

## ALL EXECUTIVE SUMMARIES:

2011-12

2012-13

2013-14

### **Appleton Area School District - Edison and Horizons Elementary Schools**

**CESA 6**

***Areas of Focus: Teaching and Learning; Decision Making and Accountability***

**Key Descriptors:**

Coaching, Data-Based Decision-Making, Interventions, School Improvement Planning/Process

Visitors to Edison and Horizons Elementary Schools will learn how the Continuous School Improvement Process (CSIP) drives the work of these schools toward meeting the learning needs of all students through a combination of thoughtful data-driven decision making, meaningful professional development, and focused interventions for students who need additional behavioral and academic support. Other highlighted areas that educators can learn about include: a schoolwide system for Response to Intervention, professional learning communities, individualized support to teachers with math and literacy coaches, and a student goal-setting process. With its emphasis on data-driven decision making, the schools will share how they collect and analyze a variety of assessments that allow staff to review individual student mastery of content, as well as look across classrooms in an effort to collaboratively develop building goals and strategies for improvements.

Visiting teams can experience either a Math Spotlight Day or a Reading/Writing Spotlight Day. In addition to learning more about the CSIP process, visitors will develop an understanding of the schools' curriculum and meet with the coaches who support the classroom teachers. Participants will observe practices being implemented in the classrooms as well as learn about specific student interventions.

**School Website and Phone:**

**Edison** – [www.aasd.k12.wi.us/Edison](http://www.aasd.k12.wi.us/Edison) (920)832-6235

**Horizons** – [www.aasd.k12.wi.us/Horizons](http://www.aasd.k12.wi.us/Horizons) (920)832-4600

### **Augusta Area School District, Augusta Elementary School**

**CESA 10**

***Areas of Focus: Teaching and Learning; Family, School, and Community Partnerships***

**Key Descriptors:**

School Climate, Data-Based Decision-Making, Balanced Literacy Framework, Literacy Instruction, Response to Intervention System (RtI), Professional Development, Professional Learning Communities, After School Programming, PBIS, Leveled Literacy Instruction, SAGE, Formative Assessments, Data Walls, Progress Monitoring, Universal Screening Process, College

and Career Readiness, Community Collaboration, Parenting and Family Skills, Volunteering, Walk-Throughs, Parent Liaison

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; and
- the building of positive and sustainable relationships with students and families in the Augusta community.

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 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.

School Website and Phone: <http://augusta.k12.wi.us/es/index.html> (715) 286-3303

**Beecher-Dunbar-Pembine School District, Pembine Elementary School,  
CESA 8**

***Areas of Focus: Teaching and Learning; Decision-Making and Accountability***

**Key Descriptors:**

Building Community, Assessment Framework, Coaching, Comprehensive Literacy Framework, Literacy Leadership, Teacher Leadership, Differentiation, Inquiry-Based Instruction and Learning, Reading Recovery, Mentoring, Model Classrooms, Professional Learning Communities, Response to Intervention System, Technology, Continuous School Improvement

Observing the Partnership in Comprehensive Literacy Model, a continuous school improvement process dedicated to increasing student achievement will be a powerful experience for visitors to Pembine Elementary. We will demonstrate how the model has exponentially benefitted our staff through professional learning, modeling best practice, improving teacher expertise, differentiating instruction, and breaking down the achievement barriers of our sub groups of students. Learning about the systems design for fostering a literate environment, instructional practices, and opportunities for family and community partnerships will help visiting teams better understand how to implement this model 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 around the implementation of the Partnership in Comprehensive Literacy Model as a plan for continuous school improvement. Most importantly, visitors will understand the necessity of placing literacy as the highest priority in their school and learn how to maintain this focus over time leading to the highest student achievement – self-regulated learners.

**School Website and Phone:** [www.pembine.k12.wi.us](http://www.pembine.k12.wi.us)

**(715) 324-5314**

## **School District of Beloit, Gaston Elementary**

**CESA 2**

***Areas of Focus: Teaching and Learning; Decision Making and Accountability***

**Key Descriptors:**

Professional Learning Communities, Student Intervention Teams, data-driven decisions

A comprehensive and coherent approach to transforming a school will be apparent to visitors to Gaston Elementary School. Various structures work together to benefit all students, including: co-teaching teams that reduce class size; flexible grouping based on continual assessments of students; active and effective professional learning communities that drive instructional action plans; and systematic strategies for implementing interventions. Communication with parents to share student progress is on-going and varied. While staff are working to implement strategies to support students, they continue to make the link between behavior and academics.

