

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 1603 La Highway 700
(If address is P.O. Box, also include street address.)

City Rayne State LA Zip Code+4 (9 digits total) 70578-1701

County Vermilion Parish

Telephone (337) 334-4070 Fax (337) 334-4237

Web site/URL https://ibes.vpsb.net/ E-mail tara.frick@vpsb.net

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Tommy Byler E-mail tommy.byler@vpsb.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vermilion Parish Tel. (337) 893-3973

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Kibbie Pillette
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 20 TOTAL

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	13	7	20
K	23	17	40
1	19	9	28
2	16	15	31
3	17	12	29
4	18	15	33
5	16	15	31
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	122	90	212

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 0.5 % Asian
 - 3.8 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93.2 % 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 2018 - 2019 school year: 6%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2018	179
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish, Vietnamese

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 34 %

Total number students who qualify: 72

8. Students receiving special education services: 10 %

22 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 16:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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

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

Yes No

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

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

Our mission statement is simple. We are IBES! Individuals leading and learning together while Believing in Each other and our Students!

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

Indian Bayou Elementary is a Pre-k through fifth grade school with a population of 212 students. Indian Bayou is an unincorporated community in the northwestern region of Vermilion Parish and is made up of mostly farmland. Crops raised by local farmers are sugar cane, rice, and crawfish. The community consists of a church, a volunteer fire department, Dollar General, and Indian Bayou Elementary School. The school is the center of the community. Organizations such as the youth basketball association and the neighborhood watch use the school to conduct practices and meetings. Any school event is guaranteed to be standing room only after the bleachers fill up in the small gymnasium with wooden floors.

Our student population is made of families ranging in socio economic status from blue collar middle class to economically disadvantaged. Our parents and community are involved in the daily operation of Indian Bayou Elementary through our active Parent Teacher Organization, which holds monthly meetings in the school library. Our families and community value the education of our students, and they consistently show pride and adoration for their small country school. This community commitment to Indian Bayou Elementary assists the faculty and staff in promoting a positive school environment conducive to learning and to the development of one's character.

Indian Bayou Elementary values the well-being of each child that walks through our doors. We believe that each child has the potential to learn in a supportive, yet rigorous learning environment. Many strategies are implemented to ensure that students receive a quality, equitable education within each classroom. Teachers at IBES utilize Kagan strategies to engage students in learning each day. These strategies are used alongside objectives structured within Bloom's Taxonomy. Lessons address student differentiation and small group instruction. Teachers act as facilitators within the classroom while students are leaders in the learning environment.

A unique feature at Indian Bayou Elementary is our small class sizes. Core reading and math instruction is effectively provided in small groups. The class is divided into 2 or 3 groups. The teacher delivers core instruction to one group, while the rest of the class works in other small groups to practice reading and mathematical fluency. Teachers see each small group of students daily. This enables the teacher to provide one-on-one instruction to meet all student needs.

Small group instruction is at the heart of teaching at IBES. This is accomplished in a variety of ways. Each class is given computer lab time. While students are working on computers, this is another opportunity for teachers to pull small groups of students and reinforce needed skills. Embedded within the school day are 30 minute blocks of time for reading and math intervention. Our librarian and the music and PE teachers assist in providing inclusion and pull out interventions to help maximize individualized instruction when meeting the needs of our learners.

We also have a very dedicated RTI committee that works tirelessly to ensure that student needs are met. The committee meets once each month to go over data, get input from stakeholders, and implement learning plans to benefit student progress.

Along with individualized academic instruction, IBES promotes emotional, social, and cultural achievement and development through our Positive Behavioral Interventions and Support program(PBIS). The school's mascot is the Indian, and our PBIS motto is "Home of the Indians where we are Heroes: hardworking, encouraging, responsible, and organized." Our focus is on the positive and good qualities of students, which in turn creates a student who is excited and confident about learning.

Our teachers work across grade levels to make instruction as seamless as possible. The same terminology and vocabulary are used across subject areas from one grade to the next. This facilitates students' familiarity with the content language regardless of grade level or teacher. Teachers share with other teachers across content areas and grade levels.

To ensure this process, teachers participate in Professional Learning Communities (PLC's) on a bimonthly

basis. Teachers collaborate across grade levels within their subject areas. Student work is analyzed to determine strengths and weaknesses of each student in the classroom. Based on the data collected in the PLC, a plan is made to challenge strong students, as well as plans to strengthen struggling students. This process is repeated every 2 weeks in the PLC environment. Teachers share strategies and ideas with one another.

