



## PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	18	38
K	44	25	69
1	32	31	63
2	38	26	64
3	35	31	66
4	33	28	61
5	41	42	83
6	50	36	86
7	47	42	89
8	43	36	79
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	383	315	698

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 7 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 86 % White
  - 3 % 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 2017 – 2018 school year: 2%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2017	698
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

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

7. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

8. Students receiving special education services: 2 %  
11 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>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>11</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</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: 12

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

	<b>Number of Staff</b>
Administrators	8
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	47
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 15:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	88%	91%	92%	91%
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 2018.

<b>Post-Secondary Status</b>	
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.

The mission of Parkview Baptist School, in partnership with the church and community, is to seek first the Kingdom of God while providing students with a college-preparatory, Christ-centered education that allows them to grow and mature in wisdom, in stature, and in favor with God and man.

## PART III – SUMMARY

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Parkview Baptist School (PBS), located in Baton Rouge, Louisiana, is a Christian school which serves families from fourteen different parishes in pre-kindergarten (pre-K) through twelfth grade. Although PBS is a pre-K-12 school, for the purposes of this application, we are only applying for Blue Ribbon recognition for pre-K through eighth grade. The PBS High School Division is in a period of transition led by a second-year Division Head and will apply separately in the upcoming years. Parkview Baptist School exists because we believe that Christian parents in the greater Baton Rouge community and surrounding parishes should have the opportunity to give their child a quality education based on the Word of God. Additionally, PBS is an open enrollment school. This means that we are open to students who do not ascribe to the Christian faith. Our student population is diverse and comes from a wide range of religious backgrounds, socioeconomic statuses, and ability levels. Our vision is to expose non-Christians to the faith in a positive way while providing an environment of growth to professing Christians. Currently, the pre-K- 8th grade student body is made up of 711 students.

Founded by members of the Parkview Baptist Church, Parkview Baptist School was incorporated on July 13, 1981, to provide a Christ-centered education for students in grades K-6. PBS later added grades 7-12 in 1983 and added pre-K in 2014. In January of 2013, Dr. Don Mayes, a 1988 graduate of PBS, became the Superintendent of Parkview Baptist School. During his tenure, Dr. Mayes has made tremendous progress in putting efficient systems in place that have led to overall improved efficiency as a school and improved student achievement. Together with a highly-qualified staff of administrators and teachers, Dr. Mayes has helped leverage Parkview to be competitive among top private schools in the state.

Parkview's comprehensive college-preparatory program is designed for students to develop skills and attitudes that will equip them, not only for college, but also for a successful life that is based on Christian principles. Parkview Baptist School maintains a Christian faculty and administration dedicated to developing the individual potential of all students through an intentional focus on the four A's or four core areas: Abundant Life, Academics, Athletics, and Arts.

Abundant Life is the First "A" from which everything else stems. Abundant life is the foundation of PBS, and spiritual development is woven throughout all facets of school life. Weekly Chapel services are designed to be a time of worship, praise, and the study of God's word. Chapel worship is often student-led allowing students to develop public speaking and leadership skills. Bible classes are taught daily in all grade levels. All teachers integrate biblical principles into their classes, so students know that the Christian faith is not limited only to time in Church or Bible study. Parkview offers several service opportunities for students serving in over 130 locations in and around our local area. Through these service projects, class retreats, and a dedicated Spiritual Emphasis Week, students are reminded to live out the principles taught in the classroom and to glorify our Lord in everything they do.

The second "A" or core focus is on academics. Students receive a balanced, college preparatory program in Reading/ Language Arts, Math, Science, Social Studies, and Bible providing them with strong spiritual, intellectual, physical, emotional and social development. Parkview Baptist administration and teachers have recently completed a lengthy process of aligning our curriculum both vertically and horizontally. In addition, teams of teachers each led by one administrator completed compiling and adapting national standards to fit into our own set of "Parkview standards." These standards have allowed us to be more intentional about what we are teaching. The assumption of excellence found in Colossians 3:23 drives us to be the best college preparatory school we can. In keeping with our mission of growing students in "wisdom and stature," it is our desire to equip our students to perform with distinction at the next academic level. We are excited about the unique potential of each student and seek to nurture the independent thinking and creative ability of each student. This foundation will enable our students to be fulfilled people and productive leaders in our world.

