

U.S. Department of Education
2021 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. Andy Bradford
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Foxview Intermediate School
(As it should appear in the official records)

School Mailing Address 650 South Michigan Street
(If address is P.O. Box, also include street address.)

City De Pere State WI Zip Code+4 (9 digits total) 54115-3267

County Brown County

Telephone (920) 337-1036 Fax (920) 403-7390

Web site/URL https://foxview.deperek12.org/ E-mail abradford@depere.k12.wi.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr Ben Villarruel E-mail villarruel@depere.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name De Pere School District Tel. (920) 337-1032

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 David Youngquist
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	169	150	319
6	163	160	323
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	332	310	642

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.9 % American Indian or Alaska Native
 - 2.2 % Asian
 - 1.4 % Black or African American
 - 5.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 4.4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2019	642
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Spanish, Hmong, Hindi-Malayalam

English Language Learners (ELL) in the school: 2 %
11 Total number ELL

7. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 139

8. Students receiving special education services: 12 %

76 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

7 Autism

13 Multiple Disabilities

0 Deafness

0 Orthopedic Impairment

0 Deaf-Blindness

17 Other Health Impaired

0 Developmental Delay

17 Specific Learning Disability

12 Emotional Disturbance

30 Speech or Language Impairment

2 Hearing Impairment

1 Traumatic Brain Injury

3 Intellectual Disability

0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 13

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	19
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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.

Our community strives to be caring citizens who help each other feel respected, safe, and successful as we learn together.

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

Foxview began the 2020-21 school year by welcoming back students to 5 days per week in person learning with several mitigation strategies in place. With COVID-19 case rates continuing to increase, we moved to virtual learning for all students on September 29, 2021. Beginning on January 11, we returned to 5 days per week for in-person learning. For the 20-21 school year, we also offered a full virtual option for students, and approximately 15% of Foxview students chose this option.

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

PART III - SUMMARY

Foxview Intermediate School is a place where progress and tradition enrich our students' learning experiences each day. Located on the east bank of the Fox River in historic De Pere, Wisconsin, Foxview is the single intermediate school serving all 5th and 6th grade students within the Unified School District of De Pere. Our district attendance boundaries incorporate the City of De Pere east of the Fox River and parts of six suburban and rural towns. Through open enrollment, we also attract students from neighboring northeast Wisconsin school districts including Green Bay, which is roughly 5 miles north of De Pere. Districtwide enrollment is approximately 4300 students. Foxview's 634 students bring a myriad of backgrounds to our school. Our students are the children of farmers, blue collar workers, large and small business owners, professors, doctors, lawyers and even players or employees of the NFL's World Champion Green Bay Packers. Many come from families that have lived in De Pere for generations and others are new to the area.

Through residential growth, we have welcomed hundreds of new families to a community whose first inhabitants were members of the Winnebago Tribe, and early visitors included French explorers Jean Nicolet and Pere (Father) Marquette, for whom the city is named.

Foxview has a rich history. Portions of our building were completed as a Works Progress Administration initiative in the 1930s when the facility housed De Pere High School. Vestiges of that period were preserved when the building was renovated and expanded in 2001 to become Foxview Intermediate School.

The model for grades 5-6 intermediate school was conceptualized in 1999 with input from board members, staff, parents, and community members. This model has continued to evolve and improve. Foxview has been embraced as an excellent transitional educational setting for early adolescent students. Our highly qualified staff boasts a very low turnover rate, demonstrating their commitment to educating ages 10-13 year-old students. Teachers cite collegial relationships and partnerships as contributing to our productive learning environment.

Seven years ago we completed a comprehensive review of Foxview's organizational structure, master schedule, and guaranteed curriculum in which all students are exposed to the same rigorous learning. We identified key assets and areas in need of improvement. As a result of this restructuring, we increased instructional time for math by 66 percent, created classroom-based and intensive intervention time, and restructured teaching teams into pairs. These instructional pairings allow teachers to become experts in two content areas while building strong student-teacher relationships. Additionally, we preserved the rich dynamic of exploratory related arts classes and performance music offerings.

