

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 (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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
 - 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	27	21	48
1	20	16	36
2	15	27	42
3	26	21	47
4	23	29	52
5	36	30	66
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	147	144	291

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 3 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 5 % 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: 6%

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 <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	9
(2) Number of students who transferred <i>from</i> 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)]	17
(4) Total number of students in the school as of October 1, 2016	290
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 12 %
36 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian, Arabic, Bengali, Chinese, Hindi, Panjabi, Shona, Serbian, Tamil, Telegu, Thai, Urdu

7. Students eligible for free/reduced-priced meals: 34 %
Total number students who qualify: 99

8. Students receiving special education services: 10 %
29 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>2</u> Developmentally Delayed | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10
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.	14
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.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 14:1

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%	96%	97%	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

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 Greendale School District, in partnership with students, families, and the community, is committed to developing leadership, creativity and educational excellence. By creating multiple opportunities for learning, each student's unique abilities are developed to achieve success and contribute positively to our global society.

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

The Village of Greendale was established by the U.S. Government during the Great Depression as one of three "Greenbelt" communities. Its development was a response to the desperate unemployment of the era and the urgent need to make housing available to the urban working class. Establishing a school was one of the priorities of the developing community and a Greendale school was opened in 1938 when residents moved to their new homes. Today, Greendale residents are an increasingly diverse population of 14,200 people. The Village continues to serve as a destination community because of its commitment to honoring diverse families seeking better opportunities for themselves and their children.

Greendale Schools serves approximately 2,600 students in three elementary, one middle, and one high school. In the past ten years, the district has become more ethnically diverse serving 75 percent white, 12 percent Hispanic, 3 percent Black, and 6 percent Asian students. More than 10 percent of students speak English as a second language. In Greendale Schools, 28 percent of the students meet free and reduced meal program qualifications.

College Park was built as an open concept school, with minimal divisions between classrooms, in 1972. The open concept design of College Park encourages a strong sense of community and allows staff and students to collaborate readily in all aspects of teaching and learning. The attendance area of College Park is economically diverse and includes multiple low-income-qualified apartment complexes, as well as homes in the middle- and high-end range of home values in the community. This economic diversity does not create any barriers to learning at the school. All students are welcomed, encouraged and their learning celebrated at College Park. Many families new to the school have shared that they made a choice to move to the school's attendance area because of its outstanding reputation among its parents. A small percentage of College Park students reside in different communities and their parents applied for the opportunity to enroll in Greendale Schools through the state's open enrollment program.

College Park's key strategy to support the learning of all students is a commitment to providing a welcoming school community. Staff strive to make all students and families feel valued and welcomed in the school through the creation of a warm and inviting school culture with a focus on customer service. The school is truly a "Community of Learners," where stakeholders work together cooperatively and collaboratively to help all members meet with success.

The sense of belonging at College Park begins in the school office with a staff who strive to be friendly, kind and eager to problem solve when concerns arise. Teachers view families as equal partners in student learning. Success is shared and celebrated with parents and guardians leading to a strong partnership in the learning journey of students.

Students celebrate each other through sharing of languages, holidays and traditions. They embrace the opportunity to learn more about each member of our school and embrace our shared and unique cultures. This sense of acceptance leads to a belonging that allows all students to strive to give their best with the support of a strong team of educators.

Student leadership contributes to the promotion of understanding and support of all learners. Fourth and fifth grade students are invited and encouraged to take part in leadership teams providing community outreach, enriching school climate and communicating goals to the school community. The students promote a positive school environment that values all learners.

College Park staff models a commitment to learning. Through team teaching, planning and a passion for their work, teachers create an enthusiasm and excitement for education that inspires students. A love of learning is apparent in every classroom each day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum at College Park builds an understanding of concepts and application of learning. The school works to determine the learning needs of each child while helping each meet the Wisconsin Academic Standards.

In reading and English language arts, teachers are highly trained in the workshop framework. Students are introduced to authentic literature beginning in Kindergarten, and throughout elementary school, students read a variety of texts and books they choose. At the early literacy levels, phonemic awareness, concepts about print, and sight words are taught in large and small groups as students develop the foundational skill standards necessary for success. Teachers include opportunities to practice these skills using rich and authentic literature. Classes then work toward reading for meaning and understanding, with multiple opportunities for practice and individual support in the classroom.

