

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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 8 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	32	27	59
K	25	29	54
1	24	33	57
2	30	25	55
3	24	30	54
4	35	35	70
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	170	179	349

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 1 % 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	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2016	329
(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: 8 %
28 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 41 %
Total number students who qualify: 144

8. Students receiving special education services: 18 %
62 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>7</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>20</u> Developmentally Delayed | <u>5</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>21</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: 1
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.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

"We at Parkview strive to motivate, inspire, educate, support and energize our students toward growth and success in their learning by providing love, caring, safety, meaningful connections, and self-confidence."

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

With a population of about 7,300, New London sits just Northwest of Appleton on the Wolf River. A primarily blue-collar town, strength of family, education, community, and pride are abundant qualities with the people who live and work here.

Established in 1852 for its logging prospects and access to the river, it quickly became a lumber town. New London has a huge St. Patrick's Day parade annually in which the city renames itself "New Dublin" for the week. Several industries call our area home including Tyson Foods, Steel King, and Bemis of North America. These businesses provide the bulk of employment for our citizens, whose average family income, is \$49,000 (according to the census of 2010).

Parkview Elementary, built in 1969 and expanded twice, is located on the Western side of the town across from Historic Hatten Park. This park was the primary location for New London High Schools sports games for many years. Offering a wealth of nature to explore, this park is an extension of the learning that happens at Parkview as students and staff take advantage of its educational opportunities. The school also sports a large green space for baseball, soccer, and other activities. Parkview School is the largest of the four elementary schools in the district, with a current enrollment of about 340 students.

The school climate is one of teamwork and success for all students (our district mission). Implementation of Positive Behavioral Interventions & Supports (PBIS), Wee Thinkers, and consistent expectations has helped our students to understand our goals and encourages them to take an active part in providing a safe and caring place to learn and grow. A full-time counselor works collaboratively with our school psychologist, nurse, and other community organizations to help us meet the needs of our students. As a Title I school, our reading specialist is available for both students and teachers to address strategies and needed support. We are also lucky to have a full-time English Language Learner program and certified staff to work with our bilingual students. Our bilingual community and program are also engaged in multilevel celebrations highlighting their cultures throughout the year. Students have access to a computer lab, classroom sets of Chromebooks, Virtual Reality Systems, Spheros, a Smart Table, iPads, and Osmos.

To encourage independence, fourth-grade students take the lead in many activities including a school-wide mail program called Wee Deliver, Mall in the Hall, Bus Buddies, Big Bulldogs, flag raising, daily announcements, Student Council, and fourth-grade mentoring their Kindergarten friends. Students may also participate in Spanish club, Chess Club, Ski Club, Girl Scouts, and Boy Scouts, in addition to community activities and sports through New London Parks and Recreation and other youth programs.

Community support and involvement are crucial to the success of students. We have a strong Senior Tax Exchange Program (STEP) where senior citizens volunteer in our school in exchange for tax credits. This serves both generations as friendships and mentoring occurs. Through the partnership of local businesses and the School District of New London (SDNL), Bulldogs in the Community, efforts complement the pillars of character that we teach daily by embracing our monthly values. We partner with the Seal a Smile program through Waupaca County which offers sealants and dental exams to our students at no cost to them. Our local dentists also visit our school and teach dental health as well as providing free toothbrushes to our first-grade students. The school nurse organizes health days where students are screened for hearing and vision. Our Parent Teacher Organization is vital in strengthening the connection between school and home by hosting events, fundraisers and supplementing instructional materials for classroom applications and continuing to provide family-school connections.

Our curriculum has evolved through the years to become strong, focused and results driven. The implementation of Math Expressions in 2009 has resulted in significant growth in math scores and helped to narrow the gap for our struggling students. In 2013 and 2014 Teachers College and Lucy Calkins' Units of Study in Reading and Writing were added to support a balanced literacy approach to learning. The Readers and Writers Workshop model has also raised the level of success for all students; to complement these approaches for universal instruction with 90-minute blocks for both math and literacy, we continue to evaluate their effectiveness using data. Since 2015 the iReady program provides progress monitoring, rich

data analysis and lessons in math and reading, thus personalizing goals and strategies for students. Parkview offers a Four-Year-Old Kindergartner (4K) program with advanced screening and opportunities for support before starting the program. Breakfast and after-school care with homework support are also available to our families.

