

U.S. Department of Education
2016 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 Mr. David Owen Woodard

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

Official School Name Bethpage Elementary School

(As it should appear in the official records)

School Mailing Address 420 Old Highway 31 East

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

City Bethpage State TN Zip Code+4 (9 digits total) 37022-8252

County Sumner County

Telephone (615) 841-3212 Fax _____

Web site/URL http://bpe.sumnerschools.org/ E-mail david.woodard@sumnerschools.org

Facebook Page

https://www.facebook.com/BethpageElementar

Twitter Handle y Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr Del Phillips E-mail del.phillips@sumnerschools.org

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

District Name Sumner County Schools Tel. (615) 264-6068

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Beth Cox

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 26 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 7 High schools
 - 1 K-12 schools
- 45 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	24	20	44
1	26	23	49
2	30	20	50
3	18	28	46
4	24	22	46
5	24	23	47
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	146	136	282

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 0 % 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 2014 – 2015 school year: 12%

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, 2014 until the end of the 2014-2015 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2014	282
(5) Total transferred students in row (3) divided by total students in row (4)	0.124
(6) Amount in row (5) multiplied by 100	12

6. English Language Learners (ELL) in the school: 1 %
4 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 50 %
Total number students who qualify: 140

8. Students receiving special education services: 19 %
50 Total number of students served

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

- 3 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 6 Other Health Impaired
- 8 Specific Learning Disability
- 29 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 3 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	97%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2010

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

Bethpage Elementary School commits to nurturing learners with challenging instructional opportunities in a safe environment while instilling time-tested values.

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

PART III – SUMMARY

Bethpage is a rural community with a rich educational history. This interesting back story began in 1899 with the organization of Tulaske Normal College, a facility for training teachers, which later became Bethpage High School and subsequently Bethpage Elementary. Bethpage Elementary (BPE) stands as the central hub of the community, with one general store, a few small churches, and a post office. During the 1987-1988 school year, BPE was slated to close due to costs associated with maintaining the small rural school. With the support of the entire community, not only did the school remain open, it was replaced with a new building. Since that time, BPE has won numerous awards including the National Blue Ribbon School Award in 2010, and it has been a Reward School for five out of the last six years. BPE currently serves 275 students many of which belong to families in the community who have sent three generations through Bethpage Elementary. At BPE, there is a strategic focus on educating the whole child. Research indicates that feeling safe at school, both emotionally and physically, is a contributing factor for students to be successful. The school provides a supportive and safe learning environment. The faculty uses positive behavior management strategies together with the district-wide anti-bullying programs to enable students to make good decisions while also helping students learn from mistakes. This high behavioral standard assists in building character and allows the staff to maximize instructional time. Bethpage Elementary has one administrator, fourteen certified teachers, and three paraprofessionals, all of whom have achieved a highly qualified status. Sixty percent of the teachers have taught at BPE for more than five years. Eight of the staff members were once students at BPE. It has a rich legacy due to the longevity of its faculty and staff. Longtime staff members are acquainted with many of the students' parents and grandparents, which contributes to the family atmosphere.

As a Title I school, BPE operates on a need-based allocation of resources. To that end, steps are taken to make it easier for families to overcome obstacles that are often present in lower income homes. The familiarity between school and community allows employees to serve in ways that reach far beyond the boundaries of the building. The Christmas Angel Tree Program and The Backpack Ministry, which serves low-income families by providing meals for students when school is not in session, allows the school to connect with the community and meet student needs. By attending a student's football game on Saturday or purchasing new clothes for a student who has come to school wearing the same attire for several days, a culture of caring is modeled by the staff and most certainly contributes to the character development of students. Bethpage Elementary is more than just a school. It is the center core of the entire community, a close-knit structure supported by strong collaboration among everyone involved in the educational process of the students. The school has tremendous parent and family support. The faculty understands the importance of the entire educational process. Academic content for teachers and students are a priority. Recently, writing has become critical in the development of analytical thinking skills for students. Teachers have received extensive training during the past two years in the integration of writing across the curriculum. Teachers provide structured models such as Daily 5 and Writing Workshop to engage students in the writing process. Students are provided with frequent opportunities to apply their learning to real-world problems through purposeful writing. In order to make writing relevant, this real world application of learning makes learning fun for BPE's high-achieving students. The students are not only high-achieving but also enjoy the learning process.

