

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Melynda Bertrand Rodrigue

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

Official School Name Bayou Black Elementary School

(As it should appear in the official records)

School Mailing Address 4449 Bayou Black Drive

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

Houma LA 70360-2999
City State Zip Code+4 (9 digits total)

County Terrebonne Parish

Telephone (985) 872-2460

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Web site/URL http://bbe-tpsd-la.schoolloop.com/ E-mail mrodrigue@tpsd.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Philip Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail philipmartin@tpsd.org

District Name Terrebonne Parish School District Tel. (985) 876-7400

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Debi Benoit
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. 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

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

DISTRICT

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 27 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	11	10	21
K	11	9	20
1	14	10	24
2	14	15	29
3	11	9	20
4	13	9	22
5	11	16	27
6	10	14	24
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	95	92	187

*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):
- 2 % American Indian or Alaska Native
 - 0 % Asian
 - 22 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 57 % White
 - 16 % 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: 28%

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

BBE is a rural school in a large district. Some of our students have family that live in different school areas and do not have a permanent home. They may live with one set of family members for part of the school year and move to another family member's home throughout the school year.

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, 2017 until the end of the 2017-2018 school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2017	187
(5) Total transferred students in row (3) divided by total students in row (4)	0.28
(6) Amount in row (5) multiplied by 100	28

6. English Language Learners (ELL) in the school: 3%
5 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 51%
Total number students who qualify: 95

8. Students receiving special education services: 16 %
30 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>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>11</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>13</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: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 21:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	90%	90%	90%	89%	88%
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.

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

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

Yes No

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

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

Bayou Black Elementary empowers students to achieve high academic and social standards through high quality education in a safe, supportive environment resulting in successful, life-long learners.

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

Gazing at the wildlife and landscape found along scenic Bayou Black, located outside Houma, Louisiana, is like looking into the past. Alligators lurk along the bayous, nutria scurry across the marshland, and a congregation of egrets take flight. This is Louisiana's bayou country, where Bayou Black Elementary School (BBE) is situated. Near BBE is the Mandalay National Wildlife Refuge, Orange Grove Plantation, an alligator farm, and swamp tours.

BBE was built in 1930 nestled within swamp country and will soon celebrate its 90th birthday. The original cypress wood building still stands. Over the years, a cafeteria, stage, and an additional brick wing were added. Stories from local families mention that BBE started as the bayou's elementary school, with some students traveling by boat. By the 1960s, it housed K-8, with each classroom serving two grades. At that time, the principal was also a teacher. As the bayou community expanded, other schools were built in the area. BBE housed PK-4 for many years. From 2010 through 2012, BBE was recognized for being a high-poverty, high-performing school and consistently earning a "B" letter grade. In 2014, one of the area schools closed, and BBE became a PK-6 school, receiving half of the students from the closed school. During this transitional time, BBE's School Performance Score declined until it eventually earned a "C" letter grade.

BBE's student population has shifted over the years. Originally, families of French-Acadian descent such as the Fauchauxs, Breauxs, Trahans, and Bergerons walked the hallways. In 2019, BBE has a more diversified population: 70% economically disadvantaged, 57% white, 50% free/reduced lunch, 22% African American, 16% multiple races, and 16% students with disabilities. Research indicates that as a result, students are more socio-emotionally and academically adjusted.

Key strategies used within the school to help students reach their full potential focus on providing a creative, innovative learning environment where they can grow and thrive. BBE utilizes creative scheduling to ensure that highly-effective teachers instruct in their areas of expertise. Looping in grades 2-6 allows teachers to teach students at least two years consecutively and contributes to building relationships. Teachers review remediation, enrichment, Response to Intervention (RTI), benchmarking, and assessment data with students. In grades K-2, the teachers conduct this through student/teacher conferencing. In grades 3-6, student/teacher conferences conclude with students recording this data in their planners and indicating if an intervention is needed. This promotes student ownership in our school's growth mindset. Students participate in 30-minute interventions in reading and math daily. Interventions are individualized to meet the student's area of weakness based on multiple forms of data, such as benchmark testing, teacher-created assessments, and statewide assessments. If an intervention is not needed, students participate in enrichment activities through programs such as Moby Max, Accelerated Math, Achieve 3000, and/or teacher-created centers. Students who qualify as gifted and those whose Statewide Assessment testing scores were "advanced" participate in an additional enrichment activity with a certified gifted teacher each week. Activities are project-based, combining multiple subjects to meet higher-level critical thinking skills. Culminating field trips occur two to three times a year.

