U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

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

School Mailing Address 1 Veterans Parkway
(If address is P.O. Box, also include street address.)

Columbia   IL   62236-1147
City   State   Zip Code+4 (9 digits total)

County Monroe County

Telephone (618) 281-4997   Fax (618) 281-3605

Web site/URL http://www.columbia4.org   E-mail   becherer.april@columbia4.org

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Gina Segobiano
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail segobiano.gina@columbia4.org

District Name Columbia CUSD 4   Tel.   (618) 281-4772
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. Scott Middelkamp
(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, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. 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.

10. 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.

11. 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.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
   (per district designation): 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools

   4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city

   [ ] Suburban

   [X] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	53	64	117
3	60	73	133
4	78	78	156
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
Total Students	191	215	406

4. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    1 % Asian
    1 % Black or African American
    2 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    94 % White
    2 % 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 2016 – 2017 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2016 until the end of the 2016-2017 school year	6
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2016	406
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 14 %
    Total number students who qualify: 56

8. Students receiving special education services: <u>12</u> %

    <u>47</u> 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. It is possible that
    students may be classified in more than one condition.

<u>1</u> Autism	<u>9</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>7</u> Other Health Impaired
<u>2</u> Developmentally Delayed	<u>26</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>3</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school
    staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the
    school divided by the FTE of classroom teachers, e.g., 22:1   <u>25:1</u>

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    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.

To serve the educational needs of our young people by encouraging excellence in an environment which promotes the development of positive and responsible citizens.

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

PART III – SUMMARY

Columbia Unit School District #4 is located in northern Monroe County and includes a portion of St. Clair County in southwestern Illinois. The city of Columbia is partially rural with ample farm ground, but also suburban being located just minutes away from St. Louis, Missouri. CUCD#4 serves approximately 2,100 students ranging from preschool through grade twelve. The district operates four school facilities: Eagleview Elementary (Preschool through Grade 1), Parkview School (Grades 2-4), Columbia Middle School (Grades 5-8), and Columbia High School (Grades 9-12.).

Columbia has a population of 10,000 and growing, and is considered a middle-class bedroom community with many residents working in St. Louis. The community maintains high expectations for the school district and has a rich tradition of excellence and "home town" pride. CUSD#4 is the largest employer in Columbia and provides its own food service, transportation, custodial, maintenance, and after-school care programs in addition to the teaching and educational support staff. With many employees living in the community, Columbia truly "bleeds blue" for our Eagles.

Our school district focuses its mission to serve the educational needs of our young people by encouraging excellence in an environment which promotes the development of positive and responsible citizens. Parkview seeks to provide a quality educational environment that recognizes and meets the unique academic, social, emotional, and physical needs of the individual elementary student, while encouraging a positive self-image and responsible citizenship. At Parkview, we strive to meet these goals in many ways.

The Parkview staff has consistently been dedicated to curriculum improvement and development. As a high performing school, we continue to seek ways to enhance our curriculum and instruction. The implementation and increased use of Reading Rooms and Fountas and Pinnell Leveled Literacy Intervention have been important in the development of our Reading and Language Arts curriculum in recent years. Math consistency across grade levels, developing anchor tasks and math centers, and improving number sense among our students have all been a focus of professional development and have proven successful based on Parkview's math scores on The Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. Increased differentiation within the core classes has also been a focus of our school improvement and has shown to produce positive student results. Parkview has also been implementing the Next Generation Science Standards into the curriculum and is working with Columbia Middle School staff to ensure vertical alignment of the new science standards. Utilizing the Common Core State Standards, PARCC scores at Parkview have increased each year. An examination of the school report card shows 67% of Parkview students meeting and exceeding standards in 2017. This is up from 63% in 2016 and 55% in 2015.

Parkview effectively provides interventions to meet the needs of our students. Our staff uses differentiated instruction in core classes (Tier 1), while providing pull-out and push-in Response to Intervention (RTI) in reading and math. Additionally, Parkview utilizes a behavior component in Tier 2 and provides structured individual instruction for struggling learners, as well as implements accommodations in classrooms. We aim to meet each child's needs and encourage them to reach their full potential.

