U.S. Department of Education
2020 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 Mr. Jonathan A Dixon
      (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Park View Middle School
      (As it should appear in the official records)

School Mailing Address 365 Dockery Road
      (If address is P.O. Box, also include street address.)

City South Hill   State VA   Zip Code+4 (9 digits total) 23970-5222

County Mecklenburg County

Telephone (434) 447-3761   Fax

Web site/URL https://mcpsweb.org/?page_id=28758   E-mail jdixon@mcpsweb.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* Mr. Paul Nichols   E-mail pnichols@mcpsweb.org
      (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mecklenburg County Public Schools   Tel. (434) 738-6111

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. Gavin Honeycutt
      (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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration 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.

4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.

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

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

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

1. Number of schools in the district   4 Elementary schools (includes K-8)
   (per district designation):   2 Middle/Junior high schools
                                         2 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. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [ ] Suburban
   [X] Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	98	75	173
7	95	80	175
8	99	78	177
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	292	233	525

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
   the school (if unknown, estimate):   1 % Asian
                                          40 % Black or African American
                                          7 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          48 % White
                                          4 % Two or more races
                                          100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 11%

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, 2018 until the end of the 2018-2019 school year	31
(2) Number of students who transferred **from** the school after October 1, 2018 until the end of the 2018-2019 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1, 2018	530
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

Spanish, Arabic

English Language Learners (ELL) in the school: 6 %

                                                        29 Total number ELL

7. Students eligible for free/reduced-priced meals: 66 %

          Total number students who qualify: 348

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

                                                                 <u>63</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>8</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>24</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>32</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9.   Number of years the principal has been in her/his position at this school: <u>1</u>

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school 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>18:1</u>

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	94%	95%	94%
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 2019.

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.

The mission of Park View Middle School, in partnership with family and community, is to provide all students with a quality education, within a safe environment, supporting the development of intellectual growth, effective communication, wellness, and life-long learning in a rapidly changing 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

Park View Middle School is located in Mecklenburg County, Virginia. Mecklenburg County is a resource-limited, rural community comprised primarily of residents with low socio-economic status. The closest major cities are Raleigh, North Carolina located 73 miles away, and Richmond, Virginia, located 86 miles away, which have many more resources and opportunities. While the economic, cultural, and social barriers that face our students make our mission to create competitive global citizens much more difficult, they also make it much more important. In the face of these barriers, at Park View Middle School, we maintain high expectations for success.

Many of our students have never traveled outside of Mecklenburg County. They lack real life exposure to different experiences and opportunities that other middle school students in affluent communities are afforded. Park View Middle recognizes that in order for students to dream beyond what they see in their own neighborhoods, they must be witnesses to a wealth of experiences that will inspire that dream. Over the years, Park View Middle has organized trips for students to visit the Virginia Aquarium and Marine Science Center, the National Museum of African American History and Culture, several other museums, colleges, and cultural events. These experiences have sparked an interest in many of our students to pursue colleges, universities, and careers that will take them places outside of the borders of Mecklenburg County.

While it is our vision to prepare students for global citizenship, we are committed to grooming our students for local leadership roles. Park View Middle has several events yearly that expose students to career opportunities in Mecklenburg County. One of the most well received events is our annual career fair. Park View Middle's career fair gives students the opportunity to converse with small business owners, emergency response workers, bankers, educators, medical professionals, military, and local government officials. Students have the opportunity to ask specific questions about their professions, their journey to get where they are, and in some cases get some hands-on experience with the tools that they use in their jobs. After career day, students give feedback on which business they would like to learn more about. The businesses come back to school and have small group conversations with students. Students walk away from these events with not only a better idea of what career options await them locally, but with valuable information on what they may be interested in pursuing in the future.

Over the years, Park View Middle School has faced its share of challenges. These challenges have inspired our staff to reflect on our mission and change our instructional practices to be more data driven, student-centered, multi-sensory, collaborative, and curriculum-oriented. With a strong focus on differentiation and personalization of instruction, students have been able to flourish and make significant gains academically. Park View Middle has taken on a shared decision-making approach to school improvement. This gives a voice to all stakeholders and creates a level of ownership from all members of the school community. This, in turn, leads to a clear focus for the overall success of our school and our students.

