

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 605 Parkview Street
(If address is P.O. Box, also include street address.)

City Van Buren State AR Zip Code+4 (9 digits total) 72956-2703

County Crawford County

Telephone (479) 474-8730 Fax (479) 471-3149

Web site/URL
<https://www.vbsd.us/schools/parkview-elementary-school> E-mail mmccutchen@vbsd.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Harold Jeffcoat E-mail harold.jeffcoat@vbsd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Van Buren School District Tel. (479) 474-7942

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr Bob Freeman
(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.

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

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 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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2022 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 Students
PreK	0
K	76
1	64
2	62
3	61
4	63
5	72
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	398

*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):
- 1.3 % American Indian or Alaska Native
 - 1.3 % Asian
 - 2 % Black or African American
 - 13.8 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 70.1 % White
 - 11.3 % 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 2021 - 2022 school year: 20%

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

Parkview Elementary is located in an area with a large number of low cost rental homes and apartment complexes resulting in a higher number of students who move on a more frequent basis. In addition, during the 2021-2022 school year, we had a higher number of students moving from virtual school options to in person learning.

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, 2021 until the end of the 2021-2022 school year	51
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	69
(4) Total number of students in the school as of October 1, 2021	353
(5) Total transferred students in row (3) divided by total students in row (4)	0.20
(6) Amount in row (5) multiplied by 100	20

6. Specify each non-English language represented in the school (separate languages by commas):
Gujarati, Laotian, Spanish, Vietnamese

English Language Learners (ELL) in the school: 10 %
38 Total number ELL

7. Students eligible for free/reduced-priced meals: 51 %
 Total number students who qualify: 202

8. Students receiving special education services with an IEP: 19 %
Total number of students served 74

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 with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>7</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>5</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>21</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>14</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 6 %
Total number of students served: 25

10. Number of years the principal has been in the position at this school: 3

11. 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.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	95%	95%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Our mission is to create a student-centered learning environment rich in literacy, math, technology and character education that will prepare students for their future in an ever changing world.

17. Provide a URL link to the school's nondiscrimination policy.

www.vbsd.us

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

PART III – SCHOOL OVERVIEW

Parkview Elementary is one of six elementary schools in Van Buren, Arkansas. First opening its doors to students in 1987, Parkview has a positive reputation of offering a high quality education experience. While demographics have changed over the years, our mantra is the same, “Making a Difference Every Day”. We achieve this by creating a shared vision focusing on academic achievement for all students; providing a safe, caring and positive school environment; and fostering student, family, and community engagement.

We are a caring and dedicated school community that is committed to the success of all students and strives to develop the whole child by meeting their needs socially, academically and emotionally. We feel it is our mission to serve the community by educating and nurturing the children in our care. We create a student-centered learning environment rich in literacy, math, technology, and character education that prepares students for their future. Our goal to provide an effective, enriching, and engaging education for all students is met by being purposeful in all we do, by the student focused decisions we make, the curriculum we implement, and our passion for the profession. Our staff collaborates to improve instructional practices, provide daily intervention, goal set with students, and assist students in reaching the high expectations we have for each one of them.

Parkview is a special place that is both welcoming and inviting. One of the ways this is evident is walking through the front door and seeing decorations throughout the building that change with each holiday and season. Students are always greeted by a staff member every morning as they enter the building. We strive to create a family atmosphere by providing activities that are fun and allowing students to interact with others throughout each grade level. Also, hosting Club Days and after school Stay and Plays helps promote positive relationships between staff and students. These things all help us work toward our goal of wanting school to be our students favorite place to be every day.

Parkview Elementary is committed to developing all aspects in the lives of our students by creating an environment where students can grow and reach their potential. By having a family-like atmosphere, students feel safe, enjoy coming to school, are willing to take risks, fully engage in their work and strive to do their best each day. Focusing on our students’ social and emotional well-being is a large factor in our success as a school. We provide meaningful opportunities for students to grow and experience high levels of engagement throughout the day. We start the day with a morning assembly where we celebrate birthdays, student work, reaching class goals and participate in community building activities. Music playing outside before school starts is also another way to start the day off in a positive manner and helps set the tone for the school day. Many other opportunities exist for students to develop leadership skills, interests, positive character, and communication skills including School Leadership teams, Club Day, Class Ambassadors and greeters, Kindness Challenges, digital citizenship, anti-bullying campaigns and community service projects. These opportunities promote the social-emotional growth that in turn impacts the students’ academic growth.