Throughout elementary school, teachers set specific learning targets within the reading and writing learning progressions, leading to students' attainment of standards in reading literary and informational text proficiently and independently by third grade. These standards are continued in our upper grades with students applying their understanding of characters, author's craft and theme to lead to deeper understanding of literary texts before moving to middle school.

In writing, students are introduced to the standards regarding types and purposes of writing. Students develop the skills to master standards in writing narrative, opinion and informational pieces. The curriculum integrates the standards of reading and writing allowing students to see and apply connections between the two curricular areas. By the end of fifth grade, students are able to write clearly organized pieces with supporting details and evidence to support their topics.

Similar to reading, teachers have received extensive training in the math learning progressions and the math practice standards. Using the Bridges curriculum, teachers focus on building conceptual understanding in math, expecting students to use multiple forms of communication about their math understanding. Students use pictures, written symbols, verbal explanations, manipulatives, and real-world situations to demonstrate their understanding of a problem. Third grade students link their problem solving to real world situations by creating a menu for Thanksgiving dinner that includes measurement of ingredients depending on the number of guests, and determining the order of cooking items based on elapsed time concepts.

For science, students engage in hands on activities in four science units annually. Strands of life science, physical science, earth science, and chemistry are included throughout the K – 5 scope and sequence. Students learn the scientific process for conducting experiments, recording and analyzing data in the process. For example, in fourth grade, during a unit on electricity, students build a circuit, including a switch, a power source, and a light bulb. In the process, students analyze when the light is on and off, and describe the process by which they designed their circuit.

Social studies curriculum includes a focus on service and being an active member of the community. The curriculum includes content in the areas of history, economics, civics, geography, and behavioral science. Literature and non-fiction texts are used to build background knowledge. Within units, teachers connect content to real-world topics and provide experiences for students, such as the fourth grade economics unit. This unit allows students the opportunity to create business plans pitched to community members based on a consumer need each determines in the community. Students make a prototype of the product, creating advertising strategies and a brief speech to share with community members who visit the class and provide feedback on the plans.

2. Other Curriculum Areas:

Greendale Schools provides specific instruction in art, music, physical education, and Spanish. Every student in grades K – 5 participates in general music 50 minutes per week, visual art for 50 minutes per week, physical education for 75 minutes per week, and Spanish 75 minutes per week. In addition, all students in grades 3 – 5 have the opportunity to sing in the choir. Fourth and fifth grade students have the opportunity to play in the orchestra, including a weekly small group lesson. Beginning in fifth grade, students have the opportunity to play a band instrument and take a weekly small group lesson.

Art includes two-dimensional art, three-dimensional art, and digital art. Students learn elements of design, color, and techniques of painting, drawing, and sculpting. Annually, pieces are selected for an art display in the public library.

Physical education curriculum promotes a healthy and fit lifestyle. A variety of activities are offered allowing all students an opportunity to explore multiple types of exercise. Team sports, including recess games, are included in the curriculum and the concepts of sportsmanship and fair play are included in these units allowing students to develop the skills necessary to collaborate and communicate well. Students are also introduced to Yoga, dance and tumbling to promote independent life fitness activities. The program also supports fitness outside of school time with an emphasis on outdoor play and recreation.

Music classes incorporate performance music, theory, and composers into the curriculum. Students share their learning through concerts twice each year, which include vocal music, rhythmic movements, percussion and other musical instruments. In addition to the general music classes, an average of one third of students across grades three, four and five participate in the performance groups of choir, orchestra and band.

Students begin Spanish instruction in Kindergarten. Early learners focus on numbers, colors, animals and verbs. By second and third grade, students acquire the use of simple sentences to share details about themselves, the community and geographic places. By fifth grade students are able to have short conversations in Spanish using known vocabulary.

Technology is integrated into classroom instruction and not taught in isolation. Students in kindergarten through second grade have iPads assigned to them for classroom use. Educational applications are added to the devices to support learning. Each child also has access to a Google account to create and store documents and presentations. Beginning in third grade children are assigned a personal Chromebook for their use. Teachers use Google Classroom to aid instruction and share learning materials for students. The safe use of technology is integrated into class instruction and covers topics appropriate for each grade level. Technology is viewed as a tool to acquire and share knowledge, as well as a way to practice skills, and is incorporated into all curricular areas.