The idea of making personal connections with the students within your classroom is not an innovative idea. However, making personal connections with students school wide by each faculty member and support staff is essential! Each person on the campus of Indian Bayou Elementary, including cafeteria technicians, teachers, office personnel, custodians, and the administrator, is involved in developing the whole child; academically, emotionally, physically, socially, and culturally. Faculty and staff know each student by name, and more times than not, know their parents on a first name basis. Indian Bayou Elementary truly is family to anyone who walks through our doors. Students feel loved and respected. The community feels welcomed and is supportive in countless ways. The teachers are supported by one another and the administration. We pull together on a daily basis to make a difference in the lives of our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Indian Bayou Elementary has an academic vision for all students. That vision consists of providing a positive learning environment that encourages students to take ownership of their education and to produce a high level of academic achievement through rigorous, scaffolded instruction and high expectations, which will transfer to life beyond the walls of Indian Bayou Elementary.

To bring this vision to fruition, faculty and staff are continually reminded that every student counts. Professional learning community goals are developed with this in mind. In a small school, the performance of each student has far reaching effects for the school as a whole. All decisions are driven by data and by the consistent theme that every student counts. Teaching practices are focused on differentiating to reach each student. Planning and collaboration is utilized to keep strong students moving forward, as well as strengthening struggling learners. This is why small group instruction is at the heart of teaching at IBES. Focusing on individualized instruction provides tremendous academic gains, as well as supplying students with confidence and encouragement. Small group instruction is embedded in the school day across subject areas. This small group approach to instruction is used when teaching core subjects of reading and math, as well as providing intervention groups, centered learning, and cooperative learning in science and social studies.

Teachers at Indian Bayou Elementary teach with fidelity to the Louisiana state standards in order to assist students in succeeding in their current grade, while providing the foundation for upcoming grade levels. Our school district provides common formative and summative assessments in order to mirror the same expectations and rigor across grade levels. Teachers meet bimonthly with previous and succeeding grade levels. During this time, teachers use available data to evaluate and adjust their planning and instructional practices to facilitate student success. Teachers collaborate on various teaching strategies to assist students in accomplishing their goals. Following the aforementioned plan allows teachers to implement the motto “every student counts” into their daily practices.

1b. Reading/English language arts

ELA instruction at Indian Bayou Elementary is built upon the framework outlined by the Vermilion Parish Curriculum Department. All content, lessons, activities and strategies align with state standards issued by the Louisiana Department of Education. There is a strong focus on phonics instruction in grades kindergarten through second grade, when young students are learning to read. Common approaches across grade levels in reading are referring explicitly to the text, purposeful reading and writing, and analyzing the text and illustrations. Lessons are student centered and student led. The classroom teacher facilitates student learning to fit the individual student’s learning style.

Units of study are systematically and sequentially structured in order to ensure that all students achieve success with the required grade-level standards by the end of the school year. Each individual unit of study focuses on specific skills that students need to acquire in order to progress towards grade level mastery.

Normally, most lessons begin with explicit and direct instruction of the skill(s) using many forms of modeling. This then leads into guided practice and eventually independent application. Gradual release of responsibility to the student is embedded in all lessons.

Throughout the duration of each lesson, numerous opportunities and instances of differentiated instruction exist to ensure that standards are met. This may include, but is not limited to, ability and peer-grouping, Think-Pair-Share, use of technology through various applications, varying the Lexile level of texts, allowance of certain students to perform tasks independently and free of distraction, and letting students have a choice in choosing which sources or texts to use.

Depending on a student's level of mastery, all lessons allow for teachers to scaffold student learning. Formative assessment is constant and always prevalent with each and every daily lesson, in turn, allowing teachers to provide direct and immediate feedback to students. By utilizing higher order thinking questions, observing class discussions, student conversations, and student application and work, teachers at Indian Bayou Elementary are able to denote the educational need of each individual student.

At the conclusion of each unit, a summative assessment is given to gauge the learner's comprehension, understanding and ability to implement skills. Results from summative assessments show both student abilities and deficits, which allows for the creation of learning plans for each individual student and also a guide for teacher directed small group instruction. These plans are created in collaboration with other ELA teachers at IBES during bimonthly Professional Learning Communities (PLC's).

With rigorous content, a well-designed scope and sequence, and use of the above practices/strategies, ELA teachers at Indian Bayou Elementary consistently ensure that necessary skills are mastered, standards are obtained, and the needs of all students are adequately met.