In addition, Parkview Elementary challenges and supports all students to develop to their highest academic potential through setting goals, making a plan of action and reflecting on their goals. This continuous cycle ensures students continue to grow as learners, take responsibility and develop a sense of pride in self. Developing proficiency scales supports students in reaching their targets by fully understanding what they are expected to learn and be able to do. Parents also have a clear understanding of what is expected through a standards based approach. The staff assists by providing timely, ongoing assessments to track students’ growth and determine their immediate needs. Our intervention plan, WIN (What I Need), allows staff to work daily with small groups of students on their exact needs in order to continue moving forward on the learning continuum. Progress monitoring every three weeks leads to regrouping of students. Our small groups range from struggling students to students receiving enrichment during this daily WIN time. By focusing on assessments and progress monitoring, it allows us to close achievement gaps.

Parkview Elementary will continue to focus on “Making a Difference Every Day” in the lives of our students. Our greatest reward as educators is to witness the love students have for learning, the care they

show each other, the work ethic they develop, their motivation to succeed and the citizenship they develop through their elementary years.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

In order to create an environment for students to learn at high levels, teachers have to fully understand the content which they are to teach, plan for highly effective instruction, develop formative and summative assessments, and determine plans for reteaching, as well as for advancement of students. Providing practice and repetition and using engaging activities that cover critical concepts and skills helps all students to move toward mastery and beyond. Across subjects, our teachers plan Tier 1 instruction and determine the whole class and small group needs. Teachers utilize both pre and post assessments to guide instruction. Utilizing a Multi-Tiered System of Supports (MTSS) optimizes data-driven decision making across all subjects .

Parkview focuses on student needs while having high expectations of all students through utilizing the Arkansas State Standards. The standards provide clear learning goals for students and teaching expectations for teachers. Teachers work continuously to develop engaging lessons with evidence-based instructional strategies to provide every student an opportunity to master the curriculum. Teachers develop plans for instruction, reteaching, differentiating, and extending the thinking of students. Although grade level standards are used to drive instruction, assessments help to pinpoint instructional needs for each student.

Our language arts standards include reading, writing, listening and speaking, and language. Teachers focus on creating a classroom community where students acquire complex reading skills, produce high quality writing, and utilize effective speaking and listening skills. Teaching language arts is a school wide expectation regardless of whether students are in their homeroom, or non-core classes. All staff have a responsibility to develop language arts skills through speaking activities, acquisition of new vocabulary utilizing Marzano's Teaching Vocabulary, developing comprehension strategies and responding through writing. We believe if we can instill the love of reading in students then they are willing to overcome barriers and fully commit to being successful, confident readers. We have a book room housing over 30,000 books and each classroom has a classroom library with several thousand books. This allows our teachers to rotate books throughout the year. We do not use textbooks, but utilize leveled books and decodable books so as to match readers to their interests and current independent level. We scaffold students at the next reading level to continue moving students to more complex text. Ongoing assessments are used to determine students' approximate reading level and to determine needs. Traditionally, we have used a guided reading approach for small groups with a heavy emphasis on comprehension. However, we began noticing a larger gap in reading achievement in our economically disadvantaged students leading us to change our approach to small group instruction. We are currently utilizing 95% Group's materials for comprehension, phonics and phonemic awareness which places students on a continuum and provides the lessons needed for those skills. Our data also showed that many times students could read the words but did not understand the meaning of the words. Therefore, we implemented Marzano's Teaching Vocabulary instruction in order to increase our students' understanding of the many words they read. By utilizing assessments, we are able to pinpoint students' needs, develop goals for each student, provide instruction, allow students to practice, and then reassess. This cycle allows students to learn at different rates but with the goal always being mastery.

