Executive Summary Continuing Spotlight Schools 2014-15

Augusta School District
Augusta Elementary School
CESA 10

Visitors to our school will observe and gain an understanding of the steps we have implemented to improve student learning and achievement. Our goals for the school visits are to share the work that we have done in three areas:

- the steps taken to improve literacy instruction;
- the behavior framework that has resulted in decreased behavioral issues and increased student performance;
- the building of positive and sustainable relationships with students and families in the Augusta community;
- the implementation of a PLC model to make data-driven decisions regarding student learning; and
- the implementation of an academic RtI framework to meet the needs of all learners.

Our first goal is for visiting schools to develop an understanding how to improve a literacy program. They will observe a literacy instruction block, discuss best practices, and identify the steps that will assist in their implementation of a literacy intervention block. Our visitors will be able to see how we made improvements in literacy instruction. They will be able to witness best practices in classroom literacy instruction. These observations and discussions will allow visiting participants to see what practices can lead to improved literacy instruction and to determine how they can adopt and implement those practices in their own schools. They will gain insight into the entire process, from evaluating current curriculum, to analyzing the gaps in curriculum, to developing strategies for improvement.

Our second goal is for visiting participants to understand the framework we have used to implement a schoolwide behavior model as part of the RtI model. Visiting schools will participate in a PBIS presentation to observe the tools and strategies used to improve student behavior and identify the steps that will assist in their implementation of PBIS. They will be provided with resources such as action plans for implementation, tools to track student behavior, strategies to reteach behaviors, agendas for schoolwide PBIS teaching days, and ideas to recognize and celebrate students who are meeting behavioral expectations.

Our third goal is to assist our visitors to understand how we have increased and improved parent involvement. They will be able to observe the process in which parents are active partners and decision makers in the student learning process. Visiting participants will also be shown the tools and strategies used to increase family involvement, to improve communication between the school and family, and to learn about the venues in which parents are provided information about support, resources, and opportunities that are available to them in both the school and the community.

Spotlight Practices	Teaching and Learning; Family, School, and Community Partnerships
Key Areas	Interventions; Programs, Frameworks, Systems, Structures, and Strategies; School and Community; School, Parents and Families
Descriptors	After School Programming; Positive Behavioral Interventions and Support; Common Core State Standards; Common Planning Time; Collaborative Partnerships; Community Learning Centers (CLC); Continuous School Improvement; Differentiation; Grouping Students, Flexible Grouping; Individualized Learning; Involving Diverse Families; Learning Targets; Literacy Interventions; Mathematics Interventions; Parent Liaison; Parenting and Family Skills; Parents as Decision Makers and Leaders; Professional Learning Communities; Reading Interventions; Response to Intervention Framework (RtI); SAGE Program; School Schedules, Block Schedules, Intervention Schedules; Small Group Interventions; Social/Emotional Interventions; Volunteers

School Website: http://augusta.k12.wi.us/es/index.html

School Phone: (715) 286-3303

Executive Summary New Spotlight Schools 2014-15

Beloit School District
Converse Elementary School
CESA 2

Converse Elementary has a unique culture of cooperation and collaboration as well as a culture of high expectations for staff and students. Student learning and achievement is strongly impacted by structured curriculum maps and common assessments which were established by district grade-level professional learning communities. Personalized learning communities within classrooms encourage learners to be self-directed, self-regulated, motivated, and engaged. Using best practice strategies and both formal and informal assessments, teachers differentiate and flexibly group their students based upon each student's unique needs.

Visiting schools will have an opportunity to observe Student Intervention Team meetings, Grade-Level Professional Learning communities, Tiered Reading Interventions (Leveled Literacy Instruction and Soar to Success), as well as the school's balanced literacy program in K-3 classrooms. Converse's practices in using data to inform instruction and intervention practices, including the tools used in collecting and analyzing data and the development of essential learning targets in literacy and math will also be highlighted.

