Students work through the problem with partners to collaboratively model strategies to find the solution. Zearn uses small group instruction for each lesson providing students with opportunities to practice skills with support from the teacher. While the teacher is meeting with small groups of students, the other students are independently working on the digital component of the program. The digital component reinforces the skills taught by the teacher in whole group and small group instruction. For example, in first grade students learn to add and subtract within 20. Students use strategies such as counting on, making a ten and decomposing a number leading to ten. Through small group instruction students practice these strategies with physical manipulatives and models. While independently working in the digital lesson, this same concept is explored with digital manipulatives where the students see and hear the same lesson in a slightly different way. With time and experience in small group lessons as well as digital lessons, students demonstrate fluency for addition and subtraction within 20. In addition, the whole group's daily word problems and number sense activities focus on these same concepts.

Reports are readily available through Zearn to check on class and individual student progress. We review these reports weekly. We also check student progress through mid- and end-of-unit formative assessments. Through professional development opportunities, grade level teams work together to norm the assessments and make unified assessment decisions. The progression of skills from one grade level to the next can be viewed by all teachers within the program and used to remediate students during intervention times.

Curriculum overviews have been established and will continue to be revised in the 2022-23 school year. Additionally, teachers will be observing one another teaching math lessons with the workshop model at the NBRS 2022

same grade level taught, as well as the grade level below/above. The observations have been helpful for teachers to share ideas and celebrate one another's success.

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

The science committee is the guiding force of our science curriculum and instruction. The committee has aligned our science standards with the Next Generation Science Standards and worked closely with staff to develop a solid understanding of the methodology. Teachers know what units are taught at each grade level and use a digital resource called Mystery Science to enhance the learning of our students. Mystery Science gives students the opportunity to see science in motion through digital lessons designed to teach the whole class. In addition, the district utilizes Project Lead The Way (PLTW) materials that align with many units of instruction. Our K-5 STEM classroom uses PLTW curriculum to guide students in project-based, hands-on learning of science, technology, engineering, and math. Two modules from the PLTW curriculum are taught in collaboration with a regular education teacher and the STEM teacher. Students are empowered to collaboratively adapt a design-thinking mindset to develop plans for projects and problems. Technology is used to enhance the lessons and give the students real-life experiences. In addition, teachers integrate science into the literacy and math curriculum when applicable. For example, in second grade students compare the diversity of life in different habitats. Students learn that there are many different kinds of living things in any area, and living things exist in different places on land and in water. Students use this knowledge from science to create animal research papers during writing class. Students choose an animal and dive deep into learning about the animal's habitat and other characteristics.

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

The social studies committee is currently studying the newly adopted Wisconsin Standards for Social Studies. The committee has worked together to understand the content, concepts, and skills from the fields of geography, history, political science and civics, economics, and the behavioral sciences. The committee is searching for the best resources available to teach these concepts with best practices in mind. As the committee searches, teachers are integrating the concepts within literacy instruction. Students research and share the knowledge through presentations, learning events, and informational research based papers. Teachers use virtual and real-time field trips to give students experiences around the social studies concepts. Teachers also use a wide variety of literature, shared experiences, and textbooks to bring the curriculum standards to life. For example, in our fourth grade classrooms, students spend their social studies block learning about maps, the Midwest, and Wisconsin counties. During their map unit, students are learning about map scale, border, compass rose, cardinal direction, intermediate directions, relative direction and region. Teachers then teach about the Midwest. Students are emerged in literature about the Midwest and are able to do research about the different states. Lastly, the fourth graders at Theresa Elementary School are given the opportunity to study Wisconsin counties. After being introduced to the counties, students pick one county and do their own research. With this research students create a tri-fold board full of the information they collected and give small presentations about their county in a Wisconsin County Fair at school. Students, families and the community are invited to come learn about the different counties. Students are assessed using summative assessments such as mid-unit quizzes, end of unit tests, and oral presentations.