1b. Mathematics curriculum content, instruction, and assessment:

Parkview's math curriculum expects students to demonstrate conceptual understanding of mathematical skills. Our math curriculum follows a standards based approach in that we teach, reteach, form small groups, individualize instruction and utilize student partnerships in order to allow students additional time on mathematical concepts until they are mastered. At the heart of our math curriculum is a focus on reasoning, communication and making sense of mathematics. We also provide enrichment for students who need a more rigorous and challenging math curriculum. Proficiency scales are utilized to define the learning progression for a specific topic relative to a given standard. The proficiency scales clarify what students must know and be able to do. Both students and parents are given the proficiency scales so there is a clear understanding of student expectations for mastery, as well exceeding expectations.

Each day the math block begins with students participating in a ten minute math meeting where a “problem of the day” is given, previous skills are reviewed, and students work with a partner to solve problems. Teachers then engage students in a whole group math lesson. All workshop lessons are hands-on and engaging providing time for demonstration, discovery, partner work, and reflection. In Math Investigations students are expected to have more than one strategy to solve a problem and be able to share their thinking with their peers. Teachers provide immediate feedback to students making this visible learning a powerful tool. Real world math scenarios and problem based learning are utilized to support mathematical understanding. After whole group instruction, students rotate through math centers for learning games that are specifically created for their identified mathematical needs. During this time, teachers also meet with small groups for reteaching skills the students need. Our math curriculum provides daily opportunities for formative assessments including checklists to track information about mathematical practices and benchmarks that are best assessed via observation; embedded assessments that ask students to show or explain their work; and brief quizzes. In addition to unit assessments, teachers utilize grade level math screeners to identify gaps in a students mathematical conceptual understanding and then groups students to teach the missing skills. Students who are exceeding grade level expectations are given problem based materials and projects. All students utilize computer programs that place them at the appropriate mathematical level, then provide tutorials and engaging games for students to work through at their own pace and finally assess their understanding. This keeps students on a continuous learning cycle.

1c. Science curriculum content, instruction, and assessment:

Students are always talking about their latest Project Lead the Way Unit (PLTW) they are learning about at school. PLTW pathways are aligned to Common Core State Standards and Next Generation Science Standards. Our teachers implement four interdisciplinary modules at each grade level which bring learning to life. Teachers also have nonfiction books aligned with the grade level modules, so as to further student understanding of the science standards while also focusing on reading skills. A PLTW lab is utilized by students and is under the guidance of our science paraprofessional. PLTW empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. Each unit builds knowledge and skills for problem solving, critical and creative thinking, communication, collaboration and perseverance. As students engage in hands-on activities they become creative innovators and collaborative problem solvers ready to take on any challenge. PLTW taps into students' exploratory nature, engaging them in learning that feels like play and encourages them to keep discovering- now and in the future. During PLTW, students can be found coding with robotics, programming, creating simple machines, designing gliders, creating learning tools, determining cures for an epidemic, competing in robotic competitions, and other real world activities. Through PLTW, we utilize a balanced approach for assessments integrating both formative and summative assessments. Assessments are an ongoing activity that provides students with a variety of opportunities to demonstrate their knowledge and skills. This allows teachers to monitor student progress and modify instruction accordingly. PLTW students show what they have learned by completing classroom activities, projects, and problems; maintaining logs and notebooks; and evaluating their work through assessment rubrics and reflective questioning in order to deepen their understanding.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Arkansas Social studies standards incorporate geography, civics, history and economic strands for kindergarten through 5th grade. Our school integrates a language arts approach while using the context of social studies as a way for students to make connections and conceptualize content. The overarching goal of all of our social studies units is to prepare students to become informed and active citizens who accept their responsibilities, understand their rights, and participate actively in society and government. Each unit is guided by Essential Questions to be answered throughout the unit. All units are engaging, and include social studies content standards, rich literature, and centers to support understanding. For example, 4th grade infuses social studies content standards through studying the American Revolution. Throughout the unit, students participate in online learning, read various leveled texts on the topics, complete research projects and learn about and practice citizenship. They also participate in topical learning centers of statistics, photograph investigation, primary sources, maps, and time travel. The culminating activity finds students

