

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 1201 W Camp Street  
(If address is P.O. Box, also include street address.)

City Platteville State WI Zip Code+4 (9 digits total) 53818-1511

County Grant

Telephone (608) 342-4050 Fax (608) 342-4557

Web site/URL https://www.platteville.k12.wi.us/ E-mail reuter@platteville.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. Jim Boebel E-mail boebel@platteville.k12.wi.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Platteville School District Tel. (608) 342-4000

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. Brian Miesen  
(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**

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The electronic signature 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 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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. 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.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2020-2021) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools.)

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 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 as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	55	39	94
2	56	46	102
3	45	61	106
4	52	56	108
5	0	0	0
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
<b>Total Students</b>	208	202	410

\*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
  - 3 % Asian
  - 5 % Black or African American
  - 4 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 83 % White
  - 4 % 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 2019 - 2020 school year: 4%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2019	422
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Spanish, Vietnamese, Chinese, French

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

7. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 174

8. Students receiving special education services: 13 %

53 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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>11</u> Autism                 | <u>5</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>6</u> Other Health Impaired                 |
| <u>12</u> Developmental Delay    | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>22</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

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.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

<b>Post-Secondary Status</b>	
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 Westview Elementary School is to create lifelong learners by ensuring high levels of learning for all students in a positive and safe environment. This mission aligns with the district mission, which is to ensure high levels of learning for all in a safe and inclusive learning community; "Every student, everyday."

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Westview school has operating in a hybrid model throughout this school year. In this model students and families could choose between 4 days in-person, with 1 day virtual or 100% virtual instruction. There was only one 2-week period in which all students were 100% virtual as a response to rising numbers of positive cases within the school.

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

## **PART III - SUMMARY**

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Westview Elementary School is located in Platteville, Wisconsin. Platteville is a small university town in the southwest corner of the state. The Platteville School District and the University of Wisconsin-Platteville have a symbiotic relationship, where life-long learners support one another. We live our mission by focusing on a growth mindset, celebrating positives, and building relationships. We are committed to supporting students' social and emotional well-being and creating environments that positively impact student learning. Continuous collaboration with colleagues is the cornerstone of all that we do.

Westview Elementary includes grades 1-4 where we build a strong learning foundation for our district's youngest learners as they navigate their learning journey. We support high achievement for our staff and students which is developed and fostered through the lens of a growth mindset. We have a strong commitment to the curious mind and provide rigorous instruction, which is a celebrated Westview tradition. All of this is carried out through the strategies, programs, and dedication of staff, especially during COVID, to help all students live up to their full learning potential.

To foster student academic success, our staff is committed to on-going collaboration within a Professional Learning Community (PLC) model. We focus our work around the foundational ideas which are the backbone to the work of a PLC. Our staff works collaboratively and interdependently to ensure that all students learn at high levels. We take collective responsibility for the success of every student, using the evidence of student learning to inform and improve our instructional practice and respond to the needs of each student. We also partner with UW-Platteville to enrich the learning experience for both preservice teachers and students in our school. This reciprocal partnership provides growth for university students and professional educators and positive modeling of what it means to truly be a lifelong learner.

In order to enhance the social and emotional growth of our students, each classroom has a daily morning meeting where discussions are facilitated around growth mindset topics such as empathy, flexibility, resilience, optimism, and perseverance. Classroom Guidance lessons are developmentally aligned to foster the social-emotional learning of students. A school-wide Positive Behavior Intervention and Support system (PBIS) teaches respect, responsibility, and safety in our school. Monthly "bucket filling" assemblies celebrate the success of the school in these areas. Individual emotional support is provided by our school counselor or our district social worker. In addition, multi-tiered systems of support include interventions such as Zones of Regulation and check-in/check-out systems which are provided by the behavioral support coach, special educators, school counselor, and the school principal.

The physical development of our students is a priority and is viewed as key in helping students improve gross motor skills and mental focus. In addition, we value students' need for sensory, movement breaks. We provide these opportunities through physical education classes, two recesses each day, access to sensory movement paths within the school, an open gym before school starts, flexible classroom seating, and outdoor field trips in the community to parks and walking trails. Westview partners with the University of Wisconsin-Platteville for a yearly "Wellness Day" that promotes physical activity for our students. We have also begun participating in Global Play Day in which students are encouraged to play, without technology, for an entire day.