Preparing college and career ready students is supported by our district's Pyramid of Success for learning. The Pyramid focuses on a few carefully selected priorities, including commitment to a guaranteed curriculum, sound instructional practice, strategic assessment, and school climate. All are tied to individual student needs, which guide our beliefs, leadership, and success criteria.

Implementing the Pyramid of Success drives all of our school improvement efforts. Professional development focuses on Collaborative Learning Teams (CLTs) to best support and deliver our guaranteed curriculum. This work started in 2018. Staff learned what it means to be a community of learners. In the past three years, we have invested time in working collaboratively as high-functioning teams. CLTs meet five days per week, and their meeting structure is rooted in commitments to students. Teachers and grade level content colleagues join to use Professional Learning Communities pillar questions to guide their work: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know the content? This structure has been a vital foundation when we analyze our professional practices.

The Pyramid for Success also emphasizes a focus on individual students, taking every aspect of their experience into consideration, including social, emotional, behavioral, and academic experiences. Details are vital as we transition approximately 300 students into our building each year. We promote kindness and community with our annual Kindness Retreat, teach anti-bullying and inclusivity with our Purple Hand

Pledge, use surveys to identify students who are struggling or isolated, and host a series of school wide celebrations and traditions through our Positive Behavior Intervention and Supports (PBIS) programming.

Like other schools across the nation, Foxview experienced periods of full-time, in-person instruction and full-time, all-virtual instruction during 2020-21. A diverse team of staff and administrators began planning in early summer 2020 for these alternative learning scenarios and received school board approval for multiple contingency plans before the school year began. While this early work did not eliminate COVID-19 related challenges, it provided a base from which we were able to pivot when necessary. We delivered our guaranteed curriculum as well as services ranging from free meals to computer support, academic intervention, and mental wellness programs to help make a difficult year productive for our staff, students, and families.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

All Curricular Areas: The Unified School District of De Pere’s (USDD) Pyramid of Success provides the structure for us to ensure a viable, guaranteed, and coherent curriculum to prepare college and career-ready students. The USDD Pyramid consists of a Coherent Curriculum, Sound Instructional Practice, Strategic Assessment, and Authentic Literacy, all with a Focus on Individuals.

All of our units of instruction are designed by teachers working in Collaborative Learning Teams (CLTs). Teams develop expected outcomes, learning targets, success criteria, and formative and summative assessments for the most essential standards. Curriculum work is available on our district website.

Strategic assessment analysis provides a continuous window into student progress. The Plan-Do-Study-Act decision-making cycle is highly valuable when planning and implementing curriculum and is an effective approach for analyzing student assessment data. Teachers commonly bring student work to the CLTs for team analysis. This process leads to better “instructional moves” that navigate where to go next with students in order to achieve expected learning outcomes.

Beginning in March 2020, because of COVID-19 and the first-of-its-kind extended remote instruction, we immediately adapted our curriculum, lessons, and assessments. Districtwide we issued more than 600 Chromebooks to ensure every family had a device. Teachers developed asynchronous video lessons and used Google Classroom to connect with their students. We embarked on a flashback/flash forward process to identify key skills, knowledge, and understandings that were interrupted by the pandemic and began to plan how we would address these needs in the fall.

Over the summer, we prepared for a variety of learning scenarios and developed a comprehensive Virtual Learning Guide for teachers to help accelerate support as they dealt with the challenges of teaching virtually. Additionally, we focused all of our unit planning around the most essential standards in each curricular area by unpacking standards and focused all of our unit planning, lesson design, and formative and summative assessments around these essential standards. This Virtual Learning 2.0 looked much different than in the spring. The district ensured all students had their own device, and teachers taught live lessons multiple times during the day.