The school library is available to students four days of every week, allowing ready access to new books. The library staff shares new books related to classroom learning during weekly full class visits creating additional excitement for literacy. Classroom teachers are present during these visits allowing them to support children in their reading choices. Students are also encouraged to visit the library each time they are in need of a new book to ensure students always have ready access to new reading materials.

3. Instructional Methods, Interventions, and Assessments:

College Park staff uses a collaborative and inclusive approach to support all learners. Being an open concept school facilitates this style of learning with teachers able to work together easily in flexible spaces. In addition, the staff has created a schedule to support teacher collaboration and planning within the school day. Academic screening takes place three times each school year using the STAR Assessment Suite for literacy and math. Teachers also give the Diagnostic Reading Assessment to each child. While these assessments give an overview of student needs, they are only one source of information. Classroom, special education, ESL, math and reading support teachers review additional data sources to assess student achievement.

The school psychologist, counselor, principal, reading and math specialists, and classroom, special education, and English language teachers meet every six weeks to discuss student growth. These meetings help the team determine appropriate intervention and extension needs during a daily intervention period. All students are placed in groups to allow them to take part in specially-designed learning that meets their needs during WIN or “What I Need” time.

More importantly, grade-level teams focus on classroom instruction that addresses the needs of each learner. During collaborative planning, clear learning targets are developed for each unit of study in literacy and mathematics. All teachers work toward helping students achieve these targets through differentiated plans. Each student takes part in pre-, mid-, and post assessments to measure growth toward school-identified standards. Teachers meet throughout the unit to reflect on growth and provide additional support or extension where needed. Whenever possible, support is provided within the classroom for English Learners and students with disabilities, allowing all teachers to work with multiple students in an inclusive environment.

The reading, writing and math instruction follows a workshop model. This means teachers offer a brief mini-lesson to introduce and model new learning. During these times students engage in the learning through strategies such as “turning and talking” with a partner, or “stopping and jotting” on a post-it note to share their ideas. These techniques engage all learners in the practice more than general questions to the full group. Following the lessons, students apply their learning independently or in small groups. The focus of independent practice in reading is on students reading books, of their choosing, and at their appropriate level, in the genre being studied. In writing, students are offered choices on topics within the type of writing being addressed.

During independent work time in reading and writing, teachers move through the room conferencing with students individually or in small groups. These conferences allow teachers time to check in with each student during the week. Conferences include time to review progress toward student set goals, provide positive feedback, clarify misunderstandings and end with a new goal being set. Additional teaching points are offered midway through the workshop and again at the end to bring closure to the learning for the day.

In math, students practice new learning with differentiated opportunities. Students may work in a small group on extension activities, gain additional instruction through reteaching or use math games to apply their new learning. Special education teachers and the math specialist often work in the classroom during the practice time to support learners.

All grade levels continue a focus on social studies and science curriculum to give students the background and skills necessary to master these important curricular areas. The learning includes connections to literacy allowing students the opportunity to practice reading and writing in new situations. Project-based learning in these areas is evolving and growing as teachers attend professional training opportunities to promote student voice and choice in authentic learning situations.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

College Park Elementary is a community of learners dedicated to creating an environment that allows students to take responsibility for their learning while encouraging the attributes associated with being good people. The school culture is built on the Attributes of a Greendale Graduate, which include character development, critical and creative thinking, communication and collaboration, and personal wellness. The ongoing goal and focus in the building is to encourage, empower, and celebrate all learners. Teachers are included as learners and their work is valued and supported through a strong focus on collaboration.

School climate and culture is fostered through the use of yearly themes to support our school goals. Examples of themes include: My Kindness Counts at College Park, Building Bridges to Success, and You Fit Right In At College Park. These themes are supported through classroom and school learning focused on the attributes listed above. Each month focuses on development of the attributes at a level appropriate for young learners supporting the broad concept of being good people and taking responsibility for our choices.

The work toward developing strong character begins by emphasizing kindness and acceptance of others each September, leading into anti-bullying work in October. When considering citizenship, students have opportunities to support others through collecting funds such as our “Pennies for Puerto Rico” penny war held this year. Students also recruit adult volunteers as blood donors during our yearly “Pint Sized Heroes” blood drive, or raise money for our Special Olympics Team by supporting faculty jumpers in the Polar Plunge each winter.