1f. For secondary schools:

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

The 4K/EC (Early Childhood) programs are half day, either morning or afternoon, and run 5 days a week in conjunction with the district school calendar. Little Lions Extended Care is available for wrap around care in the mornings for families, as well as, before and after school care. Students in the early childhood and 4K programs at Theresa Elementary School become familiar with school expectations and routines that will be expected in future grades. The students gradually learn how to solve problems and express themselves appropriately at school. The curriculum centers around fine and gross motor skills, cognitive skills, social and adaptive skills. Students practice fine motor skills such as coloring, cutting, doing puzzles, lacing,

learning to print their name, letters, and numbers. Students also practice gross motor skills such as running, galloping, jumping, skipping, ball skills, relay races, and balancing activities. Students learn cognitive skills with identification of uppercase and lowercase letters, sounds, rhyming, colors, shapes, and numbers. Students learn how to count objects and patterns along with many other important educational skills. Students learn how to work independently, care for their own belongings and how to follow directions. These early learners build friendships as they learn cooperatively and solve conflicts during social times. The growth in our early childhood and 4K students is tremendous and a joy to watch.

2. Other Curriculum Areas:

Physical education, art and music curriculums align with national standards and progressions for higher level skills. Students in grades kindergarten through fifth grade receive instruction from certified teachers that specialize in each of these areas. Curriculum is provided in a rotation where students receive this specialized instruction 60-90 minutes averaged within a week.

In physical education, students grow their skills as they develop and gain experience over the years. Fitness testing helps students assess their progress. Students also learn about healthy lifestyles and the names of all the bones and muscles in the body. Students learn about a variety of equipment to allow all students to be successful in all areas of physical education. Rules and expectations are established quickly so students understand how to respect one another in a gym setting. The focus is on teamwork, fun and fitness. Students learn how to play a range of sports and practice the skills necessary to be successful in each sport. The sports taught include: football, soccer, basketball, baseball, softball, hockey, gymnastics, as well as track and field. When learning about a sport, students are placed in small collaborative groups with stations around the gym to practice a variety of skills. The equipment used when in stations is carefully chosen with student safety in mind. For example during the hockey unit, wiffle balls are used in place of the hockey puck and swim noodles are used in place of hockey sticks. Students learn how to accept challenges, overcome and resolve conflict, and exhibit positive sportsmanship.

Our K-5 art classroom is an art studio where the child is the artist. Students develop creativity, perseverance, flexibility, self expression and diligence through choice-based art making. The classroom is set up with sections for students to explore art as a process. The teacher introduces new concepts each class and provides detailed demonstrations to enhance student knowledge on techniques. Students then choose an area to practice skills and develop projects. The teacher reinforces student skill development through individual conferences with students to check on their progress and set goals to challenge students with new projects. For example, in fourth grade, students learn how to draw with oil pastels, paint with watercolor techniques, and chalk techniques. Students practice skills learned in class and create a project of their choice to show what they have learned. The teacher provides specifics on expectations and criteria necessary for success. The students love the opportunity to make choices and have increased the volume of projects completed within a school year. It is evident that this process has increased student creativity as evidenced by the quality of the projects displayed in the school.

In music, students engage in creating, performing, responding and connecting as musicians. Students perform for an audience, learn how to be an audience, and learn to play several instruments. Students learn how to sing in a variety of styles, genres, and languages. Students create and connect with one another while learning about other cultures and music. Every grade level, kindergarten through fifth grade, learns at least one song in a different language each year. Students play a variety of instruments, including hand percussion, world drums, recorders, and bucket drums. The music instruction incorporates movement with steady beat practice, folk dancing and creative movement. Students analyze and practice different forms, dynamics and tempos in music. Other curriculum areas are incorporated into music instruction. For example, students learn math when learning notation and counting. Students make connections with science when learning songs about animals and the solar system. Students make connections to social studies instruction when they learn the history of a song or a musician. The students demonstrate their skills in music twice a year when they perform in a concert in front of a live audience. Through these experiences, the students learn audience behavior and evaluate their personal performance, as well as the performance of others. The concerts are an event the entire community looks forward to watching the love and joy music brings with our students.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level are identified through our data collection tool called Educlimber. All records of academic and behavioral student progress are housed in this data collection tool. Educlimber is used to analyze student data quickly with charts and data walls for quick access to information. This tool is used to determine which students need academic and/or behavioral support.