reading their American Revolution essays to a community member. Various teaching methods are utilized during social studies such as mini-lectures, inquiry groups, reading workshops with read alouds and partnership projects. Throughout each unit, students write about reading in order to deepen understanding. Field trips are utilized to promote student understanding of social studies content such as visiting a nearby Indian Heritage Center and touring the museum of history. Teachers also bring in guest speakers to teach about topics being studied including history professors with expertise on the American Revolution, a Cherokee Indian sharing a tribal dance and the mayor teaching the importance of citizenship. We encourage our students to be productive citizens by participating in community service projects such as food drives for food banks, collecting materials for the children's shelter, making gifts for firemen and police officers and making cards for military personnel serving overseas.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Kindergarten through 5th grade students receive 40 minutes of music with a certified music teacher. Each week students set off on a musical journey of playing different instruments, learning elements of music, and developing an appreciation for various music genres. In addition, our music classes help to support the academic curriculum by developing fluency, patterning and vocabulary. Supporting social studies units, students study music from various time periods. We know the effect music has on students' attitudes, therefore, we start the day by playing music outside before school so that when students arrive they are greeted with upbeat music.

All kindergarten through 5th grade students receive 40 minutes of art instruction weekly. The art curriculum emphasizes art history, the study of different artists, visual awareness, and art mediums. Lessons are developed that support content standards for each grade level. Students paint, sculpt, and draw during art class. Our halls are lined with the students' colorful artwork. In addition to art class, students enjoy performing arts by participating in readers theater and performing for their peers. Although we realize not all students will go into an art related field or become professional artists, we believe providing students with an environment supporting creativity and choice, results in student motivation and growth in all areas.

2b. Physical education/health/nutrition

Parkview believes in the need for physical activity throughout the day. To maintain a level of physical fitness, coordination, and the sportsmanship needed for game play, our students attend Physical Education classes two times each week for 40 minutes. Our PE teacher utilizes the SPARK Physical Education Program which helps lay the foundation for a healthy lifestyle with a curriculum designed specifically for kindergartners to 5th graders. The SPARK curriculum also focuses on literacy, has health videos, and skill cards in both English and Spanish. In addition to the PE classes, students receive two 15 minute recesses during the day. During the day, teachers are encouraged to stop for brain breaks allowing for stretching time or participating in a Go Noodle exercise video. Our school also has a walking track which allows our running club to have a solid surface to accurately track their distance. We have multiple cooking clubs where teachers discuss healthy eating and have students prepare healthy snacks. We also host annual events to encourage health and well-being such as a Fun Run, Jump Rope For Heart event, American Heart Association campaign, and Track and Field Days.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Parkview utilizes technology to support learning and develop skills needed in our society. Each week all students spend forty minutes in the library with our media specialist and forty minutes in our computer lab. While in the library students' love of reading is encouraged as students are read to, choose books to read independently, and work on computer programs such as I-Station, Classworks and Epic. While in the computer lab students utilize Typing Without Tears, CODE, I-Station, and Google Classroom.

Every student in 2nd-5th grade has a Chromebook, while kindergarten and 1st grade each have an I-Pad to use in the classroom, as well as to take home. Teachers assign activities on Google Classroom and from their Math online programs. Our counselor pushes out lessons on Google Classroom for our 2nd-5th grades. Kindergarten and 1st grade use their I-pads for writing and illustrations.

Each classroom is equipped with a Newline Interactive Board and MX-P3 writing boards for both student and teacher use. Students also actively engage in tactile exploration with Osmos where they learn through play.

2e. Any other interesting or innovative curriculum programs you would like to share

We implement counseling guidance lessons through Google Classroom for students. Character education is an integral part of our school, therefore we recognize students for good behavior through Positive Office Referrals, Clip up to the Principal office visits, and Good character tickets. We also focus on a character word of the month and recognize those students who exhibit that behavior. In addition, our counselor supports students through small group lessons and lunch bunch time. Our counselor is in constant contact with community groups in order to provide for families in need of support and resources.

We also believe it is important to plant the seeds for career paths. Our 5th graders participate in a Community Career Fair organized by our school counselor. Various community members from different professions share with our students about their respective careers. We bring in speakers throughout the year for our 5th graders in order to expose them to additional career opportunities. Every year we take our 5th graders on a three day, two night trip at a nearby camp where they engage in many team building activities, are provided opportunities to show their leadership skills and display sportsmanship and mindfulness.

