

U.S. Department of Education
2023 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 Mrs. Cynthia Dixon
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 1717 Craft Road
(If address is P.O. Box, also include street address.)

City Olive Branch State MS Zip Code+4 (9 digits total) 38654-5234

County DeSoto County

Telephone (662) 895-8750 Fax (662) 895-8754

Web site/URL <https://les.desotocountyschools.org/> E-mail cynthia.dixon@dcsms.org

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. Cory Uselton E-mail cory.uselton@dcsms.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name DeSoto County School District Tel. (662) 429-5271

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	271
3	263
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	534

*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 % American Indian or Alaska Native
 - 2 % Asian
 - 13 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % 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 2021 - 2022 school year: 7%

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, 2021 until the end of the 2021-2022 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2021	534
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Spanish, Vietnamese, Arabic

English Language Learners (ELL) in the school: 3 %
16 Total number ELL

7. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 126

8. Students receiving special education services with an IEP: 19 %
Total number of students served 101

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

<u>9</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>22</u> Other Health Impaired
<u>20</u> Developmental Delay	<u>18</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 14

10. Number of years the principal has been in the position at this school: 2

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	30
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	92%	94%	96%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

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

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

Yes ☐ No ☒

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

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

Lewisburg Elementary School is a family environment where students show integrity and achieve excellence. We grow the whole child through effective academic engagement, positive social interaction, and individual emotional support.

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

<https://www.desotocountyschools.org/superintendent>

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

PART III – SCHOOL OVERVIEW

Lewisburg Elementary School is situated in a fast-growing suburb of Desoto County, Mississippi. When the school first opened in 2005, it was surrounded by corn fields and farmland. Now, eighteen years later, we see neighborhoods, sidewalks and expanded lanes of traffic where the open fields once sat.

At the school's inception, many classrooms remained empty due to its rural setting. However, classrooms are now overflowing with children whose families are moving into the area at a rapid pace, hoping to benefit from Lewisburg's successful academic climate.

Our school's culture invites and encourages parental involvement. Parents are frequently seen having lunch with their child, attending special events such as parties or field trips, volunteering, fundraising, as well as attending PTO meetings and parent nights. Our PTO has their own room on campus, and they work hard each day to provide as much support as possible to our students and staff.

Local businesses, churches and organizations are quick to support our school. Their donations ranging from snacks and lunch for the staff, all the way up to technology and sound fields for the students, have been an incredible asset. Also, we have representatives come in to speak with the students about a variety of topics. The youth specialist from the B.J. Chain Public Library comes in to encourage the children to not only read, but also to sign up for a library card so they have access to all the books and resources that it includes.

Representatives from the Department of Forestry visit yearly to discuss Arbor Day and the importance of trees. Our SRO officer reads monthly to our students during library time.

At Lewisburg Elementary, we use social media to our advantage. Through online platforms such as Facebook, we maintain an open line of communication with not only parents, but the community at large. All teachers and administrators have admin status to collaboratively share the students' fun learning experiences, as well as other news.

We have many key strategies that we use within Lewisburg Elementary that encourage and challenge all students to develop to their full potential. Our school's motto this year is GAMES – an acrostic that means growing academically, mentally, emotionally, and socially. The theme is schoolwide. Each hallway represents a different interactive game. We use this to encourage and incorporate critical thinking.

Teachers plan collaboratively. They meet weekly to discuss objectives, share lesson plans, and discuss how to best integrate technology throughout the day. Also, teachers use shared Google Slides to present their lessons. This streamlined process allows for the most efficient and effective use of time. In addition, these slides can be easily uploaded to Schoology for quick access by parents at home.

Every classroom in the school teaches Foundations, an explicit, systematic, phonics program that aligns to the science of reading. We believe that building a firm foundation in phonics will set the groundwork for continued reading success for years to come.

Teachers examine data in grade level plannings. This data drives future instruction. We have a tiered intervention process in place for students struggling in the lower quadrant. These children are pulled for targeted remediation throughout the day by highly trained instructors. In addition, higher performing students are challenged at a level necessary for their growth through a specified instruction plan.

We strive to teach each child where they are academically by differentiating instruction as much as possible. Although the same standards are being taught, we tailor the instruction to meet the diverse individual needs. Doing so allows us to maximize our growth potential.