The school schedule provides 30-45 minutes a day for students to receive intense intervention daily during our intervention and enrichment block. We call this block of time Determining Everyone's Needs (DEN) time. DEN time is dedicated to give students the time needed to receive intervention without missing any core instruction time within the school day. This time can be used for academic, behavior, or emotional needs. The teachers analyze data to identify the greatest need for each student and then plan accordingly to meet the needs to the best of our ability. Data teams consisting of the principal, reading specialists, school psychologist, and classroom teachers meet several times a year to identify student needs. The data team identifies what intervention best meets the academic, behavioral, and emotional needs of the students. There are a minimum of 3 para educators, 2 reading interventionists, and several classroom teachers who work together to meet the needs within the allotted time daily. Plans typically change over time as students needs change. Students needing intense intervention are taught by the highest qualified staff member available. For example, students needing intensive reading intervention are taught by the reading specialist during DEN time. Students working near grade level work with para educators to enhance and enrich their learning with the supervision of the teacher.

Child study teams (CST) meet when a student is not making adequate progress. The meeting is initiated by anyone with concerns. When a meeting is requested, the school psychologist sets the meeting date and invites all staff involved with the student. Parents are also invited or asked to provide feedback for the meeting. The CST identifies the students strengths and the greatest concern is shared. The team develops a plan to help the student and members take responsibility for identified tasks. A follow-up meeting is set to check on the progress of the student and the plans are shared with the parents.

3b. Students performing above grade level:

DEN time is utilized for students in need of enrichment activities as well. The data is analyzed in the same fashion and students identified as above grade level are challenged during the designated DEN time. The most qualified staff member is designated to work with our highest-level students with open-ended activities such as STEM activities. Students thrive on creative approaches to solving problems and are challenged to work cooperatively in small groups. Teachers creatively plan for the students who need a challenge and tailor instruction to the students' interests. For example, a group of advanced third grader math students are working on designing a scale model of the solar system. Students work in groups to model, observe, and compare planet sizes, then look for patterns. These advanced students apply math concepts for scale modeling and develop metric measurement concepts. The students research images of planets from NASA websites to make the models look realistic. The students look forward to DEN time because of these types of open ended creative projects.

3c. Special education:

Theresa Elementary School affords a range of special education services and supports to meet the needs of a diverse group of learners. Evidence-based interventions and strategies are based upon the unique disability-related needs of learners, are provided through a continuum of services, and focus on educating students in the least restrictive environment. Programming at the early childhood level provides inclusive experiences through a local playgroup/ story hour time and through the Little Lions Extended Care. Positive behavioral supports are utilized to address the behavioral, personal, and social development of students with disabilities stemming from a strengths-based, collaborative problem-solving framework. Academic interventions and services are founded in evidence-based practices, with growth being closely evaluated through systems of progress monitoring. Home-school partnerships are a cornerstone to the priorities of the School District of

Lomira special education team, as efforts are made to engage families to provide supportive programming around the unique needs of their child.