English Language Arts: The staff at Foxview Intermediate School is committed to creating a culture of reading in our school. Independent choice reading is at the heart of our instruction, and we guarantee a minimum of 20-30 minutes of choice reading every day. We attribute our high reading achievement scores to the volume of reading our students do during the school day.

Foxview has a flourishing school library and well-stocked classroom libraries. Graffiti Book Walls, Hot Reads, and Book Talks are regular features in our ELA classrooms. Students are eager to talk about the books they are reading independently, as well as the theme-based read-alouds that happen daily. Our teachers hold hundreds of individual reading conferences during a semester.

Building and sustaining student engagement in both reading and writing is a priority. ELA teachers frequently act as fellow authors, demonstrating the writing process as they write beside their students. Students learn grammar and mechanics in context, and writing occurs across the curriculum. We have also embraced Self-Regulated Strategy Development (SRSD). Students are encouraged to write for real audiences, take risks, and express themselves honestly; for example, sixth graders write editorials on contemporary immigration issues they have learned about in an interdisciplinary unit about refugees. We strive to foster an environment in which students take ownership of their learning, including setting goals and monitoring progress.

Mathematics: Our math instruction provides regular opportunities for students to develop mathematical habits of mind through purposeful interactions and discourse. Focusing on the most essential standards is crucial as we overcome the impact COVID-19 has had on learning. Our instruction emphasizes number

sense, reasoning, problem solving, and real-world application.

To support students in achieving proficiency, teachers use structured group work, math talk moves, 3 Act Tasks, and research-based interventions and extensions regularly. Through College Prep Math and math coaching, mathematics teachers stay current on best practices. Teachers work collaboratively within their CLT to ensure precision within standards, procedures, and language.

Regular data analysis recently revealed that students historically scoring in the upper 25 percent of assessments were gradually falling out of the top quartile in the state. Grade 6 math teachers differentiated instruction, individualized learning plans, and implemented extensions, resulting in a 9 percent increase in students scoring “advanced” on the state assessment.

Science: Our science curriculum is grounded in the pedagogy described in the Framework for K-12 Science Education (2012) and is driven by the Next Generation Science Standards. Professional development opportunities for staff, including collaboration with CESA 7 and Bozeman Science, as well as vertical meetings to unpack standards and develop learning progressions, ensure students use the science and engineering practices to gain content knowledge through the lens of cross-cutting concepts. Units begin with anchor activities that propel students through authentic inquiry. Lessons emphasize noticing and wondering, asking purposeful questions, and investigating natural phenomena, while simultaneously challenging students to make claims supported by evidence and reasoning.

Social Studies: We work to provide students with diverse perspectives to foster civil discourse. Interactive units on Revolutionary America and Westward Expansion place students in the life of historical figures to more closely connect with experiences and motivations. Guided Inquiry units offer a deep dive into Canada and the regions of the U.S., enabling students to not only develop background knowledge, but also essential research skills that drive each individual to question, seek, and create.

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

Our Family and Consumer Science and Digital Literacy courses, in which all students participate, feature units based on 21st-Century skills and career exploration. During their initial exploration, students identify personal aptitudes and interests and how they could relate these strengths to future careers. Students evaluate career opportunities and develop a plan for decisions and actions in future years.

Students also analyze the importance and impact of community service. We’ve partnered with the American Red Cross to learn about its role in disaster relief. During this service learning project, students contribute to the efforts of the Red Cross by designing a pillow case that is used for distributing disaster relief supplies to children around the country.

Our Talented and Gifted (TAG) students play an important leadership role through our Student Leadership Team (SLT). SLT is composed of students who have been nominated by teachers using a Universal Rating Scale that is based on the Three Pillars of Respect, Responsibility, and Reach. Once membership is determined, the team meets twice monthly and participates in lessons geared towards these three pillars. We apply leadership lessons by participating in community outreach activities such as bell-ringing for the Salvation Army and holiday shopping for families in need. One of our annual leadership activities is serving as Foxview tour guides for incoming fourth graders and their families.