3. Academic Supports

3a. Students performing below grade level:

At the beginning of each school year, our staff gives various assessments, interest inventories and parent questionnaires to determine the needs of all students. Beginning of the year assessments in language arts include the Phonological Awareness Screener for Intervention (PASI), 95% Group Phonics Screener for Intervention (PSI), the Developmental Spelling Assessment (DSA), the Dynamic Indicators of Basic Early Skills (DIBELS), Jennifer Serravallo Comprehension Reading Assessment, and a writing prompt. After teachers administer all assessments, the data is analyzed to determine specific needs of students. We group students according to phonemic awareness needs, phonics/decoding needs, and comprehension needs. The 95% Group's Phonics Screeners are used to group students to exact phonics skills by using the Lesson Library. The Lesson Library provides explicit and systematic instruction supporting the Orton Gillingham approach. We utilize these materials for kindergarten through 5th grade students during our walk to intervention. During this time, students receive instruction and practice following the model of "I do, We do, You Do". We utilize assessments in math in the same manner as literacy allowing us to quickly identify gaps in mathematical skills. Our goal is to have students in small groups based on needed math skills by the end of the second week of school. With a mobility rate around 20%, having a system like this in place quickly identifies student's gaps in reading and math. This enables the staff to immediately provide students with the exact instruction they need on the reading continuum and math proficiency scales in order to get them on track for meeting grade level expectations. We also have after-school tutoring where we continue to

focus on the learning gaps students possess. Take home packets assist parents in working with their children on the same skill the teachers are working on at school.

3b. Students performing above grade level:

For our students who show at or above level skills, we use small group time to continue moving them on their learning progression. The use of proficiency scales offers students a scale that exceeds the grade level standard thus encouraging the students to move beyond the expectation of grade level mastery. Each classroom is also equipped with texts that are above grade level, as well as activities, such as STEM, that students can engage independently on or in a small group. Students scoring above level are challenged through online computer programs that allow them to problem solve, think critically and solve real world problems. Every other week, our kindergarten through second grade students are provided with enrichment lessons by the gifted and talented teacher. Students above level in 3rd-5th grade can also qualify for gifted and talented services whereby they are pulled from the classroom three hours per week for extension and enrichment activities provided by the district's Gifted and Talented teacher.

3c. Students with disabilities:

When repeated intervention action plans through general education supports are implemented and the student response is not sufficient, students are referred for a psycho-educational evaluation to determine if they qualify for special education services. IEP goals are agreed upon by the team, which includes the parent. The team then determines service options to provide to the student in the least restrictive environment. Students who require additional services to address other needs (ie. fine or gross motor delays, sensory, vision, hearing, assistive technology, behavior) are referred to specialists who can assess their needs and determine the course of action to the IEP team. We utilize a push-in model, when possible, allowing the student with the IEP to remain in the classroom with the help of a resource teacher. When needed, students can also be pulled from the classroom so the resource teacher can work one-on-one with the student. Progress monitoring takes place every three weeks to determine progress toward goals for each student.

3d. English Language Learners:

Our English Language Learner population fluctuates between 7% and 12% each year. We utilize the Sheltered Instruction Observation Protocol (SIOP) model, a comprehensive, coherent, research-validated model of instruction that helps ELL students develop English Skills and master content standards. In mathematics, teachers screen at the beginning of the year with Math Recovery Screeners allowing teachers to see a student's mathematical conceptual knowledge, as well as their misunderstandings. Teachers immediately group students based on the assessments and provide instruction in order to fill the mathematical gaps in understanding.

Students designated as English learners are administered the English Language Proficiency Assessments annually, which determines their level of proficiency. The data from this assessment helps us to plan goals for our ELL students. Newcomers who have been in the country for less than a year are provided with a tutor to meet with them three times a week to work on speaking, listening, reading, and writing in English. Our students also use designated computer programs that support language understanding.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The first day of school allows us to set the tone for the entire school year! Each year the staff chooses a theme for the first week of school. This year our theme was “The Adventure Begins”. As students arrived on campus, they saw welcome banners and decorations that fit the theme. When the bell rang, students walked the red carpet into the building. The remainder of the week students participated in daily adventure themed activities. This sets the stage for a motivating and fun environment for the year.

