

U.S. Department of Education
2016 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. Heidi Packer

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

Official School Name Bayshore Elementary School

(As it should appear in the official records)

School Mailing Address 10500 Bayshore Drive

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

City Anchorage State AK Zip Code+4 (9 digits total) 99515-2417

County Municipality of Anchorage

Telephone (907) 742-5360 Fax (907) 742-5399

Web site/URL http://bayshore.asdk12.org/ E-mail packer_heidi@asdk12.org

Facebook Page

http://www.facebook.com/BayshoreElementaryA

Twitter Handle SD Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Ed Graff E-mail graff_ed@asdk12.org

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

District Name Anchorage School District Tel. (907) 742-4000

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. Kameron Perez-Verdia

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

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

PART II - DEMOGRAPHIC DATA

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

DISTRICT

1. Number of schools in the district (per district designation):
- 66 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 17 High schools
 - 4 K-12 schools
- 97 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	29	69
1	38	24	62
2	32	32	64
3	37	30	67
4	33	31	64
5	35	42	77
6	32	28	60
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	247	216	463

4. Racial/ethnic composition of the school:
- 5 % American Indian or Alaska Native
 - 11 % Asian
 - 4 % Black or African American
 - 10 % Hispanic or Latino
 - 4 % Native Hawaiian or Other Pacific Islander
 - 49 % White
 - 17 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 8%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	18
(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, 2014	463
(5) Total transferred students in row (3) divided by total students in row (4)	0.078
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 10 %
45 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian, Arabic, Chinese, Fante, Filipino, Hindi, Inupiaq, Korean, Lao, Mandarin, Nepali, Russian, Samoan, Slovak, Spanish, Thai, Yoruba, Vietnamese, and Yupik.

7. Students eligible for free/reduced-priced meals: 21 %
Total number students who qualify: 99
8. Students receiving special education services: 7 %
34 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.

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

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	5
Student support personnel e.g., guidance 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 23:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	96%	94%	95%	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 2015.

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

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

Yes No

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

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

Bayshore Elementary is a community-driven school which provides students with an extraordinary opportunity to engage, invest and grow as learners and members of the Bayshore community.

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

At Bayshore, home of the Eagles, we pride ourselves in our highly structured programs, such as Response to Instruction (RTI), Walk to Learn (WTL), and the sixth-grade middle school model. We implement Common Core State Standards (CCSS) with curriculum and programs that are scientifically based. Our instructional methods and strategies are based on best practices that prepare all of our students to spread their wings and SOAR!

Bayshore Elementary School is located in the southwest area of Anchorage, Alaska in a close-knit neighborhood. It was built in 1975 to support the increasing population in south Anchorage. We currently serve 463 K-6 students representing a very diverse population of students. Bayshore reflects Anchorage in its diversity and takes pride in a diverse student population that offers students the ability to interact with others from various backgrounds, expanding their knowledge of other cultures and preparing them for a global society. In addition, a majority of our students enroll in kindergarten and stay through sixth grade. This allows for unique bonds to develop between our families and the Bayshore staff.

Our community takes pride in our strong academic expectations for all students. We were recognized as one of Alaska Reward Schools for 2014-2015 as a school that strives to meet the academic needs of all students and we currently hold a 5 Star rating under the Alaska School Performance Index (ASPI). Bayshore has sustained our high achievement levels by constant reflection and evaluation of our practices while always keeping our focus on our students' needs.

The teachers at Bayshore are exceptional at their craft and the support staff works hard to provide additional support to the rigorous programs offered at the school. We have implemented many systems such as RTI, data-based decision making, strong and focused professional development, WTL, monthly grade-level team meetings, and a block schedule that allows for teachers of the same grade level to meet weekly for a fluid flow between classrooms when students move for WTL. All of these systems and practices help to ensure we maintain our strong academic environment for our students.

Leadership at Bayshore is second to none. Our principal fosters a community focused on the success of our students. She sets the staff on a path toward academic excellence that everyone works hard to achieve. The teacher leaders strengthen and support one another through mentoring and day-to-day support. This collaborative effort fosters the teamwork that sustains our common goals. In addition, Bayshore has the finest parent and student body in the Anchorage area. Their guidance and input help to ensure we are focused on what is important...our students.