In addition to traditional instruction, Parkview Elementary and the SDNL is proud to offer summer enrichment programs, academic support programs, and sports programs for all our students to extend our classrooms. A summer library reading program is offered to our students through the public library, as well as learning opportunities through the Park and Recreation department. As you can see, we are a school that is a thriving part of our community, providing a hub for learning and support to all our students and their families.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Parkview Elementary we believe in educating the “whole child.” We provide our students with experiences that align with our district's mission “Success for All Students.” We refer to the Common Core State Standards when researching, designing, and implementing curricular decisions. Parkview teachers consistently apply best practices across the curriculum as a way to support students academically, socially, and emotionally. We rely heavily on the professional judgment of our teachers. We know that each year brings a new set of challenges, abilities, situations, personalities, strengths, and weaknesses in our student population. As much as we would like to think that our curriculum is “one size fits all,” we know that all programs are only as successful as the teachers delivering them. In this light, SDNL is constantly providing updated training and support for our educators.

Parkview Elementary implements 90-minute blocks of Readers and Writers Workshop for our primary literacy instruction. In addition to the 90-minute block of literacy instructions, students also receive instruction in phonics and word study. All four elementary schools within the District are aligned and quarterly meetings take place by grade level to discuss norming student writing samples and to collaborate on learning. In addition, the District has a Literacy Team for intervention. This staff meets monthly to assure strategies and expectations are in line and consistent. Parkview has a full time Reading Intervention coach to adjust and support what is happening in both regular and special education classrooms. Each classroom is well stocked with literature for classroom libraries that allow personal choice in reading material. These libraries are reviewed and updated annually with \$250 allocated for personal classroom libraries each year. Parkview compliments literacy in the classroom with family outreach literacy nights a minimum of 2 times a year. With the units of study in the workshop model, nonfiction texts have integrated well with our science and social studies instruction. This is a continued area of focus for our school as we move to expand in these curricular areas. A number of staff members have had training in the philosophy of Lucy Calkins and Teachers College even traveling to New York to attend conferences and train with Lucy herself. Through Readers and Writers Workshop, students continue to lead their learning with goals for continuous improvement.

Our math curriculum is Math Expressions which provides hands-on and problem-solving learning opportunities for students. Our move to this program in 2009 has proved to be highly successful as shown in the increase of our state test scores over the past 5 years. Students work to build a strong understanding of numeracy and number sense and focus on the application of understanding how to solve a problem. Justifying their answer and understanding their mistakes impacts individual and group growth. The program also offers advanced coursework and reteaching opportunities. Teachers are able to monitor progress through unit assessments, formative checks, and daily work.

Our science and social studies instruction are built around the State Standards. Each grade level team has units created specifically around these standards. The units may differ in specific topics or materials, but the core ideas and crosscutting concepts build on each other from grade to grade. Parkview teachers utilize STEAM activities when possible to help enhance the problem-solving abilities of our students. Our district is in the process of searching for a published curriculum that meets the diverse needs of our students. Our primary focus has been on assuring that our students are at a high level of literacy and math competency.

We have a full Four-Year-Old Kindergarten (4K) program in which we provide high quality, developmentally appropriate experiences through play-based instruction to all four-year-olds. The 4K program is offered at each elementary school and a community collaborative approach with partners at Head Start and the Day Care Center of New London. A wraparound daycare program is also offered at the community locations. The program gives children an opportunity to learn to share, follow directions, and begin the foundation for learning that will occur in elementary school. We value early intervention and offer several screener days throughout the summer for our incoming students. Working together to preserve early childhood education creates a stronger connection between home, school, and community. Making 4K a part of our school community helps them to transition into Kindergarten more smoothly. Studies show that

children who attend preschool programs are less likely to need special education services or be retained, and are more likely to graduate from high school and pursue post-secondary training. These are the opportunities we want for our students, thus beginning their career here at Parkview with the promise of success!

2. Other Curriculum Areas:

Parkview School is committed to producing well rounded, problem-solving, forward-thinking students. We offer integrated curriculum in many areas such as music, art, physical education, technology, and bilingual programming to help enhance and prepare them for future challenges.