Students at Westview participate in cultural and learning extensions within and outside of the regular school day. Within the regular school day, students take part in programs such as multicultural lyceums, parent and community presenters, Opera for the Young, and performances by high school students. Outside of the school day, students can choose to take part in Lego League and Coding Club. We celebrate diversity by integrating within our curriculum topics that focus on areas such as black history, indigenous peoples, autism awareness, and women's history.

While COVID has presented many challenges, staff and parents have worked together to provide our students with as much normalcy and consistency as possible. We have students both in-person and virtual and we have made it a priority to ensure that all students are offered the same opportunities and that they continue to feel a part of the overall student community. This is accomplished through offering all activities

both in person and via zoom. These include Play 60 team participation, book club meetings, virtual Bucket Filling celebrations, virtual Kahoot challenges, and daily messages that are pre-recorded by the school principal. To further build our learning community we regularly plan outside activities such as sledding and a staff dunk tank at the end of the year. We are fortunate that as these allow students and staff to maintain social distancing.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

Since combining as a 1-4 building 5 years ago, we have been working to establish ourselves as a committed PLC school. Our efforts have focused on identifying our essential learning outcomes and building our curriculum around four essential questions: What do we want our students to know; How will we know when they have learned it; What will we do if they already know it; and What will we do if they don't know it yet? This process has helped us work together both in grade level teams and across grade levels to develop rigorous curriculums and use both formative and summative assessments to guide instruction.

In reading and language, we use whole group and small group instruction to engage our students. In reading, the primary focus is to instill a love of reading within our students. Mentor texts are used as read alouds to teach reading comprehension strategies and students practice these strategies when reading assigned or self-selected texts. High interest fiction and nonfiction texts are used and can be in printed books or passages or digital through the use of resources such as RAZ-kids and Epic. Literacy circles are used to engage students in higher level thinking. We also explicitly focus on reading foundational skills in grades 1-3 through the use of Discovery Phonics and Heggerty to teach phonics and phonemic awareness. Grammar usage and knowledge are embedded into instruction, along with a focus on building students' use and understanding of vocabulary. To integrate literacy, we engage students in narrative, opinion, and informational writing at all levels.

The goal in math is to ensure our younger students have a strong foundational understanding of number sense which can be built upon each year. Our math curriculum is closely aligned with common core state standards, providing a linear progression of skills. Math concepts are taught through the instructional approach of "build it, draw it, write it." This approach emphasizes the need for students to first use manipulatives to construct problems, then use pictures to represent their thinking, and finally write out the problem and explain how they achieved their answer. It also allows teachers to see at which stage students are learning and may need remediation. Exit tickets, scheduled formative assessments and summative assessments are planned by each grade level and utilized to determine student needs for intervention, reteaching and enrichment. Students also utilize on-line resources such as Zearn, Prodigy, Dreambox, MobiMacs and Xtramath to provide additional practice and enrichment. In grades 3 and 4, students are given pre assessments to determine current understanding of the grade level ELO being taught. If they demonstrate they already know a concept, students are able to work independently or in groups on applied math problems utilizing higher order thinking skills.

Social studies concepts are often integrated within the reading and language arts curriculum, but are also taught in isolation at least two times per week. These concepts include map skills, geography, history, economics, culture and Wisconsin history at 4th grade. Concepts are taught through a variety of modes including written text, videos, images and technology. Students demonstrate their knowledge through hands-on projects, written assignments and presentations such as flour maps, black history PowerPoint presentations, animal research papers, historical persona wax museum, etc. The content standards align with the Wisconsin Model Academic standards in both social studies and English language arts. To enhance learning, field trips within the community and state are scheduled to support these concepts.

Our science curriculum is a linear, spiraling approach in which earth, life and physical science are taught across all grade levels. Science is taught at least two times per week at each grade level, with the primary mode of learning being through hands-on laboratory opportunities. The focus is on helping students learn to think like a scientist. We continually work to align our curriculum with the Next Generation Science Standards. Students are asked at each grade level to make observations, ask questions, make predictions, form a hypothesis, and analyze data.

Moving to virtual instruction in March created multiple challenges for staff, students and parents. Our staff embraced this opportunity to create learning activities utilizing Seesaw and packets to keep moving forward, but recognized that what we had for resources and knowledge at that time was not meeting the needs of our students.