Visiting teams will have the opportunity to discuss with some members of the RtI/PBIS Leadership Team the data analysis process and action plan development. Visitors will be able to observe a Student Intervention Team meeting, reviewing student data and planning for student programming and interventions. They will also be able to observe teaching staff participate in a professional learning community to see how data-driven decisions are made as well as observe interventions.

School Website and Phone: [www.sdb.k12.wi.us/gaston](http://www.sdb.k12.wi.us/gaston)

(608)361-2300

## **Bruce School District, Bruce Middle School**

**CESA 10**

***Areas of Focus: Teaching and Learning; Vision***

### **Key Descriptors:**

Curriculum Mapping/Planning, Inquiry-Based Instruction and Learning, Healthy Eating, Intervention Blocks, Reading Interventions, Leveled Literacy Instruction, Literacy Block, Read 180, Mathematics Block, Mathematics Instruction, Grading Practices, SAGE, Agriculture, Online Learning, Smartboards, Spanish, Assessment Framework, Data Walls, Data-Based Decision-Making, Reading Assessments, Universal Screening Process, Collaboration/Planning Time, Continuous School Improvement, Professional Development, Professional Learning Communities, Scheduling Professional Learning Time, Problem-Solving Based Curriculum

Bruce is a K-12 building where shared staff work collaboratively in Professional Learning Communities supported by a unique schedule. Staff at Bruce Middle School continually work to promote a culture of innovation and risk-taking by critically analyzing and implementing new, research-based curriculums. Visitors to Bruce Middle School will learn about the curriculum mapping process where maps are updated yearly to identify monthly content, objectives, instructional strategies, and assessments. Visitors to the school will also learn about the problem-solving-based curriculum, exploratory classes, common planning time, professional development, a schoolwide 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.

School Website and Phone: [www.bruce.k12.wi.us](http://www.bruce.k12.wi.us)

(715) 868-2585

## **Eau Claire Area School District, Longfellow Elementary School**

**CESA 10**

***Areas of Focus: Teaching and Learning; Family, School, and Community Partnerships***

### **Key Descriptors:**

Professional Learning Communities, Collaborative Partnerships, Response to Intervention, Continuous Improvement, School Culture, Teaching and Learning, Positive Behavior Interventions and Supports, Student Engagement, Intervention Blocks, Data-Based Decision-Making, After School Programming

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 school staff members, district Teaching and Learning staff and the Culturally Relevant Teaching Coach about the processes used.

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 (21<sup>st</sup> 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.

**School Website and Phone:**

<http://www.ecasd.k12.wi.us/schools/elementary/longfellow/index.cfm> (715)852-3810

## **Fond du Lac School District, Chegwin Elementary**

**CESA 6**

***Areas of Focus: Teaching and Learning; Decision Making and Accountability***

**Key Descriptors:**

Building Community, Classroom Management, Positive Behavioral Interventions and Support (PBIS), School Climate, Literacy Leadership, Teacher Leadership, Curriculum Mapping/Planning, Differentiation, Grouping Students, Individualized Learning, Intervention Blocks, Intervention Wall, Literacy Interventions, Balanced Literacy, Daily Five, Leveled Literacy Instruction, Literacy Block, System 44 Software, Words their Way, Writers' Workshop, Data Chats, Data Walls, Data-Based Decision-Making, Progress Monitoring, Reading Assessments, Coaching, Collaboration/Planning Time, Professional Development, Resource Use, Walk-Throughs, Team Teaching, Inclusive Practices

Learn about the journey of transformation and improvement that dramatically shifted Chegwin Elementary from a historically underperforming school to a Spotlight School. Visitors will have the opportunity to hear how school leaders and all staff challenged their assumptions about student learning, shifted their beliefs, and took on the challenge to become a high performing school. Implementing common planning time, diagnostic assessments, and differentiated instruction through selected interventions have led staff to embrace a variety of practices to ensure that students are successful. Visitors will also learn about structures and schedules that build classroom teaching teams to avoid pull-out groups while still accessing needed support as well as learn how an intervention block is used.