We have two 30 minute lessons per week with our music instructor. Curriculum pulls in knowledge from many other areas, but most prevalently from math. We pull history into our appreciation of various musical styles. The older students focus on the science of sound waves and the anatomy of the voice and ear. Through vocal performances, the students learn to read music. We teach the recorder to our 4th-grade students as an introduction to the band program offered in the intermediate school. They utilize these skills with a performance at our holiday concert. The intermediate school visits us in May to encourage and try out different instruments, also offering rental and summer lessons. They analyze musical theatre pieces to establish the choices of instruments which represent different facets of the plot. We have students who participate in our Talent Show often showcasing their musical abilities.

Our students receive 45 minutes of Art weekly. Creating ties to the curriculum is a focus. A study of artists and their techniques might lead to a period in history they are currently studying in the classroom. Emphasizing the STEAM model of learning, they use a variety of medium and make recycled projects. The art created is displayed around the school. Several pieces are chosen to be shown at a Wolf River Art Show and on a monthly rotation at the District Office. Pieces are judged and chosen to be framed and hung in our district office. A drawing contest provides an opportunity to have their work printed on placemats for Lion's Club events. Teachers and visitors are encouraged to write a "Fan Letter" to a student, and a ribbon is awarded for their work. The artwork is often posted to a website where families can purchase items with the student work printed on it.

With a focus on increasing physical health, our students receive three 30-minute classes of Physical Education every week. Parkview focuses on the development of the whole child. Classes are designed to incorporate movement skills, health and nutrition, and character education. Our classes are taught by a certified Physical Education instructor. In conjunction with the class, students participate in a mileage club walking program which promotes the benefits of walking and the importance of leading an active and healthy lifestyle. Our instructor often goes outside during recess periods to interact with the students and encourage activity.

With technology being a top priority in the world today, our district goes above and beyond to invest in our students' skills. We have invested in both digital and text-based technologies. Students have a weekly class in the computer lab, as well as a minimum of 30 minutes a day in the classroom with Chromebooks. They have access to iPads, Virtual Reality systems, Spheros, a Smart Table, Osmos and classroom Smartboard technology. Ongoing training for teachers helps to encourage the use of these different opportunities within the classrooms. Our Technology Educator is always available to help with new projects and ideas.

At Parkview, we have a transitional bilingual program in which non-English speaking students are taught English as their second language. In order for them to increase their academic proficiency, instruction in their native language is essential. This has helped our bilingual students close the gap in their academics as shown by our state test scores over the past 5 years. We also have a Spanish club that meets weekly in which all students can participate. This promotes leadership opportunities for our bilingual students and offers a chance for them to share their culture and language with grade level peers. This goes nicely with our STEAM goals developing key learning skills such as cognitive thinking and problem-solving and enhancing the ability to multitask.

3. Instructional Methods, Interventions, and Assessments:

Parkview staff is committed to providing a learning curriculum that meets the personal learning needs of each of our students. We recognize that different learning styles and abilities affect our students' academic achievement and optimize core instruction with effective curricula, instructor delivery, and assessment monitoring. We follow the RtI framework modeled after the state's multi-tiered system of support. This helps to identify students who need more intensive support or personalized instruction.

The educators in our school are provided with exemplary instructional resources such as our Reading and Writing Workshop model through the Teachers College and Lucy Calkins. The workshop model allows for teachers to deliver the curriculum while still allowing student choice in what they read and write. Through formal and informal assessments teachers differentiate instruction to challenge and support our learners at all levels. The consistent language and teaching instruction grow with our students from Kindergarten through the upper grades setting the foundations for success. Our instructors are provided ongoing training and support to ensure this quality teaching continues. We utilize Rigby and Developmental Reading Assessment (DRA) as formative and summative assessments to determine growth in this area and help to identify additional personalized student goals.

Our success in closing the gap is due in large part to our Math Expressions curriculum. Since its adoption in 2009, our school has shown tremendous growth and achievement with all of our students. This system provides opportunities for fluency checks, quick quizzes, tests, math talks, partner work, student-led teaching opportunities, teacher observations and anecdotal records. For example, after a quick quiz, students who did not master the concept would participate in a reteaching lesson while others participate in practice or challenge opportunities. Many teachers use goal setting strategies and small group work as well, to implement the program. We have a Math Coach on staff who helps to ensure the validity of the program. The district has updated the materials each time a new version has been published including the hands-on materials and resources. It is a top priority to keep our students moving forward with continued success.