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

English language learners at Theresa Elementary School are supported by our shared EL coordinator four mornings a week. Students are identified as in need by analyzing the school data as well as Access testing scores and meet with the EL coordinator on an as-needed basis. Students identified in need of extra support use Imagine Learning as a digital tool to help students make connections with reading and writing. The greatest impact has come through training and conversations with teachers to understand the challenges students with multiple languages encounter in their reading and writing development at school. We found that students need time and patience to grasp the many things being learned at such a young age. Teachers are also empowered to effectively communicate with families through the EL coordinator. This ongoing communication has enhanced the relationships with the school community. English language learners are celebrated as gifted individuals learning several things at one time.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is a top priority at Theresa Elementary School. The workshop model promotes students to be in charge of their learning by setting goals and meeting with the teacher regularly to check on progress. Teachers plan lessons that specifically address student conversations with partner work and small collaborative group activities. Lessons are delivered in a conversational style where the students pose questions versus the traditional teacher led question lessons. Teachers ask higher level thinking questions or open-ended questions that lead the students to even more thinking about content areas. Students learn to work collaboratively and acknowledge each other's strengths by working in groups.

The classroom climate promotes respect for all learners where students freely take risks in their learning. In order to successfully take risks, learners need to feel safe to express their ideas. The classroom climate is a safe environment where students work together and support one another. When entering a classroom at Theresa Elementary School, you can feel the ownership the students have for their own learning. The students are focused and work with a purpose. If you ask a student what they are working on they will go into detail explaining what they are working on and why it is important.

Theresa Elementary School embraces the social emotional learning (SEL) growth of its students through a multitude of programs and services. Universal curriculum through evidence-based programs, including Second Step and ACT Now Bully Prevention, are provided to students in grades K-5 and reinforced through PBIS initiatives, building-wide assemblies, monthly themes, mentorship programs, Wednesday Wisdom messages, and SEL themes built within the academic curriculum through the reading and writing units of study. Targeted programming is available for students through supplemental SEL lessons, small groups, and individual counseling. The SEL curriculum is built around the Wisconsin SEL standards and ASCA standards. SEL aims to improve the lives of each student by giving them the tools needed to succeed in numerous aspects of life. SEL is built on empowerment and self-esteem, understanding thoughts and emotions, enhancing self-awareness, and developing empathy towards others. It serves to be complementary to academic learning, since it has been proven to enhance academic performance.

During remote learning, engaging students was challenging. The teachers found ways to engage students by utilizing technology. Teachers shared ideas with one another on strategies that kept students engaged. This was a time for intense learning by the staff as teachers dove into learning new technology at an astronomical rate. The dedication of our staff, students, and their families was evident during remote learning.

2. Engaging Families and Community:

Theresa Elementary School is fortunate to have an active Parent and Teacher for Children (PTC) program. There is a PTC Board that holds meetings with stakeholders to make decisions about fundraising, events to support the teachers, events to support families, and where funds should support the school environment. The PTC sponsors many events to support the teachers such as meals during parent teacher conferences and gifts for Teacher Appreciation Week and holidays. The PTC sponsors several events that engage families with the school such as school dances and Bingo night. These events have become tradition for our school and families. Each year the PTC sponsors a school supply drive where families are encouraged to pick up any needed school supplies. The drive has been successful, and families have been appreciative.

Literacy night is organized by the literacy committee which consists of our reading specialists and several teachers. Literacy night brings families to school while promoting literacy in a variety of ways. Stations are set up around the school for families to explore the many facets of literacy in a fun filled environment. Students love the event! Our summer reading program is also connected with a challenge for students to read throughout the summer and visit the local libraries. A reading celebration in fall is earned by students who fulfill the requirements set for the summer reading program. This event has motivated our students to read in the summer and the local libraries noticed an increase in summer attendance.

The district mental health navigator organizes parent nights for families to learn skills in helping our students at home. She communicates with families and assists with resources outside of the school. She has an extensive parent resource library that is available to all families.

Within the school, families are engaged before school begins with an open house event where students 4K through fifth grade meet their teacher and bring school supplies into the classroom. This event kicks off the start of the school year as students learn that on the first day of school our school mascot the lion will be there to greet them. Teachers get families set up on a communication tool called Class Dojo so effective communication starts immediately. Parents have a quick easy way to communicate with the teacher and receive posts about classroom events/happenings. The Class Dojo assists with communication across all grades and schools. Newsletters are sent bi-monthly from the school principal to share news/events and thank families for all they do for their children. All newsletters are translated in Spanish to effectively communicate to all families. Parent teacher conferences are held twice a year for families to meet with the teacher for information relative to their student's unique needs and to celebrate progress made academically and socially. Interpreters are available for families during parent teacher conferences.