Visiting teams will develop an understanding of the curriculum structure, including the use of the Diagnostic Reading Assessment (DRA). Visitors will observe teachers meeting in their professional learning communities to discuss student data and progress. Teams will also learn

more about how the data wall is utilized at the school as well as how resources are mapped to support students and create the master schedule.

**School Website and Phone:**

<http://www.fonddulac.k12.wi.us/school/chegwin-elementary-school/14>

(920) 929-7014

**Janesville School District, Lincoln Elementary School**

**CESA 2**

***Areas of Focus: Teaching and Learning; Leadership and Governance***

**Key Descriptors:**

Culture/Climate, Data Driven Decision-Making, Evidence Based Leadership, Balanced Literacy Framework, Literacy Instruction, Character Education, Student Peer Mentors, Response to Intervention System (RtI), Professional Development, Professional Learning Communities, PBIS, Formative Assessments, Progress Monitoring, Universal Screening Process, Volunteering

Visitors to Lincoln Elementary School will experience a welcoming, meaningful intereaction that provides relevant ideas and strategies suitable for adaptation and long term infusion into their own curriculum and instructional plans. Each visit will emphasize two important underpinnings of Lincoln's philosophy and program:

- an evidence-based leadership system that utilizes data for vital decision making about learning and holds educators accountable for student success; and
- character-building and intrinsic motivation which create a climate for success.

During observations and follow-up interviews connected with classroom instruction, common grade level meetings and teacher leadership planning, visiting educators will verify how teachers as leaders "own" decisions about learning that impact what they do and how they do it. Administrators will have the chance to meet one-on-one with Lincoln's principal to learn about and evaluate specific techniques that can be utilized to document implementation of instructional priorities.

Student leadership through working with younger peers is an important strategy used to nurture bonds among students within a community of success. A student character assembly and follow-up "buddy group" activities will be observed. In addition, visiting team members will meet with teams of buddies to further discuss this unique and important component of building an environment for high performance. Finally, visitors will have the chance to inquire about Lincoln School's "check-in/check-out" program where older peer buddies develop leadership responsibility as they "check in" with younger partners about their behavior and academic performance.

Visitors will be asked to participate in an interactive blog managed by Lincoln's site coordinator. Established to support a continuing dialogue about improvement, it will provide an avenue for commentary, questioning and the posting of successful artifacts associated with

teaching/learning and leadership. Observed Lincoln teachers will also "follow-up" with visiting staff to learn how observed strategies are modified or replicated in their own school.

**School Website and Phone:** <http://www.janesville.k12.wi.us/lin> (608)743-6705

## **Milwaukee Public Schools, Academy of Accelerated Learning**

**CESA 1**

***Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality***

**Key Descriptors:**

Collaboration, Comprehensive Literacy Framework, International Baccalaureate Program, Professional Development

The Academy of Accelerated Learning is an authorized International Baccalaureate (IB) Primary Years Programme School (PYP). This is a challenging programme with an inquiry focus that demands the best from both motivated students and teachers. AAL implements a Comprehensive Literacy Plan (CLP). Staff development and teacher collaboration leads to successful implementation of good practice. Utilization of the Common Core State Standards (CCSS) in literacy and mathematics support instructional planning. Staff members work in grade level teams to review data and align future instruction with the CCSS.

Visiting schools will observe inquiry-based instruction within the IB Primary Years Programme. Guests will see students work toward strengthening their IB Learner Profile. Visitors will also observe the implementation of a comprehensive literacy framework. While visiting, teachers will engage with AAL staff in a collaborative nature with a focus on school improvement.

**School Website and Phone:** [www5.milwaukee.k12.wi.us/school/aal](http://www5.milwaukee.k12.wi.us/school/aal) (414) 604-7300

## **Milwaukee Public Schools - Garland Elementary, Individualized Developmental Educational Approaches to Learning (IDEAL), and Milwaukee Spanish Immersion**

**CESA 1**

***Areas of Focus: Teaching and Learning; Family, School, Community Partnerships***

**Key Descriptors:**

Community Involvement/Partners, Culture and Climate, Health and Wellness, Parents and Families

What will be apparent to visitors at any of these MPS schools is how staff are moving along together with a consistent vision for instruction. High expectations for all students is owned by staff, parents, and students. Visitors will not only be able to learn about assessment and professional development practices through observation and participation, but also how each of these schools builds a solid relationship and communication structure with parents and families to ensure student success.