Document cameras and projectors are used daily in every classroom. Intermediate students benefit from one-to-one technology and computer-based programs such as Google Classroom, Study Island, and AR 360. The use of technology is highly motivating for students and allows for continuous monitoring and efficient use of student data. Teachers use data to drive instruction, individualize student goals, and provide immediate feedback to students. Administration, leadership teams, faculty, and staff share a clear focus to implement changes as needed. One positive change is teachers are working more collaboratively than ever before. When faced with new challenges, teachers realize that to continue the tradition of outstanding performance, collaboration is essential.

Bethpage Elementary: National Blue Ribbon Award, Five years ago to now...

For the past ten years, Bethpage Elementary has demonstrated high achievement on state mandated testing despite its' status as a Title I funded school where more than 50 percent of the students come from a low

socio economic status. Five years ago, Bethpage was recognized for its' academic excellence with a National Blue Ribbon Award. This was a catalyst in changing the perception of the community as it placed Bethpage together with larger Sumner County Schools which had been recipients of the Blue Ribbon in years past; other schools which are typically in more affluent areas. Receiving the National Blue Ribbon Award in 2010 motivated teachers and students. The very culture of Bethpage Elementary began to shift towards a more rigorous, higher standard of teaching which translated into continued student growth. This recognition has given Bethpage the opportunity to collaborate with other schools within the district. This collaboration lends itself to not only growing Bethpage, but other schools within out district as well.

The mindset of the Bethpage community is focused on continued student growth since Bethpage last received the National Blue Ribbon Award. It has propelled the stakeholders to think more proactively about how to better prepare our students for the upcoming computer-based assessments, as well as a shift towards the new, more rigorous standards. One-to-one student technology, together with a heightened professional learning (PLC) environment with respect to newly adopted standards are but a few examples of how the leaders continue to push the bar even higher towards growing students. The tangible evidence for this culture of excellence can be seen in the numerous requests each year from "out of zone" families seeking to enroll their students at Bethpage Elementary. The palpable feeling that emanates is one of privilege. It is truly a privilege to bring students into this learning environment and a privilege to teach here. Bethpage is honored to be recognized for outstanding achievement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The culture of BPE personifies a strong belief that all students can and do learn. Student achievement is the primary focus of all decisions impacting the important work of the school. Stakeholders have vital roles that attribute to the tradition of academic success represented at BPE. Curriculum and instruction aligns vertically and horizontally focusing on rigorous levels of instruction to grow all students. BPE supports a collaborative environment through conversations of learning, refinement of practices, and expectations of excellence. Through collaborative teams, within the building and across the district, teachers build integrated, well-planned lessons focusing on essential standards. Teachers are responsible for facilitating a problem-based learning environment that engages students. Building a common language to allow for understanding of standards, as well as the appropriate depth of knowledge, is a priority. Teachers rely on rich discussions around common, formative assessments to improve learning and work towards mastery of standards for students. Students connect, develop, and elaborate on academic content. They are responsible for setting individual goals and creating meaningful, integrated work. The expectation is to produce coherent work, practice, and refine the ability to explain ideas to others. Bethpage Elementary supports a balanced literacy framework for English language arts (ELA). All grades incorporate 90 minutes of uninterrupted time to support the framework, which connects reading, writing, and word work. Phonological awareness is critical for learning to read and write. K-2 students receive explicit phonemic instruction using Tapping Out with Tiles. This ensures all students learn to segment words in a progressive order, decode words, learn word recognition skills, and become more fluent readers. High impact strategies like close reading, unpacking standards, communicating and discussing learning goals, and building lessons that align to essential questions are best practices at BPE.