At Bayshore, we are fortunate to have strong parent and community support. This has given us the privilege to offer our families programs and activities that help enrich our community. The Back to School Ice Cream Social helps kick off the year and brings the community back together while Operation Bayshore closes the school year with three days of activities to say goodbye. In between, we have the privilege of hosting several writers such as Debbie S. Miller and Cindy Lou Aillaud, eating spaghetti and watching movies during Family Nights, enjoying music performances and Read-In-Days. Even collecting donations of clothing and food for our surrounding neighbors in the greater Anchorage area.

Our staff works hard to provide a full, rich environment for students. Our WTL program utilizes all of our outstanding and highly motivated staff, not just classroom teachers and resource teachers, but Specialists (library, P.E., art, health, and music), teacher assistants, and ELL personnel help to facilitate WTL groups. Bayshore teachers and support staff use personal time before and after school and often their lunchtime to support students with one-on-one and small group tutoring. Teachers organize math clubs, book clubs, an astronomy club, and Social and Emotional Learning (SEL) groups before and after school. Front office staff takes the time to get to know our students and parents going out of their way to help, even taking on lunchroom duties when their support is needed.

Bayshore Elementary is an amazing place. It's a strong community of teachers, families, support staff, and students who work together to ensure academic success for all students. Our commitment to strive to make our school the best it can be keeps us united in our vision that our students always come first.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Bayshore is a strong academic school with high quality educators who have rigorous expectations for their students. We implement the Common Core State Standards (CCSS) into all of our curriculum and core content areas to ensure that all of our students are meeting or exceeding quality standards. We engage our students in a focused and differentiated learning environment that allows for inch wide and mile deep learning opportunities so that our students are able to have a deeper and richer understanding of all that they encounter in the classroom.

Bayshore's 120 minute literacy blocks in K-5 include comprehensive study in phonemic awareness, phonics, vocabulary, syntax, fluency, and comprehension following Anchorage School District's ELA Academic Plans (ASD ELA Plans) that are correlated to the adopted Houghton Mifflin reading/language arts program. Bayshore teachers utilize close reading, evidence-based text dependent questions and culminating tasks to assure all students can fully understand, analyze, and evaluate texts. More in-depth and increasing complex texts are also incorporated to anchor our students in authentic reading materials throughout the school day to provide multiple opportunities to acquire solid foundational skills.

Bayshore's 75 minute reading blocks in 6th grade also include comprehensive reading instruction utilizing the same basic fundamental skills and strategies as the K-5 curriculum. Sixth grade instruction is delivered following a middle-school model allowing teachers to fully incorporate cross curricular study into each student's reading instruction.

Across all grades reading is taught through direct-explicit instruction with a gradual release toward students becoming independent readers of complex text. This is accomplished through modeled reading, shared reading, guided reading, partner reading, and independent reading. This multi-faceted approach allows our students, those well above and those needing additional support, to reach their full potential as readers.

Bayshore teachers are committed to teaching our students writing that supports CCSS and the ASD ELA Plans. Writing instruction focuses on students gaining a strong understanding of fundamental writing skills. Teachers focus on weekly writing and grammar skills lessons that target the three fundamental areas of writing: opinion, informative/explanatory, and narrative. Additional support materials such as Six Traits Writing kits and Step Up to Writing are also utilized through all grade levels.

Bayshore's 75 minute math blocks in K-6 encompass the adopted Houghton Mifflin Harcourt GO Math! program. Go Math utilizes very specific educational practices that allow students the opportunity to not just solve problems, but also write about math with specific academic vocabulary, use scaffolding to help students build on prior learning, develop a range of "thinking" strategies to help students gain a deeper understanding of their particular math problems, and use graphic organizers or manipulatives to help solve computations and display data. All students are immersed in the process of making sense of their math problems and strive to persevere in solving them.

Bayshore's Science Technology Engineering Math (STEM) is an interconnected program based on real-world applications that blend the teaching of all four areas to allow students to fully understand the connections between these areas. This strengthens our students' abilities to question, research, design, engineer, and present solutions to scientific problems. Learning through STEM is an active, hands-on process. Students take part in STEM units that include lessons in Life Science, Physical Science, Earth Science, and an Investigations and Applications component such as recycling, Moose Mamas Alaska, Outdoor School, and the Challenger Learning Center of Alaska.