Upon returning to school in August we were able to offer in-person and virtual instruction options to families. We trained staff on Schoology and continued to utilize Seesaw to provide virtual learning platforms. Teachers continue to create learning plans that allow them to pivot to and from virtual instruction with fluidity. We also adopted Zearn as our primary math resource, allowing students access to math instruction no matter what learning environment they are in. In addition, we incorporate the following web based instructional resources to ensure access to students both in-person and virtually: Heggerty Phonemic Awareness, Google Drive for presentations and written language, Mystery Science and Social Studies Weekly.

The most impactful instructional change was making sure that our virtual students had grade level teachers meeting with them throughout each day and requiring virtual attendance when in-person students had to pivot to virtual learning. Maintaining high expectations for learning and attendance are the most important aspect of our practices in our current learning environment.

**1a. For secondary schools (middle and/or high school grades):**

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

**2. Other Curriculum Areas:**

We are fortunate to be a part of a community that supports student learning beyond core academics. Our district has made it a priority to maintain art, music, physical education (PE), technology and library literacy at the elementary level. Our students attend two or more non core areas everyday.

Students receive 30 minutes of music and art 2-3 times weekly. Curriculum concepts taught in both areas are aligned with national standards, with units that allow students to learn concepts that spiral into higher level skills at each grade level. Built into the music curriculum are opportunities for students to learn how to perform for an audience and how to be a good audience member. Each grade level prepares for and participates in a music performance. Students attend ballet performances, a live symphony, and perform the National Anthem. As a school, we also participate in Adopt a Musician with the Dubuque Symphony Orchestra.

In art, students learn key concepts while applying skills in artistic creations with various mediums including chalk, paints, pottery and weaving. Student art is chosen monthly to be displayed in local businesses. This school year, students continue to receive music and art in the classroom. Individual instrument bags were created by the music teacher, focusing instruction on rhythm, instruments, movement, listening to and reading music. Virtual students have asynchronous assignments and can meet with the teacher weekly.

Physical education is provided daily for 30 minutes, with health concepts taught once weekly. Students are not only taught gross motor skills through movement activities, but growth mindset concepts are reinforced on a daily basis. Our curriculum provides students the opportunity to participate in activities such as sledding, cross country skiing, wall and net climbing, corn hole, and badminton. Health concepts focus on learning about the body and nutrition. This school year, virtual students have asynchronous assignments and can meet with the teacher weekly. They are expected to record 30 minutes of activity in a log each day.

The school library/technology program at Westview is staffed with a full time library media specialist and part time assistant who work collaboratively with all staff to support and extend the needs of our students. The library houses a quality collection of media as well as a Makerspace area. Westview is a 1:1 school. First and second grade classrooms have classroom sets of iPads, while third and fourth grade classrooms have classroom sets of Chromebooks. Students receive instruction in digital citizenship and appropriate, practical and creative use of their devices. Reading and technology are infused in the learning process. The

library teaches students how to locate, evaluate, and use information while providing access to learning resources in a variety of formats. With activities such as virtual reality field trips, choice boards, video production, book clubs and celebrations, our students find a way to showcase their learning with others. This school year, the library has become the center for distribution of materials to virtual students with monthly exchange of books and materials. The librarian and assistant are the contacts technology support. While the library is not physically open, books are ordered and delivered on a weekly rotation to each classroom.

### **3. Academic Supports:**

Westview is identified as a Schoolwide Title I program. Our goal is to have every student in an equitable environment absent of barriers to learning. All students take part in benchmark assessments three times per year (Fall, Winter, and Spring). We use computer-based benchmark assessments to gather information and draw inferences from normative data and measure student progress. Additional reading assessments are administered that measure accuracy, fluency, and comprehension. This data is analyzed three times per year, along with classroom summative assessments. It is used to inform instruction at the classroom level (Tier 1), to identify students in need of additional supports to master grade level essential outcomes (Tier 2), and to identify students in need of intervention in foundational skills or extension beyond grade level (Tier 3). Tier 2 supports take place within the classroom, which includes additional small group instruction focused on reteaching or pre-teaching of concepts. Students who are in need of Tier 3 intervention support receive daily research-based interventions that address foundational skills in reading and math from an interventionist. Tier 3 supports for students needing to be further challenged are provided within the classroom through extension activities in specific subject areas.

