

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Carol St. Germain

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

Official School Name Bayou Vista Elementary School

(As it should appear in the official records)

School Mailing Address 1155 Delmar

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

City Morgan City State LA Zip Code+4 (9 digits total) 70380-5903

County LA

Telephone (985) 395-3758 Fax (985) 395-8862

Web site/URL http://www.stmaryk12.net/bves E-mail clagarde@stmaryk12.net

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

Date _____

(Principal's Signature)

Name of Superintendent*Leonard Armato E-mail larmato@stmaryk12.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Mary Parish School District Tel. (337) 836-9661

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 Michael Taylor
(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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 1 K-12 schools
- 21 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	11	31
K	21	23	44
1	29	22	51
2	30	31	61
3	26	28	54
4	22	28	50
5	29	26	55
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	177	169	346

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 10 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % 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 2015 – 2016 school year: 5%

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, 2015 until the end of the 2015-2016 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2015	390
(5) Total transferred students in row (3) divided by total students in row (4)	0.054
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 9 %
30 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 71 %
Total number students who qualify: 245

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

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

- | | |
|--------------------------------|--|
| <u>4</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>13</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 1
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	2
Classroom teachers including those teaching high school specialty subjects	18
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	8
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 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	92%	91%	92%	92%	92%
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 2016.

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 X
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.

Bayou Vista Elementary's mission is to provide opportunities for all students to achieve academic success and embrace lifelong learning in a safe and positive environment.

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

Bayou Vista Elementary is a rural, neighborhood PreK-5th grade school located in southeastern Louisiana approximately 75 miles east of the city of Lafayette. Our school is one of ten elementary schools located in St. Mary Parish and has a current enrollment of 351 students, of which 19% are special education students. The diverse student population is comprised of 76% white, 10% black, 12% Hispanic, and 2% Asian. Recently, there has been a decrease in Bayou Vista Elementary School's overall student enrollment due to the decline in the oil and gas industry and the number of itinerant workers that are departing the area. Bayou Vista's total population is 5,103 with an average household income slightly below poverty level. As a result, 71% of our student population receives free or reduced lunch. Community residents support our school's academic endeavors; however, 29.7% of the population did not graduate high school.

Recently, our community's economy has taken a drastic downturn; yet, our connection with local businesses and programs remains resolute. Area businesses continue to support our school both academically and financially. We also work with various programs within our community, including Claire House, a treatment facility that specializes in substance abuse services and treatment for as many as twelve women at one time. The women and their children live at the facility for up to a year, and the children attend our school. Our Beta Club and 4H members work to collect items for the local churches and a nearby food bank. Working in conjunction with such programs allows our school to reach beyond the confines of our facility to better our community.

Bayou Vista Elementary School's mission statement is "Bayou Vista Elementary prepares all students for academic success." Our school's vision is to provide opportunities for all students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. Bayou Vista Elementary School's baseline performance score in 2016 was 117, rating it an "A" school by the Louisiana Department of Education. We were additionally identified as a Top Gains School in 2016 in recognition of a 9 point growth from our previous year's performance score. Bayou Vista Elementary School has maintained an "A" status for three consecutive years. The school administration consists of one principal, an assistant principal, and a curriculum facilitator. The school staff comprises 25 certified and highly qualified teachers, 5 of which have obtained advanced degrees.

Our school's evolution over the past three years has increased student success, which is evident through consistent gains in our school performance scores. Our school's strengths are directly related to our vision and mission statements. The faculty shares an intense focus on increasing student achievement. Because the members of the school share the vision of an academically-successful school, we work together like a "well-oiled machine." There is ample teacher collaboration and an understanding that hard work and planning are required to be a successful member of our team. This creates a positive environment for both faculty and students. Everyone feels as if they are a part of something larger than themselves.