1c. Mathematics

Math content is aligned to the Louisiana Student Standards for Mathematics. Mathematics is taught within a 90 minute daily block. In a daily math lesson, teachers will work through fluency, word application problems, main concept development and problem practice, fact fluency practice, and calendar math application. Small group instruction is the focus of lesson delivery and solidifies student learning.

Fluency and daily application word problems are done and checked in a whole group setting. Fluency reinforces previous skills for automaticity. Students attempt the application word problem independently while the teacher circulates and monitors. This part of the lesson is done independently to build student stamina in solving problems independently. Monitoring students during their application work enables the teacher to see what the majority of the class is struggling with. When checking the problem whole group, the teacher will highlight areas that caused student struggles.

For the concept development portion of the math lesson, teachers provide small group instruction. During this time, the teacher divides students into two groups. One half of the class receives core instruction from the teacher in a small group setting. The teacher delivers concept development instruction and is able to watch individual student application of the concept taught. This enables the teacher to reteach or redirect the student in real time!

While this small group core instruction is happening, the other half of the class is working independently on computers. The core lesson is delivered to these students through the Zearn online platform. Students are taught the same concept development lesson digitally by an instructor. This is a real person teaching the concept through a video using illustrations, voice, and text. After the video instructor teaches the concept development, students are given problems where their understanding of the concept is applied. If they struggle with the application, they are redirected to watch the video lesson again and given more opportunities for practice and reinforcement. After 30 minutes, the two groups switch places. The teacher delivers core instruction to the second half of the class, while the first group works independently, receiving the core lesson digitally. So each day, students receive the core lesson twice. They will be given practice through Zearn and also practice in the Eureka student book.

After receiving instruction of the concept development lesson twice, students are given formative assessment through an exit ticket. They answer the exit ticket independently. Teachers use this formative data to individualize instruction for students. Students who could not complete the exit ticket independently are pulled for one-on-one work with the teacher during daily math intervention time. Summative assessment data is provided through topic tests and benchmark assessments. The data gained from these assessments dictates small group instruction. Teachers also use the data to make informed decisions about student placement within groups.

Through use of small group instruction, Eureka math scope and sequence, the use of daily formative assessment data, and consistent summative assessments, math teachers at Indian Bayou Elementary ensure that skills are mastered, standards are achieved, and the needs of individual students are met.

1d. Science

Science instruction at Indian Bayou Elementary follows the Louisiana Student Standards for Science. Each standard is designed to allow students to apply content knowledge through the disciplinary core ideas, investigate and reason scientifically through the science and engineering practices, and connect ideas across disciplines through cross cutting concepts. Grades kindergarten through fifth receive instruction in life science, earth and space science, and physical science.

Science instruction is broken down into units of study. Each unit is centered around a real-world phenomenon. Students uncover knowledge about these phenomena through guiding questions and investigation. Students use experiences throughout the unit of study to build understanding of terminology and concepts. At the end of the unit, students are able to communicate what they have learned about the anchor phenomenon and apply these concepts in new contexts. They are leaders of their own learning through investigation, exploration, and inquiry.

Science instruction at Indian Bayou Elementary is outlined by the Vermilion Parish Curriculum Department. It is systematic in the way it progresses from kindergarten through fifth grade. For example:

Kindergarten units are as follows: Forces and Interactions, Earth and Human Activity, Weather, Animals and Energy, and Plants.

Second graders learn science content through the following four units: Our Land and Water, Bodies of Water, Relationships in Habitats, and Properties of Matter.

Fifth grade science instruction is divided up into the following: Matter and Its Interactions, Matter and Energy, Ecosystems, Earth's Systems, Earth's Place in the Universe.

First through fifth grade teachers collaborate with one another and the Vermilion Parish school district to create common assessments. During each unit, teachers utilize formative and summative assessments to gauge student understanding. Formative assessments include exit tickets, writing prompts, learning logs, and class discussions. Summative assessments are district created and encompass several lessons of instruction within a single unit. These summative assessments use text with one or more writing prompts, higher order multiple select items, as well as written responses. Data collected from formative and summative assessments is used to plan future lessons.

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

All content, lessons, activities and strategies for social studies align with Louisiana state standards.

Units of study are systematically and sequentially structured in order to ensure that all students achieve success with the required grade level standards by the end of the school year. Each unit of study is divided into main topics of focus. Each topic centers around specific skills that students need to acquire in order to progress towards grade level mastery within the social studies curriculum. This arrangement of units and topics allows students to constantly build upon their knowledge and understanding in a consistent and continuous manner.