Data driven instruction helps Park View Middle recognize instructional gaps and improve achievement for all students. Our philosophy for assessing is to enhance learning. By utilizing targeted formative assessments, teachers have the ability to provide corrective instruction based on student data prior to more formal summative assessments. Teachers throughout the school and across the division come together to create classroom and common assessments that help teachers recognize student strengths and weaknesses in content and in skill specific areas. Teachers provide students with meaningful feedback throughout instruction so that they are aware of their weaknesses and can be more deeply engaged in their own education.

There is an equal mindset at Park View Middle School for continual growth for students as well as for staff.. Staff members model for students what it means to be a lifelong learner. Professional development days are held periodically to keep teachers up to date with evolving pedagogy and up to date technology enhanced lessons. Teachers are encouraged to attend regional, state, and national conferences to learn from other professionals. Our division uses federal funds to support teacher professional development. Many teachers continue formal education, which they must fully fund out of pocket. We are fortunate that there are many teachers at Park View Middle School who hold advanced degrees in content areas which directly align with

best instructional practices.

Park View Middle School has also embraced the fact that in order to be successful, we must serve the whole child. With increasing numbers of student cases suffering from depression and other mental health issues, trauma, and suicide in adolescents, teachers and staff have worked tirelessly to build relationships with students to let them know that they are available to support them socially and emotionally as well as academically. Along with the two official school counselors, many other school personnel serve as confidants to students and assist in any way that they can to support the wellbeing of students. There are limited options for therapy, counseling, and mental health treatment in our immediate area. Despite this critical shortage, Mecklenburg County Public Schools and Park View Middle rely on every available resource to create wrap-around services to ensure that our students are cared for mentally and emotionally. The entire staff is committed to making sure that all students feel welcomed, valued, and loved as they are the most important part of our school family.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Park View Middle School is committed to making sure that all students are successful academically through the implementation of equitable instructional practices. This is achieved through individualization and differentiation of instruction for all students. Through the use of student learning data, technology, cross-curricular integration, and embracing Virginia's Five Cs, teachers have been able to create a learning environment where students are able to receive the academic support necessary to fill gaps in learning and accelerate growth. Recognizing that each student has different interests, learning styles, and needs, our teachers work hard to build relationships with students and learn what works for each individual. Armed with that knowledge, teachers are able to create a student-centered learning environment where students feel seen, heard, and valued.

Mecklenburg County Public Schools is fortunate to have a wealth of technology available in classrooms to support and enhance the learning experience of all students. Each classroom has a smart board. This technology not only allows teachers to project information to the entire class, but gives students the opportunity to interact and manipulate information projected on the board to solve problems and make deeper connections. Each student also has available to them a laptop which is used to complete assignments, take assessments, receive computer-based interventions, and interact with content through the use of technology.

Data-based decision making is the cornerstone of our academic program. Our school recognizes that differentiation without data is a guessing game. Data can provide the necessary information for targeted intervention that students need to grow. Data from Virginia Standards of Learning tests serves as one data point for aligning instruction in core content areas. Additionally, Park View teachers work collaboratively within our building and across the division to create assessments with the appropriate rigor and alignment to the standards using the curriculum framework, test blueprints, and other resources on the VDOE website Data received from these assessments are used most frequently to ensure that students are mastering content and receive intervention that they need to reach mastery of the content.

The Virginia Department of Education has made a commitment to creating future-ready learners through its Virginia is for Learners initiative. Virginia is for Learners has a strong focus on equipping students with the tools necessary to be competitive in the workforce of the future. Part of this initiative has been the introduction of Virginia's Five Cs. The Five Cs are Collaboration, Communication, Critical Thinking, Creative Thinking, and Citizenship. They outline the necessary skills students need to possess to ensure future success.   Park View Middle School has embraced the Five Cs and what they mean for the future success of our students. Our teachers work hard to intentionally embed elements of the Five Cs into daily instruction as appropriate.

As a school, our central focus is on building literacy skills and integrating literacy strategies in all content areas. This cross-curricular integration of literacy strategies not only helps deepen student's understanding of reading strategies and concepts, but also shows students that content does not occur in isolation in real life. The real world requires that students take knowledge gained from all content areas and use that knowledge to solve problems daily. We must show students that all areas of curriculum are tied to college or career pathways. It is the shared responsibility of all staff members to ensure that students leave our school with the skills necessary for future success.

1b. Reading/English language arts

The Virginia Standards of Learning establish a rigorous Language Arts curriculum that has a strong emphasis on all aspects of the English Language. This includes building reading fluency, increasing grammar skills, and sharpening writing skills. The ultimate goal is that students will learn the skills

necessary to be able to communicate effectively and comprehend information no matter the media by which it is delivered in future educational and professional environments. Students are exposed to a variety of literary genres throughout their Language Arts instruction. This variety of literature is used to assist students in finding their passion for reading, and help students make connections to their everyday lives, link past and present instruction, and align other content areas through literature and writing.

