

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Del Coburn

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Parkside Elementary School

(As it should appear in the official records)

School Mailing Address 475 West Arndt Street

(If address is P.O. Box, also include street address.)

Fond du Lac

Wisconsin

54935-2139

City

State

Zip Code+4(9 digits total)

County Fond du Lac

State School Code Number\* 1862

Telephone (920) 929-2840

Fax (920) 929-6156

Web site/URL www.fonddulac.k12.wi.us

E-mail coburnd@fonddulac.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Dr. Gregory Maass

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

District Name Fond du Lac School District

Tel. (920) 929-2900

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Susan Jones

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 9 Elementary schools  
 \_\_\_\_\_ 3 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 13 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 10321  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 10989

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 22 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	33	18	51	8			0
1	22	25	47	9			0
2	21	25	46	10			0
3	14	24	38	11			0
4	19	12	31	12			0
5	11	17	28	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>241</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 7  | % Asian or Pacific Islander        |
| 9  | % Black or African American        |
| 7  | % Hispanic or Latino               |
| 77 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 26 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	33
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	30
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	63
<b>( 4 )</b>	Total number of students in the school as of October 1	241
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.26
<b>( 6 )</b>	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 11 %
- |    |                                         |
|----|-----------------------------------------|
| 27 | Total Number Limited English Proficient |
|----|-----------------------------------------|

Number of languages represented 2

Specify languages: Spanish  
Hmong

9. Students eligible for free/reduced-priced meals 65 %

Total number students who qualify: 156

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %  
33 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>        </u>	Deafness	<u>        </u>	Other Health Impairment
<u>        </u>	Deaf-Blindnes	<u>4</u>	Specific Learning Disabilit
<u>6</u>	Emotional Disturbanc	<u>24</u>	Speech or Language Impairment
<u>        </u>	Hearing Impairment	<u>        </u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>        </u>	Visual Impairment Including Blindness
<u>        </u>	Multiple Disabilities	<u>        </u>	

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>2</u>
Special resource teachers/specialist	<u>6</u>	<u>8</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>4</u>	<u>1</u>
Total number	<u>28</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of 16 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	95 %	96 %	96 %	97 %
Daily teacher attendance	99 %	99 %	99 %	%	%
Teacher turnover rate	14 %	7 %	0 %	0 %	7 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## PART III - SUMMARY

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Parkside Elementary is located at the southern end of Lake Winnebago in Fond du Lac, Wisconsin. It is one of nine elementary schools in the Fond du Lac School District, located on the west side of the city. Our school is currently servicing 241 students in kindergarten through fifth grade. Parkside has been identified as a SAGE school. SAGE stands for Student Achievement Guarantee in Education, a program that reduces class size in primary grades in schools with large numbers of children from low-income backgrounds. This year at Parkside, there are three sections of kindergarten through third grade, one section of fourth and fifth grade, and one four/five combined section.

The learning community of Parkside Elementary School is eager to share the opportunities and successes our children experience each day. Upon walking through our front door, you will be welcomed by active Parkside community members, made up of parents, children, teachers, support staff, and principal. Within our community, every member and resource is used to its fullest potential to provide our children with the programs and services they need to develop their intellectual, creative, and leadership skills.

The social, racial, and academic diversity of our children and families at Parkside School is one of our strengths. Of the 241 children that spend each school day here, 77% are White, 9% African American, 7% Hispanic, and 7% Asian. 65% of Parkside children are enrolled in federally subsidized meal programs. Special Education students make up 14% of our student population. This diversity is the drive behind our day-to-day planning, events, and achievements.

Educators at Parkside are dedicated to creating a learning environment that is safe, nurturing and comprehensive. Teacher teams meet regularly to develop and revise annual goals and action plans to guide their classroom instruction. These teams allow for collaboration across grade levels, with an emphasis in the areas of reading and math. Using both formal and informal assessments, educators make instructional decisions based on the student achievement data collected and analyzed. During staff development opportunities, such as workshops and district inservice, Parkside teachers are continually investigating strategies and implementing classroom practices to best meet the diverse needs of the students. These efforts were recognized the past three years when Parkside Elementary was awarded the DPI 'New Wisconsin Promise School of Recognition' award.

