

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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	56	61	117
1	98	82	180
2	72	74	146
3	75	66	141
4	64	87	151
5	0	0	0
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	365	370	735

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 20 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 58 % White
 - 7 % 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 2016 – 2017 school year: 20%

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

Our school is located on the coast of Mississippi and is among nine school districts in a 40 mile radius. We are also a military town, home to Keesler USAF Base. Military families are fairly mobile. We are a Title I school. Due to the poverty level of several of our students, the families tend to move quite a bit along the Coast to find more affordable housing and/or a job.

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, 2016 until the end of the 2016-2017 school year	92
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	83
(3) Total of all transferred students [sum of rows (1) and (2)]	175
(4) Total number of students in the school as of October 1, 2016	897
(5) Total transferred students in row (3) divided by total students in row (4)	0.20
(6) Amount in row (5) multiplied by 100	20

6. English Language Learners (ELL) in the school: 2 %
18 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 56 %
Total number students who qualify: 411

8. Students receiving special education services: 13 %
95 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>9</u> Developmentally Delayed | <u>6</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>58</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 17
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, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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. 2011

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

To excellence and beyond- becoming our best through our hearts and minds.

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

North Bay Elementary School opened its doors to Biloxi students in August 2000. The school began with the hope and promise of an extraordinary facility designed to meet the needs, interests, and capabilities of an exceptionally diverse population. Biloxi is the heart of the Mississippi Gulf Coast, with an unwavering record of support for our schools. The 318- year- old community is composed of families with long Biloxi histories, including those of many immigrants drawn to the city by its favorable climate and productive seafood industry—and more often today by the thriving casino businesses and tourism industry. It is also the site of Keesler Air Force Base, electronics center of the U.S. Air Force, whose military families have contributed immeasurably to the growth and enrichment of the Biloxi schools since 1940 and provided an unprecedented world focus to the city and the school district. Biloxi is most recently best known for the devastation that occurred in our city from Hurricane Katrina in 2005. We are a resilient group who love our coastal town. Much progress has been made since that horrific natural disaster.

Having served K-6 students in its first seven years, then K-5 students for the next 9 years, North Bay in the fall of 2017 became a K-4 school as a result of district reconfiguration. Average student enrollment is 728; faculty and support staff number 66. Teachers holding master’s degrees or higher 38%; and 10% are National Board Certified. The school is committed to the district mission expressed in the phrase: “Excellence From All, For All.” We developed our school mission statement, “To Excellence and Beyond - Becoming Our Best Through Our Minds and Hearts” in support of our district vision for excellence in all areas - academics, activities, and attitude. It guides us in all that we do as our staff and students work to be the best they can be each day.

At North Bay we use the rigorous Mississippi State Standards for all subject areas as our instructional blueprints. We use a variety of research- based curriculum and programs for instruction with our students. We have a common instructional pacing guide for each grade level and subject area used within all of our elementary schools. We use common standards based assessments in each grade level within our school and district mid - term and end of term common assessments. We administer beginning of the year, mid - year and end of year diagnostic assessments in reading, writing and math to guide us in addressing our students’ strengths and weaknesses throughout the year. We use the four key questions of a professional learning community- “What do we want our students to know?” “How will we know if they have already learned it?” “How will we respond if they have not learned it?” “How will we respond when they already know it?” A true culture of positive collaboration exists in our professional learning community.

Our students and staff are challenged to reach for and meet goals that they set for themselves through our focus on using a growth mindset. We have an inclusive school community with students from various ethnic and socio-economic backgrounds as well as educational levels. We are a Title I school with 55% of our students qualifying for free or reduced lunch. The educational levels of the parents of our students range from below high school 12th grade to post graduate school level. We have a strong special education inclusion practice in place in our school where we implement universal designs and strategies for learning for all of our students. We work to meet our students’ emotional, behavioral and academic needs through a student response system of tier one, two, and three strategies and practices. Our full time Academic/Behavior Strategist works with our teachers to meet the needs of our students. Our full time registered nurse addresses the medical needs of our students while at school each day. We offer before and after school care to our students through a community partnership with our local YMCA and Boys and Girls Club of America. We also offer before - school tutoring to our students as well as a special Saturday School tutoring program during the school year that offers additional academic support and instruction for our students.