While each of these schools has its own practices to feature, visitors will learn about the Family and Fitness for Learning initiative that promotes structural play, teamwork, and fitness with a different emphasis at each of the schools. In particular, visitors will understand the learning community approach that leverages school and community resources, aligns activities, uses evidence-based practices, and promotes health and physical fitness of students and families. Visitors will be able to observe this partnership in action, as the participants discuss the features of a healthy school. While visiting teachers will be able to interact directly with classroom teachers at the schools, they will also be able to continue to communicate and collaborate with staff beyond the visit through the Teacher Learning Community initiative.

**School Websites and Phones:**

Garland <http://www2.milwaukee.k12.wi.us/garland/garland.html> (414) 304-6500  
Spanish Immersion [http://www2.milwaukee.k12.wi.us/spanish\\_imm/](http://www2.milwaukee.k12.wi.us/spanish_imm/) (414) 604-7600  
IDEAL <http://www2.milwaukee.k12.wi.us/ideal/> (414) 304-6200

**Milwaukee Public Schools, Milwaukee School of Languages**

**CESA 1**

***Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality***

**Key Descriptors:**

Communication, Engagement, Positive Behavioral Interventions and Supports (PBIS), School Climate, Literacy Leadership, Advanced Placement, Advanced Placement Springboard, Comprehensive Literacy Framework, Reading in the Content Areas, Vocabulary Development, World Languages, Immersion Model, College and Career Readiness, Collaboration/Planning Time, Professional Learning Communities

Visitors to Milwaukee School of Languages, a 6-12 program, will see the implementation of full immersion and partial immersion programs in French, German, Spanish and Mandarin Chinese. In each classroom, guests will observe differentiated instruction, use of questioning to elicit higher level critical thinking, and content literacy/vocabulary building in an immersion setting. Other highlighted areas that educators can learn about include: a school-wide implementation of PBIS through our school's Code of Conduct, as well as collaborative staff groups functioning as professional learning communities.

Visiting teams may experience both middle and high school language classes, and Advanced Placement courses, in addition to other academic courses. Guests will develop an understanding of the school's curriculum with a focus on language fluency and preparation for college level course work. In addition, visitors will gain an understanding of how the immersion model differs from other models of bilingual education and ESL programs. Participants will have the opportunity to ask questions of teachers during a panel discussion and are welcome to attend any of our scheduled Learning Team, grade level or department meetings where teachers collaborate and problem-solve.

**School Website and Phone:** [www2.milwaukee.k12.wi.us/msl/](http://www2.milwaukee.k12.wi.us/msl/) (414) 393-5700



## Norwalk Ontario Wilton School District, Norwalk Ontario Wilton Elementary CESA 4

**Areas of Focus: Teaching and Learning; Family, School, and Community Partnerships**

### Key Descriptors:

CLC, Afterschool Program, Intervention Time, Response to Intervention Framework, Data Based Decision Making

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 WKCE scores and leveled literacy running records, the school has purchased *Curriculum Companion* to help staff align curriculum to the Common Core. 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 WKCE 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 21<sup>st</sup> 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.

**School Website and Phone:** [www.now.k12.wi.us](http://www.now.k12.wi.us)

(608)337-4420

## **Oshkosh Area School District, Washington Elementary**

**CESA 6**

***Areas of Focus: Teaching and Learning; Leadership and Governance***

### **Key Descriptors:**

Comprehensive Literacy Framework, Culture/Climate, Co-Teaching/Teaching Teams, Reading Workshop, Writing Workshop, SAGE Program, Reading Recovery, ADD+Vantage Math, Math Recovery, Math Workshop, Coaching, Collaboration/Planning Time

Observing the Comprehensive Literacy Model that has been implemented at Washington Elementary 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 a culture of literacy 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 observe teaching and learning, co-teaching models, and action team meetings working toward continuous school improvement. Most importantly, visitors will understand the necessity of making literacy a priority and how to maintain this focus over time.

**School Website and Phone:** <http://washington.oshkosh.k12.wi.us/> (920) 424-0190

## **Racine Unified School District, West Ridge Elementary School**

**CESA 1**

***Areas of Focus: Teaching and Learning; Leadership and Governance***

### **Key Descriptors:**

Teacher Collaboration, Building Community through Shared Leadership, International Baccalaureate Program, Professional Development, Continuous School Improvement, Classroom Management

West Ridge Elementary School is implementing the International Baccalaureate (IB) Primary Years Programme (PYP) and in the fall of 2013 began the Candidate Phase. This exciting program has an interdisciplinary inquiry focus that encourages full school and community participation. West Ridge also strives to incorporate project-based learning throughout many parts of the school day.