The Parkside Community believes that the students need to take an active role in their school and take pride in their achievements. Parkside parents and teachers provide the children and their families with events and experiences that they may not otherwise have had. The PTO invites students and their families into the school for a variety of events, including Movie Night, Muffins with Mom, Doughnuts with Dad, and Open Gym Nights. Student activities offered by teachers include science fairs, musicals, community service projects, choral, band/strings instruction, and sports programs. Parkside POPS (Power of Positive Students) program plans events that allow students to be recognized for their academic successes, outstanding attendance, and positive efforts/behavior in and out of the classroom.

The Parkside Elementary School community strives to create a learning environment that encourages student pride and school spirit. Our school's success is dependent on the dedication, support and respect of parents, teachers, support staff, principal, and students.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1 Assessment Results:

Parkside School participates in the Wisconsin Knowledge and Concepts Exam (WKCE) in grades 3, 4, and 5. Students in grades 3 and 5 are assessed in reading and mathematics while students in grade 4 are assessed in reading, language arts, math, science, and social studies. Student performance is reported in proficiency categories: Advanced, Proficient, Basic, or Minimal. Students receiving a Proficient or Advanced rating meet the state standard. Prior to 2005, fourth graders were assessed with the WKCE while third graders took the Wisconsin Reading Comprehension Test (WRCT). The test is administered in November of each year. More information on the Wisconsin assessment system may be found at <http://www.dpi.state.wi.us>.

In 2002, 69% of Parkside School's fourth graders scored proficient or higher while the district average was 82%. By 2006, 87% of Parkside's fourth graders scored proficient or higher while the district average was 85%. Similarly, math scores during the same period have grown from 53% proficient or higher to 87% proficient or higher. The district average grew from 69% to 77%. Therefore, Parkside School's academic progress has grown faster than the district as a whole. Scores for WKCE have been disaggregated for our economically disadvantaged population and scores in reading have grown from 77% proficient or higher in 2003 to 88% in 2006.

Third grade scores had grown from 81% proficient or higher on the WRCT in 2002 to 96% in 2005. Third grade students were assessed with the WKCE beginning in 2005. At that time, 94% scored proficient or higher in reading and 81% scored proficient or higher in math. In 2006, those scores had grown to 96% proficient or higher in reading and 84% in math. The scores of economically disadvantaged students grew from 94% proficient or higher in reading to 100%.

Fifth grade has been assessed with the WKCE for two years. Scores have grown from 83% proficient or higher in reading and 80% proficient or higher in math to 89% in reading and 88% in math. The scores of economically disadvantaged students have grown from 79% proficient or higher in reading to 82%.

In addition to the WKCE, all schools in the Fond du Lac School District use a district assessment in reading/language arts and math three times each year. The district reading/language arts assessment is a holistic assessment that is designed to drive classroom instruction. The K-2 math assessment determines developmental levels in math understanding while assessments in grades 3-5 measure achievement of curricular items.

Starting in 2007-2008, students in grades K-2 are screened for indicators of successful progress in reading by using Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

### 2. Using Assessment Results:

Since 2003, schools in the Fond du Lac School District have held an annual data retreat. The leadership team from Parkside School attends the data retreat to analyze data from the WKCE as well as other measures which indicate or contribute to student performance such as district assessment results, attendance records, and behavior records. Item analysis of WKCE results provides more information regarding specific areas in which to develop strategies to improve student performance. School goals are established and are the focus of school based professional development throughout the year. Each year goals have been developed to improve reading and math performance. Grade level teams meet regularly to collaborate on instructional methods and assessment measures to monitor and improve student learning to assure that the goals are met. Recent topics of study have included: a book study of *A Framework for Understanding Poverty* by Ruby Payne, instructional techniques to foster math understanding, teaching how to write constructed responses, strategy instruction in reading, building background knowledge and vocabulary, and differentiating instruction.

Parkside School has a Problem Solving Team that gathers additional information and collaborates to develop and implement interventions when students are not making progress toward goals. The team reconvenes to monitor the progress of the student.

Parkside is also a Title I targeted assistance school. As per Title I guidelines, a needs assessment determines grade and subject areas for focus. A prioritized list of students based on formal and informal assessments is maintained. Title I services are provided through in-class and pull-out models as

determined by student need.

The Fond du Lac School District has also received a REACh (Responsive Education for All Children) grant which has provided a mentor and resources in establishing Leadership Teams, Data Retreats, and Problem Solving Teams. REACh is funded through an Individuals with Disabilities Education Act (IDEA) grant that has been awarded to Wisconsin's Department of Public Instruction.