Approximately six years ago we began an initiative to address the social and emotional needs of our students using the Conscious Discipline program. We added this to our existing positive behavior system. Conscious Discipline focuses on teaching 7 skills to the adults and children in a school. Those seven skills are: Positive Intent (see the best in others); Encouragement (we are all in this together); Composure (no one can make you angry without your permission); Empathy (the moment is as it is); Assertiveness (what you focus on you get more of); Choices (the only person you can “make” change is yourself); and Consequences

(mistakes are opportunities to learn).

We received the USDE Blue Ribbon School award in the fall of 2011. Immediately it created a groundswell of pride and excitement within our staff, students, parents and community. At the time we were a Level A, high achieving school as rated by our Mississippi State Department of Education. The national award and distinction took us to a whole new level of recognition within our community and state. The emblem is currently displayed as a large sign on the front of our school for all to see. In addition to the students who are zoned for our school and live in the north Biloxi area, we started to receive requests for enrollment in our school from families outside our school district zone. Currently we have over 40 students who pay tuition to attend North Bay. Schools from across the state visit our school each year to see and hear about the programs and practices we use to increase student achievement and address the social and emotional needs of our students. We continue to this day to tell our students and staff, “Be sure to give your BLUE RIBBON BEST!” We know that with a true commitment to our school motto, “To Excellence and Beyond- Becoming Our Best Through Our Minds and Hearts” we will continue to accomplish great things for our students and school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

North Bay’s curriculum is built around The Mississippi State Standards and our own Biloxi Public Schools Core Curriculum. The curriculum includes reading, integrated language arts, science, social studies, and Mississippi history. Technology plays an important role in all aspects of the curriculum.

The key components of the reading program focus on the incorporation in grades K-2 of our basal series, Journeys, published by Houghton - Mifflin, Curriculum Associates READY Reading program in 3-4, The Reading Renaissance Accelerated Reading (AR) program K-4, Project Read phonics instruction K-4, Lexia, FLOABULARY, Brain Pop and IREADY reading software programs. Many incentives support the reading program such as the Accelerated Reader student recognition for reaching goals displayed in the classroom, AR recognition in the library with special bookmarks and parties, and through school-wide recognition on our morning WNBAY broadcast. Students who meet their AR goal are invited to participate in school wide celebrations at the end of each term. Our students complete a reading fair project each year and participate in our school reading fair. Students who win first place in each division advance to our district reading fair. Our school celebrates Read Across America Week and Dr. Seuss’ birthday with a special focus on the importance of reading. During the week preceding our Winter break, community members read favorite holiday books to our students during our library classes while all enjoy hot chocolate and cookies. This is an annual event that all look forward to.

Language Arts has a writing focus that is embedded in all aspects of the curriculum. Although grammar and communication are targeted, the writing component is an important part of the implementation. Student writing is displayed throughout the building inside and outside each classroom in the pods and in our hallways. Google classroom is used in our upper grades as part of the writing instruction. Our students also take a keyboarding class for forty minutes weekly to improve their typing skills for writing. Writing rubrics have been developed for each grade level to use for instruction and assessment.

Math instruction is carried out with programs such as Curriculum Associates READY math, Accelerated Math, and software programs such as IREADY Math, FLOABULARY math videos, and BrainPop. Students complete daily math fluency practice in grades K-4 with a formal fluency assessment at the end of each term. Math Prodigy is also used with the students as an individualized skills based software program. Number talks are used as a part of the daily math lesson in K-2.