Spotlight Practices	Teaching and Learning; Decision Making and Accountability
Key Areas	Assessment; Curriculum; Data ; Interventions; Literacy; Technology; Programs, Frameworks, Structures, Systems and Strategies
Descriptors	Assessment Framework; Curriculum Mapping, Curriculum Planning, Curriculum Design; Data Collection and Analysis; Engaging Students Through Technology; Leveled Literacy Instruction; Reading Interventions; Professional Learning Communities; Professional Learning, Co-Teaching; Lucy Calkins; Writers Workshop

School Website: http://www.sdb.k12.wi.us/converse

School Phone: (608) 361-2100

Executive Summary New Spotlight Schools 2014-15

Boyceville Community School District
Tiffany Creek Elementary School
CESA 11

The staff of Tiffany Creek Elementary School believes that data analysis is most useful when it is actionable. Our steadfast use of short-cycle assessments not only provides feedback on how students are doing and what we need to do to improve their achievement, it identifies good teaching and pinpoints areas in which specific professional development is needed. To concentrate on the learning needs of students, all of our teachers must know how to:

- Identify student needs
- Monitor progress against goals
- Evaluate student learning
- Adjust instruction based on needs
- Structure small and large group instruction
- Make the most effective use of curriculum materials
- Use technology appropriately
- Motivate their students
- Reflect on data from incoming students

Professional development is designed around these expectations, either to address gaps in knowledge and skills or to enhance and enrich the teaching experience. While some of these expectations can be effectively addressed with concrete suggestions or linkages to resources, others may require more in-depth coverage such as understanding the the research underlying specific curricula or practices, tutorials, modeling, coaching, role-playing, reflection, etc. Regardless of the approach, professional development occurs within a collaborative, supportive, non-threatening learning culture in which the goal is to strengthen the reciprocal relationship between teacher success and student success. Achievement of that goal can be accomplished through data analysis.

Visiting teams will learn how Tiffany Creek works with data to help drive instruction. They will also understand how we create a schedule for interventions and common planning time. Teams will observe classrooms, meet with the principal and various staff members and observe a grade level data meeting.

Spotlight Practices	Teaching and Learning; Professional Development and Teacher Quality
Key Areas	Professional Development; Professional Learning Communities; Scheduling Professional Learning Time; Teacher Collaboration; Interventions; Literacy;
Descriptors	Behavioral Interventions; Reading Interventions; Small Group Interventions; Daily Five; Leveled Literacy Instruction; Data Collection and Analysis

School Website: http://www.boyceville.k12.wi.us/es/index.cfm

School Phone: (715) 643-3647
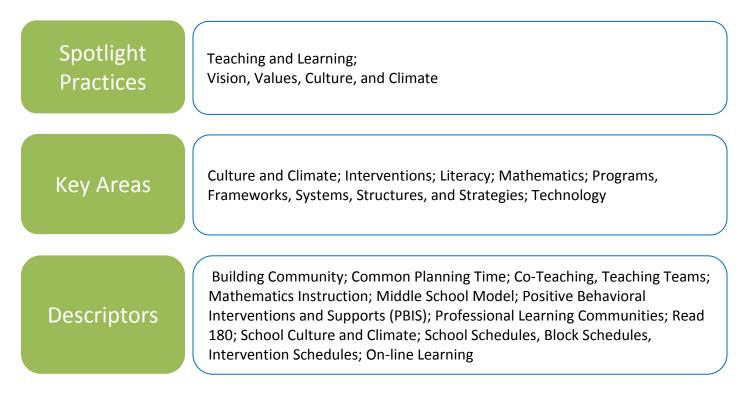
Executive Summary Continuing Spotlight Schools 2014-15

Bruce School District
Bruce Middle School
CESA 10

Bruce is a K-12 building where shared staff work collaboratively in Professional Learning Communities supported by a unique schedule. Staff members at Bruce Middle School continually work to promote a culture of innovation and risk-taking by critically analyzing and implementing new, research-based curricula. Visitors to Bruce Middle School will observe Read 180, Leveled Literacy Instruction (LLI), Imagine Learning, College Preparatory Mathematics (CPM), and Holt on-line Social Studies. Visitors will also learn about a problem-solving based curriculum, exploratory classes, common planning time, professional development, a school-wide balanced assessment system, and the behavioral structures that support a positive learning environment.