Our staff strives to ensure that students serviced under disability labels receive access to the general education environment to the maximum extent possible. Through the PLC framework, our teams collaborate on inclusive practices and articulate essential learning to make it accessible to all students. The goal of this effort is to ensure equitable and intentional inclusivity in the general education setting. Our special education teachers provide specially designed instructional services as well as support within the general education classroom. This structure provides incidental benefits for all students who gain from the teachers' expertise in designing accommodations and modifications. In addition to academic support from special education teachers and teaching assistants, students are eligible for services related to their disability from our school's speech and language therapists, occupational therapists, and physical therapists. Our district also contracts with our local educational agency for additional services such as Deaf and Hard of Hearing Programming, Audiology, Vision Instructional Support, and Orientation and Mobility support.

Our English Language Learner (ELL) teacher services students who benefit from direct support in the classroom and/or indirect support through consultation with the general education teacher. These students are assessed annually to measure their acquisition and proficiency of language skills related to reading, writing, speaking, and listening.

Students who are identified as homeless are supported by the District Social Worker and School Guidance Counselor. Parents are informed of their rights and teachers are trained annually regarding the McKinney-Vento Homeless Assistance Act.

All of these supports remain during the current school year with adjustments being made to ensure safety of staff and students. Our classrooms remain in cohorts all day, which eliminates our ability to combine students from different classes to provide small group instruction outside of the regular classroom setting. In addition, to create smaller class sizes and allow for better social distancing, staff were pulled from support positions to teach in the classroom, leaving us short on both

academic and behavioral supports for students. Computer-based interventions are being utilized to address this issue. Students who are virtual receive support via Zoom, with some coming into school for therapies once per week.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Westview Elementary is dedicated to teaching our students within the Positive Behaviors and Instructional Supports (PBIS) model. All students enrolled at Westview are taught specific expectations for all school environments and are provided universal supports. The investment of time into the explicit instruction of expectations sets the foundation for a positive, healthy, and productive environment for all students to thrive. Students receive praise and recognition when they exhibit expected behaviors, go above and beyond in their daily work, or interact positively with other students and adults in the school building. Westview students and staff participate in monthly assemblies in which growth mindset themes are reviewed through skits, songs, and games. Classroom communities work together to earn rewards for their positive behaviors and dedication to their academics. We measure and celebrate achievement within the classroom and the school. Students receive recognition through announcements, communication with parents, and individual praise. Celebrations of achievement include reaching benchmarks as well as recognizing growth in a learning area, even if the student has not yet mastered the final skill required. This year, school assemblies, celebrations, and competitions have been modified to virtual platforms to continue student participation.

This school year, Westview staff has been intentional about staying connected with students and their families. Individually assigned iPads and Chromebooks provide all students the opportunity to access and engage in learning on virtual days, as well as in person. In an effort to provide equitable educational opportunities to students, those who are experiencing difficulty navigating virtual instruction receive services and support within the school building on virtual school days. The daily announcements have provided a bridge for in-person and virtual learners to remain connected. Throughout the school year, students in both learning environments contribute to the schoolwide daily messages. When there is a reward or special event for our in-person students, the staff work to make it possible for our virtual students to engage in the same or similar activity. Our virtual learning platforms allow our staff to remain connected to students through online office hours, class meetings, synchronous instruction, and monitoring work production through Seesaw and Schoology. To stay connected to families during this year, teachers offered Family Conferences in the fall and spring through Zoom.

### **2. Engaging Families and Community:**

Through partnerships with city businesses, services and members of the Platteville community, Westview is able to provide educational opportunities, experiences and support that help students achieve the high standards set for the school. Community support for the school comes in many forms. Our Snack Pack partnership program, supported by local business, provides families in need with food packages every Friday. Counseling services are conducted in the school and the Platteville Taxi gives rides to and from Westview as needed. There is a Community Resource Officer working with the school district to provide a positive relationship with students, staff and families. Business support includes a program called The Hillmen Art Connection. Local businesses financially sponsor the Art program while displaying work created by students. Westview gathers for celebrations like the Fall Festival, Science Fairs, and fundraising events with the support of an active PTO, which works to provide requested materials and funding.