Our student centered school believes student motivation, a sense of belonging, a safe environment, and strong relationships are what makes our school successful. While our school maintains high academic expectations for students, we want to balance that with activities that support and promote students socially and emotionally. This can be a specialty week, like participating in the Olympic games. Students also have the opportunity to interact with other grade levels by choosing a monthly club they want to be a part of such as photography, cooking, or sewing club. Students also meet together in our morning assembly. During this time students are recognized for their accomplishments, share their work, celebrate their birthday, and compete in grade level games. Our school schedules school wide celebrations that help motivate and engage students including: Dr. Seuss Week, Kindness Challenge Month, and School Spirit Days. In addition, whenever the principal notices a dip in motivation, a special day is adopted such as Crazy Sock Day, National Fun at School Day, World Compliment Day, and Bring a Stuffed Animal to School Day.

Classrooms support social/emotional engagement through activities such as Bucket Fillers, where students write compliments to other students and place it in their buckets. Teachers share coping strategies with students, role play situations requiring self-management skills and scenarios where students practice interpersonal skills. Through Kagan Cooperative learning, various classroom structures facilitate team building, learning about one another, how to engage in a positive manner, and help to create a family atmosphere where students motivate each other to do their personal best. Teachers provide a classroom climate where students feel empowered and in control of their own learning. Teachers are trained in Growth Mindset whereby believing that abilities and intelligence can be developed. We teach students that failure is an opportunity to learn and try something new. This makes failure less threatening. Students are more willing to embrace challenges, take feedback as a learning opportunity and continue to learn and grow throughout life

2. Engaging Families and Community:

Involving parents and the community in all areas of school life, leads to more engaged and motivated students resulting in higher student achievement. Our staff works closely with parents and community members in order to have a thriving school that receives the support of all stakeholders. We are very intentional about making parents feel welcome at school which starts with a warm greeting from our office personnel. We provide activities for our parents to participate in throughout the year such as Fall Family Fun Night, Grandparents Day, Muffins with Mom and Donuts with Dad, Fun Run, and Water Fun Day. We host after hour activities at holidays so our families have another opportunity to engage with their student and our school staff in a safe and fun environment at no cost. Families participate in activities such as gingerbread house building, scavenger hunts, pumpkin carving, and painting. We also host “Be a Student for a Day” where we invite parents into the classroom to become a student. This allows parents to experience first hand the rigor of our curriculum and understand what their child’s day is like while at school.

Due to the fact we have a high mobility rate, we work to welcome new families to our school. We have a “Welcome” brochure that shares information about our school and the principal mails out a “Welcome to our School” postcard. New students are matched up with a classroom buddy to introduce them to all aspects of our school.

Community involvement and citizenship is a goal we have at every grade level. We lead our students in serving our community through several service projects including food drives, book and toy donations to the

children's shelter, Christmas angel tree, and visiting the nursing home. The police department and fire department are very near our school, so we are able to partner with them in various ways. Students regularly make cards and cookies to deliver to both stations. Students remember our active military serving overseas by making them cards and shipping care packages overseas. We have a large assembly for veterans on Veterans Day so students can show appreciation. Our staff hosts a "Making a Difference" ceremony where we recognize community members who make an impact on our city. We present them with a small gift and then invite them into classrooms to share about citizenship.

Parkview also enjoys bringing community members to work with our students. A local bank comes yearly to a "Dollar and Sense" program for a nine weeks. Local dentists and other health care professionals teach about how to be healthy. Our Extension Office provides special science programs. A local tennis expert spends time teaching students how to play tennis. During Club Day, community members come to teach their expertise in things such as cake decorating, making flower arrangements, shooting bow and arrows, and sewing.

3. Creating Professional Culture:

Research says the classroom teacher has the largest impact on student achievement, therefore, we ensure all staff members receive the professional development (PD) they need in order to develop high levels of student achievement. Teachers must continue growing in their knowledge in order to meet the ever changing needs of students. This can only be accomplished through high quality, job embedded PD. We provide schoolwide PD on initiatives that impact all staff members, as well as individualized PD for teachers with specific needs. Our teachers continuously seek out professional development in the areas of reading, math, science, poverty, character education, health and wellness, and social/emotional learning.