Social and emotional skills are targeted by our PBIS program. All classrooms participate in a monthly counseling lesson where our counselor teaches character traits, calming techniques, and self-management. Students receive positive reinforcement through Legacy coins. These coins can be traded in for treats in our

monthly Legacy store. Students who exhibit positive behaviors receive accolades each Monday in the cafeteria during Legacy Time. The recipients of each weeks' awards are invited to spin the wheel for a variety of fun prizes.

Friendship Week is a special time at Lewisburg Elementary when we encourage anti-bullying and self-care, and focus on positive relationships. Each day, students dress up to promote positive character. The culminating event of the week is Friendship Day where students participate in games and activities that promote teambuilding.

Our administration actively encourages a family culture. We strive to have one unified "rock band" as opposed to individual "rock stars." Teachers work together, even rotating students when needed, to ensure that each standard is thoroughly taught in a way that learners can fully comprehend. Not only do we share the load academically, we also strive to provide social and emotional support to our students, as well as our fellow teachers. Our ultimate goal is to ensure that every child grows to reach his full academic, mental, emotional and social potential.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Lewisburg Elementary School's curriculum targets the benchmarks developed by the Mississippi Department of Education-Mississippi College and Career Readiness Standards. We focus on strengthening the five components of reading which aid students in decoding, predicting, comprehending, and broadening their vocabulary skills at grade level and beyond. Teachers are given a curriculum; however, with initiative and freedom we develop our own curriculum using a variety of resources which include past and newly gathered materials. The teachers start with the basics of reading, then scaffold instruction in grammar, editing, and comprehension. All resources are targeted directly to our students' needs in correlation to standards and skills. Teachers utilize posters/charts, instructional tools, interactive whiteboards, netbooks, supplemental materials, trade books, leveled books, and school supplies.

The teachers at Lewisburg Elementary School use their professional knowledge and creativity to create classroom lessons of high expectations and fun. The school is open before the instructional day begins for extra practice and tutorial. Second grade introduces and reviews skills through a themed unit each nine-weeks whereas third grade focuses on book studies. Literacy workstations are used to connect reading skills to all areas of learning. Reading in second grade focuses on learning to read while third grade focuses on reading to know. Both grades challenge students with fiction and nonfiction texts by reading and analyzing.

Technology is used in all areas of learning. In alignment with the school's mission, it is used in ways that make learning fun, exciting, and challenging while satisfying the learning styles of all students. Each classroom is equipped with a type of interactive board that offers opportunities for students to be actively engaged with their learning. In addition, each student has his own device. Technology is an essential part of the curriculum and is used daily to allow students to explore and discover as well as gives teachers mastery data on the spot.

Teachers utilize data from student daily assignments, work checks (on mini white boards), and hand gestures to pull students in small groups or one-on-one to ensure content understanding of standards. Small groups are developed on the spot when new information is taught or may be preplanned from past standards depending on the lesson. Formative and summative data is used to drive and guide their daily instruction.

There are three types of formal assessments utilized. We have a universal screener which is adaptive. It identifies the specific areas of strength/weaknesses and gives student/grade level growth information. Teacher made assessments are utilized to assess where students are according to the standard currently being taught and past learned standards. Benchmark district assessments compare our students with the progress of students across the district. Our professional learning community evolves around our formative and summative data. Teachers and administrators collaborate weekly to discuss and evaluate individual, class and/or grade student assessment data to determine strengths and weaknesses of standards and then adjust lessons. Our primary goal is to use formal and informal assessments to reach the needs of every student learner in each subject area.

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

Lewisburg Elementary School's curriculum targets the benchmarks developed by the Mississippi Department of Education-Mississippi College and Career Readiness Standards. Since no specific mathematics program is designed to thoroughly teach the standards, teachers use multiple resources to address the Mississippi curriculum. Teachers work collaboratively during weekly planning meetings to develop a PowerPoint through Google Slides, using pieces of many resources to prepare their lessons.

The mathematics curriculum focuses on strengthening number sense and problem-solving skills. Number talks, problems of the day, interactive math manipulatives, student-led math workstations, and teacher-led

small groups are all used to teach the four crucial components of mathematics- operations and algebraic thinking, number and operations, measurement and data, and geometry. These components aid students in developing an understanding of the meanings of the operations of addition, subtraction, multiplication, and division of whole numbers through activities and problems involving equal sized groups, arrays, and area models.