### **3. Communicating Assessment Results:**

One of our most effective communication tools with parents is a student planner, which goes home daily. The planner is an efficient two-way communication vehicle between home and school. Universal methods of communication with parents include email, phone calls, daily student work, and Friday folders. Parkside staff communicates academic assessment results as well as behavioral concerns. Newsletters and quarterly student progress reports are used as communication vehicles. District assessments provide teachers with good knowledge of student performance levels. Parent/Teacher conferences are conducted twice during the school year. Report cards are sent home four times per year. If a student is struggling to meet developmentally appropriate benchmarks, a teacher may request that the student's concerns be discussed at a Problem Solving Team Meeting. Each team is comprised of a diverse group of staff members. The classroom teacher and the parent are invited to the meeting. The team evaluates the problem, establishes a goal, develops a plan, and monitors progress toward the student's achievement of the desired goal. Problem Solving Team meetings are scheduled one day per month.

Prior to the administration of the WKCE test, Parkside School sends a letter enlisting parental support for the test and testing process. In the spring, parents receive a detailed report of their child's performance on the WKCE. Teachers conference with the students about the WKCE results as well. All Wisconsin WKCE test results are posted on the WINNS web site. A letter is sent to Parkside parents each year with the Parkside School WKCE test results for grades three, four, and five.

Parkside School has an opportunity to share student successes with the community via our business partnership relationship. For example, each quarter our business partner from Citizen's First Credit Union comes to school to assist us in recognizing students who have earned the Outstanding Attendance Award. Pictures of the students who earned the attendance award are displayed for the community to view at Citizen's First Credit Union. Our business partner also joins us in judging and recognizing outstanding student work.

### **4. Sharing Success:**

The Fond du Lac School District School Administrators meet once a month in a Professional Learning Community environment. Currently, we are reviewing and discussing the book entitled *The Learning Leader* by Douglas Reeves. As we share information about the book, we often engage in conversations about successes at our respective schools.

Each building principal completes an annual accountability report. Data is collected and shared with our school board about our school's WKCE results for the past two years. Within the report, each school shares its respective goal results in the areas of math and reading. Parkside School has been able to demonstrate progressive academic improvements over the past several years. Our Parkside students who are economically disadvantaged show steady positive academic gains. As the reports are given to the school board, each building principal has the opportunity to listen and learn from his/her colleagues.

Our teachers are members of district Teaching Learning Teams in specific content areas. As Parkside School teachers meet with teachers from other schools, there are opportunities to share quality student learning experiences. Our district has engaged in new math initiatives. Members of Parkside School staff have taken on major leadership roles in those math initiatives. Since our staff has achieved a reputation for expertise in the new math initiatives, we have honored requests from teachers within the district to observe math instruction at our school.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The curriculum for Parkside School is the approved curriculum for the Fond du Lac School District. The curriculum is aligned with the State of Wisconsin Standards. Representatives from Parkside School serve on committees that revise and update the curriculum in each academic area.

**Reading/Language Arts:** The Fond du Lac School District curriculum is a balanced literacy approach including reading, writing, speaking, and listening. Harcourt Trophies basal program provides the core of instruction with supplementation and modifications made to meet student needs.

**Mathematics:** The K-12 math Teaching Learning Team has been evaluating and redefining the math curriculum for the past two years. Currently, Parkside School's math curriculum is guided by the NCTM Curriculum Focal Points. The instructional approach we are adopting allows students to construct an understanding of mathematics through developmentally appropriate, hands-on mathematical experiences.

**Science:** The goal of Parkside Elementary science education is to develop a scientifically literate child who can apply skills and knowledge to new situations. Science education is a hands-on, problem-solving, active process that leads to a body of knowledge. Science instruction encourages students to actively explore the world through inquiry that incorporates data as they discover and understand the world around them. This science education utilizes a coherent and systematic method based on the Wisconsin Model Academic Standards for creating connections between various disciplines and human experience.

**Social Studies:** As a school, Parkside staff guides students to be valuable and informed citizens of their classroom, home, school, neighborhood, community, and nation. Students are taught to embrace the diversity of cultures, skills, and abilities that make up those communities. The teachers identify the relationships among people, places, and environments, and teach the students to understand the concept of history; how it has created the present and will develop the future.

**Media /Technology:** Our goal is to integrate the skills taught in the weekly Media class into the regular classroom by working closely with the classroom teachers and supporting the school's literacy and math goals.

**Fine Arts: Music/Orchestra:** The music teachers of Parkside School, in addition to teaching the required music curriculum, provide an environment that fosters increased self-esteem. A major part of our role is to 'build children up'. Based on former students who have continued to excel in music, our efforts have been successful.