Aside from strong leadership, teaching is the factor that most directly affects school success. Bayou Vista Elementary teachers are hard-working and innovative as evidenced by their growing list of accolades and the contributions they make to education as a whole within our district. Four of the last five teachers earning school-based "Teacher of the Year" became "District Teacher of the Year," and one was selected as the "Louisiana Technology Teacher of the Year." Our educators' exemplary knowledge of curricula sparked the interest of our district. As a result, our teachers have played a role in ELA and math district curriculum planning teams. Each year, two to four of our teachers assist in the planning and pacing of elementary curriculum districtwide. Bayou Vista Elementary educators have influenced the path of education in all subject areas, forming a model that other schools are now using to become successful.

Bayou Vista Elementary provides a climate and culture for promoting student success. Our faculty and students have benefited from the family-like atmosphere that has been established. The students are actively involved in learning as a result of student engagement strategies utilized throughout daily lessons. Teachers implement Whole Brain Teaching and Joyful Teaching strategies, including but not limited to the incorporation of gestures, body movements, chants, songs, props, and visual aids to present and reinforce concepts. By aligning Louisiana content standards in daily lesson delivery and focusing data-driven

instruction on individual skills, student achievement experienced a consistent increase over the past three years. Our faculty has placed tremendous emphasis on differentiation and addressing the needs of all students. When all of the pieces of the puzzle are working together, the puzzle aligns beautifully; and in a school where administration, teachers, staff, students, and parents are happily working together, success is inevitable. This is the paradigm at our Bayou Vista Elementary.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Core Curriculum:

Bayou Vista Elementary School focuses on curriculum and instructional practices that are aligned to the Louisiana Student Standards and grade-level expectations. The district mandates curricula and sets pacing calendars for core subjects; however our school has the autonomy to incorporate strategies that we deem effective instructional practices and to adjust pacing as needed. Our teachers prioritize the standards and expectations and scaffold them appropriately in a framework that is feasible and will prevent learning gaps. During content and grade level meetings with faculty, administration, and our curriculum facilitator, adjustments to pacing and curriculum are made to ensure student mastery.

English Language Arts: In English Language Arts, our school takes a tiered approach utilizing McGraw Hill’s Wonders reading program. The program is broken into theme-based units that focus on reading, listening, speaking, and writing. Step 1 is 60-75 minutes with an emphasis on a variety of genres and specific skills and strategies. Our teachers sequence instruction to teach critical literacy skills and provide strategies to support comprehension. They utilize daily, systematic, and explicit instruction in areas of phonological awareness, phonics, word analysis, oral reading fluency, and comprehension. Students are taught to navigate arduous reading passages and answer text dependent questions, which require them to revisit the text to support their answers. Step 2 takes place from 30 to 60 minutes as needed and focuses on workstations and small group instruction for all students to address identified deficit areas. Struggling students are provided additional support for weaknesses with direct instruction from the teacher. Advanced students are challenged with written performance tasks, workstation assignments, and small group instruction to enhance overall performance.

Mathematics: Mathematics instruction varies between 60 to 90 minutes daily. Every Day Counts (EDC) is a fifteen-minute supplemental mathematics program that is implemented daily in PreK through 5th grade. EDC builds on classroom discussion to develop concepts such as money, time, place value, and number operations. A separate 10-minute math enhancement block per day provides an opportunity for students to practice fact fluency while engaging in minute math drills using a variety of modalities. While Ready Common Core by Curriculum Associates drives most mathematics instruction, grades K-2 incorporate Louisiana Comprehensive Curriculum hands-on activities using a variety of manipulatives and grades 3-5 enhance content with lessons from Eureka Math. While students are independently working, the last five minutes of math instruction are used to reinforce mathematical concepts in a small group setting.