At Parkview, we also have dedicated specialty teachers as members of our teaching staff. Physical education, art and music teachers are licensed in their specific content area. A school social worker, reading specialist, school nurse, and librarian are all important members of the Parkview staff and support the social-emotional development and wellness of all students.

Parent support and family engagement programs are essential to the success at Parkview. Parents in the community value education and support the school. Students come to school ready to learn. The use of family engagement programs that occur within each grade level and school-wide builds a partnership between Parkview and the school community. Examples of parental support and student dedication include 83% of Parkview students completing the annual reading challenge in which students read independently in addition to the regular assignments each month and 31% of students voluntarily writing Young Authors books on their own time outside of school hours.

Parkview's well rounded and ever improving curriculum, explicit instruction, positive and caring climate for students and staff, and families that are engaged and active in education are what has allowed Parkview to achieve status as an Exemplary High Performing School. Parkview Elementary School is definitely an excellent school and worthy of the National Blue Ribbon School nomination and consideration. Parkview has a hard-working, dedicated, and caring staff of professionals in all positions within our school building. Effective shared leadership and collaboration among the Parkview staff, coupled with family engagement in education, provides a culture for learning and a caring climate for students.

At Parkview, we all have one goal - to help every student succeed to the best of their abilities. Every day, staff are observed caring for students, building and developing relationships, accommodating students' needs, encouraging students, differentiating for various ability levels, developing and improving curriculum, and modifying teaching strategies.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Parkview Elementary school is constantly striving to immerse our students in a language rich environment. The use of differentiation is imperative to reach the wide variety of learners in the elementary classroom. In reading and language arts, lessons are designed based on student learning styles. Student needs are met in both whole group and small group instruction, varying from interest, topic, and ability. Reading Rooms are a main focus of small group instruction with students completing literacy activities at their level while teachers conference with small groups of students to develop and improve reading skills. Learning is continually assessed, both formally and informally, and lessons are adjusted to meet individual student needs to promote success. Teachers implement data driven differentiated learning centers to reinforce skills required for comprehension of text across the curriculum. Educators guide students in making explicit connections through the use of supplemental materials such as fiction and non-fiction leveled readers, periodicals and thematic units in the content areas of science and social studies. Phonics and spelling instruction are guided by Words Their Way, a research based word study curriculum which encourages students to sort words based on specific word patterns. Mentor texts, chosen based on style, language, organization and conventions, are used to guide and enrich grammar, vocabulary, and writing instruction. When using mentor texts, students notice good qualities about a sentence and use those techniques in their own writing. Award winning literature serves to highlight exceptional reading and writing across many genres. A key component to effectively implementing differentiation is through small group instruction driven by the use of quality leveled text that reflects the best instructional practices and strategies.

Parkview Elementary School strives to provide its students with a comprehensive, student-centered mathematics curriculum. Parkview and the Columbia School District follow the scope and sequence of the Math In Focus curriculum from Houghton Mifflin Harcourt. Math In Focus is a Common Core curriculum, which is dedicated to Singapore math strategies and ensures students gain an understanding of basic number sense regarding both the "how" and "why" of math and what the numbers actually represent. To provide students with the best possible background in mathematics, Parkview increased the amount of time dedicated in math to 60 minutes of daily instruction beginning with the 2016-2017 school year. Throughout the math curriculum, a conceptual understanding and procedural fluency leads students to apply a variety of mathematical ideas in problem-solving. Students engage in anchor tasks during lessons which encourage them to explore and apply concepts, as well as develop perseverance in mathematics by sharing different approaches toward solving a problem. Individual needs are assessed and addressed quarterly through common formative assessments. Differentiating lessons to meet the various levels of students occurs throughout Parkview to ensure the students' progress. Additionally, students are presented with real-world problems so they can see how math exists in their world.