Bayshore utilizes the ASD social studies/history program. This program focuses on the themes of history, geography, and civics/government. These core areas allow students to explore how they fit into and what their roll is in the world around them. All grades have a specific band of study dedicated to the needs of students: K-1st Self, Home, School, and Neighborhood; 2nd Anchorage: Past and Present, 3rd Alaska

Geography and History, 4th Western Hemisphere History and Geography, 5th United States History: Colonization to Civil War, and 6th Conflicts and Cooperation in the 20th Century. In addition, each band allows teachers to emphasize the effect these core areas have had on Anchorage and Alaska and will continue to have in the future thus understanding how important their role is in their own community.

2. Other Curriculum Areas:

Bayshore has many additional curriculum classes. On a daily basis students are immersed in a wide range of activities. All of these activities help to enrich our students' experiences at school.

Bayshore's K-5 students receive 60 minutes of music instruction each week in 30 minutes blocks. Students learn fundamental music concepts, such as learning to read music and musical terms. Students learn to play different instruments, learn to dance and sing a wide variety of songs such as folk and composed songs, and gain an appreciation of music of varying styles and cultures. All students participate in our Primary (K-2) or Intermediate (3-5) School Wide Music Programs. These two programs are prepared and rehearsed throughout the school year and are then performed for the Bayshore Community.

Bayshore's 6th graders receive three 45 minute blocks of instruction in band, or orchestra and one 30 minute block of general music. Each year, band and orchestra perform two school wide concerts to showcase their talents. Students in band or orchestra have the opportunity to audition for Honor Band or Honor Orchestra.

Bayshore also offers additional extracurricular music activities such as: Holiday and Intermediate Choir, Recorder and Hand Chime Groups, and Recorder Consort. All of these musical groups perform at various locations throughout Anchorage and include almost 200 2nd through 6th graders.

Bayshore's art program follows the Anchorage School District's curriculum that allows all students the opportunity to express themselves through the visual arts. Students are engaged in a progressive K-6 program that focuses on core ideas of creative expression, history and culture of art, creating art, and valuing and critiquing their own, as well as others, art. Students in K-6 receive one 60 minute block of art instruction bi-weekly. Students utilize what they have learned and carry it back to enrich their classroom projects and beyond. Many students participate in ASD sponsored and Anchorage area art contests and even contribute their work to be displayed in the Anchorage Museum, school district offices, and several area wide locations.

Bayshore's K-6 students receive 90 minutes of physical education each week in 30 to 60 minute blocks. Classes focus on skills such as: striking, throwing, traveling, balancing, and jumping. This skill theme approach provides physical education skills practice aligned to a child's developmental level. Building these skills over the course of the students K-6 educational experience, leads to more complex and specialized patterns, which guides students to individual and team games and sports or dance situations. With increased mastery comes increased confidence and enjoyment in all areas of physical education.

All K-6 students receive one 60 minute block of health instruction bi-weekly through the ASD adopted curriculum The Great Body Shop. This is a comprehensive health education curriculum that covers all areas of health such as injury prevention, functions of the body, substance abuse prevention, and physical fitness while promoting critical thinking skills. Social and Emotional Learning is embedded in all health lessons. Self-awareness, self-management, social awareness, and social management are focused on to allow students to learn to collaborate, communicate, and resolve conflicts. Healthy lifestyles are also encouraged through our school-wide participation in the Alaska Healthy Futures Program. This program encourages students to exercise every day and record what they have done. Many teachers and our principal also participate and even post their monthly activity calendars outside of their classrooms or offices for students to see.

Students at Bayshore receive 30 minutes of library skills in grades K-6 each week. Our librarian uses CCSS and the Alaska Content Standards for Librarians in all K-6 lessons. These lessons focus on learning and understanding the Dewey Decimal System, using the Internet safely, book selection, and more. In addition,

each year approximately 35-45 3rd through 6th grade students participate in the Anchorage School District Battle of the Books.

Bayshore's technology commitment is very strong. We have 32 student computers in our lab, three MacBook Air carts with 32 computers each, two Chromebook carts with 32 computers each, three to four additional student computers per classroom, and a Promethean or Smart Board in each classroom. This allows all students access to 30 to 60 minutes of computer time per week with additional time for individual and group projects.

3. Instructional Methods and Interventions:

Bayshore teachers tailor their instruction to meet the academic needs of all students so that they can think critically and apply these skills to the world around them. Our goal is for our students to achieve or exceed the CCSS by the end of the year. How to get there depends on each student's individual needs.