Educational opportunities include tours of the Platteville Fire Station, Post Office, and Faherty's Recycling Center. Students receive valuable money saving lessons from Mound City Bank. First graders apply their knowledge of fractions when they travel to Papa Murphy's to create their own pizzas. Platteville leaders visit third grade classrooms to present and answer questions as part of their study of city government. Classes travel to the Public Library, which provides multiple programs and celebrations for Westview families. Annual events with the University of Wisconsin - Platteville include a Math and Reading Night where teacher candidates present lessons and a Science Night where robotics and biology students share their knowledge. The School of Engineering holds an expo each spring where classes explore this field. Our after school care program and additional optional school programs like Lego League and Coding are all offered through a partnership with the university.

Cultural experiences are provided in various ways including attendance of the Nutcracker Ballet and high school musicals. The school prioritizes these types of opportunities which recently have featured visits from African drummers, an Iditarod musher, beat boxer and published children's book author. Trips to the Rountree Trail, local farms and orchards and an annual trip to the Platteville Aquatic Center allow students to explore various business and recreational aspects of the community. Throughout the year, families are invited to share their own stories of heritage and history through projects and inviting families members in to present to classrooms.

During the spring shut down, Westview held special Friday learning events where all families were encouraged to focus on one topic such as reading, being active, or inventing. Staff traveled to homes to drop off meals and materials. Community organizations donated materials and supplies. Westview donated masks and gloves to the hospital, which they in turn provided back to Westview when supplies were replenished.

### **3. Creating Professional Culture:**

Embedded in our culture at Westview, teachers have a voice and many opportunities to provide input, perspective, and ideas around the day-to-day functioning of the school, as well as, instructional decisions to meet the needs of our students. The principal is present and involved in the everyday happenings of the school. She upholds an open door policy in which all staff feel comfortable approaching her with ideas and concerns. By maintaining open communication and supporting Westview students throughout the school day, staff feel valued by the Westview principal.

For the past several years, the building principal has demonstrated value in professional learning for staff. While the district wide process of building a Professional Learning Community is a newer journey, Westview has held this practice of collaboration, data analysis, and unpacking standards for several years. Through these discussions, the principal and staff members have grown professionally as the needs related to teacher practices are identified and addressed. The principal has placed value on acquiring materials, training, professional development and technology in order to build the capacity of her teachers.

This school year, an added focus of the district came with a sense of urgency to respond to racial disparities and other inequalities in our nation. Our district administration was quick to respond to the need to further educate our staff on misleading historical knowledge, awareness of cultural biases, as well as, a better understanding of the diverse aspects of all cultures present in our nation and school system. Book clubs were formed giving the staff autonomy to select the book of their choice from a book list. Virtual meetings consist of discussions among those reading the same book, those reading different books and guest presenters. Guiding study questions facilitate discussions. The books, discussions, and presenters are instrumental in changing the climate of our school by providing awareness. Teachers are better equipped to review content prior to sharing it with students to ensure the information is correct. Representation of multiple cultures are considered when selecting instructional materials. Teaching styles and learning styles are evaluated and considered when planning lessons.

Our teachers were fortunate to have a variety of technology and applications already in place prior to the transition to distance learning last spring. The Principal values input from teachers during all stages of the pandemic and supports their requests during the various transitions in instructional delivery. To promote consistency across grade levels, district administrators made the decision to have only one learning management system for the 2020-2021 school year. District-wide professional development provided teachers the knowledge to set up and manage the new system. Every Wednesday, teachers have time to collaborate and plan for all formats of learning and participate in professional development.

### **4. School Leadership:**

The leadership philosophy within our school focuses on decisions, practices, and beliefs centered on students and their achievement. Under the guidance and leadership of the building principal, the Westview staff work to create a learning environment that focuses on the academic, social, and emotional learning for all students. The building principal, along with the school's guiding coalition, model and demonstrate a

commitment to high expectations, standards, and professional practice. The principal places value on engaging staff in reflection of instructional practices and team procedures to ensure that the decisions that are being made are with a “students first” mindset. There is also an emphasis placed on collective efficacy around achievement and encouraging understanding of how each staff member and adult in our building plays a role in the learning and progress of all of the students within our school community. Collaborative teams, as part of the district’s Professional Learning Community, strive to build this foundation for student achievement.