Visiting teams will learn how Bruce's vision of the middle school concept supports common planning time, exploratory classes, and behavioral expectations. Teams will observe in classrooms, meet with the principal and the school leadership team, and observe a meeting of teachers planning together.

Spotlight Practices	Teaching and Learning; Vision, Values, Culture, and Climate
Key Areas	Culture and Climate; Interventions; Literacy; Mathematics; Programs, Frameworks, Systems, Structures, and Strategies; Technology
Descriptors	Building Community; Common Planning Time; Co-Teaching, Teaching Teams; Mathematics Instruction; Middle School Model; Positive Behavioral Interventions and Supports (PBIS); Professional Learning Communities; Read 180; School Culture and Climate; School Schedules, Block Schedules, Intervention Schedules; On-line Learning

School Website: http://www.bruce.k12.wi.us

School Phone: (715) 868-2585

Executive Summary Continuing Spotlight Schools 2014-15

Eau Claire Area School District
Longfellow Elementary School
CESA 10

Visitors to Longfellow Elementary School will observe various components of the school's RtI system, including observations of classroom instruction, intervention blocks, and collaboration meetings. They will also participate in conversations with a variety of school staff members throughout their visit.

Secondly, visitors will learn about the strategies used to find and create new partnerships with community groups and agencies and how the school nurtures established partnerships. Longfellow's Partnership Coordinator will share ideas and strategies with visiting teams for creating and maintaining their own community partnerships and highlight how these partnerships are utilized in their after school program (21st Century Community Learning Center).

Longfellow views visits from other schools as a great way to continue their own learning by collaborating with visiting teams and learning from them. Their hope is to create a mutually beneficial learning experience, both for the visiting school and Longfellow staff, by extending their Professional Learning Community practices with visiting teams.
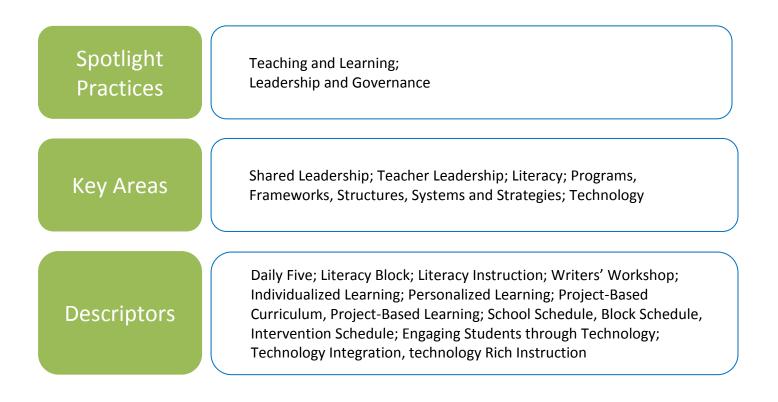
Spotlight Practices	Teaching and Learning; Family, School, and Community Partnerships
Key Areas	Mathematics; Literacy; Culture and Race; Interventions; School and Community; School, Parents and Families
Descriptors	Mathematics Interventions; Reading Interventions; Culturally Responsive Teaching; Professional Learning Communities; Response to Intervention Framework (RtI); Positive Behavioral Interventions and Support (PBIS); Community Learning Centers (CLC); Collaborative Partnerships

School Website: http://www.ecasd.us/Longfellow-Elementary/About/SPOTLIGHT-SCHOOL

School Phone: (715) 852-3810

Executive Summary New Spotlight Schools 2014-15

Mercer School District
Mercer Elementary School
CESA 12

Visitors to Mercer School will observe a positive school culture in an environment of support and encouragement which inspires teachers to be leaders. Each visit will be tailored to the needs of the visiting school, but will include observations of project-based learning, RtI, PBIS, Educator Effectiveness, technology, and a visit with school leadership.