Teachers closely follow the Response to Instruction (RTI) and data-driven decision-making integrated system of standards-based curriculum instruction and assessment for all students. Students are provided with a continuum of supports across three levels of instructional intensity: Universal Instruction (Tier I), Targeted Intervention (Tier II), and Intensified Intervention (Tier III). Student Tier status is determined by multiple forms of data including universal screening, progress monitoring, and daily summative and informative assessments.

All students receive the CCSS aligned core curriculum in all subject areas. Tier II and III students receive additional targeted instruction based on each student's individual needs such as more explicit, systematic instruction in small groups or individually. Students are progressed monitored in their specific core areas weekly, bi-weekly, or monthly depending on the intensity of their targeted instruction.

Bayshore is a fully inclusive school. As special education is considered a service, not a place, services are integrated into the daily routines, classroom structure, and curriculum. One classroom across all grade levels is designated as an inclusion classroom. The regular education and resource teacher work closely to adjust the class curriculum, as needed, so that every child's abilities and learning style can be accommodated fully. Some students are given additional support and services on their IEPs, such as one-to-one aides or assistive technology devices, to allow them to function well within the inclusion classroom.

In addition, Bayshore practices a Walk to Learn (WTL) program for reading. K-5 students are placed in flexible and fluid groups by their specific skill needs for 45 minutes each day. These groups then receive direct instruction suited to their needs. The most intensive groups operate for a short period of time (6 to 12 weeks) with small groups of students (approx. 5 to 6 per group). Due to our WTL program, students operating above grade level are given every opportunity to excel as well. They participate in small and large groups that foster student choice in reading of texts, independent study, and a strong focus on the analysis, synthesis, and evaluation of text.

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

Data is an important part of every educational environment. Data helps differentiate and drive instruction. Data helps evaluate. Data helps motivate. At Bayshore, data is used for all of these reasons for all members of our community. Teachers and support staff use data to re-teach or prepare new lessons, to improve their teaching practices, and to inform parents of student progress. Parents use data to understand what skills their child is excelling at or where they may need additional support. The principal uses data to identify trends and analyze needs. Students use data to understand how far they have come or what areas they can work to improve.

As the best teaching practices incorporate an assessment process, at Bayshore, we believe that no single piece of data can provide enough information to assist our students. Therefore, teachers and support staff use multiple assessment tools to assist them in differentiating instruction for students. Bayshore uses data from our state mandated tests, ASD Universal Screeners (AIMSweb), 6 Trait Writing assessments administered in

the fall, winter, and spring, GO Math! pre, mid-year, and end of year assessments, monthly, bi-weekly, or weekly progress monitoring assessments in reading, math, and writing, and daily summative and informal assessments.

Monthly grade-level team (classroom teachers, resource, specialist, ELL, etc.) meetings are held to analyze current student data, review intervention strategies and WLT groups. During these times, the Grade Level Intervention Form (GLIF) is completed or updated. This information is then assessed at our weekly Student Support Team (SST) meeting comprised of classroom teachers, resource staff, and the school psychologist for those students who need more directed assistance or possible resource assistance.

Student achievement data and school goals are shared with the community through our Bayshore School Report Card, the Anchorage School District's Profiles of Performance Report, and on our school website. Individual student data is shared through formal parent/teacher/student conferences and informal conferences as needed. Between conferences, parents are informed of student progress through progress reports, report cards, teacher emails and phone calls, and via ASD's online Zangle ParentConnect.

To maintain Bayshore's high level of achievement, we will continue to focus on how our teaching practices are affecting our students by continuing to monitor our data. This allows us to constantly fine tune our practices to meet the every changing academic needs of our students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

According to our most recent Climate and Connectedness survey, over 97% of Bayshore families feel their children are supported and respected at our school. We take great pride in being able to be the positive influence in our students' lives.

Our staff works hard to ensure that our students understand just how important they are. We have established several school-wide Social and Emotional Learning (SEL) programs to promote a positive school environment for students. Our Soaring Eagles program allows staff to 'catch' students utilizing the Bayshore Behavior Matrix of being safe, being respectful, being responsible, and yes, being happy. When students are 'caught' they receive a slip to place in our Soaring Eagle jar for a chance to have their name called during morning announcements and their picture posted for being a Bayshore Soaring Eagle. In addition to SEL being imbedded in all the students bi-weekly health lesson, our school counselor gives focused SEL lessons on social skills such as showing kindness, forming good relationships, and conflict resolution to our K-5 classrooms while our 6th grade teachers focus on responsibility and respect in lessons geared toward the middle-school model.