During the current school year, the building principal, with guidance and support from other district leaders, put systems and procedures in place to provide safety and maintain the well-being of staff and students in our schools while valuing and focusing on the shared commitment to ensuring access to high levels of instruction for all students. Some examples of safety protocols include a school wide mask policy, hand sanitizing stations near building entrances, dividers within the work spaces of students in classrooms, reduced cohort sizes, and schedule adjustments to limit the crossing of cohorts by staff and students. In addition to physical safety protocols, the district and building leaders have had to adapt and adjust to meet the educational and instructional needs of students who have learned in a face to face setting, virtual setting, or a combination of both because of quarantine conditions and pivots between both learning modalities. Families can choose the instructional model they feel is best for their child. Westview staff work continuously to develop and sustain cohesiveness and continuity between face to face instruction and virtual learning across classrooms and grade levels. This prioritization provides many students at Westview the opportunity to learn and grow with successful face to face and virtual instruction amidst COVID-19. At the core of Westview’s leadership philosophy is the belief in our school’s mission to ensure learning for all.

## **5. Culturally Responsive Teaching and Learning:**

Within our school we shape our Positive Behavioral Support System (PBIS) of respect, responsibility and safety around the premise of being a “Bucket Filling School.” PBIS helps us build procedures and practices throughout the building that help create consistency for students for behavioral expectations, the concept of being a “Bucket Filler, not dipper” allows us to help students learn and understand how their actions impact the feelings and emotions of others. Within classrooms, teachers embed their instruction with lessons around acceptance, diversity, cultural awareness and inclusion.

The socio-economic needs of our students and families vary widely, which creates gaps, not only in learning, but also in access to food, clothing, transportation and mental health support. As a school, we work hard to identify students and families that may need additional assistance in these areas and then connect them to those resources. We have community partnerships that allow us to supply shoes, clothing, glasses and transportation to our students and families. School supplies are provided for all students, taking this financial burden off of families. Our school social worker, school guidance counselor and school nurse have developed a weekend food program for identified students to provide food security. We have created spaces within our building to allow for outside counseling agencies to conduct needed therapies to students within the school setting. We have a full-time guidance counselor, along with a full-time behavioral support coach that works with students both individually and in small groups.

Recognizing the need to enhance our staff’s understanding of the racial, ethnic, and cultural disparities in our country and within our own community, the focus of professional development has included topics such as white privilege, racism, and equity for all. We accomplish this through videos, book studies, and guest speakers. From these learning opportunities, our staff takes their learning and embed this into their instructional planning to ensure all students feel represented and heard within their classroom environment. Staff receive guidance and support in their work from a building level Equity and Diversity Coach.





## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The one practice that has been most instrumental to our ability to successfully educate and support our students since our closure in March 2020 has been collaboration. Every part of a child's growth in this school, whether it is social, emotional, academic, physical, or behavioral, depends on the effective collaboration among staff. Our commitment to the PLC process helps to ensure that every staff member plays a role in the success of our students.

Grade level and content area staff collaborate in their respective teams to develop synchronous and asynchronous instruction to ensure that all students, regardless of their learning platform, receive equitable access to achieving the identified essential skills. Responsibilities for instructional planning are divided amongst grade level team members, establishing levels of expertise from each teacher on a specific subject area. Lesson plans are created and shared to enable classrooms to easily pivot between in-person and virtual platforms. Specialists work with teams to adapt lessons for students to address the varying learning needs of students. Time is set aside during each planning period to address students' social and emotional needs.

Weekly building-level meetings provide the opportunity for staff to collaborate regarding expectations and best practices. We use this time to bring up concerns and troubleshoot solutions. Remaining in the forefront of these discussions is student-first decision making. This time allows staff to maintain connections and build a strong team-minded culture of learning.

To support the transition for students to the next grade level, teams identified skills and standards where proficiency was impacted because of the school closure. These potential gaps in learning were then shared with the subsequent grade level team in order to support the instruction of their grade level standards. The collaboration of vertical teams is necessary to articulate the progression and proficiency of academic skills over time.

Essential to all of this is the collaboration that takes place with families. Staff continually connect with families through virtual meetings, phone calls, digital newsletters, email, and video messages. Due to safety protocols, parents are unable to enter the building; however, student work is shared with parents through online learning management systems. Parents are encouraged to communicate with staff regarding questions and concerns. The principal, parents and staff are invited to meet monthly to take part in our parent-teacher organization meeting.

The success of our students is dependent on our ability to work together, collaborate effectively, and believe that all students can learn at high levels. This quote from education researcher Rick DuFour captures our commitment to collaboration, "In order to ensure all students learn at high levels, educators must work collaboratively and take collective responsibility for the success of each student." Our dedication to this process is what allows us to remain focused and work together to create an environment in which students are at the core.