The ability to differentiate instruction is maximized within our social studies pacing with the sole purpose of thoroughly reinforcing skills and addressing the needs of every learner. Various uses of technology, hands on activities, partner strategies, group/team learning, individual research, and the convenient access to assorted text and materials, allows learners of every style to succeed.

Students are required to interact with social studies content in much the same way as reading content. The

majority of their learning and reference materials are text based. They must read and understand text, write purposefully, find evidence and support in the text, and analyze text and illustrations.

Students in Kindergarten are just beginning to learn about their world. Social studies instruction for these young students focuses on their immediate surroundings, family and school.

In first grade social studies, students begin to broaden their horizons through units such as: My School and My Community and Maps Help Us.

Second grade learners at Indian Bayou Elementary acquire important lessons during the school year about our country as well as our state..

In third grade, the focus shifts to our home state of Louisiana. Students begin to learn Louisiana history through the units such as: What Makes Louisiana Unique and How Native Americans Contribute to Louisiana's Uniqueness.

Fourth grade social studies instruction hones in on our American history and how our great nation.

Fifth grade social studies instruction helps our students shift their focus to outside influences during the growth of our nation.

Their study is divided into the following topics: Indigenous Cultures of the Americas, European Exploration, Settlement of the Present-Day United States, Colonial Advances, and the French and Indian War.

Formative assessment is employed daily through observation, class discussion, peer conversations, questions using higher order thinking skills, exit tickets, and many other assessment strategies. Formative assessment supplies teachers with continuous feedback on student learning. This data is used to drive individual student instruction.

At the conclusion of each lesson, a district created summative assessment is given to gauge student mastery of the standards addressed. The data collected at the completion of each summative assessment is used to drive instruction. Results from summative assessments are used for the creation of learning plans for each individual student and also as guides for teacher directed small group instruction. These plans are created in collaboration with other social studies teachers at IBES during bimonthly PLC's.

1f. For secondary schools:

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

Indian Bayou Elementary follows the LDOE's approved curriculum. This curriculum focuses on educating the whole child. It fosters learning in all areas of a child's development and immerses children in learning through purposeful play. Through purposeful play, preschool students develop social-emotional skills, as well as cognitive skills in math, reading, and science.

The Second Step program is used to supplement students' social and emotional learning (SEL). Using SEL guidance, the preschool academic year is divided into 5 units: Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem Solving, and Transitioning to Kindergarten. Each of these units assist preschool students in building a foundation for self-regulation and social-emotional competence.

The preschool program at Indian Bayou Elementary strives to equip students with the important foundation of social and emotional learning, as well as cognitive learning in the areas of reading, math, and science.

Teaching Strategies Gold (TS Gold) is the instrument used to assess preschool students' abilities. It contains 38 objectives for development and learning. These 38 learning objectives span from birth through kindergarten. TS Gold provides school personnel and parents with a picture of a child's readiness for

kindergarten academic standards based on the objectives.

TS Gold indicators provide a snapshot of a student's readiness to move on to primary grades. Through notes, objectives, projects, and teacher observation, a child's readiness for school is monitored. Using formative assessment strategies, our preschool teacher and paraprofessional strive to build important readiness skills in our pre-K students. They gather information that includes a child's current ability, as well as where he needs to be in regards to school readiness and success.

The teacher holds parent-teacher conferences each 12 week period. During these meetings, she is able to relay important readiness information about a child to parents. This builds an initial connection and collaboration between home and school that will be fundamental to the student's success.

2. Other Curriculum Areas:

Indian Bayou Elementary has a robust music program spanning grades pre-k through fourth grade. Our music teacher's focus is on making our young students beautiful, tuneful, and artful! Beautiful meaning, they can move to a steady beat and display coordination. Students practice these skills through hand games and dancing, such as folk dancing. Tuneful meaning, students can pick up and sing (with their singing voice) a familiar or new tune relatively quickly, aren't afraid to sing, and are able to recognize and hear musical pitches. Artful meaning, students are able to use the skills learned in order to create their own songs, beats, and patterns as they progress, allowing for creative growth. Eventually, these three attributes will equip students to successfully play the recorder in 4th grade.

Indian Bayou fifth grade students are given the opportunity to participate in our school band. While learning to play an instrument, students gain knowledge that will transfer into other subject areas and contribute to their overall learning experience. Playing a musical instrument requires coordination of the mouth and hands. Reading is used when students read music on a page from left to right. Math is used when counting rhythms and beats in a measure. Students learn Italian words when perfecting their music knowledge! Music students also learn the physics of sound as they play softer and louder. Indian Bayou's strong music program lends itself to educating the whole child!