Teachers support students with whole group math lessons as well as small group instruction. Instruction is differentiated for small groups based on student needs as determined by formative assessments. Concepts are retaught as needed, and teachers build foundational skills by teaching prerequisite skills when weak areas are found in data. Prior to a new skill taught, students are given a challenging problem to work individually. The teacher observes to see who may have already mastered the standard so she can focus more on students who do not have the understanding during instruction and provide enrichment when appropriate for students who already show mastery. We also provide intensive intervention for those students who show severe deficits in math. Students who show a need for this type of intervention are provided small group instruction on a daily basis, and the students' progress is monitored weekly and is documented.

Technology is used in ways that make learning fun, exciting, and challenging and satisfies the learning styles of all students whether they are visual, auditory, or kinesthetic learners. Each classroom is equipped with a type of interactive smart board that offers opportunities for all students to be actively engaged, as well as a sound field system that helps students pay attention, hear, and understand the teacher better. In addition, each student has his own device, making Lewisburg Elementary a one-to-one technology-based school. The school is open before the instructional day begins so students may receive extra practice on programs to remediate, reinforce, and enrich skills for increased learning. In addition, technology is an essential part of the school day and is used to allow students to explore and discover.

Various assessments are used to inform instructional practices and student mastery of standards. Students take district formative assessments, teacher-created tests, and district benchmarks to ensure the growth and achievement of standards taught. Teachers meet regularly to discuss formative and informative data to provide valuable insight to determine where students are in their learning and how to progress them towards meeting/exceeding growth expectations. Teachers allow the data to drive their instruction and determine where students need intervention, extra support, and enrichment. Lewisburg Elementary has a strong Response to Intervention team of supports that offers systematic, explicit instruction with established goals and flexible grouping for students who are not meeting standards mastery. Teachers regularly spiral previously taught standards into morning work, games, and computer games to ensure students have ongoing exposure to the content.

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

The science curriculum at Lewisburg Elementary focuses on the Mississippi College and Career Ready Standards which highlight systems, order, and organization, as well as interactions within an environment. Teachers integrate science within other core subjects weekly to connect learning across subject areas. Students in second grade classify living things based upon physical and behavioral characteristics that help them survive in their environment. They also learn about life cycles of plants and animals. An understanding of physical science, such as states of matter and forces of energy are also explored. Students learn about patterns in space and earth's resources and the importance of conserving these resources.

In second and third grade, students are encouraged through science to investigate and generate questions to better understand the world around them. Students participate in activities such as researching animals, their habitats, and their habits to put together presentations to share with the class. They complete buoyancy activities while reading a pirate book and investigate/discuss lots of topics through reading nonfiction texts. The majority of science is directly related to the reading curriculum.

Formative and summative data is collected from classroom questions, activities, and assessments to provide valuable insight to determine where students are in their learning and how to progress them towards meeting/exceeding growth expectations. Teacher-created assessments are used to show student progress

towards mastery of subject area standards. As part of our professional learning community, teachers collaborate weekly to discuss and evaluate individual student assessment data to determine strengths and weaknesses of standards taught. Our primary goal at Lewisburg Elementary School is to use formal and informal assessments to reach the needs of every student learner in each subject area.

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

The Mississippi Social Studies College and Career Ready Standards focus on civics, economics, civil rights, geography, and history within different strands of the curriculum to teach the core values of citizenship in school, community, and in local government. Throughout the year, students examine how individuals play different roles within the community and exercise good citizenship within the school and the community.

Teachers model good qualities and characteristics of citizenship within the school and community setting. Students are given the opportunity to vote on various activities in the classroom. This helps to build data that they will graph in math. This is one example of how the social studies curriculum is integrated into math. Themed units such as famous and notable people including black history, a study of presidents, Westward Expansion, the development of the United States of America, geographical locations like the Arctic and Antarctic Poles, continents and oceans, and the state of Mississippi provide excitement around social studies. Students investigate current events by reading and discussing age-appropriate news articles and how they relate to our community. Lewisburg Elementary School actively exposes students to individuals and businesses from the outside community by involving them in student learning. Examples of this community outreach include Boy/Girl Scouts of America, local law enforcement agents, public library representatives, local environmental preservation groups, food pantry donation collections, community after school program opportunities, and family outreach programs. All these experiences unite students with the community around them.