The reading curriculum incorporates a variety of skills and strategies to meet the needs of all learners. Special attention has been given to unifying reading and writing. Opinion, informational, and narrative writing, reflecting the latest research on data-based responsive instruction, is taught using Lucy Calkins, Units of Study. Teachers and selected curriculums afford students opportunities to understand, respond to, and learn from non-fiction text. Academic lessons model research-based strategies and align with the literacy framework. In addition to Tier I instruction, BPE targets at-risk and enrichment students by utilizing the Response to Intervention and Instruction model (RTI2). Students are identified using aimsweb screeners and grouped accordingly by area of need. At-risk students work in small groups with a reading specialist or reading interventionist to target specific skill deficits. Additional survey level assessments are given to each student to pinpoint the areas of need. Enrichment students extend learning using Genius Hour, novel studies, and culminating research projects embedded in the ELA Scope of Work (SOW).

Bethpage Elementary mathematics curriculum and strategies facilitate an environment where mathematicians thrive. All grades have an uninterrupted math block. Primary grades have 60-75 minutes, and intermediate grades have 90 minutes. High impact strategies like unpacking standards, accountable talk moves, differentiated instruction and analyzing and annotating math tasks are best practices at BPE. The curriculum, Bridges in Math, is specifically written to address the Common Core Standards. Students are trained to be confident mathematical thinkers. They are given opportunities to explore new ideas and articulate their insights and questions. Teachers have a unique way of blending direct instruction, structuring investigations, and providing open exploration. In addition to Tier I instruction, BPE targets at-risk and enrichment students by utilizing RTI2. Students are identified using aimsweb screeners and grouped accordingly by area of need. At-risk students work in small groups with a math interventionist to target specific skill deficits. Additional survey level assessments are given to each student to pinpoint the areas of need. Enrichment students extend learning using computer based programs, journaling, task arcs, and performance-based learning embedded in the Math SOW. Science and social studies standards are heavily embedded in the ELA curriculum. Teachers utilize textbooks, non-fiction articles, text dependent questions, writing and responding to text, experiments, on-line resources and projects to ensure all students are working towards mastery. Differentiated instruction is used to remediate or enrich students in these content areas. All fifth-grade students participate in a “Living History Museum.” Students portray an influential person from history and share interesting and relevant facts with the student body and

community. BPE promotes a culture of motivated learners. Learning is nurtured and cultivated in a safe, caring environment where students are given a multitude of opportunities to reach their highest potential.

2. Other Curriculum Areas:

Bethpage Elementary is committed to providing students with challenging educational opportunities in a safe environment while instilling time-tested values. Students are creative and have the ability to meet the many challenges in an ever-changing society. Highly qualified and caring teachers foster an environment where students feel safe, supported, and academically challenged. Following the prescribed standards, students are given tools and strategies to strive for excellence in all academic areas.

Art: The BPE art program utilizes a highly qualified teacher to explore the various aspects of art. Every student has 45 minutes of specialized art instruction each week. During this time, students participate in hands-on activities that incorporate grade level standards for art as well as other disciplines including but not limited to the creation of venn diagrams, the identification and formation of lines of symmetry, the interpretation and analysis of information and the description of various properties of art.

Physical education: Students engage in physical education classes with a highly qualified teacher with a masters in physical education. Every student participates in 45 minutes of physical education instruction every week with additional 45 minutes of classroom teacher-led physical activities. Students participate in engaging physical activities that promote teamwork, sportsmanship, goal setting, and utilization of technology. Students also participate in Jump Rope for Heart, raising money and awareness about living a healthy life and maintaining a healthy heart. Programs such as GoNoodle and wiifit help engage students and demonstrate that technology is used in multiple ways.

Technology: Each class has scheduled technology time in a fully equipped computer lab that houses 28 computers. Every fourth and fifth grade student has a personal laptop to use during school hours. Students enjoy 30 minutes of weekly planned instruction with a computer lab teacher. Technology is also embedded throughout the day with classroom teachers. Students use a variety of internet-based programs including, Study Island, Reading Eggs, MICA, AR360, and MIST.

Guidance: The guidance program is designed to meet the needs of students' academic, social, and emotional needs. Students meet weekly for 45 minutes with a highly qualified guidance counselor to discuss personal health and safety. The school-counseling program addresses areas such as social and interpersonal skills, organizational skills, and problem solving skills. The students are equipped with the knowledge and skills needed to become college and career ready. The school counselor works alongside of the students to break down academic barriers in order to focus on social and emotional learning as part of each student's unique function. Individual counseling and small group counseling sessions are a major part of the counseling program.