The Language Arts department implemented the A.C.T. (Access, Choice, Time) reading workshop framework in each block. This framework gives students Access to appropriate literature, Choice in the literature that they read, and Time to read each day. For thirty minutes each day, students are allowed to read a book of their choice. Each day, the teacher selects students to have a conversation about the book that they are reading. During this time, teachers are able to engage the student in deeper thinking conversations about what they have read, as well as make connections to skills that they have learned during instruction. This framework not only helps students build reading stamina to help them sustain through the long passages on the Standards of Learning tests, but it gives teachers the opportunity to see what interests students so that they can integrate some of those interests into their instruction.

The writing process is explicitly taught and reinforced throughout the year to help students build skill in this area. Class time is spent each day analyzing and editing writing samples, writing in response to literature, or writing in response to a prompt. These formal and informal opportunities for students to utilize the grammar, sentence structure, word usage, and punctuation skills that students have learned. This is done with the intention of building writers who can communicate effectively through writing in future educational and professional settings.

Students who are below grade level receive remediation during school hours, and also have the opportunity to receive after school remediation at certain times throughout the year. Many of our dedicated staff members also regularly volunteer their time to tutor students after school as well. Students with disabilities receive interventions from a highly qualified special education teacher, as well as from their general education teacher. Students who struggle with reading, but are not identified as having a disability receive intervention led by a highly qualified general education teacher. All students who struggle benefit from the use of a research based leveled literacy intervention program. This program systematically helps students build all skills necessary for reading comprehension, while building reading fluency. This is done with the intention of leveling the playing field for students who struggle and accelerating growth to help students catch up to their peers academically.

1c. Mathematics

The Virginia Standards of Learning for middle school math instruction begins in sixth grade with building on previously learned basic number and operations methods, measurement, geometry, and probability skills. Sixth grade students also take a deeper dive into pre-algebra skills, such as solving single step linear equations involving a variable, and determining function using a ratio table. Seventh and eighth grade math continues to build on those skills learned in the sixth grade and takes students even deeper into algebraic concepts. Students receive more intense and hands-on instruction in linear equations, geometry, and solving more complex equations with a variable on one or both sides of the equation. The goal for these courses is to ensure that students have a firm conceptual understanding of the concepts that they will need to be successful in higher level mathematics classes in high school and beyond.

Park View Middle School has a robust accelerated math track which allows students to take high school level math courses in eighth grade for high school credit if they meet the required local criteria. This pathway begins in seventh grade for students who have met certain performance criteria. These students are allowed to take and receive credit for Math 7 and Math 8 on a semester schedule. This advancement allows them to take Algebra I for a high school credit in their eighth-grade year. There is also a small cohort of students who take Algebra I and Geometry on a semester schedule which gives them the opportunity to receive a high school credit for each course. These course options put students on track to take higher level mathematics classes in high school for which they may be able to receive college credit. Students are selected for this track based on their history of achievement on Standards of Learning assessments, classroom performance, and teacher recommendation.

Park View places an emphasis on conceptual understanding of mathematics so that students are not simply memorizing facts and equations, but are able to understand the depth of content knowledge and foundational skills necessary for future instruction. Our focus is also on real-world application of math concepts. Our focus is not for students to problem solve in isolation, but to have the ability to solve practical problems, using their understanding of mathematical, deeper learning concepts. For this reason, our instruction includes more hands-on and student-centered instruction that allows students to apply what they learn in direct instruction to real world problems. Students are required to collaborate and think critically to solve problems.

In order to best meet the needs of all of our students, Park View Middle School math teachers often allocate time during their instructional periods for small group and one on one instruction to target areas of weakness. Along with differentiation in the classroom, students also receive remediation in mathematics instruction during the school day from a highly qualified math tutor. This tutor works with small groups of students, based on data, throughout the day. Students also have the opportunity to participate in after school remediation at different times throughout the year. Students are selected for the remediation opportunities based on classroom and common assessment data and are grouped accordingly. These groups are very fluid as skill needs change.