Formative and summative data is collected from assessments to provide valuable insight to determine where students are in their learning and how to progress them towards meeting/exceeding growth expectations. Teacher-created assessments, classroom questions and discussions, as well as student presentations, show teachers student progress towards mastery of subject area. As part of our professional learning community, teachers collaborate weekly to discuss and evaluate individual student assessment data to build student lessons depending on strengths and weaknesses of standards taught.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students at Lewisburg Elementary School enjoy music and art classes once a week as part of an activity rotation. In both classes, cross-curricular material is integrated into lessons to help students relate music and art to their interests and the real world. As part of the music program, math skills are reinforced as students learn to input rhythm values for notes and rests. ELA is integrated by connecting rhythm values to word syllables, and various artists and genres are explored through book studies. For example, third graders performed in a musical production about the Constitution which coincided with their Social Studies lessons on the United States. Second graders performed “Sing Me a Story” about different authors and books. This coincides with their “book tasting” about various genres in their regular education classrooms. Additionally, social studies is included by investigating and listening/performing the music of famous black musicians of the past.

In art, students express their creativity through drawing and crafting. They learn about artists and techniques while creating their own masterpieces. These pieces of art become a visual reminder to students of both previous and present artists and the impact they have on everyday life. LES strives to provide students with background knowledge of the arts that will support their academic experience.

2b. Physical education/health/nutrition

All Lewisburg Elementary Students are active in physical education weekly for 50 minutes. We focus on two overarching goals in our physical education program to include:

1. Students identify the connection between movement, increased heart rate, muscle fatigue and the accompanying positive physical and emotional feelings.
2. Students build social-emotional wellness, which is rooted in standards based, age-appropriate activities and collaborative games.

Our physical education program builds each student's social-emotional wellness through our sportsmanship code activity. Our sportsmanship code is developed around teaching students how to deal with responsibility and self-control through successes (wins) and failures (losses) during PE activities and games. Each week, the students recite the code, and we put our focus for that class period on a specific line from the code. At the end of each physical education class, students monitor their growth and progress through self-assessment. Students have a visual they use to "grade" their performance in PE for that day, with the options being "Good Job", "Keep on Trying", and "Need More Effort". To determine their performance for the class, each student asks themselves the following questions:

1. Was I a good sport?
2. Did I do 100% my best?
3. Was I kind?
4. How did I handle the wins/losses?

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

2d. Technology/library/media

Our library goal is to instill a love of reading into our students by exposing them to diverse texts. Our library contains an amazingly broad variety of books by various authors and genres, including both nonfiction and fiction as they are purchased with the student's interests and needs in mind. The books are organized by reading level, interest, and genre, but once students are familiar with the Dewey Decimal shelving system in the library, they are free to browse to find books of their choice. The librarian also works hard to use oral books that reinforce the integrity traits being taught each month and figurative language to reinforce classroom instruction.

Lewisburg Elementary students attend computer once every week for 50 minutes. In computer, students focus on typing skills. Computer classes are first structured by using a typing program as students must learn to type first and foremost. This program allows students to learn parts of the keyboard, finger placement, and how to become more proficient when typing. Students are then able to focus their attention on more creative writing instead of focusing on how to type.

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

3. Academic Supports

3a. Students performing below grade level:

Low performing students get consistent targeted instruction. All students complete a universal screener at the beginning, middle and end of the school year. We look at students that score low enough to be considered Tier 3 (at risk) or Tier 2 along with data from teacher observation, and an individually given phonemic awareness, phonics, and comprehension screener. This data is used to place students in specialized intervention groups are pulled four days a week to work on closing the gap. Small groups are changed and updated each nine weeks period as the administration, teachers, and intervention personnel discuss student progress. General education teachers are also doing stations in their classrooms throughout the day which target students on their level and areas of deficit. Kids are pulled to their tables for small groups depending on progress and standard mastery. Teachers use scaffolding documents to tailor all instruction to meet students' needs. During the day teachers use differentiated instruction in their classrooms by offering manipulatives or hands-on support. Teachers present ideas verbally as well as visually using smart boards in the classroom. Our school consistently strives to incorporate all cultures and backgrounds to have inclusivity and equal access. The key to our remediation instruction is to begin as the students enter the building to use every minute to our benefit. Assessments are accommodated depending on the child. We use things as simple as noise canceling headphones, timers, and isolating the student in the classroom from distractions.