There are two music concerts (K-5) held each year that are widely attended by all families. The music teacher works with students to perform at a high level to entertain the audience. Community members love attending the concerts and often send letters of gratitude to the music teacher. Our 4K students also perform in December. The performance from our youngest learners is always entertaining and appreciated by the community. During the 2020-2021 school year, these performances were held virtually. The teachers involved felt strongly that the performances were important for the engagement of the community. The outpouring of support was amazing as it lifted the spirits of many who longed to see family members.

3. Creating Professional Culture:

Theresa Elementary School is a professional learning community. The entire staff works collaboratively and supports one another each and every day. When there are issues or concerns the staff knows they can come to the principal for support. The entire administrative team is supportive of the staff especially with the recent challenges our staff has undergone. When plans were rolled out for the 2020-2021 school year, the staff was ready to do whatever it took to help our students. Staff met before school started to understand the plans and new procedures that would be necessary to keep our staff and students safe. The staff was solution focused and supportive knowing that the school year would be challenging. As problems arose throughout the school year, the staff pulled together to support each other doing different tasks than what they had anticipated. There was a "can do" attitude that lasted throughout the school year. The administrative staff supported in any way possible by revising plans and making changes that were supported by the School Board. It proved to be the most challenging school year and yet the most rewarding. The School Board and community were so supportive of the entire staff that the Board voted to give all staff members a \$250 stipend during Teacher Appreciation Week. This was a grand gesture to all staff members and exhibited true appreciation for a job well done.

Our school is a true professional learning community. We do not have professional learning community meetings, we are a professional learning community all day and every day. Every conversation and learning opportunity provides us the ability to grow to be better as teachers and individuals. Our work is not easy and it is never done, because we are continually trying to be better for our students. The teachers are directly involved in the professional development plans for each school year. Feedback is provided by the teachers throughout the school year on what needs to be accomplished. The teacher's honest feedback is key in developing long and short term plans for professional development. At the start of each school year, the long range plans are shared with the staff. These long range plans have been developed from the feedback received from the previous year. Teachers receive several scheduled days for professional development throughout the school year. There are several full and half days scheduled with more opportunities for additional time as the year progresses. At times there are experts within our school district that drive our learning, while other times consultants are hired to work alongside staff during meetings or through coaching experiences. With each professional development opportunity, teachers are asked to share what was learned and areas of need. The principal and reading specialists work to meet the needs of the staff by planning focused, meaningful professional development in the areas of literacy, math, and any other areas of

need. Teachers feel supported because plans are tailored to their needs. Teachers feel they can ask for help, share concerns, and celebrate successes. Grade level teams have common planning for short range planning and to discuss the specific needs of students. In addition, data team and intervention team meetings are scheduled throughout the school year to check on student progress and revise plans as needed. The work in our professional learning community can get messy sometimes, but we work through things together. When this happens, we often find our greatest accomplishments. Our focus is always on making decisions in the best interest of our students. Through teamwork and collaboration, we are able to accomplish great things!

In the 2021-2022 school year, the professional culture continues with responsiveness to our students who are lacking in skills due to the pandemic. Small class sizes have been approved by the Board in the younger grades where the impact is more evident. School goals have been set to help students with the understanding that as a staff we will have to be patient and give the students time. Teachers support one another when substitute teachers are not available. Everyone is willing to pitch in at a moment's notice. Theresa Elementary School is a team that works together to be the best they can be under any circumstances.