A daily opportunity called Bulldog Time allows 30 minutes of core instruction through a computer program called iReady. This program personalizes instruction for students in Math and Literacy. Ongoing assessments help the program to adjust to the individual needs of the student and provide important information to help drive our instruction in these core areas. This time also allows for teachers to provide small group and/or one-on-one intervention or enrichment instruction.

Historically, over the last 5 years, Parkview Elementary has consistently closed the achievement gap for all of the subgroups in both reading and math according to the Statewide Assessment at the time. In 2013, 29.7% of our economically disadvantaged population scored proficient in ELA wherein 2017 that number rose to 69%. For math in 2013 the percentage of proficient for the economically disadvantaged was 40.5% and in 2017 it grew to 64.3%. Students with disabilities scored 15.4% proficient in 2013 in ELA which increased to 38.5% in 2017. Similar results were found in math as well for students with disabilities scoring 7.7% proficient while in 2017 30.8% was the number proficient. A combination of push-in and pull-out programs provide supported grade level instruction while meeting individual needs. Finally, the percent of ELL students proficient in ELA in 2013 was 25% with an increase to 50% in 2017. Math was identical to ELA with 25% of ELL students proficient in 2013 to 50% in 2017. Collaboration with other certified staff such as special education teachers, bilingual teacher, school counselor, and school psychologist has been a key factor in our school's success.

Our grade level staff meets monthly along with specialists such as our Title I instructor, School Psychologist, ELL instructor, and curriculum advisor to go over monthly data on our students. We brainstorm ideas to help those students who are still struggling and those who need more enrichment. This team approach helps to utilize all professionals and create well-rounded solutions. Our school participates in a Data Retreat in the summer to go over the data on incoming students, set goals, identify special needs, and discuss with former teachers any issues we should be aware of moving forward. This gives us an opportunity to 'hit the ground running' when the students arrive. Our instructors are committed to providing the best education for our students, preparing them for a successful future.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Parkview, we truly look at ourselves as a big family, since school is an intrinsic part of our students' day. We promote togetherness through our Character Pillars of self-discipline, caring, cooperation, respect, responsibility, diversity, fairness, trustworthiness, and citizenship. We teach many character traits some of which are empathy, understanding, and acceptance. Students are recognized for receiving a "Bulldog of Character" slip through our PBIS program of pride points. A necklace with that character trait is proudly presented to them, along with recognition at the assembly where families are invited to attend. Classrooms that earn 10 class pride points for overall great behavior within the school choose a special recognition. Individual students can also earn Principal Pride points that can be entered into a drawing for various prizes. A staff member is also acknowledged for awarding the pride point to the student.

We utilize many students as leaders in our school. Student leaders organize many other activities throughout the year which support the community. We sponsor a Red Ribbon Week, Student Council Kindness Week, Homecoming Week, Walk to School Week, bicycle Safety Week, food drives, fundraisers for needy families, Christmas Gift Drive, and monthly all-school walks (weather permitting!). Our fourth-grade families plant and sustain a school vegetable garden which is harvested throughout the summer. The lunch program promotes new foods by offering a sampling of different items several times a month. Our school offers small group counseling to help students with similar issues, as well as outside counseling that comes to the school. We offer a breakfast program, on-site vision, dental and hearing screenings, a clothing closet, school milk breaks, and the backpack program which sends families in need of assistance snacks and meals for the weekend. We assist parents by providing after-school care, all of which helps to promote a healthy, student community.

Our staff is one that is totally committed to the education of our students. We have monthly staff meetings where teachers share ideas, brainstorm solutions, and make decisions for activities. Our grade level teams meet weekly to collaborate in order to support the teaching of curriculum and the needs of our students. Our Sunshine Committee supports the emotional health of our staff through various celebrations and potluck luncheons. This year each staff member in our school is receiving a personalized letter from the Sunshine Committee thanking them for their work with our students. Everyone from the cooks to the afterschool custodians is included because when you are a family everyone matters.

2. Engaging Families and Community:

At Parkview, we encourage family and community togetherness. We build these relationships through a variety of fun, educational, and engaging activities before, during, and after school.