Physical Education is extremely important in guiding students to develop a healthy lifestyle, a healthy body, and a healthy mind. At Indian Bayou Elementary, students participate in PE for 30 minute class periods. Preschool through fourth grade students receive PE services twice a week, while fifth grade students receive PE services daily.

Students in preschool learn skills that lay the foundation on which they build each year until fifth grade. In preschool through second grade, students focus on skills such as balance and stability, object control, eye-hand coordination, and dynamic and linear movement. Students in third through fifth grade master these skills and are ready to move on to skills appropriate for their grade level. These skills include flexibility, strength and endurance, and cardio. Students also learn fitness circuits at all grade levels.

Physical education classes at Indian Bayou Elementary are structured and purposeful. Each class time begins with a daily exercise routine used to warm up before the planned class activity. The teacher and students use the remainder of the class time to learn and play a game or activity that lends itself to helping students acquire the previously mentioned skills.

As part of Indian Bayou's physical education curriculum, students also learn the importance of healthy eating habits throughout the school year. The month of February is particularly dedicated to student knowledge of healthy eating. Our physical education teacher is a proponent of the Jump Rope for Heart program. Through this program, students learn the importance of keeping their hearts in shape by eating healthy, which will also build a strong body in conjunction with physical activity. Our students also participate in a districtwide physical fitness competition, and our students do well when compared to other students across the district!

Physical Education is crucial to the well-being of all students at IBES, and our PE teacher works hard to

enhance students' mental, emotional, and physical stability.

Technology is an important part of instruction at Indian Bayou Elementary. Our technology specialist maintains a viable computer lab and creates a schedule that allows each classroom of students to visit the lab multiple times in one week. In addition to regular computer lab access, she teaches students about internet safety and how to evaluate the usefulness of internet sites. She also educates students about bullying using the internet.

All students visit the library once each week for 30 minutes. The librarian uses her access to teacher lesson plans to align her library lesson with what students are learning inside their classroom. For example, when teaching younger students about story elements, she may utilize a story about a famous American if that's the unit of study within the regular classroom. Starting in third grade, students are introduced to different types of genres. Also, older students begin to study reference sources and how to use them within the library and the classroom. Our librarian is also our technology specialist. This dual role provides opportunities to unite library learning with technology when appropriate.

Curriculum areas outside of core subjects at Indian Bayou play an important role in the education of our students. They are critical in supporting students' acquisition of essential skills and knowledge. They help to fulfill our academic vision by providing our students with skills that "will transfer to life beyond the walls of Indian Bayou Elementary".

3. Academic Supports:

3a. Students performing below grade level

All students in grades K-2, and select students in 3rd grade, are given the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test 3 times a year. This data, along with STAR (Standardized Testing for the Assessment of Reading) data, is used to identify students below grade level in reading. These students are placed in intervention groups and are provided small group instruction with a reading intervention teacher for 30 minutes each day. During this intervention time, students work on sight words, phonemic awareness, reading fluency, and comprehension. This is done in addition to the regular reading core they get daily. Progress monitoring is done regularly to assess student learning, and changes are made to address deficits.

We also have an effective RTI (Response to Intervention) program that provides support to lower performing students. All students in RTI are progress monitored consistently in I-Ready reading and I-Ready math. They are given time daily to work in these programs. These programs provide practice on specific skills they lack based on scores from the diagnostic test and progress monitoring tests they are given. Additional interventions within the classroom are put in place to give these students practice in skills they are lacking.

Dyslexic students at IBES are given intervention time with a trained teacher to work on reading skills. They are pulled 30 minutes each day to work on explicit, multisensory lessons to increase their reading performance.

Our students with accommodations also have very detailed IEP's/IAP's that address their educational, social, and emotional needs. Each of these students have accommodations or modifications that help them to be successful in their academic endeavors. Teachers implement individualized plans for students within their classrooms.

Teachers, interventionists, and Special Education personnel work closely together to ensure the success of all students. They participate in daily conversations about practices to best reach each child in the school. When something doesn't seem to be working, they collaborate to change it so that students are successful.

3b. Students performing above grade level

Gifted screening is done yearly at IBES. Teachers select students who meet the criteria for the gifted program. This program challenges the students and gives them assignments in addition to their regular classroom assignments.

During intervention time, high performing students are given challenging passages or math problems. This allows them to work on or slightly above their grade level and keeps their brain active and growing. Daily intervention time is set aside to help all learners be the best they can be. This includes students performing above grade level.