Athletics, our third core focus, is a vital part of students' all-around educational experience. Parkview Baptist School endeavors to provide the best facilities, high quality instruction, and a nurturing environment for life lessons through our athletic department. We sponsor 21 teams in 9 sports, under the direction of an

Athletic Director and a staff of highly qualified and experienced coaches. Since 1981, our athletic program has grown and developed into one of the top programs in East Baton Rouge parish and the state of Louisiana. While winning is not everything, we work to compete at the highest level possible within the scope of the rules of the LHSAA and spirit of the game while creating an atmosphere of team working towards a common goal. PBS coaches and athletes are always striving to keep the right perspective in good sportsmanship, Christ-like attitudes, and a servant's spirit.

The final "A" is the Arts. Our art program is designed to teach children to appreciate the beautiful world God has made and to see his artistic craftsmanship through the world of fine arts. We offer a variety of options in fine arts to expose students to many genres, so that they have a basic knowledge, can find areas where they excel, and pursue honing their craft throughout these years. Our fine arts department offers our creative students an avenue to express and share their talents.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

#### 1a. Reading/English language arts:

Beginning in pre-K and continuing through second grade, teachers work hard to lay a strong foundation of phonemic awareness. Our K-5 reading instruction focuses on phonics, listening and reading comprehension, writing, grammar, spelling, and handwriting. We use a wealth of print and digital resources in building strong literacy foundations, accessing complex texts, writing to sources, and building social emotional learning skills. Through exploration of text sets and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy. We incorporate leveled readers within each unit and provide small group instruction to remediate, extend, and enrich based on the needs and abilities of students.

We recognize that reading is a dynamic and crucial process, so we use a tiered approach to ensure that we are building a strong foundation. Benchmark tests are given to all students in kindergarten using the CPAA, and students in grades 1-4 are given DIBELS and STAR assessments three times a year. Through analysis of these assessments and in conjunction with their own anecdotal notes, teachers form intervention groups. Our Reading Specialist meets with intervention groups and provides instruction using research-based intervention strategies. These students are given a progress monitoring checkpoint every two weeks. This approach has been very successful, and in May of 2018, 80% of our fourth graders were reading on or above grade level.

Our K-5 scope and sequence seamlessly transitions our students in grades 6-8 Language Arts instruction. Novel studies with connected texts are used to make connections and build a strong understanding of all genre and text features. Grammar and Vocabulary are embedded into our ELA curriculum, but we also use a supplemental comprehensive vocabulary workshop designed to make sure that our students have a working knowledge of basic grade level words. We aim to digitally-connect students with media-rich learning experiences, real-world topics, and a direct read-write connection by using both online and print materials at these grade levels. Students in grade 6-8 are given the STAR assessment multiple times per year. These results are analyzed by teachers and shared with parents. Students that are not meeting the goal for their grade level are encouraged to receive outside tutoring or services through our Learning Lab. Our teachers also use this data to scaffold instruction and provide additional support in the classroom.

#### 1b. Mathematics:

Students in grades K-6 receive instruction in Numeracy, Measurement and Data, Geometry, Operations, and Fractions and Decimals using the Go Math curriculum. Our teachers use the 5E instructional model- Engage, Explore, Explain, Elaborate, Evaluate- to develop mathematical understanding in students. Our learning progression supports standards-based instruction. We believe fluency, conceptual understanding, and application are equally important, so we utilize several supplemental resources. In grades 1-4, we use Reflex, an adaptive online fact fluency program. Using Moby Max, another online supplemental resource, students are tested three times a year and placed in an instructional model based on their results. This allows us to differentiate with remediating and accelerating students by meeting them at their own instructional level. Collecting both summative and formative data is important to us, so daily formative checks are given in math after guided instruction. Based on this data collected, students are either pulled for small group instruction, work on their independent practice, or are sent to centers for extension activities. Centers focus on critical thinking, problem solving, and application with the aim of improving students' quantitative reasoning and conceptual understanding.

By the time students reach seventh grade, there are two different paths. Based on end of the year CTP-4 testing and teacher recommendations, students are placed in either a seventh-grade math course or a pre-algebra course, our advanced track. Our math program focuses on developing the same type of conceptual understanding, application, and procedural fluency as our K-6 program, which keeps our students on the

same trajectory. Students that qualify to take Pre-Algebra in seventh grade, then take Algebra I for high school credit in eighth grade. In 2018, 72 out of 110 students took Algebra I as eighth graders, and 99% scored average or above average on the CTP-4 Algebra subtest. We saw an increase in this percentage when we started using an individualized, online program. Students begin using this program in fifth grade. Initially, they are given a pretest to determine their abilities and placement. An individualized, distinct path based on their data is created by the program. Students work through the program weekly. This data allows teachers to gauge student progress and determine if there are gaps that need to be filled. It also allows teachers the ability to determine if students are ready to accelerate and move at a faster pace.