Students at Parkview Elementary engage in science lessons that are based on the Next Generation Science Standards. In 2016, Parkview Elementary began implementing the Next Generation Science Standards (NGSS) into the curriculum to incorporate learning through investigations and explorations. Through mindful vertical articulation, the teachers have created a well-organized curriculum that ensures the core ideas are covered for each standard in their respective grade levels. Grade level teams further collaborate to create lessons that include the three distinct dimensions of the NGSS: crosscutting concepts, science and engineering practices, and disciplinary core ideas. These concepts are met through science reading, whole class and small group science talks, inquiry based learning labs, and STEM activities. English Language Arts (ELA) and Math curriculum are integrated into the science curriculum through content rich texts, composing evidence and theories during and after labs, and constructing viable arguments, as well as critique of others work.

Parkview Elementary incorporates a Social Studies curriculum that focuses on history, civic responsibility, geography, and map skills. Students utilize interactive notebooks, current websites, and the Illinois Studies Weekly supplemental publication to enhance their understanding of our country with a special emphasis on our home state of Illinois. An instructional approach toward civic responsibility is employed in order for

Parkview students to understand and demonstrate what it means to be an exemplary citizen of our country. Application of skills is an important component in the Social Studies curriculum. Additionally, a cross curricular approach to instruction is implemented through the use of technology and writing skills.

2. Other Curriculum Areas:

Parkview provides numerous opportunities for students to have experiences in areas outside the core curriculum. The goal of the Parkview music program is to provide each student with the resources, instruction, and opportunity to learn and perform music to their highest level, while fostering a lifelong appreciation of the arts. Music instruction at Parkview is centered around three basic instructional deliveries; singing, movement, and playing of instruments. Recorder playing is added to the curriculum in third grade and maintained through the end of fourth grade. We are particularly proud of the improvisational unit, when students perform individual improvised solos on a pentatonic scale over a recorder jazz track. Music is considered as an "exploratory" program, with the appreciation of the arts as the main focus of the program. Opportunities are also taken to make connections with theater, dance, visual arts as well as other academic subjects.

Students are provided a specialized art program at Parkview with a goal of learning to enjoy, appreciate and create art. Various styles, cultures and periods of art are examined. Students create their own masterpieces, inspired by the elements of art, principles of design and famous artists. Each second through fourth grade student will have art class once a week for thirty minutes. We begin introducing basic concepts and practice fundamental skills which help students create more complex projects in our middle school art program. The visual arts are an important factor in developing a well-rounded student. Art is not only an essential part of Common Core learning, but it also develops aesthetic values, as well as uses critical thinking and problem solving skills which are not developed in other subjects.

Students at Parkview receive daily instruction in physical education. The physical education classroom balances instruction from a comprehensive curriculum that includes physical fitness, traditional and lifetime sports, team and leadership activities, and health. Accommodations are made to ensure all students receive age appropriate instruction and are challenged with meaningful best practices. Parkview students learn problem solving approaches to relational, mental and physical stresses. Additionally, students are encouraged to support national and global initiatives that unite people of all ages, races, and cultures through programs like Jump Rope for Heart and The Shoeman Water Project. These Parkview school and community involved activities spotlight awareness to universal health diseases, educate youth to select healthy lifestyle choices and prevention, and engage them toward finding solutions through personal and practical actions.

Research shows that school library programs, staffed by qualified school librarians, have a positive impact on student academic achievement. At Parkview, the library program provides a hub of technology and the latest information resources, helps foster critical thinking skills in students, instills confidence in reading and knowledge of language, all in a safe nurturing environment. Weekly, Parkview students are exposed to a variety of subject matter, authors, genres, and many different styles of writing. Students are also taught research skills and are provided a large inventory of both fiction and non-fiction, and research books.

Parkview maintains two up-to-date computer labs, as well as numerous Chrome books and tablets/iPads. Students are exposed to technology on a daily basis, whether researching projects, reading leveled books, or practicing math facts. Although serving our students in various ways to foster and strengthen their academic success is at the forefront of our goals, the library program also supports the teachers. The library is a place to connect educators to the current trends and resources for teaching and learning.