Science is offered in all grade levels. Science instruction takes place using the interactive program Mississippi Science, published by Houghton - Mifflin Harcourt. Students are provided instruction through a consumable textbook and through hands-on directed inquiry lessons. Our third and fourth grade students construct a science fair project that is entered into the school science fair. This process builds research skills and correlates with scientific method instruction. Our second grade students go on an annual field trip to the Marine and Research Center which is located in a town nearby. Each grade level takes at least one field trip per year tied to the standards taught in that grade level. This is not only a way to reinforce learning of the standards in a real world way but it also exposes students to areas of our community and nearby towns that they may not experience otherwise.

Social Studies is offered at all grade levels, and Mississippi History is studied in grade four. Our second grade students perform in a “Wax Museum” program each year, highlighting famous Americans throughout history. Students conduct research, create an informational poster as a backdrop, dress up as a famous American and perform a narrative about the person as parents and guests venture through the “Wax Museum.” Our fourth grade students perform a musical program each year entitled, “Mississippi My Home.” The songs and dialogue in the program highlight facts about our state. Our fourth grade students take a field trip three hours away to our state’s capitol, Jackson. While in Jackson our students tour and learn about the day to day operations of our state capitol. They are often met by our local legislators for a personal greeting and tour of the two legislative chambers in the Capitol. They also visit the interactive Mississippi Children’s Museum where they experience many different interactive learning stations filled

with facts about Mississippi, its history, natural resources, and culture. The last stop on the field trip is the Mississippi Natural Science Museum. This is always a student favorite. A demonstration is given by staff at the museum using several animals native to our state. Students then have an opportunity to explore the different areas of the museum filled with plants, animals, and information.

2. Other Curriculum Areas:

The academic program is supplemented with music, art, library media, physical education and technology instruction; all offered during the school day. Students attend art, music, library and computer lab classes for forty-five minutes once a week. Students attend physical education classes twice a week for forty-five minutes each time. The music department integrates instructional skills into its daily program. Whether it is learning facts through songs about Mississippi in fourth grade, musical notes and scales, different periods of music or learning to recognize famous composers while being exposed to various selections, our music program provides well-rounded instruction to our students. Each month a different grade level of students, with the help of our music teacher, develop and perform a musical for the parents at an evening performance in our auditorium. We also have a North Bay Talent Showcase each year where our students show off their individual talents and performance skills. Our music teacher posts a picture and information on a "Composer of the Month" in our school hallway. We play the music of that composer all month long over the speakers in our hallways, offices, front lobby and outside area leading to the front doors of our school.

The school's art instruction is definitely visible in the school. Student art work adorns the hallways. Our art teacher not only follows the state curriculum for art instruction but also incorporates skills from the K-4 core subject areas in student instruction and art displays. Students also keep portfolios of their work to be shared with parents at the end of the school year, and they participate in numerous community art contests that have brought numerous awards and display ribbons for the school. Our art department features an Artist of the Month with a display and information in the school hallway.

The school's physical education department incorporates Project Fit, and outdoor fitness arena and instructional program that fosters being physically fit and making sound nutritional decisions. Our students participate in the Move to Learn program from our state department's Office of Healthy Schools. Our students also participate in the Presidential Fitness Testing program as well. Our students always look forward to our annual Field Day filled with many outdoor and indoor games to complement our physical education program.

Our library media teacher integrates the English/Language Arts standards in her weekly lesson plans used with her K-4 classes. She also directs and promotes our Accelerated Reader program with our teachers and students. She supports our teaching staff for the effective implementation of this program. She offers guidance and advice to our students and works to inspire a love for reading and learning.

Our students spend forty-five minutes per week working in our BOOST computer lab with our computer lab teacher. Keyboarding, writing, math and reading skills software programs are used by students while in the lab. Each student has an individualized instructional "prescription" or learning path in the IREADY reading and math software program. This is based on the IREADY diagnostic assessments taken at the beginning of the year, mid-year in January and at the end of the year. Students work online with the IREADY assignments each day for a minimum of 45 minutes in each subject per week. Each classroom has approximately 4 desktop computers and 5 laptops. Every classroom also has a promethean board for instructional use. IREADY instructional videos may be used in a whole group or small group setting using the promethean board. In our computer lab a group of fourth grade students work as a part of our WNBAY broadcast team to write and produce our school-wide morning Brain Smart start to our day. We also have a group of fourth grade students who work together under the direction and instruction of our computer lab teacher to create and publish our North Bay Elementary yearbook.