### **1c. Science:**

Our students in kindergarten through fourth grade alternate between science and social studies to put more emphasis on building a strong reading and math foundation. To accomplish this without sacrificing our students' science and social studies foundation, we have developed curriculum maps and vertical alignment documents to ensure that we were meeting all our standards. Students in fifth through seventh grade receive daily science instruction. We developed our scope and sequence based on Next Generation Science Standards and adapted them to fit Parkview Standards. Our scope and sequence includes topics in STEM, Life Science, Earth Science, and Physical Science exposing students to many of the topics they will cover in greater depth at each grade level. Our teachers encourage students to fully engage with the fundamental steps of science: inquiring, thinking, predicting, analyzing, and applying. Students think critically and use their reasoning skills as they learn new content. Additionally, they apply what they've learned to online content, activities, and labs. We have 3 STEM labs available to students in Early Childhood, Elementary and Middle School buildings. Students in eighth grade take Physical Science, the basis of physics and chemistry, for high school credit. In this class, students are encouraged to relate science to the world around them through inquiry based lessons and hands on explorations of concepts like motion, speed, velocity, and the basics of chemistry.

We recently sent sixth, seventh, and eighth grade science teachers to the NICERC STEM training. This year, we will send teachers in additional grade levels to be trained. NICERC provides training and STEM curriculum for grades K-12 to schools across the nation. Teachers are incorporating STEM content into their units of study. In addition, we have added a Middle School Robotics Club. This year, we are taking seventh grade students and their parents on a STEM trip to Boston, MA. Elementary hosted its first annual STEM night last fall.

### **1d. Social studies/history/civic learning and engagement**

Through our social studies/history department, we hope to engage students of today to become inspired citizens of tomorrow by understanding the world around them. Our teachers deliver age-appropriate content that highlights diverse perspectives, integrates primary and secondary sources, and makes relevant connections to bring the subject area to life. From pre-K through fifth grade, the major strands are Geography, Culture, Economics, Exploration, and Government. Fourth grade begins their journey with the beginning of America going through the Civil War. Fifth grade continues this path from Reconstruction up to Modern Times. First through Fifth grade teachers supplement the curriculum with Time for Kids magazines. This helps teachers to highlight current events at an age appropriate level and helps to teach students about the past through relevant current times that they understand. Sixth grade students receive instruction in World History with a focus on ancient civilization, while seventh grade students learn about the history and culture of our home state, Louisiana. Eighth grade students start back at American History from the beginning until 1877 with a concentration on the forming of America. History teachers have started implementing document based questions (DBQs) and using Virtual Reality goggles to take virtual field trips to locations and landmarks that they are covering to encourage students to think deeper, analyze sources, and gain perspective.

### **1e. For secondary schools:**

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

Our Early Childhood Department recognizes that pre-K is a time when young children's bodies and minds are growing at an incredible rate of learning and development. Amid the growing awareness of the importance of quality early childhood education, we felt it was critical to prepare our pre-K students for kindergarten while still allowing them to be four year olds. Opening the World of Learning (OWL) is a great resource to assist our teachers in developing language and early literacy skills in the context of research-based and field-tested content, including math, science, and social studies. This has also ensured that pre-K standards align with the rest of our grade levels' standards and that the transition to kindergarten is easier. 100% of students that attend our pre-K program meet the requirements for kindergarten.

## **2. Other Curriculum Areas:**

**ARTS:** The elementary art program is designed to teach children to appreciate the beautiful world God has made and to see his artistic craftsmanship through the world of fine art. Students are presented with various projects based on the elements of art: color, form, line, shape, space, texture and value. These projects help inspire students to express themselves while experiencing the use of different media. Art history and exposure to the works of famous artists are interjected into the curriculum throughout each project. Students in grades pre-K through fourth grade attend art classes twice weekly. Beginning in fifth grade, art is part of the wheel of choices for students. They do get exposed to it for a brief period and then are free to decide if they wish to continue. At this level, the arts department is designed to develop an appreciation of theatre, music and visual arts. Arts' faculty nurture and build the confidence necessary for students to perform at their highest level of ability. Opportunities for students include band, choir, praise team, annual art shows and theatre productions.