Visitors will also be able to observe a true community school and learn how partnerships have formed with all members of the Mercer community. Visitors will learn the process of creating a community school, including the critical stakeholders to consider and funding possibilities.

Spotlight Practices	Teaching and Learning; Leadership and Governance
Key Areas	Shared Leadership; Teacher Leadership; Literacy; Programs, Frameworks, Structures, Systems and Strategies; Technology
Descriptors	Daily Five; Literacy Block; Literacy Instruction; Writers' Workshop; Individualized Learning; Personalized Learning; Project-Based Curriculum, Project-Based Learning; School Schedule, Block Schedule, Intervention Schedule; Engaging Students through Technology; Technology Integration, technology Rich Instruction

School Website: http://www.mercer.k12.wi.us/

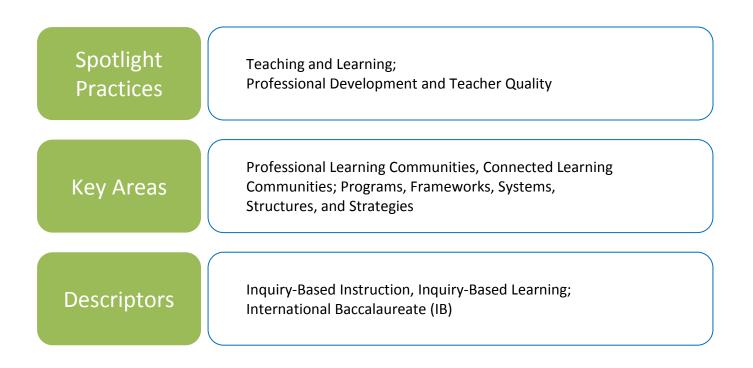**School Phone:**   (715) 476-2154

Milwaukee School District
Academy of Accelerated Learning
CESA 1

Visitors to the Academy of Accelerated Learning (AAL) will have the opportunity to observe inquiry-based instruction in classrooms at grade levels K4-5. As an authorized International Baccalaureate Primary Years Programme world school, AAL teachers have developed a programme of inquiry that demands the best from motivated students and teachers. AAL teachers are implementing inquiry-based instruction integrating science, social studies, and English language arts content standards. Visitors and observed teachers will be provided time together to dialogue about classroom observations.

Visitors will also meet with AAL's Learning Team and discuss professional development. The Learning Team is responsible for overseeing the school improvement plan and providing professional development for teachers. Visitors will learn about AAL's organizational structure that distributes the responsibility for leading and planning professional development to focused professional learning communities.

AAL's teachers are excited to welcome visitors into classrooms and share the instructional and institutional practices that are in place. AAL teachers and students are accustomed to hosting visitors and look forward to providing visitors with an authentic experience.

Spotlight Practices	Teaching and Learning; Professional Development and Teacher Quality
Key Areas	Professional Learning Communities, Connected Learning Communities; Programs, Frameworks, Systems, Structures, and Strategies
Descriptors	Inquiry-Based Instruction, Inquiry-Based Learning; International Baccalaureate (IB)

School Website: http://www5.milwaukee.k12.wi.us/school/aal/

School Phone: (414) 604-7300

Executive Summary New Spotlight Schools 2014-15

MIlwaukee School District
IDEAL School
CESA 1

Individualized, Developmental, Educational Approaches to Learning (IDEAL) K-8 school is built upon five educational constructs:

- multi-age, inclusive classrooms;
- shared governance model;
- students actively engaged in meaningful learning;
- assessment by performance, product, and demonstration; and
- community involvement.