Science: The science program focuses on hands-on learning approaches. Our teachers utilize Pearson online interactive science to enhance daily lessons. Teachers incorporate STEM activities to increase student engagement and develop a deeper understanding of scientific concepts. Students are given opportunities to learn outside the classroom through interactive field trips such as the Audubon Aquarium of the Americas, Insectarium, Slim Goodbody, Gator Farm, and Global Wildlife. Guest speakers are often invited to classrooms to discuss various topics, such as human body, healthy habits, marsh lands, fishing industry, etc. The local garden club assists in educating our students on botany with the establishment of a vegetable garden, butterfly garden, and wild flower garden on campus. In the upper grades, our school has ventured away from the scientific method and moved toward the Engineering Design Model to keep pace with current trends in scientific learning. We strive to make our students behave as critical thinkers who question the world around them and solve problems using scientific inquiry methods.

Social Studies: Our school currently utilizes the Scott Foresman social studies program along with the Louisiana Comprehensive Curriculum to build lessons. However, our teachers put forth extra effort to enhance the curriculum. Teachers use literature, workbooks, and website materials to further develop interesting, interactive lessons. They incorporate questions from EAGLE, primary and secondary sources from World Book Online, and other accredited websites. Lessons feature self-guided learning in which students explore topics of interest through research. Instruction in methods of research begin at the lower grades and progress into more independent learning. Students utilize primary and secondary sources to build

an understanding of the impact of historical events and learn to use multiple online and print resources to gather pertinent information. Students are expected to make historical connections, explain the consequences of events, and think at an advanced level regarding the future impact of decisions currently being made in our society. It is our job as educators to create a future generation who understands the impact of our past as well as the power they hold in the future.

PreK:

The Creative Curriculum for Preschool is comprehensive, thematic, and research-based program that features learning through self-discovery. Core subjects as well as art and social emotional standards are met throughout weekly thematic units in a variation of whole group, small group, centers, and independent lessons. This curriculum is used in conjunction with Teaching Strategies GOLD to provide teachers with an observation-based assessment system. Digital portfolios are kept and evaluated three times yearly to ensure student growth within the 101 educational standards. Each standard must have 3 forms of documentation, which can range from anecdotal notes, checklist, pictures, videos or student work samples. The PreK curriculum has had a positive impact on building foundational skills in basics as well as with the social, emotional adaptation essential for students to be successful in kindergarten.

2. Other Curriculum Areas:

All kindergarten through 5th grade students attend ancillary classes. They are provided a 45-minute daily rotational period in the areas of physical education and library. Our fifth grade students can elect to join our school band and attend class four days a week for instrumental instruction. One day a week our fifth graders attend a 45-minute Drug Abuse Resistance Education (DARE) class.

Physical Education (PE) & Health: The physical education and health curriculum is derived from the Louisiana Physical Education Standards and Grade-level Expectations. Our students attend PE classes up to four days a week for 45 minutes to receive instruction in behaviors that contribute to a healthful lifestyle and improved quality of life. Three content areas are covered: health education, physical education, and character building. Our two PE teachers pull curricular materials from various websites on health curriculum. Also, they implement Second Steps: A Violence Prevention Program and Character Counts. In addition, a variety of moderate to vigorous physical activities are conducted from these three categories: locomotor, manipulative, and non-locomotor/stability.

Band: Music is a pathway to sharpen the senses, improve mental capacity, gain self-confidence, and develop social skills. In our school band, we endeavor to begin teaching students musical skills - including basic notation and instrument performance, which are necessary to continue and further develop their interest in music throughout their middle school/high school years and beyond. To further that end, students spend several weeks studying musical terminology and information specific to the instrument of their choice then continue to develop listening and performance skills throughout the year.

Library: Media instruction is provided one day per week for each grade level. Our librarian uses the American Library Association standards and scaffolds instruction in informational literacy, digital citizenship, and basic library skills. The K-12 Digital Citizenship is a new program that is being implemented in our library this academic school year. Taught through grade-differentiated lessons, the program focuses on utilizing social media in a safe, respectful, and responsible manner. At all grade levels, our librarian instills a love of reading through modeling reading, discussing stories, promoting the Accelerated Reading program on campus, and providing awards for students reaching rigorous reading goals.