As part of our desire to expose children to the arts, students attend music twice a week. Parkview is proud to provide the newest and most effective teaching methods to inspire great musicianship. The music classroom is a great place to find a child's creative side using hands-on teaching and strong eurhythmics. Our music program combines a unique technique of bodily response to rhythm and music using improvisation and artistry. Band is offered to students beginning in fifth grade, and students can continue into their high school years. Students have the opportunity to take private lessons once a week during the school day in acting skills, voice, and various instruments from The Fine Arts Academy, a ministry of Parkview Baptist Church.

**PHYSICAL EDUCATION:** The physical education (PE) curriculum consists of structured themes and units that are age appropriate to each grade level. Emphasis is placed on exercise, basic skill development, and group activities. PE coaches strive to instill Christ-like character traits while helping students develop life-long skills of teamwork and cooperativeness. Our goal is to educate students on the importance of having a healthy and active lifestyle. They also learn how to work individually and as a team. Students in grades pre-K through fourth grade participate two to three times a week. Students in fifth through eighth grade attend pe every day for 40 minutes. Additionally, students can participate in Parkview's award-winning Heart & Soul jump rope team beginning in second grade. In third grade, students are invited to participate in Cross Country.

**FOREIGN LANGUAGE:** Spanish instruction begins in pre-K and continues through fourth grade. Students receive instruction twice a week and learn the structure and basics of the language as well as gain an understanding of the culture. In grades 5-7, students receive instruction in Latin. In eighth grade, students are free to choose to begin their foreign language electives for high school credit. Their choices include Spanish and Latin.

**LIBRARY:** PBS has an outstanding literary collection in its library. A major goal of the library program is to teach students to be life-long learners. The library has a large collection of print materials: nonfiction books, fiction books, reference books, and current magazines. Additionally, students have access to online resources available. Students attend library as part of their auxiliary rotation twice a week where one day is a check out day and one day is a lesson. Beginning in fifth grade, students attend library for 30 minutes every other week. Our teachers work with our media specialists to ensure that they are an integral part of the school's academic structure and can assist in designing curriculum that incorporates research and critical

thinking.

**TECHNOLOGY:** We are constantly assessing our technology needs for the future to ensure that our students are prepared and “future ready”. Professional development time and resources have been devoted to helping teachers grow in their use of technology as a tool to support formative assessment, student engagement, and differentiated instruction. We have iPads in every early childhood and elementary classroom, and our middle school classes have a 1:1 ratio with iPads. Our technology director has been moved to a full-time dedicated position which allows him to provide ongoing learning opportunities for teachers in how to use a variety of technology tools available to them on our campus.

### **3. Special Populations:**

Even though we have admissions standards, we are an open enrollment school and try to accept all students unless we feel that we absolutely cannot meet their needs. This means that we do have students on all ends of abilities and academic levels. It is very important to us that if a student is accepted that we, as a school, can meet their needs. We believe in differentiating instruction for our students in all classrooms. Using clear learning intentions, success criteria, formative assessments, and small group instruction, teachers know where their students are and where they are going. This helps them to find the balance between instruction that is appropriately challenging, while knowing when to remediate, when to accelerate, or when the work is just right for each student. Centers and supplemental programs allow teachers to meet individual students’ needs in the classroom; however, some students require additional support outside of the classroom.

We have two learning labs where students can receive this additional support. For grades K-4, we have two part-time interventionists that meet with small groups and provide reading and math intervention based on assessment data or teacher recommendations. Students also receive speech, occupational therapy, and/or tutoring by contracted outside providers through the learning lab. This is usually decided between teachers and parents and provided during the school day. Students may miss an auxiliary class if it is deemed that this service is needed. The learning lab in elementary is open to all students, not just students with learning differences. Teachers identify advanced students and recommend them for math and reading enrichment groups with our two specialists. Intervention groups meet three times weekly, and enrichment groups meet once a week.