West Ridge has long enjoyed a collaborative and collegial relationship between instructional staff and administration that has resulted in higher student achievement. Staff development and teacher collaboration has led to successful implementation of sound instructional practice.

Grade-level team planning incorporates data-driven discussion and utilization of the Common Core State Standards (CCSS) in literacy and mathematics. Staff members work in Professional Learning Communities to address overarching concerns that require school wide growth, including:

- addressing Reading/ELA and Math Achievement Gaps;
- improving Student Attendance, Staff Engagement, and Parent Participation/Support; and
- utilizing Culturally Relevant Pedagogy with fidelity.

Visitors to West Ridge Elementary School will observe inquiry-based instruction within the IB Primary Years Programme. They will see students strengthen their acquisition and understanding of the IB Learner Profile. While visiting, teachers will engage and collaborate with West Ridge staff while they learn about staff communication processes, school improvement strategies, International Baccalaureate implementation, and inquiry-based learning opportunities.

**School Website and Phone:** <http://westridge.racine.k12.wi.us/> (262)664-6200

## **Riverdale School District, Riverdale Elementary School**

**CESA 3**

***Areas of Focus: Teaching and Learning; Decision Making and Accountability***

### **Key Descriptors:**

Common Planning Time, Grade Level Teaming, Response to Intervention (RtI), Data Meetings, Data Collection and Analysis, Data Retreats, Creative Scheduling, 90 minute Reading Block, Leveled Math and Reading Groups, Flexible Grouping, Teacher Support System, Technology Integration, Amplified Classrooms, Inclusive Practices, Team Work, Professional Development.

Riverdale Elementary is committed to improving student achievement. They are excited to share their journey in becoming a multiple year winner of the WI School of Recognition Award! Visitors will observe the overall structure of Riverdale's academic program, including the daily schedule, common planning time, data collection, data trends, and professional development opportunities. They will see how Riverdale integrates technology into instruction and the role of the *Technology Integration Specialist*, a unique role within Riverdale Elementary.

Visitors will also observe excellent team work modeled by Riverdale staff members, including common planning time, grade level data meetings, and collaboration between the building principal, pupil services staff, Title 1 staff, paraprofessionals, and classroom teachers. In addition, visitors will learn creative approaches to scheduling that allows time to provide interventions for all students. Time will be provided to allow visitors the opportunity to dialogue with school staff members.

**School Website and Phone:** [www.riverdale.k12.wi.us](http://www.riverdale.k12.wi.us) (608)739-3101

## **Sparta Area School District, Lawrence-Lawson Elementary School**

**CESA 4**

***Areas of Focus: Teaching and Learning; Family, School and Community Partnerships***

### **Key Descriptors:**

Professional Learning Communities (PLC), Response to Intervention (RtI), Positive Behavioral Interventions and Support (PBIS), Intervention Blocks (PIE time), Comprehensive Literacy and Math Frameworks, Data Driven Decision Making, After School Community Learning Center (CLC), Technology Integration

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 an all school morning meeting, 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.

**School Website and Phone:** <http://elementary.spartan.org/lawrence-lawson> (608) 366-3438

## **Stanley-Boyd Area School District, Stanley-Boyd Elementary and Stanley-Boyd Middle Schools**

**CESA 10**

***Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality***

**Key Descriptors:** Assessment Framework, Culture/Climate, Curriculum Design, Data Wall, Grading Practices, Positive Behavioral Interventions and Support, Learning Targets, Literacy Block, Mathematics Block, Professional Learning Communities, Schoolwide Response to Intervention System, Small Group Interventions, Teacher Leadership, Collaboration/Common Planning Time, Professional Learning Communities

All that has been accomplished on the journey of school improvement at Stanley-Boyd Area School District began with a district self-study to identify areas of concern. What has emerged touches all parts of the school's curriculum, instruction, professional development, and culture. Come learn how the restructuring of curriculum using on-line tools, the redesign of the schedule to accommodate time for teachers to collaborate, and the reorganization of roles and

responsibilities has impacted the achievement of all students. Visitors will gain knowledge of how the professional learning community's structure impacts all decisions that are made and pushes staff to continually examine their practices.