Visitors to IDEAL will observe our unique multi-age, inclusive program. Our three multi-age units use flexible groups and cooperative learning strategies within a team-taught collaborative environment. Observers will witness how individual learning styles and student needs are addressed in a developmentally appropriate manner for all students. In addition, visiting schools will be able to observe IDEAL's strong program with an integrated curriculum emphasizing the mastery of fundamental skills. A collaborative and supportive environment, flexible groupings, and a developmentally-appropriate, child-centered curriculum are the cornerstones of the school's educational plan.

Finally, visiting schools will learn how IDEAL supports collaboration time for staff, promotes differentiation, models effective relationships within multi-age groupings and embraces opportunities for inquiry and meaningful learning.

Spotlight Practices	Teaching and Learning; Professional Development and Teacher Quality
Key Areas	Curriculum; Interventions; Professional Development, Professional Learning; Professional Learning Communities; Programs, Frameworks, Systems, Structures, and Strategies; Teacher Collaboration
Descriptors	Common Core State Standards, Standards; Common Planning Time; Co-Teaching, Teaching Teams; Differentiation; Grouping Students, Flexible Grouping; Inclusive Practices; Individualized Learning; Integrated Units of Study; Multiage Classrooms; Professional Learning Communities; Small Group Interventions

School Website: http://www5.milwaukee.k12.wi.us/school/ideal/

School Phone: (414) 267-1600

Executive Summary New Spotlight Schools 2014-15

North Crawford School District
North Crawford Elementary School
CESA 3

Over the last several years, North Crawford Elementary has spent a great deal of time and resources improving teaching and learning, teacher quality, and professional development. One key area of improvement is literacy instruction. We have modified our elementary schedule to allow for 90-120 minutes of daily literacy instruction, using Daily Five as our primary method of literacy instruction.

A second area of improvement at North Crawford Elementary has been the development and implementation of a Response to Intervention (RtI) Framework. Through scheduling modifications, our students are given a daily 40 minute intervention/enrichment period, where students are flexibly grouped, provided with reading and writing interventions, and progress monitored to demonstrate growth. Grade level teachers are provided with a weekly 40 minute collaboration period to examine student data, determine instructional groups, and develop Tier I and Tier II action plans for each student.

Finally, North Crawford Elementary has provided all staff members with professional development opportunities in Literacy instruction, including Daily Five, Tier I Instruction, Tier II Interventions, Leveled Literacy Interventions, and Technology Integration.

Spotlight Practices	Teaching and Learning; Professional Development and Teacher Quality
Key Areas	Interventions, Literacy, Culture and Climate; Vision and Values; Technology
Descriptors	Daily Five; Literacy Block; Leveled Literacy Instruction; Engaging Students Through Technology; iPads; Technology Integration; Literacy Interventions; Reading Interventions; Small Group Interventions; Building Community

School Website: http://www.northcrawford.com/elem/

School Phone: (608) 624-5201

Executive Summary Continuing Spotlight Schools 2014-15

Norwalk-Ontario-Wilton School District
Norwalk-Ontario-Wilton Elementary School
CESA 4

Much attention has been placed on the development of Academic and Behavioral RtI plans. At Norwalk Ontario Wilson Elementary School, data-based decision-making is the key component to the tiered process used. In addition to analysis of state test scores and leveled literacy running records, they analyze MAP and STAR data. They are also exploring new curriculum based on the Common Core, and determining how Leveled Literacy interventions can be used to help all students achieve at higher levels.

Visitors to Norwalk Ontario Wilson Elementary School will observe how teachers use data to generate useful information for Tiered Intervention. More specifically, they will see

- how state test scores and Universal Screeners are used for data-based decision making; and
- how Tiered Intervention procedures are implemented.

Visitors will also observe how teachers use intervention time to increase student learning by:

- observing intervention time at various grade levels;
- understanding how Title I fits into intervention; and
- learning how intervention time for students of varying ability levels is structured.