While our two learning labs serve different purposes at the different levels, both are a crucial part of meeting the needs of our students. In grades 5-8, the purpose of the learning lab is to provide a place for students with learning differences to receive small group or individualized instruction. These students can receive extra time or additional explanations for certain concepts that are covered in their classes. The learning lab is open to all students that have a psychoeducational evaluation. Based on their evaluations, some students receive additional accommodations both in and out of class through their Individual Accommodation Plan. In middle school, advanced students are offered classes on an honors/advanced track. This allows eighth graders to receive high school credits for certain classes. We also offer several enrichment clubs to build on our students’ talents.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

One of the best things about Parkview Baptist is that it is small enough to have a family feel on campus, but large enough to offer students many opportunities to have a well-rounded experience. In fact, this balanced approach to Abundant Life, Academics, Arts, and Athletics is what attracts many families to Parkview. Students at Parkview find a school staff who care about them in all three areas of body, mind, and spirit. We really believe the adage, “Students don’t care how much you know until they know how much you care.” Being more intentional about building deep relationships with students is part of our school-wide focus this year. We feel that the key to engaging and motivating students is through these relationships. We have a climate that is more than just a school. It feels more like a small community or large family. Parkview Baptist School teaches its students through a balanced curriculum in the intellectual, social, physical and spiritual areas. We believe that man’s understanding of himself and others and his relationships with others reflect this balance. At Parkview, we emphasize the purposes of God in school and in life, and we acknowledge that the primary objective of man is to glorify God in all things. We provide a Christian environment where “iron sharpens iron,” and we use biblical teaching and deep, meaningful relationships to foster academic, social, and emotional growth in our students.

Much like with students, relationships are very vital to teachers feeling valued and supported. Our administrative team works hard to develop relationships with and celebrate teachers. Having administrators that are present, approachable, and communicative has helped to improve our overall school culture and teacher morale. Grade level and faculty meetings are a great time to celebrate successes together and allow teachers to voice any concerns. When teachers feel their voice is heard, they feel valued. We meet in different capacities several times a month and have open dialogues where our administrators are part of the team. Administrators sit in parent conferences with teachers when difficult conversations must take place. Our administrators also provide timely support when discipline issues that cannot be handled in class arise. We have consistent school-wide systems in place to handle these issues. These systems help teachers to feel supported. Once a month, we have a Taste of Appreciation luncheon that the parents help to arrange. We also devote time during our professional development days to do some type of team building/relationship activity. At the end of the year, we award three teachers and three support staff members with an “Eagle Award”, a huge honor at Parkview, and teachers proudly display their large eagle trophy in their classrooms for years to come.

### 2. Engaging Families and Community:

Parkview employs diverse and comprehensive strategies to engage our community of families, the larger Baton Rouge community, and the education community at both the state and national levels. Our partnership with families of current students begins the moment they step on our campus. Parents are encouraged to take an active role in their child’s education through nightly homework review, family STEM and Literacy Nights, parent teacher conferences, classroom observation, and participation in student life activities. Our annual Grandparents’ Day attracts over 600 current grandparents to our campus. Grandparents are given the opportunity to learn about 21st century educational objectives and participate in some of these hands-on activities with their grandchildren. We have weekly Chapel services where we use both in house speakers as well as different speakers from the community. Families are always invited to attend Chapel services with their children.

Our robust social media and marketing efforts consistently engage the greater Baton Rouge community in student success and achievement at Parkview. Local businesses, near neighbors, and church members will attend a variety of events or provide event sponsorships to support and encourage our high quality academic, arts, and athletic programs.

On a regional and national level, we are active in a variety of professional organizations including NAEYC, ACSI, ISM, and SAIS.

### **3. Professional Development:**

A strategic focus has been placed on building a culture of continuous school improvement and teacher growth. Teachers receive ten days scheduled throughout the school year of job embedded professional development. Job embedded professional development is also provided to staff through faculty learning sessions, grade level meetings, and book studies. Teachers are also sent to both local and national conferences that focus on best practices. Each teacher completes a minimum of 10 (external) professional development hours a year, and many of our teachers are completing many more hours than the requirement. Our administrative team has been more intentional about a shared vision to guide our professional development plan for teachers.

We are in year one of a three-year professional development plan titled, “Go Deep” with a focus on deeper relationships, deeper thinking, deeper learning, and deeper practices. This work emerged from feedback from teachers that past professional development felt disjointed and random. Now, each professional development day/session can be traced back to our plan. Because of the impact of relationships on student achievement and culture, we want to be intentional about having deep relationships between all our administrators, teacher, students, parents, and most importantly our relationship with our Lord at the center. Deep learning can take place through using our two instructional coaches in a train the trainer model. It is important for them to be trained in a myriad of research based strategies. We can also gain deeper learning using Discovery Walks, ten-minute snapshot visits in classrooms. Our deeper thinking and practices focus on the Visible Learning and Growth Mindset framework. Our administrators attended training in Canada and have started to train and implement parts of this framework with our teachers. This research shows that 95% of what we do in schools works or has a positive effect on students, so instead of just focusing on what works, we focus on what works BEST based on effect size. Making sure the students understand what they are learning and clearly defining what success looks like has helped the learning to be visible to all. When the learning is visible, intentional feedback can be given which leads to greater student gains. This is a new way of thinking for Parkview administrators and teachers, but we see how this has the potential to transform our impact on students. This has led to more teachers taking ownership of their growth as professionals because they understand and connect with the shared vision and plan for continuous growth.