A before - school tutoring program in reading and math is available to our students in third and fourth grade. Students attend either one or two hours per week depending on the areas of need. Certified teachers from our North Bay staff work with students in small groups of approximately 5 students.

The Second Step social-emotional program gives students the tools to excel in and out of the classroom. Each classroom teacher in K-4 uses one lesson per week throughout the school year to teach emotion management and situational awareness. Conscious Discipline is another social-emotional program that is used with our students and staff. All are taught the three brain states: Survival State (Brain Stem); Emotional State (Limbic System) and Executive State (Prefrontal Lobes). Students and staff are also taught to use the seven skills of Conscious Discipline. The seven skills are: Positive Intent; Encouragement; Composure; Empathy; Assertiveness; Choices and Consequences.

3. Instructional Methods, Interventions, and Assessments:

North Bay's reading curriculum is centered on the areas of reading comprehension, phonemic awareness, writing, listening, speaking, research, and inquiry as outlined in the Mississippi State Standards. There is an integration of several different programs, such as the Journeys basal program in K-2, the READY reading program in 3-4, Project Read, IREADY and Lexia software programs along with the Accelerated Reader program. Daily Five is a method used in K-3 for English/language arts instruction. These programs are chosen for their components of differentiation.

Our math instruction is based on the Mississippi State Standards. READY math program in K-4 and the Accelerated Math program are the core programs. Math fluency is practiced on a regular basis and evaluated. Students use the IREADY software program and complete individualized math prescriptions for standards not mastered.

All classrooms implement centers. KAGAN cooperative learning strategies are used. We have found during our 4-year commitment to using this method, that student engagement has increased. Brain breaks help maintain focus and attention. Our teachers use interactive videos such as Go Noodle and FLOCABULARY. Promethean boards are used to enhance instruction with technology. Laptop computers, desk top computers, and iPads are used in classrooms and computer labs.

All of our students in grades four and five take an online state test, the Mississippi Assessment Program, in reading, writing, and math. Third grade students must pass in reading to be promoted to the fourth grade. Our Kindergarten students also take the MKAS state test. In addition to formative weekly assessments in the classroom, students are assessed three times a year using the STAR assessments for reading and math. This data is also used to identify students in need of tier two and tier three levels of student response and intervention. Star Early Literacy assessment is used in kindergarten and first grade. Students also take the IREADY reading and math diagnostic assessments. An individualized standards based reading and math prescription is created for each student based on the assessments. Data from the numerous student and class reports are used in weekly instructional planning. Reading and math Standards Mastery assessments are administered. The results are used to identify which students have mastered or need additional instruction. Reading fluency and math fluency assessments are also administered at the end of each term.

Based on our 2016-2017 NCLB Report Card, 58.1% of all students in third, fourth and fifth grade at North Bay Elementary scored proficient/advanced in English/Language Arts on the MAP state test. There is an achievement gap of ten or more percentage points between the test scores of all students and subgroups in English Language Arts for the following subgroups: Black (17 percentage points); Economically Disadvantaged (18.2 percentage points); Limited English Proficiency (39.1 percentage points); Hispanic (19.9 percentage points); and Students with Disabilities (25.6 percentage points).

Based on our 2016-2017 NCLB Report Card, 66.8% of all students in third, fourth and fifth grade at North Bay Elementary scored proficient/advanced in Math on the MAP state test. There is an achievement gap of ten or more percentage points between the test scores of all students and subgroups for the following subgroups: Black (19.3 percentage points); Hispanic (14.7 percentage points); Economically Disadvantaged (54.1 percentage points); Limited English Proficiency (24 percentage points); and Students with Disabilities (39.3 percentage points).