1d. Science

The Virginia Standards of Learning for middle school science instruction gives students a very comprehensive experience of all areas of Science. Sixth grade reinforces scientific investigation, reasoning, and logic while students explore matter, energy, human interactions with the environment, and the solar system. Seventh grade focuses more on life sciences. In this curriculum, students study cell structure and their relationship to living things, species classification, physical and chemical processes necessary for life, ecosystems, adaptation, and the importance of conservation. Eighth grade science focuses on physical science. In this curriculum, students study naturally occurring elements, atomic structure, and different forms of energy including sound, light, electricity and magnetism. Because some of the labs conducted throughout instruction involve things that may create a hazardous situation, all grade levels reinforce standards for safe scientific experimentation and exploration. This instruction also prepares students with the knowledge of safe scientific procedures for future science instruction and beyond.

Park View science teachers engage students in regular hands on experimentation to reinforce what is taught in the whole group setting. This allows students to gain a deep understanding of the science concepts being taught, and simulates the lab environment where many scientists work. Students also engage in many hands-on projects to demonstrate their knowledge of things such as cells, atom structures, and the solar system. As science instruction inherently integrates skills from other subject areas, Park View science teachers work with their teammates across the grade level to ensure that elements of science are reinforced in language arts and math instruction. The science teacher reciprocates for language arts and math content. Science teachers regularly reinforce the writing process and grammar skills through the research projects that students complete as embedded in the science curriculum. This real life application of content does not happen in isolation, but in tandem to help us all solve problems. When preparing for the SOL test, teachers in grades 6 and 7 come in during their planning times and review content that was specific to their grade level. This has proven to be very successful.

1e. Social studies/history/civic learning and engagement

The Virginia Standards of Learning in History and Social Sciences provides students with an overview of United States history from the colonial era to the present, examines documents that govern our state and our nation, discusses the rights and responsibilities of all citizens, and discusses economic systems that drive our nation's finances. In sixth grade, students cover United States history from the ancient civilizations and Native Americans of the pre-Columbian era until the end of the Civil War in 1865. Students also study geographical regions and how to read and use a map. In seventh grade, students cover United States history from the end of the Civil War in 1865 to the present. Students also study United States geography in relation to how it affected the movement of people and influenced our history. In eighth grade students

study civics and economics. This curriculum covers documents that influenced our form of government and govern our nation, rights and responsibilities of citizenship and what it means to be a good citizen, the responsibilities of different levels and branches of government, and how the foundation of the United States' economy.

Park View Social Studies teachers work hard to immerse students in the content being taught using a variety of primary and secondary sources and role play activities and simulations, complete with dress from the time period. Students research and present on topics being discussed in class, as well as create visual representations using technology or other methods. One great teaching tool that is utilized frequently at Park View are the virtual reality goggles. This resource allows teachers to take students on a virtual field trip to any time period and any place in the world. Students are able to get more of a first-hand view of what they are studying using this technology. This provides students with the opportunity to experience things that they may not have otherwise been able to see or experience in such detail. While there is no Standards of Learning assessment in sixth and seventh grade social studies classes, students complete performance-based assessments to demonstrate mastery of content. These assessments require students to apply material beyond the traditional paper and pencil test and create products that show their understanding of the curriculum.

1f. For secondary schools:

Although Park View Middle is not a high school, we have opportunities for students that support college and career readiness. The rigor of our academic program challenges students to deepen their understanding of concepts to prepare them for their high school education and future educational and career goals. Students who exhibit a pattern of high achievement are placed in classes which challenge them to continue to grow. Through our advanced curriculum, students are able to earn high school credit for classes in eighth grade. This puts them in a better position to take courses in high school that will lead to college credits and certifications prior to graduation.

Students are also exposed to different career pathways through our elective offerings in middle school. Career Investigations is a required course for sixth and seventh grade students which explores different career options, what it takes to get and keep a job, and educational options that will lead them to their career goals. School counselors spend time with students discussing career goals and making plans to get them on the pathway to that goal. Students also engage in several events that allow students to explore in depth those career pathways.

Career Day is one such event where students are exposed to different local career options. Another event is Real Money, Real World. In this event, students are given a career for the day. Along with this career, they are given the level of education required for that career and the average salary for someone in that career. From there, students must acquire housing, a vehicle, food, clothing, insurance, and other essentials. Students walk away from this event with an understanding of how career choices can affect their future lifestyle. These events help students develop a sense of which career pathway interests them, what is needed to obtain that career, and follow the pathway in high school that will put them on track to achieve that goal.