During the week, teachers have common planning time and meet with their Professional Learning Community, along with the principal. A great deal of this time is spent examining student work, developing learning paths for the students, and creating lessons to match the needs of students. We then determine if additional PD is needed in order to implement the strategies and curriculum so that all students will be successful. We remain in a continuous cycle of examining student work, developing a plan, determining what support the teacher needs, implementing the plan and evaluating the effectiveness. This process has led to both student and teacher growth. Our staff exemplifies what it is to be a lifelong learner, never settling with the status quo, and understanding that when we know better, we do better.

Each year teachers determine a growth goal they believe will help them become a better educator. Throughout the year they attend PD, read research articles, and seek out other educators who already possess that skill or knowledge. The growth plans help the staff to be more effective working with students. Growth plans can range from classroom management, working with students in poverty, understanding the impact of executive functioning, reading strategies to help struggling readers or character education. We also look at student summative data and choose year long goals that will require PD. After each PD, we developed a plan of action on how to implement the new knowledge and understanding. PD always helps us to be more efficient and effective, resulting in higher student achievement.

While time is always the variable in education, high quality instruction only happens when teachers have adequate time to study, learn, and develop plans for instruction. Funds are utilized to pay substitutes so that teachers can research, study, discuss and then plan for instruction. The demands on teachers are growing yearly, therefore, our approach in meeting teachers needs is different. By providing PD during the school day, teachers are supported in deepening their understanding of pedagogy, social/emotional learning, poverty, standards, teaching strategies and how to examine student work in order to develop learning cycles. When teachers have adequate time to develop a deep understanding of content standards, knowledge of how students learn, develop learning progressions, create unit plans and assessments, then the result will always be student engagement and increased student achievement.

The staff is the backbone of the school and it takes every member pulling in the same direction to meet the needs and develop the whole child. The staff is valued and supported in so many ways including opportunities for professional development workshops, additional time to work together with colleagues,

receiving requested supplies and materials, and being served special lunches and snacks. Our staff provides input on all aspects of the school, works with the principal in all areas of planning and implementation, helps determine school goals and budgeting needs, and develops or determines needed change in procedures.

4. School Leadership:

The overarching philosophy of the leadership at Parkview is servant leadership and leading by example. This philosophy is reflected in the warm family-like atmosphere that can be felt upon entering the building. Believing in the old saying, “A fish rots from the head down”, the principal takes full responsibility for all areas within the building. This includes the principal taking the responsibility when things don’t go as planned or passing on positive recognition to the school staff. The principal operates under a distributed leadership model, encouraging all staff to step up to lead in various ways and times. Leadership capacity is leveraged by including all stakeholders in the educational process. This promotes high levels of trust, deeper commitment and willingness to take a risk in front of peers. The leadership shows a high level of respect for staff and a deep appreciation for the role they play in making our school a success. Building relationships with the staff is an important goal of the leadership. Therefore, caring about the staff’s personal lives is as important as caring about their professional lives. The leadership constantly reminds the staff that it takes every staff member doing their job to make our school successful. This level of high expectations causes the staff to rise to the challenge and enjoy the results of a school functioning at high levels in all areas. The leadership works to keep the school’s mission and vision at the forefront of everything we do at Parkview. The leadership works diligently at being proactive in all areas thus making the school run both efficiently and effectively.

Our school leadership structure includes the principal, assistant principal, a counselor and a leadership team of staff members. All staff are expected to be on some type of leadership team such as curriculum, special activities, school improvement, parent involvement, health and wellness, or character education. By having all staff involved in leadership, we operate as a well oiled machine with everyone on board and moving in the same direction. Our number one goal as leaders is to promote student success. Our belief system is that all students can learn and our job is to determine what each student needs in order to succeed. This type of thinking leads to long hours of meeting together to determine the “how to” for each child. Our leaders lead with an understanding that research shows when students leave the elementary years, their paths are basically set academically, socially and emotionally. This is both a heavy burden, yet also an incredible opportunity to know we hold in our hands the keys to success for the students. This realization guides the leadership in all decisions they make on a daily basis.