Parents and community members also play a key role in helping to promote student success. On any given day you will see numerous parents, grandparents, and community members working in the school. They help with any number of activities such as working in individual classrooms, helping in our computer lab, reading to small groups of students, and tutoring in math. We are even fortunate enough to have a community member who no longer has a student at Bayshore but still comes in once a week to read his favorite books to our students.

Students also play a vital roll in promoting a positive school environment. Many of our older students assist and tutor younger students in reading and math. This helps to encourage strong relationships both in and outside of the school day.

Bayshore teachers and staff feel supported by our community in many ways. On any given day teachers will find baked goods or extra supplies brought in from parents who just want to say 'thank you' for a job well done. We receive 'kudos' from our principal in the weekly staff newsletter for recognizing an outstanding lesson that was seen or for receiving an email from a parent stating how grateful they are for their child's teacher.

2. Engaging Families and Community:

Bayshore maintains a positive relationship with our community members through many different avenues. A great deal of support comes from our PTA. The PTA's goal is to enhance our student's education and promote family events. The PTA sponsors family events such as: Spaghetti & Bingo and Movie Nights, Family Luau, Spring Carnival, Skate Night, and more. The PTA also supports many classroom programs like the Bayshore Eagle Eye Reader, bus transportation for field trips, ice rink flooding and grooming, Spirit Wear, and more.

Teachers support enrichment programs such as a yearly Spelling and Geography Bees, Science Fairs, classroom presentations, end of year bar-b-q's, and parent writing workshops. Many activities, such as math and fluency nights, are held after school hours to accommodate working families.

Our active Student Council sponsors events such as Spirit Days and facilitate donation drives for local agencies such as Pennies for Patients, Beans Café, and the local food bank. Student Council members also help with our yearly Spring Carnival.

Bayshore has a wonderful relationship with many local businesses. They donate items for our school

fundraisers and student incentives. Recently Alaska's Aces hockey team donated tickets for our Healthy Futures program.

Staff is able to communicate with our families in many different forms. Emails, class newsletters, school newsletters, parent conferences, and Facebook are just a few. Our District's Zangle allows teachers to post grades, update assignments, and make comments on daily behaviors, while the ParentConnection component of Zangle permits parents immediate access to their students grades, assignments, and any information teachers have to share.

The Bayshore community has access to a tremendous amount of information available at its fingertips 24/7. The Bayshore website is a user-friendly site for all members of the community. Parents can contact teachers, access their Zangle ParentConnection account, pay for student lunches, download various school forms, get the latest news and information from our PTA, and even receive helpful parent centered articles and outside agency websites. Students have direct access to specific information that is used on a daily basis. They are able to work on projects that are uploaded to Google Classroom, access math programs and assignment pages through Think Central, and even check their grades through Zangle StudentConnection. Many teachers have their class websites directly linked to the schools site.

3. Professional Development:

Professional development is an important part of the educational process. Ensuring that educators can hone their craft is what allows Bayshore teachers and support staff to continue the high standards that they pass along to their students. Quality teachers and support staff equate to successful students.

In-school professional development takes many forms. Our Site Based Specialists (SBS) attend informational meeting and trainings in math, language arts, and data analysis and our Danielson Trainer (Danielson-A Framework for Teaching) for teacher evaluations attends "train the trainer" sessions. This information is then brought back to the building and shared through staff meetings, grade level meetings, and full day trainings. Knowledge is also shared through mentorships, content cohorts, cross-grade level meetings, grade level team meetings, and Student Support Team (SST) meetings.

District-wide professional development occurs several times per year. The focus of these trainings often center on new programs or District initiatives such as Common Core. The District also provides additional year-round trainings that many of our staff has taken advantage of such as educational technology, differentiated instruction, and intensive training in content areas such as reading and writing.

Many Bayshore teachers have also helped contribute to the teaching profession at District level by participating on CCSS Curriculum Alignment Committees. Teachers have helped, and continue to help, align and create curriculum for math, language arts, and STEM. Next Generation Science Standards (NGSS) Learning Experiences are currently being created and piloted in second and sixth grade to further enhance STEM at Bayshore and across all classrooms in ASD.