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

2. Other Curriculum Areas:

Career investigations is a required course for sixth- and seventh-grade students. A number of soft skills are highlighted, such as punctuality, courtesy, proper dress, etc. Students learn how each of these topics relate to the education and training needed for achieving career goals, and how each of these affect their overall quality of life.

Visual arts teaches students general art principles, using a variety of materials, skills, and techniques. Students have the opportunity to produce both 2D and 3D works of art. Students are taught to think critically and creatively to design and create their art work. Students are also challenged to make cross curricular connections between art and literature. Visual arts is an option available to students in all grade

levels.

Band teaches students to play musical instruments. Students who enroll in band also learn musical technique, style, and theory. Students are challenged to work collaboratively to perform musical compositions as a unit. Students are also challenged to communicate effectively to give and receive constructive criticism from the teacher and their peers to improve as a musician. Band is an option available to students in all grade levels.

Health and physical education focuses on giving our students the tools necessary to live a healthy lifestyle. Students are taught body systems, physical, emotional and social growth, health care, consumer choices, nutrition, physical fitness, disease prevention, drugs, bullying prevention, safety, and environmental issues. Students participate in activities that promote physical fitness and cardiorespiratory endurance. Students learn and practice skills in basketball, volleyball, and many other activities. Health and physical education is available to students in all grade levels.

Foreign language offerings begin with foreign language exploration in sixth grade. In this course, students explore elements of different languages and cultures. This gives students exposure to more than one language and allows them to choose which language they would like to continue to learn in the future. Seventh grade students take introductory Spanish. This course develops student's vocabulary skills and their ability to speak conversationally in Spanish. Students also explore the cultures and traditions of different Spanish speaking countries. Eighth grade students take Spanish I for high school credit. This course prepares students to become more fluent Spanish speakers.

Computer Solutions is a course available to sixth grade students to introduce them to the world of business using the computer as a problem-solving tool. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety and computer maintenance issues are also important components of this course. Content learned in computer solutions is continued in the seventh-grade course digital applications where students demonstrate an understanding of computer concepts through the application of knowledge.

Make it Your Business is a course available to eighth grade students. In this course students design, establish, and operate a small-group or class business, producing a service or product that meets an identified school or community need. Emphasis is placed on the introduction and application of business terminology, basic entrepreneurship concepts, and fundamental business principles.

Introduction to Technology is a course available for sixth grade students which gives students the opportunity to study technological resources through problem-solving processes and various hands-on activities. They relate the impact of technology on society, environment, and culture to future consequences and decisions. Seventh grade students enrolled in inventions and innovations make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world and apply systematic procedures to invent new products or innovations as solutions. In the eighth-grade course Technological Systems, students combine resources and techniques to create systems, attaining comprehension of how technological systems work. Students will explore, design, analyze, and evaluate technological systems. By simulating systems and assessing their impacts, students gain insight into how to approach the problems and opportunities of a technological world.

Digital Technology Foundations is a sixth-grade course which introduces the use of relevant and emerging technologies, tools, and applications to prepare students for current workplace practices and everyday life. Introduction to Information Technology (IT) Fundamentals is a seventh-grade course where students learn basic computer programming skills and terminology as well as hands-on study through code.org. Information Technology (IT) Fundamentals is an eighth-grade course which introduces the essential technical and professional skills required for students to pursue programs leading to professional careers and information technology certifications. Students explore ethical issues related to computers and Internet technology and examine web page and game design. Students also go back into the elementary schools and teach coding to fourth and fifth grade students in celebration of Hour of Code day.

Through project-based learning, technical skill development, and academic enrichment activities, sixth grade students in Introduction to Agriscience explore the importance of plant and animal agriculture, scientific principles, agricultural mechanics, natural resources management, career opportunities related to agriculture, and the benefits of FFA membership. Seventh grade students in Agriscience Explorations explore science as it relates to agriculture and develop an understanding of human relations, communication, the importance of agriculture to the economy, and key scientific terms related to the field of agriculture. The eighth-grade course Agricultural Education-Preparation continues to build on the content taught in the previous two years. This course covers a wide variety of information about agriculture and related fields.

3. Academic Supports:

3a. Students performing below grade level

Students performing below grade level, mainly in reading and math, are identified by classroom and common assessment data, as well as previous performance on the Standards of Learning test. With this data, we are able to pinpoint student weaknesses and provide strategic instruction to target those weaknesses. This is done through small group instruction within the classroom, in after school remediation, and through tutoring during school hours. As remediation is given, students are reassessed to ensure that they have a firm understanding of the content. As they improve, they are moved out of remediation and other students are moved in to receive remediation based on their needs.