We have a tiered system of support for our students who are experiencing difficulty academically and/or behaviorally. Students work with the teacher in small groups and on computer based programs. Some

participate in social skills groups. These students are progress-monitored by our Academic Strategist weekly.

We have in our master schedule for all grade levels a 45-minute time period called BOOST BLOCK. The teacher and the “Boost Buddy” work with small groups to remediate and to enrich students with specific lessons designed around an analysis of the data. In our second grade classrooms, special area teachers partner with our regular education teachers for 30 minutes a day in a “Power Up” time of small group English/Language Arts instruction. We offer free morning tutoring to our third and fourth grade students who have not scored proficient in the past or are not predicted to score proficient on our MAP reading and/or math end of the year state test or who are in our bottom 25% based on our mid-year diagnostic reading and math tests.

North Bay Elementary is rated an A school by the Mississippi Department of Education based on our 2016-2017 state test scores. We work to maintain high levels of achievement by first setting high expectations for ourselves and our students. We have structures in place to make data-based decisions on a regular basis. We believe in incorporating social-emotional learning into each school day. We communicate often with our parents and involve them in the day-to-day operation of the school.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

North Bay Elementary engages and motivates its students through our mission and vision, “To Excellence and Beyond - Becoming Our Best Through Our Minds and Hearts.” We have a school wide super hero theme. We start each day with our student led WNBAY morning “Brainsmart Start” broadcast. A motivational song starts the broadcast, followed by the Pledge of Allegiance to the United States flag, then a noticing and wish well ritual, a school wide commitment statement for the week, a fun connection activity or special message, then three deep breaths. We end repeating our school wide rules and expectations stated in the HEROES acronym: Honest and Helpful; Excellent In All You Do; Respectful and Responsible; Optimistic and Organized; Eager to Learn; and Safe Always. The last thing our student correspondents say is “Remember North Bay, YOU have the power to be a HERO!”

Within our positive behavior program there are school wide rules, rewards, and consequences. An extra “super hero recess” and “super hero student” positive phone calls to parents are used as incentives. Students receive “points” for each IREADY lesson passed and spend those in our SOAR STORE. The whole class receives rewards such as hat day, gum day, movie and lunch in the classroom, kickball with the principal, sundae party, and slime making party. Our students receive rewards and certificates for reaching goals in Accelerated Reader and Accelerated Math. We have award programs for academics twice a year. During a recent school fundraiser for St. Jude's Children's Hospital, our principals allowed several eggs to be cracked and smashed on their heads at a school wide assembly for the "Egg Head Challenge." Our Conscious Discipline program helps to create a true positive and supportive school family environment for our students and staff. This year our students, staff, parents, and community members participated in the national Great Kindness Challenge which was a week of activities and programs focused on anti-bullying and kindness.

Staff are recognized monthly for perfect attendance and weekly in newsletter. Our staff meetings begin with our wish well and celebrate rituals. We have conducted several team building activities this school year. Each term our Fun with Friends staff committee also plans a special off campus event. Each month the principal delivers birthday treat bags to staff members. During Teacher Appreciation Week our PTO provides a luncheon for all staff in the school and special treats and surprises throughout the week. The principal and assistant principal take lunchroom duty once a month so that the teachers may eat together in a different location during their lunch time away from students. A birthday cake to celebrate staff birthdays from that month is also provided by the PTO.

A teacher from each grade level and department serve on our School Leadership Team which meets monthly. Resources are provided as needed to all staff from the school budget. Teachers are also given Education Enhancement funds from the state government. Each new staff member hired at our school is given two hundred dollars to prepare his or her classroom for students. Our PTO and Biloxi First offer teacher grants.

2. Engaging Families and Community:

North Bay Elementary engages families and the community through several different methods. A weekly school newsletter, North Bay Newsflash, is produced by the principal. The NBNF is sent home with each student, posted on the school website, and emailed to our parents. Our Blackboard communication system is used to email, text and to generate call outs to our parents.