Technology: Bayou Vista Elementary School stays abreast of new and innovative ways to incorporate technology in the classroom as well as throughout our three computer labs. Grades K-3 attend Fast ForWord daily for 30 minutes to enhance cognitive skills such as memory, attention, and processing, utilizing the principles of neuroplasticity. Reading Assistance by Scientific Learning is also employed in both labs and classrooms to develop reading comprehension and oral reading fluency in grades 3-5. For our English Language Learners, Imagine Learning and/or Rosetta Stone are incorporated daily for 30 minutes to introduce both conversational and written English for students new to the English language. Other

computer-based programs used daily on campus for differentiated early finishers are BrainChild, MobyMax, Zearn, Accelerated Reading, and MathSpace.

Drug Abuse Resistance Education (D.A.R.E.): D.A.R.E. is conducted each semester for our 5th grade students. The students attend one day a week for 45 minutes. They are exposed to the “Keeping it Real” curricula addressing life skills that will aid them in dealing with challenging encounters that may involve drugs, violence, bullying, internet safety, and other high risk behaviors that have impacted our community. The St. Mary Parish Sheriff’s D.A.R.E. officer utilizes lectures, role-playing, visuals, written tasks, and whole group discussions to instill in our students the importance of making wise choices and the understanding that poor choices can lead to severe consequences. Also, the officer visits our elementary classrooms to discuss bullying, safety, and how to treat others.

3. Instructional Methods, Interventions, and Assessments:

Instructional Methods:

Bayou Vista Elementary School has an unwavering commitment that each student will achieve academic success and reach his or her greatest potential. Individual learner needs are met through differentiation and addressing various learning styles during lesson delivery. The students are actively involved in learning due to student engagement strategies and hands-on tasks incorporated into daily lessons across all subjects. Furthermore, our teachers employ explicit, scaffolded instruction that challenges all learners to apply higher-level, critical-thinking skills during lessons. Students are expected to reflect on their own learning and set realistic, but challenging goals on a daily basis. During instruction, our students are also provided a choice in task completion and/or method of grouping – work independently, with a partner, or a small group. Providing choices and opportunities for students to become involved in their own learning keeps them motivated to achieve their personal best.

Teachers are able to enhance student engagement with the use of technology as well. Technology improvements have been instituted at our school within the last few years. Through a variety of funding sources, each teacher has a Promethean board, class set of ActivExpression voting devices, a slate, document camera, and an amplifier system in her classroom. In addition, iPads were purchased for every homeroom teacher. Often, these iPads are used during center time to enhance instruction as well as for individualized testing and interventions. Each student in 1st-4th grade has a LearnPad for daily use in the classroom. Teachers use the LearnPads as a resource for research and exploration of information, taking virtual field trips, or creating presentations. Fifth grade students received HP Stream Notebooks in February 2017. These notebooks are housed in the 5th grade classrooms for operation during lessons and testing. Our teachers are able to deliver mini-lessons on foundational skills of typing, stretching all the way to research-based performance tasks.

Interventions:

Bayou Vista Elementary School disaggregates student performance data for the purpose of preparing for differentiation during lesson delivery and determining interventions inside and outside of the regular classroom. The data is used for grouping students and collaborative planning at all instructional levels. Master schedules are developed to maximize instructional time and provide for 30-minute small group sessions to support struggling students during math and reading classes. In addition, time is allotted for Tier II and Tier III interventions to address student deficit areas based on progress monitoring data. All personnel, including classroom teachers, PE teachers, paraprofessionals, and the librarian are utilized to provide explicit targeted supplemental instruction. Interventions include the following programs to address individual student needs: Moby Max, Voyager Passport, McGraw Hill Wonderworks, MathSpace, Kahn Academy, and Imagine Learning. Students are placed in interventions based on specific student weaknesses. In addition, our teachers are encouraged to incorporate five to ten minute small group instructional enhancement at the end of science and social studies for students who struggle with those daily lesson concepts. Students that are not in need of additional support attend enrichment classes that focus on research tasks, challenging text with written assignments, and/or computer based programs such as Zearn and Brainchild. This year we have initiated an after school tutoring program to support our increasing English Language Learners (ELL) population. In addition, we also offer a second after school tutoring program that targets students requiring extra assistance to perform at proficiency or higher on standardized tests. All