In mathematics, we are able to utilize funds through the Algebra Readiness Initiative to secure a tutor during the school day to remediate students in mathematics instruction. This tutor is a highly qualified teacher who is licensed by the Virginia Department of Education to teach mathematics. Students are pulled at least two times per week to receive remediation in their area of weakness. Teachers also provide remedial instruction during their instructional block through guided math instruction in small groups. Students also have available to them ALEKS, an online math intervention program, which allows teachers to assign students instruction to target their area of weakness and help them build their skills.

In language arts, our dedicated language arts department takes time from their planning block to remediate students in their area of weakness. Because this remediation is often done by the student's language arts teacher, they have in depth knowledge of the student's abilities and areas of weakness. At times, however, language arts teachers do remediate each other's students to utilize the talents of the team to help all students grow. Teachers utilize the research based Leveled Literacy Intervention and other resources to provide students with literature on their level. This paired with research based guided reading practices to target skill deficits help students make gains in language arts.

3b. Students performing above grade level

Students performing above grade level are given the opportunity to extend their learning and dig deeper into the content to continue their growth. Students who are formally identified as gifted and talented, as well as those who have demonstrated the ability but have not been identified, are placed in classes where the instruction is more rigorous. These students are challenged to apply their knowledge to real world situations, create simulations to demonstrate their depth of understanding, and make connections across situations and content areas. This allows students to stretch their thinking and utilize their talents to maintain their trajectory.

Students who consistently perform above grade level also have the opportunity to enroll in courses that will count as high school credits in eighth grade. Park View currently offers Algebra I, Geometry, Spanish I, Agriculture, and Advanced Art as courses that students may take to receive a high school credit. This not only allows students to be challenged during their eighth-grade year, but it sets them up to be able to take more advanced classes in high school. They will also be in a position to either take courses in high school that will give them college credits, or free up room in their schedule to take courses in high school that are in line with their career pathway.

3c. Special education

Our school schedule is designed to ensure that students with disabilities have the resources that they need to be successful. Students with disabilities have the benefit of both a highly qualified special education teacher and general education teacher in language arts and math classes. In science and social studies, there is a paraprofessional in the classroom, along with the general education teacher. These educators are in place to provide students with the extra support that they need to be successful.

Park View Middle School has one special education teacher for reading, another special education teacher for math in each grade level, and one special education paraprofessional in each grade level. We also have a full-time special education resource teacher who provides small group instruction to students who need help building reading comprehension skills. This teacher is also our most experienced special education teacher. Because of the flexibility in her schedule, she is able to step in and assist her fellow special education teachers in the classroom, as well as coach her colleagues and help them grow as educators.

Students with disabilities are expected to demonstrate proficiency on the Standards of Learning tests just like their non-disabled peers. Regardless of disability, students must be exposed to the general curriculum in order to have a fighting chance of passing the Standards of Learning test. For this reason, the majority of our special education instruction happens in the collaborative classroom setting. This allows the student to receive grade level instruction from the general education teacher, and instruction which is modified to meet the needs of the student in the same setting. Both teachers are able to collaborate and determine interventions and modifications to assignments that will help students with disabilities better understand the content while preserving the rigor that will help them be successful on achievement testing, and in future instruction. There are times when students need to be pulled out of the classroom setting for more intense intervention, but most of their instruction is received in a co-teaching environment.

3d. ELLs, if a special program or intervention is offered

Due to the proportionally low number of students identified as ELL at Park View Middle School, our EL teacher is shared with the other three schools on our end of the county. Though the teacher's time in our building is limited, she is still able to collaborate with classroom teachers to tailor her instruction to meet the needs of her students. Identified students are pulled on a weekly basis to develop language skills within the context of the content being taught. Students also receive instruction that builds social language skills as needed.

In addition to pull out instruction, students identified as ELL are monitored and instructed within the classroom. This configuration gives the ELL teacher a clearer picture of the student's performance in the classroom, and where she needs to intervene to help improve the student's skills. This also ensures that students miss as little time out of instruction as possible.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Park View Middle School has implemented parts of Positive Behavior Interventions and Supports (PBIS). This includes explicit instruction of expectations, recognition of positive behaviors, as well as natural consequences and re-teaching for negative behaviors. Cougar PRIDE lessons are used to teach behavioral expectations and discuss positive and negative behaviors. PRIDE stands for have a Positive attitude, be Respectful, show Integrity, be Dependable, and show Excellence. These lessons also cover every topic from bullying to appropriate use of social media and technology. Through these lessons, students engage in discussion on appropriate behavior and why it is important that everyone exhibits those appropriate behaviors.