We start the school year by hosting a Meet and Greet time the day before school starts to drop off school supplies and meet the teacher. On the first day of school, we have a "Boo-Hoo Breakfast" for the parents of our kindergarten students. We have tissues, coffee, and breakfast items for parents to enjoy as they fellowship together. There is a Back to School Night for parents to come in and find out from the teacher the general expectations, curriculum and resources that will be used, special programs available, etc.

Teachers create a weekly classroom newsletter and a classroom web page. We have a marquee in the front of our school which is updated often with notices.

In our school lobby we have a television monitor which plays our daily WNBA morning broadcast. School announcements and pictures scroll in a PowerPoint presentation for all in our lobby to see. We have a parent resource area in the lobby with free educational pamphlets.

We have a very involved and active Parent Teacher Organization (PTO). They support our school by holding various fundraisers during the year. The PTO plans and runs our annual North Bay Night Out each fall. Dinner is served, the local police and fire departments are present, local businesses along with our PTO provide activities such as bird house building, face painting, bounce houses and slides, balloon animal making, and snow cones all free of charge. PTO supports our teachers by offering teacher grants for innovative classroom projects and instructional materials.

Our parents are involved on our field trips, Field Day, Book Fair, Christmas Corner, Teacher Appreciation Week, and are always welcome for lunch in the cafeteria and special projects in the classroom. They also serve on our School Leadership Team to help guide decisions that impact our whole school community. Parents come in for our two awards day ceremonies that take place in the classroom twice a year. We have two parent/teacher/student conference days per year where students and teachers discuss academic progress and growth goals as the student leads the conference. This has been a powerful method we began this school year. We also hold frequent parent/teacher conferences throughout the year to meet on students in the Tier Process or who have Individual Education Plans.

We partner often with Mississippi State University as their research and development center is located across the street from our school. This year we participated in a School to Farm field trip where our students were able to learn many things and interact with farm animals and products.

3. Professional Development:

North Bay Elementary's professional development program is a comprehensive plan for staff learning designed to promote and ensure excellent student instruction, achievement and growth. We have two components to our professional development program: a district plan and a school plan. Our district provides high quality professional development for teachers on designated days when school is not in session for students. Noteworthy and highly-qualified speakers and trainers address teachers and staff in district assemblies, providing research-based practices and strategies to improve student achievement. Our district also provides several sessions on our PD days for teachers to sign up for and attend based on their own grade level or individual training needs. In-district and out-of-district presenters lead these sessions. Teachers may earn continuing education units for certification renewal. Teachers across the district teaching in the same subject area and grade level meet several times a year in-district "pow-wows." During the "pow-wow", data is reviewed from the common term assessments and effective strategies and lessons are shared by the teachers and instructional coaches.

Each year a survey is done within our school to develop our professional development plan and focus for the school year. This year our focus has been on Number Talks and Writing Instruction with our students. We work in small groups each month at our staff meetings on these two topics. We continued our commitment to increasing student engagement by participating in KAGAN cooperative learning structures training at our school. We followed up the training with one day of coaching with our trainer. She visited each classroom, collaborated with student and teachers using the structures and followed up with individual teacher feedback. We also began a Universal Design for Learning pilot program with our state department of education. This is with a small group of teachers in Kindergarten through third grade, our Academic Strategist, a special education teacher and the principal. We meet in monthly PLC meetings using a book designed to introduce the team to UDL. Our UDL coach visits the classrooms of the teachers on the UDL team and provides feedback in one on one follow up meetings.

Collaboration is a key component of a professional learning community. All of our teachers in K-4 and

SPED meet weekly to analyze data, plan instruction and share best practices. Educational articles from professional journals are shared with staff members on a regular basis. Investments are made in resources and training that directly make a difference in student achievement.