Additional attributes are reinforced and celebrated through all-school assemblies featuring student leadership and participation, interactive bulletin boards, student-led incentive programs, cross-grade-level activities, and book of the month selections read in each classroom. Community outreach and charitable opportunities, as well as family connections, broaden the scope of learning. Student input is valued and has contributed to the building of a strong sense of belonging and community within the school. At College Park, students learn the power of being part of a positive community.

The open concept of the school removes barriers to teachers learning from each other. Teachers are committed to learning from and supporting each other. Schedules to promote teamwork are supported through common planning time during the school day, allowing flexibility and time to collaborate. Teaching teams focus on student data when planning, using formative assessments to guide instruction and make adjustments where needed. The expertise of our reading and math specialists, special education staff and teacher of English learners are utilized during planning to help support all learners in their classrooms. This collaboration leads to an inclusive school where all children are learning with their grade level peers.

Teachers are involved in decision making regarding schedules, student placement and professional development needs. The needs of teachers vary and the staff are allowed to make choices on meeting times and strategies that work best for their team. While all grade level teams work toward the same goals, they are offered flexibility in their path toward meeting the expectations. As professionals, their unique needs are considered and honored.

The school culture that has been cultivated, has allowed students, and staff, to truly celebrate and learn from each other. Each takes time to learn about and honor the different cultures, languages, learning and developmental needs, and talents within our school. The students appreciate and value each other, but, more importantly, this inclusion and appreciation of others allows for collaboration, communication, social and academic learning to flourish. The community of learners at College Park celebrates what makes each person unique, encourages positivity, and promotes success for all in the building as they collaborate and learn from each other.

2. Engaging Families and Community:

College Park strives to develop and maintain positive relationships with its families and community members. This is evident from the moment one enters the building and can be seen in the many activities and experiences, both within and outside of the school day. The sense of belonging is also evidenced by survey data compiled each spring. The five-point survey, with a score of five meaning strongly agree, showed parents in agreement with all statements on the survey regarding school culture and communication. The three highest areas, with average scores of 4.68, were “My child’s learning is a priority at this school,” “I am proud to say I have a child at this school,” and “The teachers, staff and administration at this school show a genuine regard for my child.”

Communication with families is key to a successful partnership. Weekly updates are sent to all families, highlighting successes and important events. College Park also has a strong presence on social media, allowing families to choose when, where, and how to receive the shared information. Teachers and staff communicate with families through classroom newsletters, social media, and in-person exchanges on a daily basis. Parents and families feel connected to the daily activities and events at the school. The multiple methods of communication allow families access to learning and events in several ways allowing them to support their children’s learning and feel connected to their child’s education. As communication modes are added, student achievement has improved and parent survey data shows parents feel well informed.

College Park has an active Parent-Teacher Organization (PTO) that supports the school by providing funds for field trips, celebrations, classroom materials, and learning opportunities to all students. Families, teachers, and staff collaborate to host family events such as school picnics, dances, dinner and raffle nights, and family fitness opportunities throughout the school year. These events allow the school community to continue to grow by strengthening relationships. Monthly PTO meetings allow for teachers and staff to share information with families on topics such as school goals and incentives, curricular information, special events, school safety and continued learning. The topics covered are chosen by the parent group, in conjunction with the principal, based on feedback gathered from families.

Teachers at College Park welcome family volunteers and visitors for daily activities as well as larger celebrations of learning. Volunteers can be seen working with students individually and in small groups during academic tasks, assisting teachers with preparing classroom materials, and chaperoning field trips. Writing and reading celebrations are held throughout the year in every grade level, welcoming family members into the classroom to experience the learning that our students have completed. Teachers strengthen this partnership with families further through shared expectations and the ongoing communication of students’ success and areas of need.

College Park has reached out into the community as it continues to build on its culture of awareness, acceptance, and inclusion. Student groups work to identify needs in the community and implement school-wide charitable opportunities. Connections to College Park families increase participation. Money has been raised to support causes such as Muscular Dystrophy research, Puerto Rico Hurricane Relief, and Special Olympics. This work encourages students to show kindness beyond the school building, creating a strong tie to people in the community and school who may benefit from these efforts. Grade levels connect each year with local political leaders, community organizations and businesses for hands-on learning, and police and fire personnel are present and active within the building as students explore personal wellness and safety education.