3b. Students performing above grade level:

Identifying above grade level and gifted students within our population is a high priority for our school. We realize the importance of supporting these students for them to reach their fullest potential. We use universal screeners, as well as teachers' informal and summative assessments to identify such students. These not only allow us to help in identification, but also help us to identify individual standards on which to enrich. Teachers work with high performing students daily in the classroom to assure that they are engaged as well as challenged. They ask open-ended questions in the areas of comparing and contrasting along with inferential questions as they allow students to share opinions and how they formulated those opinions. Students are often offered tiered work, with extension activities on hand to carry the concept to the next level while the other students complete the regular assignment. Because of this, teachers will sometimes organize a book study for these students, allowing them to work on this at their own pace. In addition to the many things being carried out in the classroom for above level students, our school also offers a Spotlight program for students who have been identified as being intellectually gifted and talented. The word Spotlight is an acronym that stands for Specialized Plan of Teaching Learners Involving the Gifted and Highly Talented. The students in this class attend one full day weekly working on a variety of projects and assignments. For example, they recently did a study on the state of Alaska. They completed a PowerPoint presentation on one Alaskan animal and presented it to the class. They also made totem poles out of paper towel rolls. Students also watched real life videos of people ice fishing in Alaska. The students used black construction paper and oil pastels to create the appearance of the northern lights.

3c. Students with disabilities:

Special education is an integral part of all we do at Lewisburg Elementary School. We strive to give students with a variety of disabilities an education that meets each of their individual needs and helps them to reach their full potential. These disabilities include but are not limited to their cognitive, physical, emotional, or social development. For example, we are present with the students in their general education classroom, so they can learn in an inclusive environment. We work as a team with their general education teachers to assist the students in their areas of weakness for them to develop their strengths while still being with their general education peers. In addition to this, we also provide specially designed, intensive instruction using high leverage practices for each student based on their individual needs. For some, we may need to break down the material being covered in their general education class or even explicitly reteach it in a different manner completely. We also provide students any accommodations they may need to reach their full potential. For

example, some students do their best work one on one or in a small group setting. Those with motor difficulties who struggle with handwriting may need special paper or writing utensils. Others might need to be allowed to type their answers on a computer. Visually impaired students may need material given in a larger font size. Regardless of how we provide services, we consistently make every effort to provide help according to the difficulties each student must overcome to learn the material effectively. While giving each student our best in order for them to be their best, we are consistently reviewing their progress so that our strategies and accommodations can be readjusted at any point in order for them to succeed.

3d. English Language Learners:

English Learners (EL) students at Lewisburg Elementary School (LES) receive English Language Proficiency (ELP) instruction that is aligned to MS's English Language Proficiency Standards. EL students receive a minimum of 30 minutes of ELD instruction each day and receive language accommodations as needed in the content-area classroom. ELD instruction supports students as they progress through the six linguistic levels (phonetics, phonology, morphology, syntax, semantics, and pragmatics) with a goal of reaching native-like fluency and proficiency. Content-area classroom language supports include native-language supports and strategies that make grade-level standards and content accessible (e.g., graphic organizers, visual stimuli, and explicit vocabulary instruction). All accommodations, instructional or assessment, are targeted to the individual child and his/her needs. These can also be changed throughout the year as the student progresses.

Assessments are administered throughout the academic year to inform the teaching and language learning processes. Formative assessments to check for student understanding occur daily in a variety of formats (i.e., written responses, oral responses, reading and vocabulary comprehension questions, and quick checks for grammar, fluency, and pronunciation). Per federal and state law, EL students are assessed annually to monitor their language progress. All summative and formative assessment data is analyzed to make appropriate instructional decisions to best meet each student's needs in the EL and content-area classroom.

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

Our school offers a unique program for students within the district who have a hearing impairment. For students who communicate with ASL (American Sign Language) as their first language, an interpreter is provided. This interpreter's role is to sign information back and forth to other students, administrators, and teachers. We have seen our typical students bond with children who are deaf or hearing impaired through sign language. The classroom benefits, because many students pick up a second language by learning ASL throughout the year. This exposure to sign language at an early age has helped these students become more confident and more compassionate as they have a skill that can allow them to reach out to someone who learns differently than they do. To help encourage students to learn sign and build the relationship with students who are deaf or hearing impaired, classes that have an interpreter have a challenge with the counselor and other faculty members to see who has learned the most signs. It is so rewarding to see students reach out at recess or lunch without prompting from an adult to form friendships .