4. School Leadership:

Theresa Elementary School has many members that play significant roles in leadership. The principal leads two schools in the district so there is not always a principal present throughout the school day. The administrative assistant and school custodian take on huge responsibilities in keeping the school running smoothly throughout the school day. The staff support one another when situations arise with student behaviors and/or emergencies. Everyone works together no matter if the principal is there or not. The staff also knows that the principal is only a phone call away and will always be available day or night to support the staff.

There are many teams and committees that keep the school innovative with best practices in teaching and learning. The most significant players are the reading specialists, title one teacher and principal. This team meets weekly to plan for professional development for teachers with input from the teachers after each learning opportunity. The path is set by the teacher's needs and feedback is gathered both formally and informally. The data team adds the school psychologist to the team. The data team meets with each grade level team several times a year to identify students in need either for intervention or enrichment. Intervention team meetings add the two reading interventionists to the meeting and the focus is on students receiving formal interventions. The intervention team revisits the arrangement of intervention groups based on student achievements and behavior concerns. The Positive Behavioral Intervention and Supports (PBIS) team meets to look specifically at behavioral data and puts behavioral interventions in place for students. Our pupil service team meets weekly with our pupil service director to roll out plans and support students. Curriculum committees include all of the remaining teachers in both elementary schools. The literacy committee, math committee, science committee, and social studies committee work specifically with that curriculum to enhance the learning of our students. Para-educators at both schools meet every other month with the elementary principal to be informed on school processes and provide feedback. The entire school community plays a role in supporting and planning for the success of our school.

5. Culturally Responsive Teaching and Learning:

The staff at Theresa Elementary School is responsive to the needs of our students in many ways. The staff celebrates cultural differences by asking questions and learning about the many different cultures and backgrounds of our students. Supports are put in place for families with language barriers so communication can be fluid between home and school. Students support one another because it has been modeled by the staff.

Classrooms quickly become like a close-knit family that supports each other. Classroom teachers have daily classroom meetings so students have an opportunity to share about their lives. Students sit or stand in a circle and have the opportunity to share with the class daily. Students are allowed to pass if they choose, but students enjoy sharing. Teachers share about their lives with their class during the classroom meetings as well. Examples of kindness, acceptance, emotional regulation, and problem solving are used in the classroom meetings, and are common themes throughout the classrooms and in the entire school.

The community around our school is also very giving. Hats and mittens are delivered to our school each year for students in need. School supplies, snacks, and clothing are donated each school year by different families and groups. Each year an anonymous family donates a Thanksgiving meal to a family in need and there are a variety of families that receive support over the winter holidays. The community is supportive and giving to all the students and families.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Positive school culture has been the most influential factor at Theresa Elementary School. Establishing a community where everyone learns every day has been a charge that the school has taken on with enthusiasm. The school's slogan is, "Welcome to Theresa Elementary School where together we learn every day!" The slogan extends from students to the staff and the families. Everyone in the school community has things to learn so mistakes are expected along the way.

The students come to school with a sense of belonging because of the strong relationships established within the school community. The entire staff embraces the students with genuine care and concern. Students know if they have a problem, the staff will help in any way possible. It is common to see the school custodian talking to students in the hallways or the school administrative assistant tending to a student's need. Students feel connected to the staff beyond their classroom doors.

The staff comes to school ready to begin each day with a sense of purpose. The staff has agreed upon core values that have become the way each staff member acts each day. The core values include: honesty, acceptance, positivity, focus, and collaborative. Staff is honest when there are issues or problems. The staff is accepting of differences in opinion or thoughts. The staff is positive even when times are tough. Meetings are focused and purposeful. Everyone collaborates with effective communication to set and meet goals. These core values are embedded in the school culture.

The school community is supportive of Theresa Elementary School. The school has an active Parent and Teachers for Children program that support the staff and students in the school regularly with fun activities that bring the community together.

At Theresa Elementary School we learn every day. Learning occurs throughout the school day because learning goes beyond academics. Learning includes being kind to one another even in difficult situations. Learning means asking for help when you can't solve a problem on your own. Learning means being the best you can be every single day.