5. Culturally Responsive Teaching and Learning:

As a school, we work to build positive classroom cultures, whereby all students feel they belong, are safe and are included in all aspects of the classroom. In surveys, parents have expressed appreciation for how welcomed each and every student feels, whether it be daily at the entrance, in the office, or during school. Teachers begin the day modeling this by greeting each student at the door in the morning. Teachers set clear procedures, as consistency helps to build trust within the classroom culture. At the beginning of the year teachers do interest inventories and All About Me questionnaires for students and parents to fill out. This allows teachers to know their students from day one. In the first week of school, we ask students to bring “All About Me” boxes. Inside of the box are items that tell about students such as photos, items from vacations, or sports items. This helps the class to get to know each other on a deeper level. Teachers employ several strategies that build classroom community and inclusiveness. They also use cooperative grouping and engagement strategies developed by Kagan that build teamwork and overall class community. We are intentional about infusing these practices into our daily instruction.

We collaborate with families and community members to ensure that all students see themselves reflected back in the curriculum. This is accomplished by such things as having books that represent our students' diverse backgrounds, celebrating Black History Month and studying the Laotian and Vietnamese cultures.

We hold high expectations for all students’ academic learning. We recognize bias in education and try to

eliminate its effects by being intentional with instructional strategies in our classrooms. One way we do this is to allow students to pick a book to read from a selection of diverse options in the classroom library. Another example is by learning about various cultures within our school and around the world. We have hosted “Everyone Smiles in the Same Language” events where each classroom researches a country, develops presentations, and then shares about that country’s culture with the students and parents. These experiences help to draw on students’ cultures to shape curriculum and instruction with the goal of strengthening cultural connections between all school stakeholders.

PART VI - STRATEGY FOR EXCELLENCE

The defining attribute at Parkview can be summed up with one question, “Is this what’s best for students?” The school leadership looks to hire staff who have a heart to always do what’s best for students, even when it is not the easiest thing to do. By having a staff who has this belief for the education profession, students, and their families, the stage is set for a school that sets high standards for their own performance and students. When a group of individuals who have this common belief of always doing what’s best for students come together the results are nothing less than amazing.

When breaking down what it means to always do what’s best for students, it becomes clear this is what truly impacts our school. First, it means to be compassionate, caring, and kind. These qualities are revealed through our focus on the whole child. We understand that when a child has physical needs, he is unable to learn. The staff also participates in PD for social-emotional development of children, realities for children living in poverty, children with emotional challenges and students struggling with executive functioning skills.

Secondly, to always do what’s best for students requires having the necessary will to do whatever it takes to reach our students. This is why teachers do home visits, spend hours researching new strategies, collaborate with others to determine the best teaching methods, teach and reteach until there is student mastery, and change the way they normally do things if there is a better way. The staff have the will to take a risk and try new things with students. Our staff never gives up on a student and they give all they have to the students every day. They understand the importance of getting back up when they fall. Our staff always strives for excellence and in turn teach our students to do the same.

Lastly, always doing what’s best for students means connecting to something beyond ourselves and tapping into what really motivates us. This motivation is driven by reaching our students academically, socially, and emotionally and being willing to do whatever it takes to reach each one of our students. Everything we do supports these areas in all children and in turn motivates us to be the best educators we can be or our students. Academically, the staff remain focused on the cycle of assessment, examining the data, making a plan of action, implementing, and reflecting. Remaining in this cycle leads to job embedded PD, collaboration, differentiation, implementation with fidelity, and reflection of the results. Socially, the staff ensures opportunities to interact and build relationships with each other, as we know we sink or swim together. The staff creates opportunities for students to interact socially within their class, grade level and at other grade levels through turn and talks in class, partnership work, interest groups, Club Days, Stay and Play events, and performances. Teachers focus on the listening and speaking standards to ensure student’s social development. Emotionally, the staff supports students by listening, providing a safe environment, and advocating for their needs. The staff’s desire is for our students to know they are cared for and valued.

We know there are days that we will struggle and the future will seem unclear. We will face hard decisions like choosing new curriculum and creating new goals. Some days we will struggle to see the best way to move forward or question how we will get there. But we always go back to the question that keeps us focused, grounded, and successful, “What’s best for our students?”.