Another way that our school reaches out to students that need support with focus or that have a hearing impairment, is by using a surround sound system. The teacher or speaker wears a microphone that amplifies their voice. The sound is amplified through the ceiling creating a surround sound throughout the classroom. This benefits all students, because everyone can hear without typical distractions that would draw focus away from the lesson. The sound-field is also connected to the interactive boards in each classroom which allows students to easily focus on the lessons that are taught through an interactive board.

Our school strives to create the most inclusive learning environment possible. We encourage students of all abilities to be able to learn alongside their peers for as much of the day as possible for their benefit.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Lewisburg Elementary, we strive to provide our students the best educational experience possible. Keeping up with rigorous standards, we also remember that they are still children, and a love for learning should be intentionally fostered.

LES utilizes a variety of technology resources to ensure students are challenged, taught on their level, and are interested in the content. Whole group multi-media gives students the opportunity to get up from their seats to move, sing along, and connect to real-life situations through pictures and short video clips. Students have a designated computer. Not only is this exciting to them, but it is important to improving their computer literacy in preparation for college and careers. Students engage with online learning games where they are competing against each other. We also use a computer tutorial program that tracks data and progress for individual students. This data is taken into consideration when addressing learning needs and enrichment areas.

Another key component to engagement is creativity in academic activities. One student favorite includes making a human clock on the floor of our school using student bodies as clock-hands to tell time. We also utilize sidewalk chalk, around the room scoot task cards, and escape rooms. In English Language Arts, students enjoy book tastings on different genres and novel studies with culminating activities such as digging for gold. Book studies are used to teach close reading and discover new worlds in the written word. For example, *Because of Winn-Dixie* was followed by a classroom transformation, food the characters enjoyed in the book, and watching the movie version. Students had great fun comparing and contrasting the book with the movie.

Students are celebrated for grades and academic growth on district tests, as well as reaching milestones within the classroom. We have honor roll parties each nine weeks, and students have weekly incentives such as earning a multiplication math fact bracelet for mastering facts. Each teacher works to build a classroom community where each child feels loved and accepted.

Our PBIS initiative revolves around “Building Our Legacy”. Positive character traits and developing emotional skills are incorporated school-wide and are explicitly taught during monthly meetings with the counselor. Students are recognized weekly in front of their peers for exemplifying the traits taught. Students earn legacy coins for making good choices that they can save or spend each month in our Legacy Store. This teaches them life skills of spending and saving as an added bonus. Another part of “Building Our Legacy” is to show kindness to others and make friendships. In the fall we have a school-wide Kindness Week where we focus on being a good friend, building trust, and working together. Students make friendship rocks and bracelets and play lots of partner games in our annual friendship party.

2. Engaging Families and Community:

Families and the community are valued assets at Lewisburg Elementary. Whether being an active part of the classroom experience, providing supplemental support/materials or actively being a part of each child’s individual education, involving parents and the community are a top priority.

It is especially important that our families are involved and feel valued as a part of their student’s educational journey. Days of celebration and fieldtrips are beloved by students and families alike, making these a perfect opportunity to encourage parents to participate. Family involvement during the fun days like fieldtrips build positive relationships with the school, teachers, and students. There are also special event days throughout the year that families are invited to attend with their child. For example, we have Pioneer Day when parents watch their children do various activities such as mine for gold, Charlotte’s Web picnic, parent book-reading days and holiday celebrations. We also end the year with a festive field day to celebrate a year’s worth of growth. These mentioned events are just a few of the activities that help keep our families strongly connected to our school.

We want parents to know their child is cherished at our school. We keep constant communication open with our students' families through weekly newsletters, Class Dojo's, and meetings. Lewisburg Elementary prides itself on parental academic communication. Each parent is sure to receive a positive phone call and postcard during the first two nine weeks from their classroom teacher. Teachers provide each day's teaching template online to allow parents to stay abreast of academic details discussed in class. This allows family integration and support throughout the educational process, bolstering student performance.