**Fine Arts: Visual:** Experience in the visual arts is fundamental and essential in developing every student's full potential. Visual art education provides perceptual and aesthetic awareness, creativity, and an understanding of our past and present cultures. It cultivates decision-making, problem solving, and communication skills, as well as provides experiences in understanding and expressing one's self.

**Health and Physical Education:** Parkside physical education combines activity and nutrition instruction to help students develop physically as well as intellectually. Implementing a new P.E.P. grant has introduced life-long physical skills and healthy nutrition to our students. Some of the new activities include: Snow Shoeing, Disc Golf, Re-bouncers, Speed Ropes and Polar stretch bands.

### **2a. (Elementary Schools) Reading:**

Parkside School uses a balanced literacy approach with the Fond du Lac District curriculum providing guidance and direction. Harcourt Trophies basal series is used as the core material. Trade books and leveled readers from various publishers are used as supplements to meet individual needs. Our study of the unique needs of children of poverty has led us to concentrate on strategy instruction and understanding text organization as well as building background information and vocabulary. Several grade levels also devote time to the development of fluency through poetry, choral reading, and reader's theater using commercial and teacher-created materials.

All students are assessed three times per year with the district language arts assessment. Results of the district assessment, along with teacher observations and informal assessments, are used to monitor

student progress and determine individual needs.

Guided reading instruction is delivered through whole group and small flexible group formats according to student needs. Teachers may use Cunningham's Four Block model or The Daily 5 model to structure classrooms for optimal instruction.

Title I services are provided for struggling readers. The most needy first and second graders may receive one-on-one tutoring following an Early Reading Empowerment format. Other Title I needs are met in small flexible groups with the Title I reading specialist through in-class and/or pull-out formats. Fourth graders are given the opportunity to participate in a before-school class that uses the Soar to Success program which teaches strategies for understanding material through a reciprocal teaching model.

We know that children learn best when families and schools work together. Home reading practice is an important part of Parkside's reading program. Primary classroom teachers facilitate home practice through 'book in a bag' nightly reading. Accelerated Reader provides additional motivation for independent reading in the upper grades. In addition, various school-wide and classroom reading incentive programs are used.

### **3. Additional Curriculum Area:**

Math: Parkside School is in the process of adopting a hands-on approach to teaching math. The resources used for implementation in Grades K, 1, & 2 are books and materials by Kathy Richardson. The resources used for Grades 3, 4, & 5 are books and materials by Marilyn Burns. Each of the resources consists of cohesive, organized sets of experiences that encourage students to make connections between math and the real world.

Number sense and patterns are the heart of the primary (K-2) math curriculum. Students explore counting, comparing, addition, subtraction, geometry, measurement, base ten, and place value. Teachers present mini lessons to the whole group, work with small groups on a focus skill, or work individually with a student. Routines are taught to the students to encourage them to be independent problem solvers and responsible learners. They learn that problem solving is also about communication and finding ways to write down these experiences with words, diagrams, pictures, and mathematical symbols. Math becomes a fun time to confirm, challenge, and extend each child's thinking about the real world. It also presents opportunities to clarify thoughts and ideas with a group of peers.

In grades 3, 4, & 5 the goal is to help students understand the sense of numbers. Number sense and manipulation is taught through a think-and-reason approach rather than a memorize-and-practice approach. The students build on their discovered understanding as well as their skills. Classroom activities engage students in problem solving. Using constructed response, verbal or written, students are allowed to be flexible in their thinking. This introduces them to insightful ideas and reinforces the concept that making sense is key to learning math. Parkside teachers are taking a leadership role in the district by utilizing many resources in their classrooms such as Math Journals, Daily Warm-Ups, Marilyn Burns resources, and MacMillan/McGraw-Hill math series.

### **4. Instructional Methods:**

Parkside's staff believes that the learning of each child is the responsibility of the entire staff. The study of poverty and its impact on students has driven Parkside's instructional methods. The staff has made a conscious effort to understand the unique needs of children in poverty. This information has led the teachers to encourage community building within the classrooms through utilization of unity building programs such as Tribes.

Children of poverty need consistency. The staff at Parkside School is consistent in expectations for student behavior. It is recognized that until this important component of education is in place, no other methods will reach their fullest potential. Parkside School maintains a school-wide discipline plan in which all staff members follow the same procedure in dealing with inappropriate behavior.

Children of poverty require a classroom with solid classroom management and organization. This has led the staff at Parkside to explore The Daily 5 structure and the ideas of Harry Wong.