Parkview has a strong and involved Parent Teacher Organization (PTO). They provide monthly evening events for students and families to participate in, such as our Halloween Dance, Bingo Night, and the End of the Year Family Picnic. The PTO fundraising efforts support the learning of our students through field trips and technology purchases, which include iPads, Chromebooks, and a sound system in the gym used for school assemblies, and events. To help encourage a healthy and active lifestyle, PTO funds have provided various playground equipment and have built an outdoor pavilion for students to enjoy.

Parents are an integral part of their child's success at school through helping with nightly reading logs, math homework, and different reading/character incentives. This active parent connection ensures to maximize student achievement. We utilize many parent volunteers who are all screened with background checks. Volunteers are used in many ways throughout the school day. Some examples are field trip chaperones, help with reading and math practice, support during art class, and popping popcorn on Popcorn Fridays.

Community collaboration can be seen in many ways throughout the school year. Community members bring in K9 reading dogs monthly to provide extra reading support to kindergartners. First graders take a

field trip to the public library to acquire their own library cards which encourages future family visits. Members from local businesses come in to share their knowledge for Junior Achievement. Science curriculum is enriched by local TV weather reporters coming in and New London Park and Recreation providing a Tour of Trees at Hatten Park, which is located across the street from Parkview. We also contribute within the community by ringing bells for the Salvation Army, sponsoring food drives, sending Valentines to the local nursing home, and participating in the Bulldogs in the Community sponsored holiday parade float and Bulldog Dash.

To involve our families Parkview hosts multiple events that are well attended. These include Open House, Breakfast with Grandparents, Breakfast with Moms and Dads, Book Fair, Family Dinner Night, monthly Character Education Assemblies, Math Morning, and Literacy Night. Parkview encourages a constant flow of communication between parents and school through student agendas, Thursday envelopes, classroom and school newsletters, quarterly report cards, reading logs, Parent/Teacher conferences, and sharing assessment data. For our bilingual families, translators are available for phone calls and conferences. Most documents are available in English and Spanish.

Students' social, emotional, and academic education are enhanced by the strong relationships Parkview has with families and the community. This has been an integral part of our success and helped us to close the gaps.

3. Professional Development:

The SDNL provides multiple opportunities for professional development and training during the school year and summer months. There are 11.5 professional development days scheduled into our calendar. To utilize experts in our district, training is often taught by SDNL staff. As a way to maintain consistency between the four, grade level teams meet regularly to discuss curriculum, assessments, and rubrics. We also team with other school districts within the area to help complement our professional development needs, for example, EdCamps.

Math Expressions has been a main component in helping us close the gaps in math achievement. To ensure the fidelity of the program and to see the results we hoped for, the school district provided a variety of learning opportunities for Math Expressions. Prior to implementation teachers visited an area school district to observe Math Expressions in action and to gain firsthand knowledge of the curriculum. Representatives from Math Expressions came to the district multiple times for training and professional development during the first few years. These opportunities were available to teachers, paraprofessionals, and administrators. A district Math Coordinator is available to our staff and provides additional training when there are updates to the Math Expressions curriculum.

Our building goal continues to focus on student growth in reading fluency and comprehension. To help build teachers' knowledge in this area the district provided opportunities in and out of district for training in Rigby, DRA, Literacy Link, PRESS, Wisconsin State Reading Convention, Reading and Writing Workshop training, etc. Over the last few years, our staff development days have provided grade level teams, time to collaborate with a workshop specialist, ensuring best practices for student learning. SDNL has also teamed up with Viterbo University to provide an opportunity for multiple teachers to earn their 316 Reading Specialist License.

To help provide for our students' social and emotional well-being, all staff at Parkview have been trained in WEE Thinkers, a social thinking curriculum. This provides a common vocabulary for both staff and students. The district also provides opportunities for staff to be trained in Nonviolent Crisis Intervention, Autism Spectrum Disorder, and RtI.

Technology continues to be a focus in New London. A variety of training has been provided over the years, including Google Docs, Google Classroom, Skyward, VR goggles, and iMovie. Just as we differentiate for our students, our district provides opportunities for differentiated professional development. Staff is able to choose learning opportunities to best fit their technology needs.

Due to well-trained staff through a number of different professional learning opportunities, Parkview School has continued to close the achievement gap in all subgroups in both math and ELA. Our district's strategy of this type of professional development continues to ensure our students' future success.