When visiting the school library, students are allowed to check out library books on their reading level, determined by the STAR test. Once their reading level is determined, they are not allowed to check out books below their reading level. This ensures those reading at a higher-level stay challenged. Upon completion, students are encouraged to take an Accelerated Reader (AR) test. Each test is worth points. Students are given a point and accuracy goal to reach in AR. The program provides practice in fluency and comprehension skills. Incentives are offered to encourage students to read books and reach their goal. When goals are reached, they are rewarded for their accomplishment! A new goal is set, and the process begins again.

Our higher performing students are excellent classroom helpers, and teachers utilize them! When finishing assignments, they are happy to help those who are struggling and do an excellent job at helping them solve the work. Teachers provide instruction to these students on the best ways to peer tutor others, and they understand that giving struggling students the answer is not the best way to help them learn. Instead they are taught to ask guiding questions that will help the struggling student arrive at the answer on their own. Students peer teaching other students is very successful at Indian Bayou Elementary. It engages and challenges stronger students in a positive way.

3c. Special education

Students who qualify for Special Education services are afforded the same education as students within the regular classroom. Directives from our district Special Education department dictates that students with special needs are taught grade level expectations within the regular classroom setting, as well as during 75% of their pull out time with the Special Education teacher.

Indian Bayou Elementary has one Special Education(Sped) teacher and one Special Education paraprofessional. These two individuals work hard at providing both inclusion and pull-out services. The kind of services and the duration and frequency of Sped services are determined by the student's academic, social, and emotional needs. Since one Special Education teacher services grades first through fifth, she has extensive curriculum knowledge across grade levels. This greatly benefits her students in that the Sped teacher knows what was done the previous year and what will be expected the next year. This brings continuity across grade levels and assists students in making better connections. The Sped teacher delivers services to students through inclusion, in which she goes into the regular education classroom and co-teaches with the classroom teacher, while providing support to Sped students. She also utilizes pull out services and brings students to her classroom. During this time, the Sped teacher works on grade level skills, foundational skills the student may be still struggling to acquire, and often helps with homework.

Our Speech teacher provides services to students in 30 minute intervals. She may utilize inclusion to provide speech assistance in the classroom environment or bring students to her classroom for pull out instruction. Teachers appreciate that she connects her speech lessons to what is being learned in class. The speech teacher is also our 504 coordinator. In this position, she has extensive knowledge about individual student needs and how to reach each student. This is an added benefit to students in our Special Education population.

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

We have one ELL student at Indian Bayou Elementary. He is a kindergarten student, and his primary language is Spanish. The Vermilion Parish school district provides an ELL tutor to assist him and his family. His father speaks broken English, but his mother is not able to communicate in English. Our student speaks English fairly well and has demonstrated academic proficiency. However, there is somewhat of a language barrier. He speaks the English language, but he demonstrates a lack of knowledge in some word meanings. The ELL tutor assigned to IBES comes into school to work with this student when needed. Her main function up to this point has been to help with communication between home and school. The parents want their son to be successful in school, so being able to understand what they can do to help him at home is very beneficial.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Positive Behavior Interventions and Support (PBIS) is a schoolwide positive reinforcement program. Students are encouraged to operate inside and outside the classroom in a manner befitting an Indian HERO. Students are expected to be Hardworking, Encouraging, Respectful, and Organized in all their endeavors and relationships. When students are observed displaying the appropriate behaviors, they are awarded HERO bucks. They can use their HERO bucks in a variety of ways. Teachers provide opportunities for students to use HERO bucks within the classroom by allowing them to “buy” special privileges such as taking their shoes off during class, having lunch with the principal or teacher, sitting in the teacher’s chair, and other similar privileges. Some teachers also provide tangible items for students to purchase with their HERO bucks, such as novelty pencils, gadgets, candy, and other tangible items. Each 9 weeks, the principal provides incentives to motivate students to put the school expectations into practice! A different expectation is the focus each nine week period. For example, during the second nine weeks, students observed being encouraging to others were awarded HERO bucks. The student could use their HERO bucks to enter a drawing to win prizes from the principal. Students work hard to earn HERO bucks to be able to enter the “raffle” drawing as many times as possible! At the end of the nine weeks, the principal holds a schoolwide drawing for 2 grand prizes and numerous smaller prizes. Students look forward to the raffle each nine weeks.

Another successful avenue of engagement for our students is inviting them to share in the responsibilities around the school campus. At the beginning of the school year, the principal posts available job openings. These include bus and cafeteria leaders, announcement leaders, plant leaders, junior custodians, and bathroom and hall leaders. Students pick up applications and apply for the positions. The principal holds interviews, and selected students assume their job responsibilities for the duration of the school year. Students take pride in performing their jobs well!