The PTO is a great way for families to be involved here. The PTO's responsibilities include providing support for the school which promotes academic and social success. The PTO raises funds which provides interactive displays for classrooms, library books, honor roll parties for students, inflatables for celebrations, just to name a few.

Our community is an active supporter of our school. The Maddox Foundation provided a sixty thousand dollar grant last year to put surround sound systems in each classroom as well as improve our playground. A local church provides a safety location if needed in an emergency. Other churches provide breakfasts and coffee to the staff occasionally through the year. We are very fortunate to have such a supportive community.

3. Creating Professional Culture:

Lewisburg Elementary encompasses an encouraging and supportive environment for teachers and staff by keeping an open line of communication. Administration provides weekly email updates that entail upcoming events and special dates, so teachers are well prepared for all school activities. The administration has implemented professional development book studies on topics based on feedback from the teachers and staff as well as their own observations within the school including topics on parent communication and differentiated instruction. The administration creates a light and fun atmosphere that creates an environment where teachers and staff feel relaxed. Our principal has the motto "Work hard, play hard". This motto is evident within our school by the different events planned out for teachers and staff. This year we have had many fun events such as reindeer games, hidden snowmen games, and Friendship Day where teachers had the opportunity to really relax and have fun with their students. In weekly meetings/discussions, our administration is consistently showing teachers that we are valued as experts in ensuring our children have the highest level of educational experience possible. They also take outside duty spots to help keep staff inside the school to allow more time to work with students. All staff feel as though we are truly in this together with our administration. Our administration is vocal in showing their appreciation for all our hard work. Our principal routinely tells us how much we are valued at this school and will occasionally treat us with casual clothing days, special treats, or gifts.

Parents are a vital part of our school's culture. Starting the year off with positive communications, keeping parents abreast of school activities and inviting them to be an active part of their child's education has helped to build a positive rapport between staff and families. Parents are respected for their input and suggestions are considered in making improvements to the school and future activities. In return, teachers receive a multitude of praise and support from parents and community. This makes a world of a difference in the teaching environment as our opinions, thoughts, suggestions, and expertise are valued as a professional.

The atmosphere here at Lewisburg Elementary makes it one of the best schools at which to work. There is a true sense of community within our school, which is evident by the bonds created. Throughout the year, teachers and staff come together on their own time to tailgate with one another, as a school, and go to the community pool in the summertime. Administration, teachers, and staff come together for these events as they form lasting relationships between us which spread to our families.

4. School Leadership:

Great leadership is essential for the success of any school, and Lewisburg is no different. All educators in the building are considered leaders. We all have our own responsibilities. Our school's leadership

philosophy stems from our mission statement, “through best teaching practices our school will create a positive learning environment that ignites a passion for lifelong learning, ensures academic excellence, and fosters physical, social, and emotional growth in all students.”

Our principal and assistant principal are models of being actively involved in our school as our principal feels that leaders should be ready and willing to help anywhere needed for the betterment of the school. They are both present in the hallways when the students first walk in starting their day with a positive welcome and ensuring work has immediately started. They celebrate each milestone our students make throughout the year with calling “Legacy Winners” names during lunch, helping to “spin the wheel” in the morning, assisting in hosting academic honors parties and working the “Legacy Store”; all of which encourages the students to meet their social and academic goals. The administration team assists with outside duties to allow staff to spend more time with students each morning. Weekly, administrators meet formally with staff to review upcoming lessons, data, and activities planned. Our principals are focused on progress, always, but do not mind having a little fun. They sponsor monthly “Dance in the Dome” parties and spontaneously play tricks on staff and students. Finally, administrators plan outside events for the staff, such as football tailgating, in which families are invited to allow time to get to know one another.

At Lewisburg Elementary the principal stresses that staff and parents alike are leaders. Teachers are assigned committees throughout the year to plan schedules, assist in interviewing potential fellow educators, evaluate and adjust PBIS initiatives with the counselor leading, plan for the health committee as the nurse leads, plan special events and plan for each subject area. Our administrators serve as facilitators as they guide these meetings and committees. Parents are also leaders in the school as they assist in planning special events for students, help to raise funds for equipment and activities, and serve as ambassadors for other parents who are unable to play such an active role in the school day setting. All input is valued at LES. Ultimately, every facet of the school day is a collaborative plan under administrative guidance.