### **4. School Leadership:**

Parkview Baptist School is governed by a Board of Directors composed of and elected by the active members of Parkview Baptist Church. Our Superintendent, a 1988 Parkview graduate, has served as the school’s Superintendent since January 2013. He recently added the position of Assistant Superintendent to assist in monitoring the overall academic growth of the school. Each division has its own Division Head and Instructional Coach. Middle school has an additional administrator serving as Dean of Students to provide additional support in discipline. We also have a part time Educational Specialist.

Upon arrival at Parkview, Dr. Mayes found a school that desired to move forward, but lacked the structure needed. Using principles found in the book, "The Advantage," a focus was placed on our core administrative team and creating clarity in communications for the school. Many changes were made in Dr. Mayes’ first eighteen months of leadership that were designed to build a strong administrative team and free people up to do their jobs. The focus of early changes was to improve results by improving individual systems.

Our administrators are the instructional leaders of the school and work together to lead curriculum adoptions, complete formal and informal observations, plan professional development, provide meaningful feedback to teachers, and analyze data to monitor student progress. Through School Improvement and Long Range Planning, our team assists the Superintendent in the writing and monitoring the progress of goals laid out in our strategic plan.

Our strategic plan is an integral part of making the school successful. It serves as a guide for keeping Parkview Baptist School on mission and focused on improvements that serve our families and stakeholders. While PBS will continue to move forward on many fronts, this plan serves as a guide for focused efforts over the next several years. The goals laid out in this plan were developed based off our previous plan, the NBR 2019

Superintendent's observations, and input from a wide range of stakeholders, including teachers, administrators, parents, and students. Our Superintendent has dedicated time to ensure that every member of the faculty and staff understands the vision for the school. We are already seeing more efficient systems across our school that are leading to student success. We have a very high retention rate for enrollment. We are excited about the level of scrutiny and accountability we have added to our overall school operation and where the decisions made based off this data will lead us in the future.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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If I had to pick the one practice that has been the most instrumental to Parkview’s success, it would be the intentional focus in our strategic plan to hire, retain, and develop the best teachers. We know that there are many factors to student achievement, but research says that the teacher is the number one factor in student achievement. Parkview Baptist School administrators have implemented an intentional plan for seeking out the best teacher candidates, hiring and retaining them by providing an environment built on trust and relationships, and developing them through our systematic professional development plan with opportunities for both job embedded and external training. A fair teacher accountability system that provides meaningful feedback and dialogue between administrators and teachers is in place. We have increased family tuition discounts to 35% (all staff) and 40% (staff with master’s degrees). Teachers with young children are given the opportunity to use on-site faculty day care at a reduced price. Increased financial resources allocated to professional development have added to our ability to make developing our teachers a priority. As we have had increased stability through retaining our best teachers and added intentionality to developing our teachers, we have seen our student achievement drastically increase. When it comes to student performance, a teacher is estimated to have two to three times as much of an impact as any other school factor, and we are living proof of this. The transformative power of an effective teacher is evident in our classrooms across our campus and has been instrumental in our school’s success.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes       No

3. What is the educational cost per student?      \$10124  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1800

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      9%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      23%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 3

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	404
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 4

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	482
Number of students tested	87
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 5

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	567
Number of students tested	72
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 6

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	649
Number of students tested	87
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 7

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	677
Number of students tested	81
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 8

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Jan
<b>SCHOOL SCORES</b>	
Average Score	703
Number of students tested	107
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 3

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	478
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 4

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	570
Number of students tested	87
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 5

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	606
Number of students tested	72
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 6

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	640
Number of students tested	87
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 7

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	670
Number of students tested	81
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Comprehensive  
Testing Program (CTP-4)

**Grade:** 8

**Edition/Publication Year:** 2010

**Publisher:** ERB

**Scores are reported here  
as:** Scaled scores

School Year	2017-2018
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	703
Number of students tested	107
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**