After school programs are increasingly recognized as crucial components of the larger learning ecosystem. Parkview Elementary offers two unique after school programs that are eight weeks in length and offered twice a year. Science, Technology, Engineering and Math (STEM) club provides a platform to extend our students learning in innovative and inventive ways that often align with the school curriculum. This environment offers time for exploration after school hours to help sustain interest in math and science as classes get increasingly harder. Chess Club teaches students the basic moves and strategies of the game.

The club also promotes peer teaching, collaborative learning, sportsmanship, and increases problem-solving skills. Learning and playing a game like chess sparks students' creativity. Playing chess helps unleash originality, since it activates the right side of the brain, the side responsible for creativity.

3. Instructional Methods, Interventions, and Assessments:

Parkview teachers deliver explicit instruction in all curricular areas. Through professional learning communities (PLC), teachers reflect and evaluate instructional approaches, in order to provide students with the best and most innovative resources available. Professional learning communities also allow teachers to examine data to determine the best instructional practices. PLC utilizes a team approach for teachers to share strengths and successes. With a high level of respect between teachers, consistent and open communication among teachers occurs throughout Parkview regarding instructional approaches to maintain consistent and effective instruction.

Differentiated instruction approaches are used throughout daily curriculum. Parkview teachers provide leveled questioning in every subject to ensure engagement of all students. Formal and informal assessments are utilized with instructional strategies adjusted according to student needs. Exit tickets and observations are also used to quickly and effectively modify instruction. Formal assessments are analyzed to determine the needs for review and remediation. To engage the students in higher level thinking, Parkview teachers use problem based projects and assessments across the curriculum to engage the student in real word learning with an emphasis in science and math.

Tiered instruction is included during a reading enrichment period using leveled readers and activities designed for different learning styles, across all grade levels at Parkview. Students are placed in flexible groups based on need of particular skill, enrichment, or interests using fluid grouping that change regularly based on formal and informal assessments. Parkview teachers recognize that each student has strengths and areas of need. Whether the need is enrichment, review, or remediation, teachers conference with students to maximize involvement and understanding. Students are also allowed to have some choice in their education at Parkview. Students often have the ability to choose between technology-based support, manipulatives, projects, and other styles of learning to engage all students.

In an effort to meet the reading needs of students at Parkview, second through fourth grade teachers use whole class instruction and guided reading daily. During whole class instruction, targeted skills are addressed and reinforced through a grade specific text. During Reading Room time, teachers use guided reading to meet the individual needs of students. Flexible grouping is determined using results from curriculum-based measures (AIMSweb) and Qualitative Reading Inventory (QRI) and/or the Fountas and Pinnell Leveled Literacy Benchmark System.

In math, anchor tasks are used regularly, followed by whole class instruction for reinforcement or re-teaching of the targeted skill. Using pre-assessment data and teacher observations during the anchor task, small groups are formed to be sure that students receive assistance at their instructional level. This ensures that skills and concepts are understood by all students.

AIMSweb is used as a universal screener as the first step in identifying the students who are at risk for learning difficulties in order to determine which students are performing at the 25th percentile or below. Additionally, classroom performance, Common Formative Assessment (CFA) data, and teacher input are considered to determine if a student should receive Tier 2 services. Students in Tier 2 reading are pulled from the classroom for thirty minutes, four to five times per week, in groups of four or less. In math, an RTI teacher or paraprofessional pushes into the classroom during instruction to support Tier 2 students. Depending upon individual needs, students can be pulled after whole class instruction for re-teaching and/or reinforcement of the concept or skill being taught. Progress is monitored to determine if students (both math and reading) are responding to the Tier 2 interventions.

The Staff Offering Assistance and Remediation (SOAR) team consisting of the student's classroom teacher, literacy specialist, RTI teacher, school psychologist, social worker, and the principal meet monthly to review the progress of Tier 2 students. At that time, it is determined if the student should continue receiving Tier 2

interventions, exit Tier 2 instruction, or receive more intense instruction at the Tier 3 level. If it is determined that the student needs Tier 3 instruction, he/she will receive instruction on a one-on-one or one-on-two setting in addition to the Tier 2 intervention.