Academically, engagement strategies are a staple of every classroom’s routine. Students are given roles within the lesson to keep them active in learning. Kagan strategies are utilized in lessons regularly. A couple of years ago, teachers began incorporating Kagan strategies into their lessons. One such strategy that has been very effective is Accountable Talk. Students are asked to repeat what previous students said before giving their own opinion. They can agree, disagree, and add to a peer’s statement. Students learn from each other in this way, as well as assess their own understanding, and student engagement is high!

In addition, the Vermilion Parish Sheriff’s Department provides DARE education once each week to 5th graders at IBES. This program educates students on the dangers of drugs and other harmful substances and habits. It also strives to educate them on making good choices and the qualities of good citizenship. Our music and PE teacher and our librarian help to facilitate this important component of our 5th graders’ education.

2. Engaging Families and Community:

The involvement of our IBES family and community greatly contributes to our success. The key strategy in insuring involvement from our families and community is communication. This is accomplished in numerous ways on the schoolwide and classroom level. Schoolwide, a monthly newsletter is sent out with information from the principal and other groups within the school, including clubs and school-wide programs, such as Accelerated Reader, PBIS, 4-H, and Jr. Beta Club. This newsletter includes a calendar with all school events for the upcoming month. In addition to the monthly newsletter, the principal sends out a weekly digital newsletter with upcoming events, reminders, and student and teacher features, which include photos from events taking place in school for that week. Callouts are also used to communicate with parents and guardians through the district’s communication tool, Jcampus. The school administrator also utilizes the Remind app to establish a line of communication with parents. Teachers and parents also collaborate on a parent Facebook page where parents can reach out to each other and teachers with questions.

Parents are part of our PBIS committee and provide input for student engagement. Our school has a very active Parent Teacher Organization (PTO). They help organize numerous activities and functions such as awards celebrations, PBIS events, and teacher incentives. They hold monthly meetings in the school library. At the beginning of each year, they ask what one thing they can do for the school during that school year, and they make that a priority. One year, they purchased new playground equipment, installed it, and made sure it met all the requirements for safety. Last year, they cleaned and repainted the restrooms, making them appealing and bright for students using our schoolwide superhero theme. They are leaders of a lot of great things happening within Indian Bayou Elementary!

There are also several other ways families stay connected to the school on the classroom level. Each classroom teacher utilizes the Remind app (or a similar communication tool) for their class. Here teachers can post individual classroom news, along with weekly newsletters to inform parents of skills that will be learned that week, as well as upcoming tests and assignments.

Progress reports are sent home every 4 weeks during the school year to keep parents informed about their student's academic progress, as well as report cards each 9 weeks. Our pre-k and kindergarten classes use a 12 week reporting system to meet face-to-face with parents to discuss student progress and preparation.

There are countless opportunities for families and community to visit our school. Annually, IBES hosts the following events: Grandparents' Day, Veterans' program, Read Across America, Volunteer Breakfast, Meet and Greet, Career Day, Christmas program, IBES Bingo, Drug Prevention Week, Take Your Parent to PE, Vocabulary Parade, Awards Day, and numerous other events. Attendance at these events is not limited to family members of our students. Community members who are involved with law enforcement, the fire department, the armed services, and church organizations also regularly attend and contribute to these events and more.

3. Creating Professional Culture:

The following is the Indian Bayou Elementary School mission statement: We are IBES! Individuals leading and learning together while Believing in Each other and our Students! This is the underlying culture of Indian Bayou Elementary. Teachers are provided ongoing professional development to foster continuous learning. Consistent professional development allows teachers to feel confident in their subject areas. Bimonthly support is provided in grade level content areas through PLC's. PLC's are both relevant and practical. These bimonthly meetings are facilitated by administration and curriculum coaches, but they are led by teachers through sharing and analyzing student work and instructional planning.

Professional Learning Communities provide time for teachers to share, problem solve, and collaborate about what is going on within their classrooms. They provide feedback and support to one another. This builds relationships and trust among faculty members and contributes to a positive and professional school environment.

The education provided inside the walls of Indian Bayou Elementary school comes from more than the certified teachers in the building. Inside the walls is a network of individuals made up of teachers, custodians, cafeteria workers, a secretary, and para professionals. All of these individuals have one goal in common. They are there to provide an education to our beloved students. All adults within the school work together to do their part in making that happen. Custodians do more than clean. Cafeteria technicians do more than cook, and our secretary does more than answer the phones. We are one school with one mission, and we all take it seriously. We are IBES!