The Norwalk Ontario Wilson School District fosters and encourages school/community partnerships as part of its effort to increase parent and community involvement in school-related activities. The true impetus for this relationship-building strategy was the creation of a 21st Century Community Learning Center (CLC). Partnerships have had a positive effect on students and have increased the involvement of parents—especially parents of English Language Learners.

Visitors will observe how CLC community/family partnerships enhance student academic achievement by understanding the CLC structure and how after-school activities support day-school programs. In addition, visitors will:

- gain understanding of Spanish/English Community Outreach programs and processes;
- see examples of community partnerships (e.g., Falcon Pride and the Food Pantry); and
- see examples of family activities such as Family Night and Back to School Night.

Spotlight Practices	Teaching and Learning; Family, School, and Community Partnerships
Key Areas	Programs, Frameworks, Systems, Structures, and Strategies; School and Community
Descriptors	After School Programming; Community Collaboration, Collaborative Partnerships, Community Involvement; Community Learning Centers (CLC); Grouping Students, Flexible Grouping; Response to Intervention Framework (RtI); School Schedules, Block Schedules, Intervention Schedules

School Website: http://www.now.k12.wi.us

School Phone: (608) 337-4420

Executive Summary Continuing Spotlight Schools 2014-15

Oshkosh Area School District
Washington Elementary School
CESA 6

Observing the Comprehensive Literacy Model that has been implemented at Washington Elementary, an IRA 2014 Everyday Reading Program winner, will be a powerful experience for visitors to this school. This schoolwide approach not only includes a balanced literacy curriculum, but goes beyond the classroom to encompass the school's literacy goals for supporting student achievement and professional development. Learning about the strategies and tools that staff implement and their impact on the literacy environment, instructional practices, and opportunities for family and community partnerships will help visiting teams better understand how to implement these practices in their own school.

Visiting teams will observe students immersed in a culture of literacy as well as have the opportunity to interact with district leadership, staff, and students. Visitors will see students in their literacy blocks and observe action team meetings. Most important, visitors will understand the necessity of placing literacy as the highest priority in their school and how to maintain this focus over time.

Spotlight Practices	Teaching and Learning; Leadership and Governance
Key Areas	Literacy; Programs, Frameworks, Systems, Structures, and Strategies; Shared Leadership
Descriptors	Common Planning Time; Comprehensive Literacy Framework; Continuous School Improvement; Co-Teaching, Teaching Teams; Daily Five; Differentiation; Inclusive Practices; Inquiry-Based Instruction, Inquiry-Based Learning; Instructional Coaches, Coaching; Leveled Literacy Instruction; Optimal Learning Model; Reading in the Content Areas; Reading Recovery; Reading Workshop; Reading-Writing Connection; SAGE Program; Writers' Workshop

School Website: http://washington.oshkosh.k12.wi.us/

School Phone: (920) 424-0190

Executive Summary New Spotlight Schools 2014-15

Sheboygan Area School District
Grant Elementary School
CESA 7

Visitors to Grant Elementary School will observe various components of the school's RTI system including classroom instruction and small group intervention blocks. The use of Reading Workshop in a Gradual Release of Responsibility Framework will also be highlighted.

In addition, visitors will learn about the school's character education focus and how it is interwoven with PBIS. Observers will see "Cool Tools" or behavior lessons in the classroom setting, observe the use of classroom matrixes as a classroom management tool and be part of a monthly Grant School Family Meeting. Time will be provided throughout the day for conversations with staff to discuss, clarify, and ask questions about observations.

At the end of the school day, visitors may choose to visit the YMCA After School Program. Funds from the Spotlight Grant have helped provide resources to train YMCA staff in PBIS practices.

Grant School invites you to let us know what you would like to learn more about so we can customize your visit to meet the needs of your school group.