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

2. Other Curriculum Areas:

Foxview’s robust Related Arts program is an integral part of the learning experience. All students receive instruction in art, digital literacy, family and consumer science, and general music daily during one quarter of the school year. To promote a lifelong commitment to health and fitness, students participate in physical

education every other day. Physical education focuses on diverse healthy activities, fitness, and basic athletic skills, with limited time devoted to competitions.

Additionally, every student participates in a performance music class: band, orchestra, or choir. Curriculum for all Related Arts courses is grounded in the Wisconsin State Standards. Our exploratory courses enrich the school experience through hands-on learning, field trips, expert guest speakers, live performances and demonstrations, and career exploration.

Related Arts instruction, especially physical education and performance music, required the most flexibility and creativity during the different learning scenarios we have faced this school year. At no point, however, did we waver from our commitment to maintain instruction in these areas. Instead, teachers determined the essential standards for their course and unpacked these standards for clarity. Next, teachers dove into pedagogical best practices for virtual instruction. Tools such as Google Classroom, code.org, Flipgrid and others allowed teachers to engage students with quality content and instruction and provide individualized feedback. From “family PE time” to collaborative virtual musical composition, teachers and students found new ways to connect and enrich their learning during virtual instruction.

Once we returned to in-person instruction, we redesigned our related arts courses to provide appropriate COVID-19 mitigation, including schedule adjustments and re-purposing of larger spaces and classrooms. The challenges posed during this school year were not insurmountable; instead, they pushed us to think more broadly, rely on our strong professional relationships, and fulfill our commitment to educating De Pere’s 5th and 6th graders.

3. Academic Supports:

The USDD Multi-Layered System of Supports (MLSS) ensures all students have access to high-quality instruction, learning opportunities, and supports aligned with students’ levels of performance and rates of progress. These “layers” begin with a guaranteed curriculum for all students and continue with targeted instruction that increases in intensity and frequency, as needed.

Within MLSS, educators work together to support students’ academic, social, and emotional needs. Our Student Success Team (SST) meets weekly to review data and consults with teachers, pupil services, and others to coordinate responsive, differentiated instruction and intervention. Foxview’s daily schedule allows for flexible, targeted intervention groups to convene during our Workshop, a period dedicated to delivering effective, research-based interventions by classroom teachers (Layer 2) and highly qualified interventionists (Layer 3).

Special education teachers primarily use a co-teaching model, sharing responsibilities of lesson planning, differentiating instruction, developing assessments, and analyzing assessment and behavioral data with the classroom teacher. Heterogeneous groupings for strong modeling and small groups within classes maximize students’ time in the general education setting and provide access to grade-level curriculum in the least restrictive environment. Daily planning time is afforded to special education and general education teachers to ensure cohesive instruction and appropriate supports and accommodations.

Working with IEP teams, special education teachers regularly develop tailored behavior modifications such as check-in/check-out (CICO), behavior intervention plans (BIP), and conduct functional behavior analysis (FBA). Our special education team has partnered with the Allies in Autism to receive professional development, consultations, and coaching. Speech, physical, and occupational therapies are jointly planned and delivered.

Students with a non-English primary language and identified as Limited English Proficient have the opportunity to participate in an English Learner (EL) program. Most EL services are provided

within the regular classroom. Occasional small group work builds academic vocabulary. Regular family communication is a critical part of our service, and translations and translators are used when needed.

Approximately 8 percent of students qualify for Talented and Gifted (TAG) services in at least one subject. They meet with our TAG Resource Teacher twice weekly during Workshop for extension and enrichment units. TAG students play an important leadership role through our Student Leadership Team (SLT). SLT students are nominated by previous and current teachers based on the Three Pillars of Respect, Responsibility, and Reach. The team meets twice monthly and participates in lessons geared towards these pillars.