students in interventions are monitored for progress and adjustments are made as needed to enhance learning.

Assessments:

Formal and summative assessments are imperative for gauging overall student achievement. The results drive instruction and are a vital part of the decision-making process. Bayou Vista Elementary uses multiple assessment tools, including district-mandated benchmark testing in the areas of mathematics, reading, writing, science, and social studies. Teachers use the results of these assessments to develop their student learning targets for the year, as well as help guide daily instruction. DIBELS and Moby Max assessments are administered three times a year to assist with monitoring student progress for Response to Intervention (RTI) purposes. This year our school piloted Measures of Academic Progress (MAP) in 3rd grade. This assessment provides projected student performance levels for the LEAP 2025 State Assessment which is based on Louisiana Student Standards.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Bayou Vista Elementary promotes the success of every student by sustaining a school culture conducive to student learning and staff professional growth. Our school has quality educators who set rigorous learning targets and high academic expectations that emphasize mastery as the new proficiency. Students set personal learning goals based on their current performance and desire to succeed. Goals are based on test grades, DIBELS status, fact fluency, etc. Students monitor individual progress and reevaluate goals. With support from faculty and administration, our students know they will achieve their personal best. Through collaboration during grade level, faculty, and content meetings, emphasis is placed on working together as a team for the betterment of our students. The School Leadership Team meets to ensure that faculty and staff have a voice and take ownership in the decision-making process. Administration is supportive and receptive to listening to concerns and making suggestions to enhance the school climate. Our Parent Teacher Organization president meets with the Parental Involvement Committee and administration to plan activities to enhance family and community involvement. Faculty members communicate with parents through weekly study guides, JPAMs text messaging system, phone calls, monthly newsletters, and conferences regarding assignments in the classroom, projects, and student concerns and triumphs. All stakeholders play a role in the success at Bayou Vista Elementary and open communication supports the collaborative relationship between school and home.

Motivation is key to student and faculty success. Several school rewards are in place to enhance motivation in our student body. Principal's Brag Board, Principal's Breakfast, Honor Roll parties, Super Reader Awards, Accelerated Reader parties, and Gator Celebrations are just a few of the many incentives designed to reward students. In addition to academic recognition, our school focuses on student effort and displays of exceptional character traits. The school utilizes the "Bucketfilling" program to inspire and reinforce students and faculty who exhibit compassionate and generous behavior towards others. One faculty member and six students are selected each month for this recognition. We also use Snapping Good Gator awards, star behavior tickets, and Gator Bucks to recognize qualities such as, thoughtfulness, respectfulness, and effort. Students use the bucks to purchase items from our Gator Buck store. Faculty members and students receive monthly perfect attendance awards. The "Sunshine" Committee prepares small incentives and treats for faculty members throughout the year. There is also a "Shout Out" board in the lounge for team members to provide recognition for one another's thoughtful actions. Our principal established monthly grade level luncheons in recognition of the staff's hard work and dedication.