All of our school leaders work in conjunction to provide a positive and successful learning environment for both teachers and our students which has led to the success of our school.

5. Culturally Responsive Teaching and Learning:

Lewisburg Elementary School is home to many diverse students with unique needs. An example of this is our Deaf and hard of hearing education program. This program serves students with various hearing abilities, language modalities, assistive technology (hearing aids, cochlear implants, etc.), and service professionals. Because the Deaf population is considered a people group with its own unique language and culture, this is something that is thoughtfully addressed in student learning. Bilingual language strategies are utilized to promote English literacy and maximize reading growth. One-way Deaf culture is integrated is through exposure to De’via art, or art from a Deaf perspective. Additionally, LES encourages a linguistically inclusive environment through informally teaching sign language to the general education classes of Deaf and hard of hearing students. This promotes communication and a healthy social experience for all children. Our Deaf Education program is a wonderful model of how accessibility benefits all students. This truth was again evident when Lewisburg witnessed the advantages of a classroom sound-field amplifying the teacher’s voice as helpful to not only our Deaf and hard of hearing students, but their classroom peers as well. In response, these sound-fields were implemented throughout all classrooms in our school to make sure instruction was presented as clearly as possible.

To address further needs of our diverse students, our school is assigned an English Language teacher. She collaborates with the families and teachers of our students who require additional language support and addresses these needs to help these students navigate their learning and home environments. She uses a variety of techniques such as visual models, communication devices, and audiological technology.

LES promotes cultural awareness and equity within our school. Cultural awareness and respect in the classroom can be observed through our culturally diverse reading curriculum. Books with all different ethnicities of students can be found in our school and teachers’ libraries. Star students are allowed to present to their classes presenting their families, interests, and any other parts of their life they would like to share. The helps to build community and awareness in the classrooms.

LES strives to be open to helping families with religious or cultural differences. Due to religious beliefs students may go through a period of fasting, may only be able to eat at specific time, or eat specific foods. The teachers, cafeteria and administrators work with parents to monitor a student's physical activities and accommodate as needed to help the child be successful in their parent's wishes as well as be respected in their choices.

PART VI - STRATEGY FOR EXCELLENCE

A single practice that Lewisburg Elementary School believes has been the most influential in our school's success is effective teaching; Our teachers are the school's keystone of greatness. Our teachers utilize collaborative planning, differentiated instruction, effective use of time and classroom management, and research based instructional techniques. Effective teaching can be seen in each classroom consistently at Lewisburg Elementary, making every minute count for student learning.

In collaborative planning, subject area grade teams formally meet weekly, as well as informally throughout the week. These teams plan to ensure alignment of all curriculum, instruction, and assessments. Data drives the meetings, and teachers use the Mississippi standards to determine what must be taught. They create assessments, build PowerPoints for each teacher to use daily in their classrooms, and collaborate on teaching strategies and resources. Teachers spiral previous standards into the daily lessons based on data and skills not mastered.

Differentiated instruction for students at Lewisburg Elementary comes in many forms. Instruction includes whole group, small group, one-on-one, students working together, and interventions. When students walk into the classroom, they are all welcomed with clear, high expectations as the learning begins, and students are pulled for differentiated intervention groups based on their individual student data. Teachers also use technology on a daily basis to differentiate instruction and assignments so that students have their a learning path that meets their individual needs.

Classroom instruction includes whole group, small group, and one-on-one explicit instruction as well. Student led discussions facilitate whole group teaching to help with student engagement. Additionally, teachers use interactive smart boards and have sound fields which facilitate high levels of engagement. The teacher guides learning by asking higher-level, rigorous questions about the standards being taught. Small groups are formed by analyzing data from assessments to remediate standards, enrich standards, and reinforce standards.

Time management is an important part of providing quality education to our students and is highly effective in student learning. At Lewisburg Elementary each teacher has an established routine which helps integrate higher-level learning. Immediately following morning announcements, systematic, explicit instruction begins. Throughout the day anyone can continuously see engaging and effective rigorous instruction taking place. Daily PowerPoints guide instruction, prioritize the standards being taught, and help maximize time so not a minute of the day is wasted.

We believe the use of effective teaching from all staff members at Lewisburg Elementary has been most instrumental to our school's success.