Cougar Coins are given to students who exhibit positive behaviors. Students may receive a Cougar Coin from their teachers or other staff members in the building, including cafeteria and custodial staff. Students then write their names on the back of these paper coins and drop them off in the office for a weekly drawing. Every nine weeks, one student is selected from each homeroom as being a Cougar Citizen of the marking period. These students who model what it means to have Cougar PRIDE, are recognized and treated to a movie at the local movie theater. Each month, a student from a different grade level is selected as the school's student of the month. This student is recognized by the Town of South Hill's Chamber of Commerce. We also utilize positive behavior referrals for students who go above and beyond to show their PRIDE. These students receive a positive note to go home to their parents, a positive phone call from administration, and are featured on our schools Facebook page.

Students are encouraged to do their best academically and recognized for academic achievement as well. Each marking period, students who receive all A/B honor roll have their picture taken and are featured on our school's Facebook page. The principal also writes an encouraging note on each student's report card each marking period to encourage students to do their best.

Park View Middle School is a safe and bully free zone. Staff members are encouraged to build positive relationships with all students. Our philosophy is that our students are much more than just test scores, they are humans, and all humans need love and encouragement. This is made clear and reinforced by the principal who lets everyone know that no matter what, he loves them for who they are. Our school has two school counselors who serve as the first line for students who have social or emotional issues that they need to work through, but we encourage students to talk about their issues with whomever they are comfortable. This has allowed us to identify mental health and emotional issues and intervene in the best interest of the students.

2. Engaging Families and Community:

Families are given several opportunities to come and engage with the school throughout the year. Over the summer, we have informational meetings for parents of students who are interested in sports, as well as families new to the school. New student orientation gives parents and students an overview of life at Park View Middle School, an opportunity to meet and engage with staff members, and to ask any questions that they may have. Meet the teacher day gives all parents and students the opportunity to come in and explore the campus. Students are able to find their classes, set up their lockers, as well as see old friends and make new ones. Parents are able to meet teachers and administration, ask any questions they may have, and join the school's Parent Teacher Organization (PTO).

We also have two parent teacher conference nights where parents are welcome to come in and check with their child's teacher on their progress. We have found that many parents want to help their children at home, but they do not know how. These parent teacher conference nights give us the opportunity to share with them different strategies and resources that they can use at home with their students. This connection, along with our online parent portal, has helped bridge the gap between school and home. This has also helped ensure that if students have problems with instruction at home, they and their parents have resources

to find help so that they understand the content being taught.

Park View Middle School strives to model what it means to be a good citizen and a contributing member of the community. At several points during the school year, the school collects food, cleaning, and personal hygiene items to donate to The Bread Box, our local food bank. The staff of Park View Middle also donate money to different causes and charities throughout the year, such as the ASPCA and the American Cancer Society. The surrounding community also comes together to support our students as well. Each holiday, the Mecklenburg County Food Pantry donates meals to families in need. There are also several businesses who donate coats to students each winter, and clothes to the school clothes closet. The local VFW and Rotary Club sponsor essay contests to encourage students to write outside of what is required in class. Each of these contests include gifts and cash prizes for top winners. There is also a partnership with the local Lions Club to help students who cannot afford eye exams and glasses to get those services free of charge.

3. Creating Professional Culture:

It is our firm belief that we are better educators as a collective than we could ever be alone. We also believe that everyone works better in an environment where they are supported and able to grow. From this belief, we have created an atmosphere where teachers are not afraid to ask for or offer assistance. Our staff members model collaboration on a daily basis. As a division that highly values professional development, teachers and staff are given the opportunity to attend state and national workshops, conferences, and other professional development sessions to build their skills. This allows those educators to come back and share with their colleagues across the hall, as well as across the division in county wide professional development days.

With a strong focus on language arts and math achievement, many of the professional development opportunities that teachers and staff are sent to are focused on those areas. This has afforded multiple teachers the opportunity to learn different strategies, practices, and approaches to instruction. Armed with these strategies, teachers are able to go back into their classrooms and implement changes that have a positive impact on student learning. These same teachers also share the strategies that they learned with colleagues and that impact is made in multiple classrooms.