Music: Students receive 45 minutes every week of scheduled music instruction from a highly qualified teacher holding a Bachelor of Arts Degree in Instrumental Music K-12. Students are exposed to various aspects of vocal and instrumental music, as well as theater arts. Student creativity is showcased throughout the year through a variety of performances. Students are exposed to dance, voice, instrument, and drama skills to get the full musical experience. Students participate in reading and writing music, singing and playing instruments, analyzing music, and relating it to other curricular subjects.

3. Instructional Methods and Interventions:

Bethpage Elementary believes addressing different learning styles and multiple intelligences optimizes student learning. Student instruction is the primary focus of all decisions impacting the work of the school. A variety of instructional and assessment methods are necessary to meet the individual, physical, social, emotional, and intellectual needs of students. Teachers create cross-curricular lesson plans using strategies to encompass all learning modalities. Students have opportunities to participate in varied instructional techniques including peer tutoring, cooperative groups, and mentor groups. To ensure that all instructional methods and interventions are being used effectively and student learning is high priority, teachers work in

professional learning communities, participate in focused peer observations, and collaborate weekly to plan with grade level teams. The teacher leader and lead educator facilitate meetings as well as support teachers and students. Instruction is organized into three tiers: Tier I, II, and III. Teachers meet in data teams to discuss students' growth based on benchmarking data. Students needing intervention are placed in small groups according to specific skill deficits. Students are screened weekly or bi-weekly using a skill-based assessment. Students receive intervention with a highly qualified teacher or paraprofessional using programs such as Florida Center for Research, Leveled Literacy Instruction, Journey Literacy Tool Kit, Bridges Intervention, and Camelot Math. Students performing above grade level participate in an enrichment class facilitated by a highly qualified teacher. Students have access to Genius Hour, novel studies, writing workshop, technology and project-based activities in order to ensure a deeper understanding of current standards being taught in the classroom.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Teachers focus on data from student assessments to guide instruction and utilize various instructional strategies and interventions to address individual learning needs of students. Using data from TCAP, MICA, MIST, quarterly assessments, and common assessments, teachers are able to target specific skills to better aid in student learning and to close gaps in achievement. Using data from student assessments and examining professional practice, school personnel monitor and adjust curriculum, instruction, and assessments to ensure vertical and horizontal alignment with school goals. All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are given to guide and inform students. The process includes multiple measures. Formative assessments are one example and are used to provide information in relation to modifications of instruction and data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

In order to ensure that the students' families and stakeholders stay informed, each student takes home a Wednesday Folder which includes notes from the school and a newsletter from the teacher, Title I personnel, and the office. Student work is included in the folder with a place for parents or guardians to make comments. Families have access to student grades through Information Now via Sumner County's web page. Progress reports are sent mid-quarter, and report cards are sent at the end of the each quarter. Parent conferences are scheduled twice a year to discuss student progress.

The Title I program provides opportunities for families to participate in learning activities with their children through four parent meetings a year. These parent meetings focus on student learning and parent involvement. BPE strives to maintain high levels of achievement. This is done through using data from common assessments, student conferencing, benchmarks, progress monitoring, and individual student work to monitor and track performance as a means to improve student achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture of BPE is built on a foundation that engages and motivates students academically, socially and emotionally. When a visitor enters the front doors of the school, banners and awards on the walls exude a climate of pride in achievement. Framed posters of students highlighting our top citizenship themes, such as honesty, service, fairness, and pursuit of excellence line the hallways. Students are confident, friendly, and have a sense of purpose. On any given day, in the commons area, there might be a small group of students reading to the PE Coach, or a class working on a project-based lesson, scattered in small groups. At lunch, tables include parents sharing mealtime with children. In the hall, one might encounter a group of fifth grade students walking to an enrichment class with personal laptops. Students are trusted to move about the building because their leadership qualities and modeling good behavior for younger peers.