4. School Leadership:

Steven R. Covey said "Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves". This statement is influential for the principal of Indian Bayou Elementary. She believes strongly in promoting the potential and positive self-worth of individuals. Her personal mission statement is reflected in the acronym LOVE. Love Others, Value Everyone. She strives to put this

into practice in her personal and professional relationships.

There is only one administrator at Indian Bayou Elementary. There is no assistant. However, the principal has a leadership team consisting of three faculty members who assist and contribute to administrative duties such as making bell and duty schedules and facilitating PLC and faculty meetings. During PLC's, teachers assume responsibilities to keep things moving along smoothly such as time keeper, materials manager, and note taker. However, PLC's have the same focus and purpose each meeting, so the administrator or a member of the leadership team assists as facilitator.

Leadership is supporting people in small and large ways until they are confident enough to trust their own decisions. Teachers strive to make their students leaders in the classroom. The administration of Indian Bayou Elementary strives to make teachers leaders in their school and within their profession.

This is accomplished through trust and professional respect. The principal at IBES strives to foster these feelings among teachers, support staff, and administration daily in various ways. One way IBES administration strives to promote trust is through consistent and effective communication. The principal communicates with faculty and staff through daily and weekly emails with information about upcoming events. Also, the principal sends a weekly faculty newsletter containing upcoming events, happenings from the past school week with photos attached, and a featured faculty member for that week. Faculty and staff particularly enjoy the photos and the featured faculty sections of the newsletter. Monthly, the principal sends out an email containing all the events on her calendar for the current month and the upcoming month. Consistent communication builds trust by keeping the faculty and staff informed. This enables them to plan effectively and confidently.

The administration also strives to foster professional respect between herself and faculty and staff. She does this by ensuring curriculum fidelity and providing guidance for implementing sound instructional practices through weekly classroom walk-throughs, along with formal teacher performance evaluations using the LDOE's Compass rubric. The weekly walk-throughs provide immediate feedback to teachers on their teaching practices, student engagement, and assessment strategies. The administrations also provides informal monthly evaluations and feedback to custodians, cafeteria technicians, paraprofessionals, and the secretary.

When decisions are made, the first consideration is what is best for students. This provides for aligned decision making by administration and teachers. We are in the business of educating children, and all decisions are guided by that fact. The faculty is small. This enables frequent and quick meetings that enable all stakeholders to participate in decision making. When this isn't possible, committees are in place with representation from each grade level.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

There are numerous individual strategies which can be credited with the success of Indian Bayou Elementary. However, the one practice that encompasses a multitude of successful practices is collaboration. Collaboration among IBES teachers, students, parents, and community has contributed to our school success and student achievement.

IBES teachers fulfill their roles as educators very competently, but they are eager learners as well. Professional Learning Communities provide an opportunity for teachers to meet bimonthly and collaborate on professional improvement. Administration shares professional development with faculty consistently. Teachers increase their professional knowledge, as well as collaborate to improve and expand their teaching practices.

Teacher collaboration happens across grade levels and subject areas. Strategies to reach all learners are a main topic of conversation, along with student data analysis. This allows for successful planning. Teachers share their successes and failures and assist one another in avoiding mistakes already made, while building upon the tried and true measures of others. Valuable experience is passed on. With a small population of students, teachers can also share successful strategies that worked with particular students from one teacher to the next.

Collaboration within the school shouldn't just happen in a formal setting either. Teachers should be provided the opportunity to meet and spend time with one another in a casual setting. At the end of each nine week period, our parent teacher organization (PTO) provides volunteers who come into our school and assume the responsibility for the students for one hour. During this time, every faculty and staff member has the opportunity to sit together over an extended lunch and enjoy one another's company. This builds trust and connections among faculty and staff.

Collaboration builds relationships, as well as teacher capacity.

However, it's not just teacher to teacher collaboration that contributes to our success. Teachers collaborate with students to increase learning and form relationships. Students collaborate with one another inside and outside of the classroom. Parents and teachers collaborate with one another to ensure we are meeting students' needs. Lastly, the school and its members collaborate with stakeholders in the community to meet the needs of all involved.

Collaboration is what brings all of our strategies, analyzing, planning, instruction and relationships together. It is what makes it work. Collaborating in order to make connections is instrumental to the success of IBES. The benefits of collaboration are evident throughout our school and community, inside and outside the walls of Indian Bayou Elementary.