Visiting teams will learn more about the culture and instructional shifts that have occurred at the schools, understand the curriculum writing process, and gain knowledge on how interventions support student learning.

**School Website and Phone:** <http://www.stanleyboyd.k12.wi.us/> (715) 644-5534

## **Wausau School District, Grant Elementary**

**CESA 9**

***Areas of Focus: Teaching and Learning; Decision-Making and Accountability***

**Key Descriptors:**

Intervention Blocks, Literacy Instruction, Professional Learning Communities, Progress Monitoring, Response to Intervention (RtI) System, Data-Based Decision-Making, Universal Screening, Data Wall

A comprehensive approach to data-based decision making and differentiated learning in literacy will be apparent to visitors to Grant School. Various structures including: universal screening; on-going progress monitoring; flexible grouping based on individual changes in student needs; and active involvement in professional learning communities that drive instructional practices for implementing targeted interventions will be observed. Communication among Title I, ELL staff, and classroom teachers is on-going and consistent. Visitors will also observe the collaborative approach taken by both professional and support staff members to effectively advance student learning in the enrichment and intervention blocks.

Visiting teams will have the opportunity to observe several primary literacy blocks with differentiated guided reading instruction followed by enrichment and intervention blocks. Visitors will observe in classrooms, meet with classroom teachers, ELL and Title I staff following observations to answer any implementation questions, and review current student progress monitoring data. Teams will also learn how progress monitoring data is used to drive the decision-making process for classroom and intervention groupings.

**Grant Elementary Website and Phone:** [www.wausau.k12.wi.us/grant](http://www.wausau.k12.wi.us/grant) (715) 261-0190

## **Wausau School District, Thomas Jefferson Elementary**

**CESA 9**

***Areas of Focus: Teaching and Learning; Family, School and Community Partnerships***

**Key Descriptors:**

English Language Learners, Literacy Intervention, Cultural Diversity, PBIS, SAGE program, After School Programming

Visitors to our school will observe and gain an understanding of the ELL program and how we serve our bilingual students. In two classrooms, we have our kindergarten and first grade Spanish speaking students. These two classrooms focus on our youngest learners and provide instruction in both English and Spanish. Programs, such as Language for Learning, are implemented to assist in language acquisition. ELL services are provided through fifth grade both pullout and in classroom. All school staff has ESL licensure and understands how second language learners learn.

Visiting teams will also have the opportunity to observe our school wide behavioral model as part of the PBIS framework and RtI model. Teams will have the opportunity to observe the tools and strategies that Thomas Jefferson uses to improve student behaviors and increase student achievement. The teams will be provided resources such as implementation plans, matrices, celebrations, Cool Tools, Tier I team agendas, as well as Tier II/III agendas and implementation plans. Copies of FBA templates are also available.

Finally, visitors will observe our afterschool programming options and implementation. Visitors will have the opportunity to see the many opportunities that our students are offered in a two hour afterschool block. Various course listings, as well as options for community partnerships will be shared. Tips for partnering in support of literacy and math acquisition are also points of discussion.

**Thomas Jefferson Elementary Website and Phone:** [www.wausau.k12.wi.us/jefferson/](http://www.wausau.k12.wi.us/jefferson/)  
(715) 261-0175

## **Webster School District, Webster Elementary School**

**CESA 11**

***Areas of focus: Teaching and Learning; Professional Learning and Teacher Quality***

### **Key Descriptors:**

Data Driven Decision-Making for RtI and Differentiation, PLC's, Scheduled Collaboration Time, Teacher led Professional Development focusing on Technology, Technology Rich Instruction, Family and Staff Educational Dinners, Addressing Poverty with Enrichment and Mentoring Relationships, Teacher Academy Professional Development

Visitors to Webster Elementary School will observe and gain an understanding of the steps the school has taken to provide quality instructional programs, supported by a positive school culture and climate. Webster staff will share their work in the areas of:

- the use of technology for differentiation and student engagement;
- structure and strategies used in a literacy block;
- structure and implementation of an RtI framework; and
- strategies used to address a high poverty population.

More specifically, visiting schools will observe and gain an understanding of how Webster Elementary School uses technology for differentiating lessons and engaging students. Participants will have an opportunity to see a smart board lesson, the use of Net book and I Pad carts, the web-based programs used (e.g., Lexia, LEAD 21 and Math Expressions), and two computer labs.