There is a clear connection between the positive environment and success at BPE. The school vision embodies strong values and beliefs, and it governs the behaviors and attitudes of the entire community. “Bethpage Elementary will be a community of students motivated to learn. Learning will be nurtured and cultivated in a safe, caring environment where students will achieve their highest potential. Students, teachers, staff, parents and community will work in collaborative relationships accepting and respecting one another and demonstrating a sense of unity, harmony and mission.” The school vision is well understood by stakeholders because hard work, citizenship, respect and resourcefulness are values that are woven into the very fabric of the community. These are important values for generational families, as well as new families in the community. BPE is fortunate to have a principal, as well as many teachers and staff members, who attended Bethpage as children. Some teachers have served three generations of family’s children and are well acquainted with many of the students’ parents, as well as grandparents.

Teacher longevity is further evidence of how the community values and supports all personnel. A sense of familiarity between school and community enables Bethpage Elementary to serve the “whole child.” It allows ways to help families overcome the obstacles that are often present for lower income students or families in crises. This culture of caring through doing, worthiness, and hard work is modeled to the new generations of teachers and students and most certainly contributes to character development. It cultivates an environment that is ripe for learning. Students and co-workers are considered family members. All of these factors contribute to the success of BPE.

2. Engaging Families and Community:

Family and community involvement is woven into the very fabric of BPE. The Parent Teacher Organization is ever present, evidenced by the tireless groups of daily volunteers in classrooms, workrooms, and hallways. Volunteers make long-term commitments, working directly with students in motivational programs designed to foster good citizenship, hard work, and achievement. Parents are also the primary organizers and executors for several annual fundraising events such as evening lock-ins, dances, parent dinners, and the carnival, bringing in more than \$20,000 in funds. These funds are used for instructional materials, landscaping, window tinting, technology, and monetary compensation for a computer teacher.

Bethpage Elementary qualifies as a Title I school because at least half of the students are eligible for federal assistance according to the guidelines for free or reduced lunch program. In an effort to bridge the needs of these families, collaboration happens with many local non-profit organizations and businesses. A good example is the Backpack Program where church donations supply at least 35 families with enough groceries to get through a weekend. Fourth and fifth grade students, who may also be backpack recipients, oversee the weekly distribution. This responsibility provides a sense of empowerment and builds community awareness. BPE also partners with local businesses and community members to provide 75 children with Christmas presents each year. Students participate in a book drive to benefit the Gallatin Child Care Center and collect canned goods for the Food Pantry at a local church. The Bethpage Elementary Academic Service Team (BEAST) actively volunteers for projects such as running the booths

at the annual carnival, collecting supplies for soldiers at Fort Campbell, building picnic tables and landscaping.

Local businesses, in the community, participate in programs that emphasize values such as good citizenship, strong work ethic, and fiscal awareness. Wilson Bank & Trust's weekly volunteers share with students that saving and goal setting can lead to success. Gallatin Rotary's Wheels in Motion bike giveaway recognizes students who have demonstrated outstanding citizenship. Many local celebrities and government officials are active in our library's Guest Reader Week. Sumner County's 4-H Program empowers students to "learn by doing" through hands on activities and community involvement. This year the fifth grade 4-H students are helping Vanderbilt Children's Hospital efforts by collecting art supplies for the Red Wagon Project. The goal, as a school, is to strengthen and broaden students' sense of community, to foster a spirit of productive service, and to instill pride in working as a team. These goals reflect the important investments made in students and will impact each student's willingness to raise families, work, and continue to be part of this community. Success is measured not just through academics, but through character education as well, which in turn strengthens the community.

3. Professional Development:

Bethpage Elementary is deliberate in its effort to maximize every resource in order to support relevant, job-embedded professional learning that is centered on student growth. The lead educator and teacher leader work closely with the Title I Reading Specialist, administrator, and teachers to identify areas of professional growth that will directly impact student success. Student and teacher growth areas are targeted as a result of statewide assessments, district-wide quarterly assessments, and Aimsweb benchmark student results. The district's tiered professional learning approach gives BPE access to expert knowledge from the district's instructional coordinators who oversee the development of district quarterly assessments and provide an analysis of instructional implications and trends from student results on the quarterly assessments. Each grade level team meets with the lead educator or teacher leader quarterly to reflect on teaching practices with respect to student proficiency surrounding the mastery of standards during a nine-week period.