Multiple options are used to assist students in Tier 2 and Tier 3 with the program determined by the students' needs. Small group instruction with RTI Literacy Specialist includes Fountas and Pinnell Leveled Literacy Instruction (LLI), Wilson Reading System, Reading Mastery, Corrective Reading, My Sidewalks, Reading A-Z, and National Geographic Theme Series.

In an effort to maintain high levels of achievement at Parkview, the teaching staff attempts to meet each child's individual needs by differentiating instructional practices within the classroom to develop students' skills, questioning to promote higher-level thinking, and providing interventions to close educational gaps that exist.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Honesty, respect, responsibility, and cooperation are the core character traits promoted regularly at Parkview. Character education is intertwined within the school day and at all opportunities. Parkview has students that display these traits each and every day. Second Step is a social and emotional learning program that is also taught by the school social worker at Parkview. We also celebrate good character traits that are demonstrated by students. Terrific Kids is a student-recognition program that promotes character development, self-esteem and perseverance. "Terrific" is an acronym for Thoughtful, Enthusiastic, Respectful, Responsible, Inclusive, Friendly, Inquisitive, and Capable.

Illinois 5Essentials Survey, which asks questions about a school's culture and climate, provides Illinois schools a snapshot of the school's likeliness to improve students' learning based on the results of the culture and climate within the school. Parkview Elementary School's performance on the 2017 Overall 5Essentials Survey in Illinois indicates Parkview is rated as "Well Organized" for improvement as a result of parent and teacher surveys. The "Well Organized" is the highest rating on the 5Essentials Survey on a five-point scale with Parkview scoring well above similar schools and Illinois schools on the rating scales.

The Parkview staff recognizes and understands that the climate of the school is of the utmost importance. Morale and climate can only be at its peak when strong relationships exist. A central belief of the staff is that the relationships built in school are what determine the success of the school. The positive climate and morale of Parkview begins before school starts with the principal and a number of staff members braving the outdoor elements on a daily basis to open vehicle doors and greet students and parents at morning arrival. Building these relationships puts parents at ease as they get to know staff and allows staff to welcome students as they arrive for the day.

Once the bell rings, the school principal begins the day with a big "Good Morning Parkview" on the intercom system, rotating classrooms each morning. During this time of announcements, character traits are stressed with suggestions for the day on ideas to be a positive citizen. Part of the morning message is led by students and includes inspirational messages created with teacher support. An example of a commonly heard message at Parkview is, "If you work really hard and are very kind to people, great things will happen in your life." The primary importance of these morning messages is to welcome everyone and encourage the school "family" to put forth the best effort possible, while caring for everyone they encounter throughout the day. A belief among Parkview teachers is that students will perform at the level expected of them. This is true regarding both academics and social settings. By setting high standards for behavior and promoting an environment of respect (respect your school, respect others, and respect yourself), a positive and caring climate exists throughout the building.

One aspect of a motivational school culture is that students take the initiative to help and assist throughout the school building. Students enjoy the opportunities to promote a respect for the school and help others. Student volunteers help in numerous capacities at Parkview, beginning before the school day begins. Under the supervision of staff members, whether as part of the morning greeting staff, recycling crew, cafeteria clean up, restroom monitors, computer lab crew or office assistants, Parkview Elementary students are active participants in helping the school maintain a positive and caring environment for all.

2. **Engaging Families and Community:**

Parent engagement and involvement are essential to successful schools. Parkview prides itself on community engagement and family relations. There are numerous opportunities for parents to be involved with the school. All parent events scheduled at Parkview have excellent attendance. An effort has been made by the Parkview staff in recent years to increase the number of opportunities for parents to visit the school due to the overwhelming success of previous events.

Second grade teachers have a Pop In For Popcorn Day early in the school year, for students to show off

their new classroom and read with parents. This is a great event to welcome second grade families to our school as the entry level students to attend Parkview. To close the school year and prior to leaving Parkview, fourth grade students perform a Wax Museum after researching a famous person. Parents and grandparents are invited to observe the students dressed as their character and tell their life story.