2. Engaging Families and Community:

Our Parental Involvement Committee's goal is to create a plan that promotes activities designed to increase parental and family involvement at our school, as well as address any concerns. We provide parent workshops, a translator for meetings with Spanish-speaking parents, establish drive-throughs that enhance community interest, and publish a school-wide monthly newsletter. Our school also hosts a Back-to-School Open House in August. Parents meet all the faculty, staff and administration as well as visit their child's classroom. Muffins with Moms and Donuts with Dads are held annually as a thank you to our parents for their support. Reading and math workshops for Prek – 5th provide opportunities for parents to participate in an actual lesson with their children and receive tips to support studies at home. Parents and community members are invited to attend our annual PreK and kindergarten "Trunk or Treat" in October and Mardi Gras parade in February. The school hosts two book fairs, a carnival, family picnic, pep rallies, and guest speakers throughout the year. Family members are invited and encouraged to attend all of these scheduled events on campus and chaperone multiple field trips. Every March, we organize a parade for our students to display a vocabulary word, a famous historian, historical event, or a favorite book character. Judges from the community are invited to select the winners. Our band director hosts two 5th grade band concerts. Family and community members are invited to our concerts in December and May. A monthly newsletter, special flyers, and a school website are employed to provide information for parents and keep them abreast of upcoming events.

The local food bank and junior auxiliary club provide fifty snack bags for students and Christmas dinner for three needy families. Another local church and a business donate toys and bikes for needy students that may not receive Christmas presents. The Knights of Columbus donates jackets for our students in need and hosts an annual fundraiser for our special education population called a “Tootsie Roll” drive. The local McDonalds and Burger King provide certificates and coupons for academic incentives. The local volunteer fire department aids in fire drills and provides annual demonstrations on fire safety. The Bayou Vista Garden Club visits classrooms frequently to read books, make presentations, and assist students with gardens on campus. The Bayou Vista Public Library invites PreK and kindergarten classes to visit monthly for short presentations on literacy and crafts. Every summer there is a free lunch program for children provided at the Bayou Vista Community Center to ensure that our youth receive healthy meals during the summer break. The St. Mary Parish Sheriff’s officers conducts daily walk-throughs at our school, hosts our D.A.R.E. program, visits classrooms in lower elementary, and assists with all drills and special events.

3. Professional Development:

The Leadership Team members create a Professional Development Plan that focuses on broadening professional knowledge and supporting our teachers in effective classroom pedagogy through a variety of modalities. The Professional Development Plan is created at the beginning of the school year with input from teachers, principals, facilitator, and district-level administrators. When designing and developing the professional development activities, attention is given to the focused needs of the school as determined by the student performance data, observational data, and needs assessment survey data. School level activities address all content areas with special emphasis on student engagement and differentiation. The plan is adjusted as needed throughout the year based on changing necessities.

Ongoing job-embedded professional development is provided at monthly Leadership Team meetings, faculty meetings, content meetings, and weekly grade-level meetings. The professional development activities include strategies that improve a teacher’s pedagogy to enhance overall student learning and classroom management. The activities focus on addressing content knowledge, analyzing student data for adjusting instruction, meeting diverse learning needs, implementing the Louisiana Student Standards, enhancing student engagement, and providing consistent classroom management with established routines and procedures. Professional development topics have included precision partner talk, UNRAAVEL process, CLOSE reading strategies, Whole Brain Teaching, student engagement strategies, utilization of graphic organizers, differentiation of instruction, classroom management, higher-order thinking questions, setting student learning goals, workstations, and early finishing tasks to challenge all learners. To improve classroom pedagogy, professional development must be collaborative, long term, content-driven, supported, and focused on student learning. Our professional development is structured in a variety of ways, such as peer observations, video presentations, book studies, lectures/presentations, hands-on workshops, conferences, etc. A number of faculty members have attended professional development at the state level by attending Louisiana Teacher Leader Summits, LACUE: Louisiana Association of Computer Using Educators, and Louisiana Association of Math and Science Teachers. These faculty members in turn present the wealth of information gained at these conferences on campus to our faculty members. One powerful form of professional development is modeled lessons and team teaching. The facilitator models lessons in the classroom to support the strategies shared during professional development activities and our administration provides specific feedback on the implementation. This allows our teachers to acquire and practice new skills over time with on-going support from the facilitator, assistant principal, and principal. Also, many of our faculty members participate in our district on-line technological professional development to enhance classroom instruction, such as Plickers, SharePoint, Edpuzzle, Promethean Interactive, Quizizz, Kahoot, and more.