Bayshore teachers and support staff also continue their professional development outside of the school walls. Staff attends various types of educational opportunities for learning new ideas and teaching strategies such as the Anchorage School District Summer Academy (ASDSA), University and on-line classes, and local and state conferences.

These trainings directly impact the classroom on a daily basis. When Bayshore teachers take time to engage with their colleagues and open themselves up to new ideas, we are expanding our knowledge base to implement the best teaching practices in the classroom. Just as our teachers have high expectations of our students, so must we have high expectations of ourselves.

4. School Leadership:

Our principal is not just the person who manages the day-to-day operations of our building; she helps to set the tone and the direction of the Bayshore community by being our instructional leader. She works with our

teacher leaders to plan and implement relevant trainings for our staff on curriculum, new teacher evaluation models to support student success, and teaching strategies. She facilitates staff and grade level team meetings to ensure the emphasis remains on the goal of student success in all areas, academic as well as social and emotional. In addition, she helps maintain the focus on student success by daily informal observations and walk-throughs to ensure the focus always remains on each student's instructional needs.

Teacher leaders take many forms at Bayshore. Our Site Based Specialists (SBS) assist with core curriculum and data analysis through professional development, small group, and teacher-to-teacher assistance. The RTI Coordinator and the Student Support Team (SST) offer differentiated instructional support and strategies for our Tier II and III academic and behavioral students. Veteran teachers spend time mentoring new teachers to ensure strong academic standards and smooth transitions for our students throughout the school environment. Leadership is also seen through committee membership such as the PTA liaison and the school wide safety committee, all to ensure community cohesiveness for our students.

Our student leaders play a vital role in the engagement of the Bayshore community. Student Council Officers and Classroom Representatives meet monthly with their teacher leaders to plan Spirit Days, organize donation drives, and other school activities. Our Student Council officers assist with the morning announcements and recently guided weekly tours of our school to prospective families. Classroom Representatives not only help to disseminate information to their own classrooms but to the K-2nd grades as well. Moreover, students in 3rd-6th grade provide input into our Student Activities and Climate and Connectedness surveys. This information helps teachers and the school administrator to address the specific needs of our students.

Parents are an essential component to our community. The primary portion of our parent leadership falls on the very capable PTA's shoulders. The Bayshore PTA Board is the conduit for parents to have a voice in the needs and concerns of the school. Through membership meeting and monthly newsletters, parents have an opportunity to stay informed and take an active role in helping to make Bayshore an academically strong and safe environment for our students.

Part VI – INDICATORS OF ACADEMIC SUCCESS

As educators, we know that there is not a single educational practice or program that produces successful schools. Schools are a complex community that evolves constantly over time. However, the one key that holds our community together is its exceptional teachers.

Bayshore teachers teach what our students need. We begin with the Common Core State Standards (CCSS) to know where our students need to be academically. Yet teachers at Bayshore are always looking beyond the CCSS. We are always refining the path that our students take. We find ways, such as using increasingly complex materials, to help our students not just meet the CCSS but to exceed them - all while using differentiated strategies that make instruction accessible to all of our students.

Bayshore teachers have high expectations for our students. We work from the knowledge that our students can do what they put their minds to and that our job is to help them get there. We create classrooms that encourage students to be active participants in their own learning. Using rich, coherent curriculum and activities in which students understand that learning is a process and mistakes are simply a part of learning and each mistake is another opportunity to learn...for both student and teacher.

We want to know how our students are doing. Bayshore teachers analyze data. When our data shows that something isn't working, we keep working until it does. That same willingness to examine what's not working and make changes extends to every area of school life. At times it can be difficult for our teachers to change long-established patterns or to spend hours on profession development, but often it is what is needed when putting student success ahead of everything else.

Our teachers have passion. When teachers have passion we can motivate students to learn what is relevant, meaningful, and memorable. We convey that passion to our colleagues, our parents, our community, and most importantly to our students.

Perhaps most importantly, we always try to make a difference in our students' lives. Being a positive and respectful influence in their lives helps them feel special, safe and secure. Bayshore teachers strive to make connections with our students and their families. It requires a little more work, but the benefits of building a strong community are well worth the effort.