Throughout the year, there are many other family events planned and hosted by the Parkview staff. Fun events, including a parent/student breakfast and a traditional Open House, bring families together at Parkview. Educational events are also important to the Parkview staff. The reading specialist and staff prepare two RTI parent meetings to help parents understand the process of RTI and explain the curriculum and help parents gain knowledge on how to help their children become better readers. As a result of a parent survey seeking input on programs parents believe to be beneficial, Parkview and Eagleview (PK-1st) Schools combined to help parents understand social-emotional development and self-regulation. The social worker, school psychologist, speech language pathologist, and other district staff present and have break-out sessions for parents to gain valuable information to help understand child development.

Parkview also works closely with volunteer organizations to help students. The Parkview principal is a member of the Kiwanis Club and all CUSD#4 administrators are members of the Rotary Club. The Kiwanis Club has been an especially valuable community partner with Parkview, donating approximately $50,000 over a ten-year period. Working with the Kiwanis Club, KEEP (Kiwanis Educational Enrichment Program) was started to provide after school tutoring to students at Parkview. With an excellent RTI program at Parkview, this is the first year the KEEP funds were used to begin an after school STEM (science, technology, engineering, and math) and Chess clubs for students. The Rotary Club annually sponsors World Dictionary Day at Parkview and provides free dictionaries to all third grade students while discussing the importance of reading and dictionaries, even in our technology centered world.

Parkview and the Columbia School District also have an excellent relationship with our local police department. Patrol officers often have a presence at Parkview, as a method to interact positively with students. Police officers present information to students regarding technology safety, eat lunch with students, and participate in safety drills with our school.

Communication with parents occurs in many ways. Utilizing the Parkview school web page, a monthly newsletter from the office, weekly newsletters from the teachers, and social media (CUSD#4 Twitter and Parkview Facebook), a consistent effort is made to reach all parents and community members regarding Parkview news. Teachers also use many methods including the school website and various apps (ex. Remind101), our Skyward student management system, and Google Classroom to maintain effective parent communication.

As part of a community unit school district, many staff members live in the community and have or have had children attend Parkview. Parkview staff members are visible and active members within the community.

3. **Professional Development:**

Columbia's professional development exists on a district, school, and individual grade levels as needed. Through the School Improvement Team, Parkview teachers and principal work together examining student achievement data sources. Data sources include, but are not limited to, standardized tests, grade level common formative assessments, skill mastery, student observation, and classroom formative assessments. From this analysis, professional development plans are established with specific steps, timelines, and measurable goals. Recently, after data analysis and through critical conversations, it was determined support and professional development was essential in the curricular area of math. A math consultant was hired to assist in the shift to common core standards. The consultant participated during school institute days and provided summer workshops to staff. The summer workshops were attended by nearly all Parkview teachers, who welcomed professional development which challenged "old" practices and promoted teacher ownership of best curricular practices. We have recently concluded year three of this plan and our students have proven to excel in this curricular area. Very much like how this plan was initiated, teachers and administrators continue to analyze data. Both quantitative and qualitative data

sources indicate that our students are being exposed to a more rigorous curriculum with great success.

Technology is a large and growing educational component in schools. Many Parkview teachers have voluntarily participated in professional development activities to enhance the skills and knowledge needed to teach students in today's technology-rich classrooms. The Columbia School District has been providing professional development to enhance teachers' abilities with Google Classroom, Google Apps, Using Video to Enhance Your Curriculum, and Maximizing Student Engagement through Technology, among others. Professional development in the area of technology has given Parkview teachers confidence to teach and engage students in our 21st century classrooms.

Parkview teachers have also participated in Next Generation Science Standards (NGSS) training through a train the trainer program. School district science teachers, trained by the Illinois State Board of Education, participated with Parkview teachers to incorporate the NGSS into the curriculum.

With a very limited teacher turnover rate at Parkview, staff are also encouraged to complete independent professional development. The Parkview principal completed his doctorate degree in 2017 and a majority of the teachers have advanced degrees.