4. School Leadership:

The principal’s overall goal is to promote the success of every student by facilitating the growth and implementation of a shared vision of learning that is supported by all stakeholders. Our shared vision for a successful elementary school is to provide each student with the opportunity to obtain intellectual growth consistent with the student’s highest abilities and pursue the development of good character in a safe learning environment. All stakeholders work collaboratively to lead our students to academic success and

personal growth. The principal and curriculum facilitator meet daily to discuss curricular decisions that focus on the alignment of the Louisiana Student Standards and preparation of the student body for state-mandated testing. Both oversee and support the faculty as they align daily instruction to these high academic standards and state testing format. Emphasis is placed on working together for the benefit of our students both academically and socially; therefore, the principal creates a master schedule that includes daily common, collaborative planning time for grade level teachers. Although grade level teachers are encouraged to meet daily on their own and/or with the facilitator, they also attend weekly meetings with the principal. Weekly grade level meetings are held to analyze student performance data, discuss instructional adjustments to enhance student performance, and to review interventions for struggling students. The principal, facilitator, and teachers work collaboratively to align curriculum to standards and review instructional strategies that enhance overall student learning. Our Leadership Team, content teams, and various other committees meet monthly to discuss alignment of standards, academic pacing, classroom instruction, student engagement, technological advancement, professional development, school safety, parental involvement, etc. There is a school suggestion box placed in the conference room for any suggestions and/or concerns that may arise throughout the week. Faculty and staff are encouraged to voice their opinions. Our teachers truly feel that they are part of the decision-making process and that their input is valued.

The principal, assistant principal, and curriculum facilitator each play a major role in providing professional development and supporting implementation of strategies in the classroom setting. Effective, research-based, instructional and behavioral strategies are enhanced through job-embedded professional development and reinforced throughout the school year during collaborative grade level meetings, shared tips through email communication and/or shared files, and post conferencing by administration after formal/informal observations. The collaborative team approach has created an instructional climate where our faculty members feel respected and their efforts are deemed worthwhile. Teachers' expertise and knowledge are nurtured and utilized for the advancement of our school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

There is not one individual practice or strategy that can make a school successful. It takes a quality faculty and multi-faceted approach to ensure that each student is challenged academically and thrives socially. However, our school has evolved over the past five years by utilizing data driven decision making to enable our students to succeed and increase our school performance scores. We focus on frequently analyzing student performance data to maintain a strong Response to Intervention Program with equitable access, and provide differentiation during daily lessons to challenge all students academically. Disaggregated data are used to guide daily classroom instruction, differentiation, and interventions to address student deficits. Instructional decisions throughout the year, including small group, are based on student outcome data from multiple resources, such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Measures of Academic Progress (MAP), LEAP 2025, parish assessments, DSC, Brigance, Moby Max assessments, weekly assessments in core subjects, Voyager checkpoints, Fast ForWord reports, etc. Through the analysis of student performance data, classroom observation data, and needs assessment surveys, the Leadership Team members identify the overall strengths and weaknesses of our school at the beginning of the school year. A plan of action is developed to address student deficit areas and overall classroom instructional weaknesses. Intervention assignments and schedules are updated/revised as needed to ensure a strong RTI program on campus. Student performance data is continuously examined by classroom teachers throughout the school year by utilizing our Data Correlation Sheets that are updated on a regular basis. Students that are not proficient on weekly tests, parish assessments, and state testing are identified and supported to ensure they make progress. These students are included on our targeted student list, which is updated every nine-week period to make sure we are meeting the needs of our struggling students within this group. Adjustments are made to interventions as needed to enable our students to progress and not falter.