4. School Leadership:

The School District of New London is proud to promote autonomy for their staff. They are grounded in the district mission statement, Success For All Students. Regardless of leadership, and specific staff, the culture, and internal leadership remain committed to the philosophy that it takes a team to achieve. This dedication to the success of all students at Parkview is shown by our ability to close gaps.

New London trusts the knowledge and experience of their teachers and encourages professional learning community models for collaboration to lead our decisions. In this model, analysis of data is at the heart of what we do, and the student is at the center of all decisions. This means collecting and analyzing data related to student growth is not only at the classroom level, but is also discussed at monthly building wide grade level data wall meetings. Our team's commitment to meeting students' needs involves using all of the experts in our building, including reading specialists, special education teachers, school psychologist, bilingual teacher, and classroom teachers.

New London is also committed to providing the resources teachers need in their classrooms to enhance instruction. One example of this is when the reading workshop model was implemented. Teachers were given a budget to build their classroom libraries. Parkview Elementary has cohesive teachers willing to step up and take on different leadership roles. These roles may include being part of the Parkview Advisory Committee, Math Leadership Team, PBIS Committee, Parent Teacher Organization, and Technology Committee. Teachers also lead extracurricular activities including Student Council, WEE Deliver Mail Program, Mall in the Hall, Spanish Club, Chess Club, and Book Clubs. These committees and activities are integral parts in not only the academic success of our students, but also their social, emotional, and behavioral growth.

Students are the future leaders of our world, and at Parkview, we build their leadership skills by modeling effective leadership qualities. Students are encouraged to take on leadership roles in our school community. Student leadership opportunities include flag raisers, Mall in the Hall Staff, WEE Deliver Mail Carriers, Big Bulldogs, fourth-grade reading buddies, bus helpers, and student council members. Taking on these leadership roles helps build self-confidence, responsibility, commitment, accountability, and communication skills in our students.

At Parkview, every person custodians, teachers, paraprofessionals, principal, cafeteria workers, students, secretaries has a key role when it comes to our students' educational success. We believe our success in closing the gaps is due to growing together in a collaborative environment where we share our ideas, time, failures, and accomplishments. Everyone at Parkview is a leader in their own way.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Staff at Parkview believes the implementation of Math Expressions has been the most influential component that helped to close the achievement gap. According to National Science Foundation (NSF) funded research, Math Expressions helps children make sense of math by exploring, discussing, and demonstrating their understanding of key concepts. Students use a variety of strategies and models to think deeper and lead their learning. A major difference between Math Expressions and our previous math curriculum is the use of math talk and the number of student opportunities to lead their learning.

In the 2009-2010 school year, when SDNL first implemented the program, it was a gradual process starting with K – 3 the first year then adding additional grade levels in the continuing years. On-going support was provided by our district mathematics coach who not only collaborated with staff regarding classroom instruction but also began Math Mornings as a means to inform parents about the various models/techniques being used in their children’s classrooms. Following implementation, staff was encouraged by the success of students and found the rigor of the curriculum to meet the needs of the SDNL Standards in the area of Mathematics. In order to continue the fidelity of the program, Math Facilitator meetings began in 2013-2014 for grades K-6 embedding Math Practice Standards within the instruction, and ensuring equity and access for all students to quality mathematics instruction via worthwhile tasks. Data is continually analyzed in a continuous improvement model and to meet the needs of all students.

Classroom teachers at all levels continue to collaborate, and successfully implement, each unit at individual grade levels. Staff is also encouraged to attend annual workshops provided through Wisconsin Mathematics Council and the Wisconsin Statewide Mathematics Initiative. Finally, our Director of Teaching and Learning, our district Math Coordinator, and building principals continue to support and participate in all Math Facilitator meetings and secure needed resources. With the recent update to the Math Expressions curriculum, staff was recently trained and provided current resources and hands-on manipulatives to support student achievement.

Prior to the implementation of Math Expressions, the Wisconsin State Assessment showed that SDNL was below the state average. Since the implementation of Math Expressions, SDNL has steadily increased and surpassed the state average.

Having Parkview staff 100 percent committed to this math program, has been instrumental in our school's success. Seeing a steady growth in student achievement since Math Expressions implementation, it is hard to deny the overwhelming impact it has had on our student achievement.