Education is demanding and our teachers know that students must be taught at individual levels. Thus, professional development is viewed as a means to support our teachers in reaching each child daily. Together, district and building administrators work to develop and maintain a growth mindset among the teachers.

Overall, the use of data drives professional development aligning with our school's challenges. Collaboration among the "Parkview team" is ongoing. Teachers are empowered and have a voice regarding professional development needs, resulting in ownership, teacher growth, and ultimately student success. Parkview professional development is relevant!

4. School Leadership:

In any school, effective leadership from the school principal is essential to having a successful school. The principal demonstrates leadership traits effectively through supporting teachers with curriculum development, celebrating student successes, developing school enrichment activities, maintaining positive and professional relationships with all stakeholders, and volunteering in the community. At Parkview, the school principal also sets personal goals to be visible, motivate and support staff and students, and be trustworthy. The Parkview principal works closely with all CUSD4 central office staff and building principals to maintain consistency across the district.

At Parkview Elementary, one of our mottos is that "everyone is a leader". The building principal challenges all staff members on opening day and throughout the school year to be a leader. Teachers are encouraged to be a leader in their classrooms and to be a leader throughout our school. Teachers take this message to heart. There are many leadership opportunities within the school. Parkview has an active School Improvement Committee with representation from each grade level, as well as a member from the specialty teachers. The school principal leads the committee, however, it is the teachers that often suggest and discuss ideas for school improvement. Discussions and accomplishments that come from the School Improvement team support and maintain a strong curriculum, improve assessment, differentiate teaching strategies, provide professional development, and build a positive climate and high morale.

The school also has an effective SOAR team. SOAR is an acronym for Staff Offering Assistance and Remediation and is used throughout our school district. It is also used in conjunction with our school mascot to help students soar like an eagle and take flight as our Eagle mascot would do. The SOAR team meets monthly to discuss students that may need academic interventions, such as RTI, or need assistance in the social and emotional area, such as social work support. The SOAR team consists of the principal, social worker, school psychologist, reading interventionist, and the specific student's classroom teacher.

Parkview also promotes good character through our Character Education team, with grade level teacher

leaders and a specialty teacher joining the principal to support students' character development and the mission of responsible citizenship. The Parkview Character Education Committee selects different organizations to support throughout the year. Whether it is philanthropic activities like collecting money, food, or supplies, Parkview Elementary School attempts to support various organizations that help children and families. This group also plans student and staff activities to celebrate the great accomplishments and promote positive character at Parkview.

In addition, there are many unwritten opportunities to step into leadership roles with all teachers. Participating in Professional Learning Communities and keeping an open and honest dialogue throughout the school supports our students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

As a high performing school, there are many great strategies being utilized at Parkview Elementary on a daily basis. The multi-tiered system of supports that are put in place for students is the one strategy that stands out above all others. Beginning with the Parkview SOAR team, as previously discussed, monthly meetings occur with the building leadership and teachers during the school day to discuss and provide interventions for students. Using data obtained from common formative assessments given quarterly throughout Parkview to determine student growth, AIMSweb progress monitoring screenings, running records, classroom assessments, and check-in check-out behavior interventions, the SOAR team determines the system of support that would be most beneficial for the individual child.

Although the SOAR team discussions center on students that are not performing to expectations academically and behaviorally, the multi-tiered programs support all students. The Parkview principal and reading specialist also meet throughout the school year to examine the data for all students to ensure each student is supported and monitored for growth. Reading Rooms at Parkview are designated rooms in which students receive on-level instruction daily through guided reading, differentiated math centers, and writing centers. The Reading Rooms are prepared through a collaboration of classroom teachers and designed to provide academic support for students of higher, average and lower abilities.

The tiered system of support occurs within the regular classroom by providing quality rigorous instruction that encourages critical thinking and implementing differentiated research based programs such as Words Their Way, as well as Science, Technology, Engineering, and Math (STEM) activities in the core curriculum. Extending the support to newly-created after school activities, the STEM Club and Chess Club allow students to develop their critical thinking abilities.

By providing this multi-tiered support system throughout the school, Parkview students achieve and succeed.