The relationships within the school building and reaching outside to families and community make the school stronger. They allow students to find success both academically and socially as they interact with and learn from others.

3. Professional Development:

Professional development plans are designed to increase academic growth, and support of the whole child and socio-emotional learning. Professional learning is offered through district initiatives with additional time to support building needs. Topics are determined through review of academic and behavioral data,

teacher feedback, and survey data from parents and students. The use of data to identify learning needs has allowed the school and district to focus efforts on meaningful professional development. Teacher leaders work collaboratively with the administrative team to plan professional development opportunities. Teachers have a strong desire to continue their professional learning and have advocated for strong programs centered on needs identified.

The yearly professional development model includes learning throughout the year. In August, teachers are able to choose workshops tailored to their specific learning needs. These may include subject area sessions, such as a focus on our math, or reading and language arts curriculum, or short workshops to support new learning and initiatives in technology or work on inclusive practices. These sessions change each August based on teacher survey responses from the spring.

A College Park Data Retreat was added to the August professional development choices the past two summers. All classroom teachers requested being a part of data discussions and analysis to allow them to better develop learning plans based on data goals. These four-hour sessions allow the staff to set collaborative goals for the upcoming school year based on the most recent data sources.

The impact of the use of data to determine professional learning needs is apparent in the increased proficiency on state tests with 74.6% of our students scoring proficient or advanced in English/Language Arts, and 73.4% of students achieving at proficient or advanced in Mathematics placing College Park significantly above the state average. In addition, the gaps in learning between all demographic groups in the school have significantly closed. The commitment to planned collaborative time to review classroom data allows the staff to focus on needs throughout the year and provide strong instruction to support all learners.

Additional summer learning is added based on teacher needs and requests. As the district transitioned to a full workshop model of literacy instruction, teachers were in need of additional support. The learning journey began through sending groups of teachers to New York to attend the Teachers College Reading Institute. Teachers returned with new knowledge that was shared with grade level teams across the Greendale School District. As the work continued, teachers requested training for all teachers of reading.

Over the last three years, the Teachers College has been invited to the district to provide summer learning in the teaching of writing and reading. During the one-week sessions, teachers are immersed in the learning and prepare to implement the new strategies when children return to school. Teachers of students with disabilities and students who are English learners are included in these growth opportunities allowing a strong continuum of learning for students receiving additional support and specially-designed instruction. This professional development has led to stronger implementation of the program leading to increased student success in literacy.

During the school year, five half days are included in the district calendar to promote continued learning to help support district and school initiatives. These sessions are planned by a team of district teacher leaders, principals and the director of instruction and learning. At the elementary level, teachers have requested and planned for focused learning during the year. Prior years have included work toward mastery of math standards, deeper learning of the standards in English and Language Arts, and this year the focus has been on increasing student achievement through use of the reading workshop model following the summer institute.

Building meetings are professional learning time. Monthly, after-school meetings are led by teacher leaders and reflect current needs identified in the school to support school climate initiatives, literacy and mathematical learning. Book studies are utilized at the building level to support professional learning. When beginning the work on mathematical standards, teachers used the books *Number Talks*, and *Principles to Actions* to aid in their learning. To enhance the work in literacy, teachers have used the works of Jennifer Serravallo including *The Reading Strategies Book* and *The Writing Strategies Book*. Additional articles and book excerpts are shared with teachers to enhance learning in all areas of study.

A commitment to professional learning is enhanced with the opportunity for the principal and teaching staff

to attend professional conferences. Each year, teachers attend learning events such as the Wisconsin State Mathematics Conference, Wisconsin Summer Math Institutes, Literacy and Coaching Institutes at the Columbia Teachers College, and Project Based Learning at the Buck Institute. Teachers eagerly share their learning with their colleagues during collaboration and staff learning times.

4. School Leadership:

In a strong community, leadership is shared between members. The decisions and plans at College Park are based on identified student needs using data to drive decisions. A continuous improvement model of analyzing data, creating plans for improvement, measuring progress and assessing results is used. The principal coordinates the work of teams as they create plans for growth in the areas of literacy, mathematics, and school culture and climate, and provides the supports necessary for continued growth and learning for all members of the community.