Instructional technology is rapidly changing and becoming more important to engaging students in meaningful instruction. In response to this need, and to ensure that teachers stay at the forefront of the changes in technology, Mecklenburg County Schools technology department holds an annual conference to keep teachers informed of changes and how they can be used to support instruction in classrooms. These TEaCH conferences have armed teachers with the skills to successfully integrate technology into their daily instruction. Also, because these professional development opportunities are led by teachers, they are able to help their colleagues who experience challenges with implementation. This has also contributed to increased student engagement and, in turn, student achievement.

4. School Leadership:

The philosophy of the leadership of Park View Middle School is that we are all in this work together. From that philosophy comes a model of shared and collaborative leadership. This ensures that everyone's voice is heard and considered in decisions that must be made. In making sure that all stakeholders have a voice in the process, the needs of all are considered and supported. It is our expectation that all members of the school community are treated fairly and with respect, and that expectation is modeled by school leadership.

The administrative team, consisting of the principal and assistant principal, work together with staff to set a shared vision for the school. With that vision in mind, when making decisions as a team, leadership always asks if the decision being made helps the school achieve that vision. If it does, the decision is made. If not, administration seeks out a new solution. The administrative team works proactively to build and protect a positive climate each day in our school. One that shows everyone that they are appreciated for showing up and bring their best to our school each day. The administrative team regularly schedules things that include small tokens of appreciation for staff, as well as fun activities to increase morale throughout the year. This is especially important during times when teacher morale traditionally dips.

The principal and assistant principal are adamant about being visible throughout the school. One or both administrators can be found in the hallways during class changes greeting students and staff, addressing concerns, and monitoring the overall environment. Administration is also present in the learning environment as well. In addition to required observations, the principal and assistant principal can be found conducting informal walk-through observations and even leading small group instruction. This is representative that school leadership is fully engaged and in touch with instruction, and is willing to do whatever it takes to ensure that all students get the education they deserve.

Our school's leadership team meets regularly to discuss issues our school faces. This team consists of two teachers from each grade level, a special education teacher, an elective teacher, the principal, and assistant principal. This team works on everything from the school's continuous improvement plan, to determining resources to make a purchase out of the school's budget to enhance student achievement. Each member receives an email in advance of each meeting with the topics to be discussed at the next meeting. They also have the opportunity to add to the agenda any concerns that they may have. The members get input from their teams and come to the meeting prepared to discuss the issues at hand and solve problems collaboratively. This team of leaders work hard to ensure that each staff member knows that they are valued members of our school family, and that their opinions matter.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Park View Middle School is a school that lives out its mission to prepare students to be contributing and competitive global citizens. Throughout the many changes that Park View Middle has undergone over the years, the committed educators in the classroom have always been there for the students and community. It is to their hard work and determination that much of Park View Middle School's success can be attributed. Another major factor in the success of Park View Middle School has been the leadership of our division superintendent. Over the last four years, our superintendent has put people in leadership positions who are able to unite the division under his vision for high quality instruction and student growth. From this leadership came the data driven model to which Park View Middle can attribute much of its success.

The successful implementation of data driven instructional and decision-making practices has served Park View Middle School well in accelerating student growth. With time, guidance, and continued professional development, teachers have embraced the changes and made them their own. The shift from assessment of learning to assessment for learning has proven to be most valuable to teachers in providing meaningful instruction. Now, instead of waiting to see how students perform on formal common assessments, informal formative assessments are given along the way to inform instruction. With the data gained from those informal assessments, teachers have the tools that they need to accurately pinpoint gaps in instruction, develop targeted intervention plans, and give students exactly what they need to be successful.

Along with the implementation of data driven instructional practices, teachers have also done the work to ensure that all instruction is rigorous and has strong alignment to Virginia's Standards of Learning. In order to achieve this goal, teachers from across the division meet by content area and grade level each year to review and revise curriculum and align their instructional practices. Teachers work collaboratively to adjust and update pacing, review and revise curriculum maps, and review and revise common assessments. Teachers also use this time to collaborate with each other to improve instructional practices in individual classrooms. This has helped break down the silo mentality and encouraged all teachers to share strategies and help each other grow.

With all of the barriers in our school and community, maintaining success can be challenging, but this is a challenge that Park View Middle School is dedicated to facing head on. The focus will always be on continuous improvement because our students are depending on us to bring them our very best. Park View Middle is committed to ensuring that ALL of our students are successful and realizing our vision of preparing ALL of our students to be competitive and contributing global citizens.