During COVID-19 school closure, interventions remained a priority. Teachers held virtual meetings and intervention sessions with students during Workshop. To address the opportunity gap and improve student outcomes, we identified students with disabilities, EL students, students without reliable WIFI access, and students screened with high adverse childhood experiences (ACEs) for in-school services. The district provided direct transportation and free meals for those in need.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Foxview places the “whole child” at the forefront of our work. This begins with understanding each individual and designing purposeful learning environments to capitalize on the student’s strengths and goals. Prior to a new school year, pupil services staff and administrators meet with fourth grade staff, parents, and students from our three elementary schools to gather information about the social-emotional, academic, and behavioral characteristics of each child. Details help match students with teachers and balance class rosters. The result is an environment that reinforces individual growth during the transition to Foxview.

Foxview’s Positive Behavior Intervention and Supports (PBIS) program is designed to cultivate supportive relationships. Activities emphasize safe, respectful, responsible behavior early in the school year. Later, fifth grade students participate in a grant-funded Kindness Retreat, facilitated by Youth Frontiers. Thematic monthly challenges reinforce learning. Behavior and climate data is continuously collected through student surveys, staff feedback, and behavior reports, allowing us to adjust plans as needed.

Our PBIS system is strengthened by universal Social Emotional Learning (SEL) instruction. Staff-developed lessons tie to the Zones of Regulation and Collaborative for Academic, Social and Emotional Learning (CASEL) competencies and include opportunities for whole class discussion, student reflection, and application of knowledge. Common language and specific strategies reinforce self-regulation and problem-solving skills during times of conflict.

Whole child learning opportunities extend beyond school hours with our Voyage Program, which features more than 15 after-school clubs that engage learners in areas of interest including science, art, medical careers, and literature. Foxview’s HOPE Squad, based on a nationwide model, empowers fifth and sixth grade leaders to identify and support peers who may be struggling with mental health issues, while our Leadership Team welcomes new families.

Remote learning offered new ways to continue our focus on whole-child learning. Based on feedback from teachers and families during Wisconsin's spring 2020 statewide school closure, new expectations were set for anticipated periods of online learning during 2020-21. The improved structure allowed staff to more readily identify students who were not engaging. Transportation to Foxview and the pairing of struggling students with adults to support academic and emotional needs proved effective. Staff teams continued to provide SEL lessons through the virtual environment. Surveys to identify individual and family needs led to home visits, parent coaching, delivery of food and school supplies, and virtual counseling for individuals and groups. Several Voyage activities continued virtually. School wide celebrations, such as virtual BINGO, were held to promote unity. Our school’s strong framework carried us through a challenging time and allowed our students to continue to develop academically, socially, and emotionally.

2. Engaging Families and Community:

Foxview staff starts to engage families early in the transition from elementary to intermediate school, using orientation sessions and a parent survey to guide thoughtful classroom placement. Once in session, weekly family communications are emailed and posted to our website and to social media. We solicit feedback from parents through conferences, emails, phone calls, text messages, virtual meetings, home visits, and notes of support.

During this COVID school year, virtual District School Board meeting attendance by families has soared. Comments from families during the meetings’ open public forum have allowed us to hear their views and inform district decision-making.

Multiple parent feedback surveys during the COVID pandemic have resulted in decisions that address student and family requests. During closure periods, students with learning challenges were provided transportation to attend in-person learning sessions with staff. Our website-based Covid Dashboard provides

transparency regarding quarantines and positive cases. Parents have direct access to our health aides and district nurses, who are in regular communication with our local health department. We collaborate to create and communicate risk-mitigation policies. Food security for all students has been a top priority. Along with district-provided free meal distribution, we've partnered with the Green Bay Packers, Meng Family Foundation, Piggly Wiggly grocery chain, and many other community groups to ensure no student goes hungry.

We prioritized topics of interest for relevant outreach opportunities, in part based on parent input. Recent topics included Trust Based Relational Intervention, effective at-home learning routines, the impact of COVID on mental health, the impact of screen time and social media, how to set limits and encourage self-regulation, and identifying and addressing anxiety. A community partnership with Bellin Behavioral Health has allowed us to bring mental health services to Foxview, removing many barriers for some of our most at-risk students. Twelve of our students were able to receive the mental health support they needed to navigate both in-person and virtual schooling.