The principal encourages reflection of practices and individualized learning opportunities for teachers as well as students. Teachers are given opportunities to take risks in attempting new instructional strategies, based on student needs and best practices, and are supported in their work with additional resources and learning. These new practices are assessed and successful implementation strategies are shared with others. This cycle of continuous learning leads to improved academic accomplishments for students.

All teachers strive to provide leadership to the school. Formal opportunities for leadership are available as district grade level facilitators help determine the focus and professional development goals at the district level. Within College Park, teachers lead and serve on goal-setting teams, serve in advisory roles on problem-solving teams, serve as technology facilitators and lead professional development for building staff.

Student leadership is valued and encouraged. Including students in the goal setting for school climate gives them ownership and pride in the school. All students in grades four and five have an opportunity to serve on the leadership teams that lead this work. Student insights are critical to improving school culture, and their enthusiasm to grow and improve as a school leads to increased engagement for all students. The shared leadership philosophy, with a basis in the continuous improvement model, has led to continued academic growth and achievement for students, and a positive school climate as reflected in student and parent survey data.

A summer leadership retreat is held with incoming fifth grade students each year. Students who volunteered to serve on leadership teams in fourth grade are invited, along with other students who have potential to develop as leaders. The students review general behavior data and determine an area in need of improvement, then create a plan for improvement.

Last summer, students chose conflicts on the playground as an area to improve. They determined that the playground was not set up to support engaging recess play for all students. In groups, students created a map of the playground to meet the needs of all students. They reached consensus on the plan after measuring the area, considering a budget for new equipment and sharing their ideas. The final plan was shared with the building and grounds director and PTO Board. Based on the student recommendations, new games were painted on the blacktop area and additional equipment was purchased. Their work led to a decrease in recess conflicts this year.

The fourth and fifth grade students continue to set goals during the year, to help improve learning in reading and math, in addition to creating a positive school climate throughout the school year. The student leaders determine community organizations to support, strategies to engage students in their learning, and continue to review data and help create the adjustments necessary for improvement. The older students share their work with younger students and serve as positive role models in our community.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The strategies for success at College Park are based on strong collaborative practices supporting a community of learners. The school, and individual teams, use a continuous improvement model to drive instruction and learning for each student, leading to high achievement for all learners. Through strong connections with students and families, and each other, an inclusive and collaborative learning community has been built.

The focus on the creation of a strong community uses a proactive approach to building a positive climate. Expectations are clear with an emphasis on doing what is right and kind, over rules or consequences, leading to a positive learning community. The work on character education creates an environment where students strive to do their best and support others in their work to do the same. School culture is also enhanced by a commitment to creating a welcoming environment for all members of the school community, including parents, students and staff. This sense of community, and commitment to working together, leads to increased student achievement.

A shared commitment to all students is apparent when visiting classrooms or observing team meetings at College Park. Students with disabilities and English learners are included in classrooms and supported in class whenever possible. Strong teaching partnerships are in place with easy access to the expertise each of our teachers brings to the school. Classroom teachers consider each child in the class his or her student, and provide differentiated opportunities to support all of their learners. College Park is a team that works together to ensure all students are learning and growing.

The continuous improvement work adopted over the past few years has led to increased student achievement through the implementation of collaboration focused on the model of professional learning communities. Teacher collaboration provides time to determine clear and specific learning targets, and answer the question of what do we want students to know and be able to do. The next step is to determine how we will assess learning, through the use of pre-assessments, formative checks throughout learning cycles, and post-assessments to measure learning. Teachers work together to consider where students may struggle due to reading difficulties, disabilities or language challenges. Plans are put in place to support learners early in the process allowing them to experience success. In addition, teachers create plans to challenge those learners who may be at higher levels of achievement.

Student leaders are also key to success as they work together to address challenges and support their school. Children feel they are a vital part of the community by taking on classroom jobs beginning in kindergarten, providing support as “buddies” to young learners, working as cadets to support students during lunch and recess, and serving on school leadership teams. The student leaders create goals for school climate and also provide input to reading and math goals. There is a sense of pride for all students, as they know they are highly valued and important members of the community of learners.

College Park’s success is truly a team effort that would not be possible without the shared ownership of all students, commitment to welcoming all members of the community and an excitement for learning shown every day by teachers and students. The school models the importance of a focus on learning, supported by celebrations of success and the commitment of all stakeholders to doing their best each day. College Park is an inclusive and collaborative community of learners leading to success for all members of the school.