Secondly, visitors will observe a literacy block in action, showcasing best practices. The steps necessary to replicate these practices to improve student learning will be shared. The components of the LEAD 21 curriculum and its application including the Daily 5, an intervention schedule, SPED inclusion and team teaching will also be observed.

Webster Elementary staff members will demonstrate the utilization of MAP testing and AIMSweb for universal screening, progress monitoring and benchmarking. Visitors will view the scoring process and the reports that are generated from both MAPs and AIMS web as well as receive a flash drive containing a PDF tutorial on AIMS web usage. In addition, visitors will learn the mechanics of Webster's RtI process, including their tiered intervention protocol with opportunities to observe an inclusive Daily 5 Tier 1 lesson as well as a Tier 2 small-group session conducted by the Title 1/Reading Specialist.

Finally, Webster Elementary School will share lessons learned about meeting the needs of a high poverty population. Visitors will receive two copies of the text *Teaching with Poverty in Mind* by Eric Jensen. Webster staff members will also share descriptions of FRED (Families Read Every Day) nights which include a free family meal, a parent education component and activities for children. Visiting schools will also receive 2 copies of *What Great Teachers Do Differently*. Our staff is doing a Professional Learning Community (PLC) this fall.

**School Website and Phone:** [www.webster.k12.wi.us](http://www.webster.k12.wi.us)

(715) 866-8210

## **West Allis–West Milwaukee School District, Wilson Elementary**

***Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality***

### **Key Descriptors:**

Building Community, Engagement, School Climate, Literacy Leadership, Teacher Leadership, Common Core State Standards Curriculum and Instruction, Curriculum Integration, Differentiation, Inquiry-Based Instruction and Learning, Learning Targets, Model Classrooms, Twenty-first Century Skills, Balanced Literacy, Words their Way, Writers' Workshop, Multiage Classrooms, SAGE Program, iPads and Other Technologies, Data-Based Decision-Making, Communication, Collaboration/Planning Time, Continuous School Improvement, Professional Development, Walk-Throughs

A comprehensive data analysis by school and district staff brought a key school improvement need under the spotlight—how to increase student comprehension across all content areas at Wilson Elementary. The school chose to implement the *Comprehension Toolkit: Language and Lessons for Active Literacy* model with the support of the Stephanie Harvey Consulting Group. Visitors will learn how this research-based literacy framework that integrates science and social

studies has been implemented. Teachers work within an environment of guided instruction to develop and practice strategies to increase student comprehension. As teachers became proficient in explicit reading comprehension inquiry, lessons emerged in content areas with a literacy focus. Inquiry, collaboration, and Balanced Literacy became the focal point of best practices.

Visiting staff will have the opportunity to observe and participate in observations, demonstrations, and discussions about active literacy instruction. Visitors will gain deeper knowledge around the integration of the Comprehension Toolkit in the inquiry-based model. In addition, there will be a focus on Lucy Calkins and the Teachers College framework using common core standards that target types of writing (opinion, narrative, and information).

**School Website and Phone:** <http://www.wawm.k12.wi.us/wilson/index.htm> (414) 604-4800

## **Wisconsin Rapids Public Schools, Howe Elementary School**

**CESA 5**

***Areas of Focus: Teaching and Learning; Professional Development; and Teacher Quality***

### **Key Descriptors:**

Optimal Learning Model/Gradual Release of Responsibility, Reading-Writing Connection, Connected Learning Communities, Technology Integration, PBIS, Volunteer Program, Before/After School Programming, Parents and Families, Balanced Literacy, PLCs, Common Formative Assessments, iPads for Intervention, Integrated Units of Study, Instructional Walk-throughs.

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 Connected Learning Communities (Nussbaum-Beach and Hall, 2012). A variety of formats for professional learning, including professional learning communities (in person), professional learning networks (online), and communities of practice (both face-to-face and virtual), are used in this model. Although Howe is in the beginning stages of becoming more connected, great benefits have already been experienced from widening use of technology resources. 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 also use Google Apps for Education, such as Drive, Sites, and Google+, to share resources and have powerful conversations around learning.

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

**School Website and Phone:** <http://www.wrps.org/schools/howe/spotlightschool.cfm>  
(715)424-6772