Fortunately, community engagement at Foxview was well-established before the pandemic. We already had a mentoring program with St. Norbert College students, an alternative recess supported by student volunteers from the University of Wisconsin-Green Bay, an after-school program through the YMCA, and a holiday assistance program through a collaboration of local churches. Foxview also offers a popular annual downhill ski trip to every student, with the cost underwritten via partnership with a local non-profit. The trip fosters community and provides a fun, healthy outlet for children. We strive to instill a sense of community and giving in our students to perpetuate the strong bonds between students, school, and the community.

3. Creating Professional Culture:

Our staff values a professional, growth-oriented culture that emphasizes respectful relationships. Teachers are invited to provide input to building-level decisions by sharing their expertise on various committees. Administrators design high-functioning teams by purposefully pairing teachers in partnerships, providing teams with quality instructional resources, offering time within the contracted day to accomplish important work, and supporting staff in communication and collaboration with families. In addition, teachers and staff are regularly honored by our PBIS team, administrators, and Parent Teacher Organization through access to mini grants, meals during conferences, teacher appreciation gifts, and random acknowledgments such as "Fruit Friday" and "Teacher Appreciation Stations."

Within our Collaborative Learning Team (CLTs) structure, teachers are supported by administration, interventionists, and coaches. This framework ensures equity among teachers as resources, knowledge, and expertise are shared. Our literacy coach, technology integration specialist, library media specialist, talented and gifted teacher, interventionists, and administrators attend CLTs regularly to provide professional development and support needs. Our structure and schedule have been designed around this CLT model to ensure that grade-level teaching teams meet daily, while related arts and other supportive services teams meet at least weekly. The collaborative nature of our CLT model promotes both excellence and equity for students and staff.

Our strong CLT framework allowed us to transition to the virtual learning environment with integrity. Teachers were supported every step of the way as administrators communicated with them about decisions and provided them with the time and tools necessary to make a smooth transition. In the spring of 2020, a clearly defined plan was rolled out to staff prior to virtual instruction. Expectations about technology platforms, curriculum resources, assessment practices, and parent communication were shared in an efficient and concise manner. Following this, teachers were provided technology and curriculum staff development that was individualized to meet the needs of various curriculum areas and technology skills.

After remote learning was established, administrators supported classroom teachers by attending bi-weekly virtual CLT meetings, meeting 1:1 with teachers, and closely monitoring and following up on attendance and engagement concerns. Attendance at these meetings allowed administrators to gauge the emotional impact of remote learning on students and teachers. Appropriate access to support was provided as necessary, including a virtual presentation by a psychologist on handling stress during the time of COVID.

4. School Leadership:

Shared responsibility among the principal, assistant principal, and several established teacher-leader teams forms the Foxview leadership philosophy. As a community of learners, our goal is to continuously improve in order to meet the needs of our students. Collective efficacy, a shared belief in the ability to overcome challenges and produce intended results, is the norm. Our building culture is founded on productive patterns of teaching and learning. High yield strategies, or commitments, among administrators and teachers produce a shared mission and vision among stakeholders. These commitments include maintaining a growth mindset, believing that ALL students can achieve at a high level, and equitably serving all students, especially our most vulnerable.

The lifeblood of decision-making at Foxview is actively seeking input and feedback from teachers, whether through formal processes or our principal's and assistant principal's open door policy in which staff members are confident they can have honest dialogue. We value the strengths and skills of our teachers, and truly believe that each perspective holds value. The trust established in this dynamic is invaluable when hard decisions need to be made. All staff understand that details matter, and we will work to make the best decisions for our school community.