Accommodations for professional learning communities (PLC) are permitted by a school-wide schedule that allows for daily common planning times for each grade level. Student data are analyzed and used to plan grade-level PLC, vertical PLC and building-level professional learning days. Collaboration among partner schools lends itself to a problem-solving approach for challenges in like areas such as: intervention strategies, curriculum development, building common assessments, and instructional implications for students in poverty. Professional development is based on the needs of teachers and students. This approach is impactful and ongoing for all.

4. School Leadership:

At Bethpage Elementary, the philosophy for leadership exemplifies one of educator collaboration that leads to high expectations for student learning. This structure ensures teachers do not teach in isolation, but instead collaborate by sharing pedagogy. The principal views his role as a facilitator and instructional leader. Instructional tools and supports are given in effort to challenge students every day to reach full potential. The school leadership team gives teacher representatives from all grade levels the ability to weigh in on decisions that directly impact student learning. For example, the leadership team develops the school-wide schedule and makes decisions about resource allocations such as using the related arts teachers for RTI2 and providing one-to-one technology for all students. Teachers also have direct input on the allocation of Title I funds, deciding to create a literacy resource library. There are clear structures in place that ensure all stakeholders are unified in holding each other accountable for student achievement. For example, student learning is progress monitored and systematically reviewed by the leadership team and other classroom teachers. Instructional decisions affecting student learning are made together based on student data.

Leadership believes in supporting students and teachers in all areas. Teachers receive daily support from the administrator, teacher leader, and lead educator. The lead educator and teacher leader have instructional coaching certificates earned through graduate credit hours from Lipscomb University. On-going training provided by the district office supports these two roles. The teacher leader, a building-level position, provides teachers with daily support. The teacher leader is highly qualified in the areas of special education and elementary education, with a master's degree in professional development and leadership. The lead educator serves as a direct liaison between the school and instructional coordinators at the district office. The lead educator's expertise lies in curriculum development, common assessments, and coaching practices. She holds a master's degree in administration and instructional leadership. Both are trained in data-mining and instructional implications that are centered on student outcomes. The principal assigns new hires to mentor teachers who receive training through the First Impressions program. These programs and trainings are aligned to the vision, mission, and beliefs and provide a strong support system for teachers and administrators.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Bethpage Elementary has a long history of academic success. Success is attributed to not only academics, but also the development of the whole child. Last year, BPE was able to not only meet, but exceed SMART goals. This was done by creating goals for students and teachers and by ensuring these goals were met through the utilization of effective strategies, following the prescribed standards, and using data to drive PLC and daily instruction. Teachers, through professional learning, tailor instruction to meet the needs of all students. Teachers use technology to drive instruction by creating Google classrooms, and they incorporate project-based learning. Rigorous lessons are well planned in all content areas. Teachers facilitate learning using multiple learning strategies for students in order to help all students be successful. Federal funding, though Title I, is used for afterschool tutoring and instructional resources for parents and teachers. In addition, teachers use resources from TNCore to provide rigorous activities in all content areas and to challenge students.

Teachers have a deep understanding of the standards due to a strong knowledge base of grade level content and a continuous use of teacher made-assessments. These assessments are used as a formative teaching tool, not just to administer grades. Teachers use student results to spiral content to ensure mastery. Teachers engage paraprofessionals and support staff in the student learning process. Related Arts teachers are utilized during intervention to help close the gap in student learning by focusing on the skills needed to master the standards. English Language Learners (ELL) are provided with daily small group instruction, as well as access to computer-based programs for home support. In order to ensure equal access to learning opportunities for all students, teachers work cooperatively with ELL professionals and special education staff to ensure that accommodations and modifications are used when appropriate or prescribed.

The teachers and staff maintain the attitude of doing everything possible to ensure that each student is successful. This is done through individualized student instruction, data-driven lesson plans, the use of research-based instructional strategies, re-teaching, modifying, and spiraled instruction.