Spotlight Practices	Teaching and Learning; Vision, Values, Culture, and Climate
Key Areas	Interventions; Literacy; Culture and Climate
Descriptors	Behavioral Interventions (PBIS); Reading Interventions; Balanced Literacy; Leveled Literacy Instruction; Reading Workshop; Gradual Release of Responsibility; Building Community; Classroom Management; Communication; Conflict Resolution; Character Education, Social Skill Development

School Website: http://www.sheboygan.k12.wi.us/grant

School Phone: (920) 459-3626

Executive Summary Continuing Spotlight Schools 2014-15

Sparta Area School District
Lawrence-Lawson Elementary School
CESA 4

Lawrence-Lawson Elementary has taken steps to improve student learning and achievement, including:

- improving literacy instruction;
- establishing a behavior framework (PBIS) that has resulted in decreased behavioral issues and increased student performance; and
- forming positive and sustainable relationships with the students and families in the Lawrence- Lawson community.

Visiting schools will observe morning meetings, a literacy instruction block, an intervention block, LMC programs, and an overview of our PBIS implementation. Schools will be provided with tools and strategies to use when implementing the best practices observed at Lawrence–Lawson. There will be ample time throughout the day for discussion, questions, and answers. At the end of the school day, visiting schools will be encouraged to observe our after-school Community Learning Center program. The visit will end with a reflection and survey of what the visiting schools have learned, and how Lawrence-Lawson can help ensure successful implementation of the observed practices in their schools.

Spotlight Practices	Teaching and Learning; Family, School, and Community Partnerships
Key Areas	Curriculum; Interventions; Literacy; School and Community; School, Parents and Families
Descriptors	Behavioral Interventions, Positive Behavioral Interventions and Support; Community Learning Centers (CLC); Comprehensive Literacy Framework; Involving Diverse Families; Literacy Interventions; Mathematics Interventions; Reading Interventions

School Website: http://elementary.spartan.org/lawrence-lawson

School Phone: (608) 366-3438

Wisconsin Rapids School District
Howe Elementary School
CESA 5

When the Optimal Learning Model (Routman, 2009) is used as an instructional framework, it supports a culture of high expectations and achievement for all students. This framework is used in all areas of instruction at Howe Elementary School. Gradually releasing the responsibility of learning to the students is facilitated through appropriate modeling, differentiated methods of guidance, and time for students to work independently. Students' movement through each level is based on multiple formative assessments. Howe has seen strong gains in the area of writing at all grade levels, whether connected to reading or integrated in any of the subject areas. Assessment tools such as instructional walkthroughs, pre- and post-assessments of students' skills, and self-efficacy surveys have shown consistent growth. When teachers are readers and writers themselves, showcasing their skills for their students, a culture of risk-taking and innovation is developed in classrooms and the school.

Teachers have learned about these powerful practices through Blended Learning Communities, by using both face-to-face collaboration and online discussions to share best practices and communicate about student learning. Great benefits have already been experienced from widening use of technology resources within the school. For example, every classroom has access to five iPads, multiple desktop workstations, a document camera, and an interactive whiteboard. Teachers and students have used these tools to create classroom and student blogs, Skype with experts, curate student work in digital portfolios, and take virtual field trips, to name just a few examples. Collaborative teams use Google Apps for Education, such as Drive, Sites, and Google+, to share resources and have powerful conversations in multiple spaces around learning.

Visitors to Howe Elementary School are invited to join their community of learners with the intent of increasing instructional capacities together.

Spotlight Practices	Teaching and Learning; Professional Development and Teacher Quality
Key Areas	Literacy; Professional Learning Communities, Blended Learning Communities; Programs, Frameworks, Systems, Structures, and Strategies; Technology
Descriptors	iPads; Optimal Learning Model; Professional Learning Communities; Reading-Writing Connection; Smart Boards; Technology Integration, Technology Rich Instruction

School Website: http://www.wrps.org/schools/howe/spotlightschool.cfm

School Phone: (715) 424-6772