In June through August 2020, the principal, who has extensive training in group facilitation and strategic planning, led a team of more than 40 volunteers from all buildings and departments in the district to address the many variables associated with our 2020-2021 Return to School Plan. This plan took into consideration recommendations from the Wisconsin Department of Health and Human Services, Wisconsin Department of Public Instruction, Centers for Disease Control, and local health systems. It incorporated significant changes to our instructional and operational practices and pre-COVID-19 routines to create an environment with appropriate mitigation strategies. The plan included benchmarks to pivot to a blended or virtual learning scenario. The principal and assistant principal met day-to-day operational needs and collaborated to make multiple learning scenario transitions as efficient as possible. The shared leadership approach that has served us well for several years has never been more valuable than during the past eleven months. Shared beliefs and collective efficacy allowed us to navigate the journey together.

5. Culturally Responsive Teaching and Learning:

Foxview serves a diverse student and school population. Key initiatives for culturally responsive teaching and learning ensure students of all backgrounds are welcomed and respected. One of these initiatives, the Purple Hand Pledge program, plays a key role in the achievement of the Foxview mission: "... helping each other feel respected, safe, and successful as we learn together." Students learn to recognize healthy communication through a variety of social lessons, culminating in a school-wide assembly, during which school leaders reinforce expectations for positive student relationships. Every student signs a handmade quilt, displayed in the school commons, signaling a commitment to honor the pledge, "I will not use my hands or my words to hurt myself or others."

Our Student Leadership Team is another key initiative. Currently, this group is exploring social justice issues through the Reading with Relevance curriculum. Foxview's Diversity Club, a grassroots student-led effort, has partnered with the high school Diversity Club to offer a safe space for students to learn about and discuss other cultures, share common concerns, and hear from a range of speakers on diversity-related topics.

Foxview staff works capably with students experiencing adverse situations through training in Trauma Informed Care, poverty simulations, ACES screening, and restorative practices. Learning to recognize signs of challenges has empowered staff to work confidently with all our students. Educational equity for those whose first language is not English is also prioritized. We partner with bilingual interpreters to bridge communication gaps with ELL families we serve.

In response to the social issues and events of the past year and survey results from district families, we have increased our focus on implementing practices that embrace the diversity in our community. Currently, staff and administrators are engaged in an intense proprietary training program. The purpose of the program is to explore ideas and identify actions to nurture and sustain an inclusive climate for individuals and groups of diverse backgrounds. Following the training of staff and administrators, focus groups representing parents, students and community-at-large members will collaborate to create an action plan for the entire district.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental to our continued success is a steadfast commitment to meeting the needs of every child through the Pyramid of Success. Regardless of the learning scenarios, our mission remains to ensure high levels of learning for all students and to be caring citizens, who help each other feel respected, safe, and successful as we learn together.

During our districtwide virtual instruction period, we adjusted and creatively implemented the Pyramid. We were flexible, but we did not compromise our reliance on the Pyramid as the best and most effective model for student learning. This approach also allowed us to develop and offer a full-time virtual learning option, the Virtual Learning Academy, for those families who preferred their student(s) not attend in-person during the entire school year. Our confidence in the Pyramid was affirmed when local assessment data showed continued growth, regardless of a child's learning scenario.

Inherent in the Pyramid is a focus on school climate. Relationships among students and teachers are prioritized as we develop an environment that is culturally responsive, supportive, and welcoming to all. The Pyramid relies on high levels of professional teamwork, and the professional norms that we have established ensure a collaborative culture at Foxview. Working together to design a strong guaranteed curriculum, identify individual learning needs, and continually assess progress generates a cycle of continuous improvement. This has become the hallmark of how we do business. When a student is struggling, we respond efficiently and thoroughly, examining each aspect of that student's daily school experience. We work to remove barriers and provide any support necessary to ensure the needs of the whole child are taken into account. A "whatever it takes" mindset is shared among staff when working collaboratively to problem solve and develop strategies to support students.

This transition over time from a teaching to a learning focus has empowered teachers to concentrate on what matters most - student outcomes. The learning principles and commitments established with the USDD Pyramid of Success continue to be the foundation for Foxview Intermediate School.