Parkside teachers understand the need for a variety of strategies and programs to best meet the diverse

abilities of the students. The Reading/Language Arts strategies and programs include: alternative spelling lists, Words their Way, Pat Cunningham's Four Block, Orton-Gillingham, Harcourt Trophies, Soar to Success, Journaling, and songs/poems encompassing a variety of skills. Lessons are presented in large groups, small groups, and on an individual basis. Math instruction includes methods from Math Their Way, Kathy Richardson, and Marilyn Burns. These all consist of whole group, small group, and individual instruction with peer conferencing.

Children of poverty learn best by doing. Science instruction consists of discussion, brainstorming, modeling, and experimenting. Mnemonic devices and graphic organizers are utilized to aid students in remembering important components of lessons. Instruction is delivered by visual, auditory, and kinesthetic methods.

#### **5. Professional Development:**

Parkside School staff participates in the Fond du Lac District inservice program which is developed by the Teaching and Learning Council. Topics for district-wide inservice have included language arts techniques, meeting the needs of students of poverty, and differentiating instruction for diverse learners.

In addition to district initiatives, Parkside has a Leadership Team structure that has enhanced communication within the school. The team structure includes a Kindergarten/First Grade Team, a Second/Third Grade Team, a Fourth/Fifth Grade Team, a CWD (Child with Disabilities) Team, and a Specialists Team. Each team has one Team Leader who represents the respective team as a member of the Parkside School Leadership Team. The School Leadership Team also includes two parents and the principal. The School Leadership Team establishes school goals for student achievement based on research conducted at the annual data retreat. The goals each year focus on student performance in reading and math. Time during staff meetings, inservice days, and team meetings is devoted to sharing student progress and teaching strategies/techniques designed to accomplish those goals. The individual teams act as professional learning communities that meet regularly to help each other improve as teachers. Topics of discussion have included: student writing, grouping for instruction, developing phonemic awareness, and new practices in math instruction.

The Title I reading specialist also serves as the school's literacy coach and is available for individual teachers and professional learning community groups to study individual student needs and best practices in literacy instruction.

The effectiveness of Parkside School's professional development program is demonstrated by continued improvement in test scores in spite of changing demographics. The student population is growing in the number of students with academic and behavioral challenges, and our professional development plan prepares us to meet those challenges.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test WKCE

Edition/Publication Year 2006-2007 Publisher CTB/McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Nov	Nov			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	96	94			
% "Exceeding" State Standards					
Advanced	46	50			
Number of students tested	26	32			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	94			
% "Exceeding" State Standards					
Advanced	42	44			
Number of students tested	19	18			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			Nov	Nov	Nov
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards Proficient plus Advanced			97	89	85
% "Exceeding" State Standards Proficient plus Advanced			42	36	30
Number of students tested			33	47	44
Percent of total students tested			100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically disadvantage					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced			94	88	80
% "Exceeding" State Standards Advanced			44	40	25
Number of students tested			18	25	20
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard Proficient plus Advanced			100	70	50
% "Exceeding" State Standards Advanced			33	20	10
Number of students tested			6	10	10
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Nov	Nov			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	85	81			
% "Exceeding" State Standards					
Advanced	38	31			
Number of students tested	26	32			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	84	72			
% "Exceeding" State Standards					
Advanced	37	28			
Number of students tested	19	18			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Nov	Nov	Nov	Nov	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	87	89	78	76	
% "Exceeding" State Standards					
Advanced	42	26	30	27	
Number of students tested	31	27	37	38	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	3	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	88	81	78	77	
% "Exceeding" State Standards					
Advanced	41	25	33	31	
Number of students tested	17	16	18	13	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Nov	Nov	Nov	Nov	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	87	67	73	64	
% "Exceeding" State Standards					
Advanced	29	11	24	11	
Number of students tested	31	27	37	38	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	3	0	0	0	
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	88	63	78	61	
% "Exceeding" State Standards					
Advanced	35	19	33	23	
Number of students tested	17	16	18	13	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Nov	Nov			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	92	83			
% "Exceeding" State Standards					
Advanced	35	29			
Number of students tested	26	35			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	82	79			
% "Exceeding" State Standards					
Advanced	35	32			
Number of students tested	17	19			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Nov	Nov			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	88	80			
% "Exceeding" State Standards					
Advanced	23	11			
Number of students tested	26	35			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	94	79			
% "Exceeding" State Standards					
Advanced	24	11			
Number of students tested	17	19			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					