4. School Leadership:

North Bay Elementary has a School Leadership Team that offers invaluable input for the school. The School Leadership Team is comprised of teachers from each grade level and department as well as parents and community members. The SLT meets monthly to review curriculum, finances, and school goals. Team members work collaboratively to plan special events and programs as well as the master schedule. Our PTO (Parent-Teacher Organization) works with the principal to outline projects and coordinate fund-raising for the school. Our high level of parental involvement and positive parent leadership are indispensable to our success as a school.

The role of the principal is truly vital as she works diligently to be the instructional leader by driving the instructional program daily. With the assistant principal, she observes in classrooms, talks with students, and meets with teachers on a regular basis to review data and discuss progress of students while simultaneously making suggestions for improved progress. The principal participates in weekly Professional Learning Community meetings with each grade level. She is present to offer support as teachers work together to plan for student instruction.

An annual survey is conducted with students, staff and parents about key components of the school which include instruction, culture, discipline, and support. This data is used by school leadership to reflect on each area of our school and how we can work to provide the best school possible for our students, staff, parents and our community. The principal and assistant principal have an open door policy for all and work well with all to resolve conflicts when they occur. A true “students and parents are our customers” philosophy exists with the school leadership.

A positive school environment where all are growing and learning, students and staff, starts with the principal. The principal serves as both administrative leader and professional colleague leading the way forward and keeping the school as a whole focused on students, student learning and success. On a daily basis she must model what she expects from others. Whether it is with students, parents, or teachers the principal must demonstrate a caring and compassionate commitment to the job and a belief that all students can and will learn. With a full commitment to the timeless values of education and a continuous personal and professional development and growth, the principal will help to guide the entire school community toward its fundamental goal: To Excellence and Beyond- Becoming our Best Through Our Minds and Hearts!

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that has been the most instrumental in our continued success as a school is the focus on social-emotional learning with our students and staff. In the past seventeen years at North Bay Elementary, we have used several different social-emotional programs and practices. We began with the TRIBES program and then used the Responsive Classroom model. When our state department of education began encouraging the Positive Behavior Intervention System our school integrated those structures and guidelines. We combined PBIS with the FISH (based on the Seattle fish market) Philosophy and taught the tenants of Play, Be There, Choose Your Attitude, Make Their Day in our school. Approximately eight years ago our staff began to implement Conscious Discipline integrated with our PBIS structure when we changed from the FISH program to a school wide super hero theme.

Conscious Discipline (CD) is a comprehensive classroom management program and a social emotional curriculum. It is based on current brain research, child development information and developmentally appropriate practices. It was designed to make changes in the lives of adults first. Then the adults, the teachers, in turn, change the lives of the students. It is a way of organizing schools and classrooms around the concept of the School Family. Each member of the family-both the teacher and the student- learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. Conscious Discipline empowers teachers with the Seven Powers for Self Control. These powers change the teachers' perception and relationship with conflict, empowering them to be proactive instead of reactive during conflict times. From the Seven Powers come the Seven Skills. Our staff has been supported with training and coaching for several years as we implemented Conscious Discipline school wide.

We begin each day at North Bay with a Brain Smart Start, first with our morning broadcast over our school television station, WNBAY, as our students recognize those absent in our school family, wish them well, participate in a connection activity, take 3 deep breaths to get their brains and bodies ready for learning and make a school wide commitment for the week. The brain smart start continues in each classroom with the Wish Well and Celebrate ritual. Each student has a job that was selected together between student and teacher. This creates a sense of belonging, value, and service with our students. Our teachers go throughout the day noticing when students exhibit the values, skills and expectations of the class and school family. We use a literature series developed to teach the skills of CD. Each teacher has a set of the books and the principal introduces a skill each week at the beginning of the school year by reading the books to all students during the WNBAY broadcast. This is followed up by a classroom discussion in a class meeting between the students and the teacher.

The use of Conscious Discipline has increased academic achievement through adding personal meaning to academic tasks. The classrooms and the school have become a family where emotions are integrated with cognitive demands on a daily basis. This not only increases school success, but also fosters the development of the frontal lobes of the child's brain. This healthy brain development then imbues increased success both academically and emotionally.