Our school has been phasing into 21st century classrooms, the majority of which are equipped with Promethean boards and document cameras. Title 1 funds and grants have provided one-to-one Chromebooks in grades 3-6. Through these technology tools, students are able to create, communicate, and collaborate on technology projects and classwork, encouraging them to become college and career ready. Our library also has incorporated Makerspaces, which provides hands-on learning, help with critical thinking skills, and exploring through high-tech and no-tech tools. Several times a week, students can be seen working with items such as: robotics, Legos, Little Bits, K'nex, and even origami. Students in grades K-6 participate in a 30-minute activity schedule every 5 weeks. Students can pick from a variety of activities that the staff presents such as: sign language, book clubs, board games, sports, and character education activities. Students also grow socially and emotionally through participation in Positive Behavior Interventions and Supports (PBIS). Students can earn tickets daily for making positive social choices, following school and class expectations, and treating others with kindness. Rewards are provided weekly by allowing students with an "A" or "B" in conduct to dress down on Fridays. Our monthly incentive allows students to use their tickets to shop in the school store. Nine-week incentives for having an "A" or "B" in conduct on their report

cards are provided through a K-3 social or participation in our game room for grades 3-6. The social gives students a chance to relax and socialize with music and refreshments. The game room includes outdoor sports, minute-to-win-it games, and/or makerspace materials.

BBE is a small school, located in the picturesque bayou country of southern Louisiana. It serves its community well, with a comfortable, creative, and innovative learning environment, where students feel safe and ready to learn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

BBE teachers address Louisiana Student Standards (LSS) in all lessons. Students are also provided instruction through multiple readings that require them to find evidence that supports their responses. Teachers follow the district’s Instructional Calendar/Scope and Sequence as the main instructional guidance document.

In grades K-2, BBE uses Pearson’s Reading Street Series, a research-based, comprehensive program that integrates reading, writing, speaking, and listening into every reading selection. In addition, Core Knowledge Language Arts’ skill strand is utilized during instruction. Michael Heggerty’s Phonemic Awareness Program is incorporated into instruction daily during whole group instruction.

In grades 3-6, BBE uses the state’s Guidebook 2.0 Learnzillion platform for whole group instruction. The district provides anchor texts, novels, and essays, which accompany each Learnzillion unit. These texts are complex enough in scope that they serve as an anchor for repeated close readings and provide deeper understanding of the standards.

Instructional time consists of whole group, small group, learning centers, and enrichment or interventions. Tiered instruction occurs during small group and interventions based on specific instructional needs determined from multiple forms of data. Tier 1 students are placed in small groups and learning centers. Enrichment is provided through Moby Max, a computer-based program. All students receive small group instruction a minimum of three times per week. Students who do not benchmark are placed in Tier 2 or 3. These students participate in guided reading and intervention groups. Tier 3 students receive small group interventions from an effective teacher in grades K-2. In grades 3-6, students receive additional intervention time on Moby Max.

Students in grades 3-6 utilize Chromebooks to conduct research, complete writing assignments, and peer assess student work.

BBE students are given thorough assessments that address focus standards and align to LSS. Teacher-made assessments and District Common Assessments are reviewed during Professional Learning Communities. Test-item analysis is conducted and students are retaught missed items through bell ringers, small group, or whole group instruction.

1b. Mathematics:

Teachers follow the scope and sequence set by the state and LSS for math instruction. The Eureka Math Program, which is closely aligned to LSS, is used in BBE classrooms. Math instruction is challenging so that students grasp a conceptual understanding of the content, build fluency and understand procedures, and employ math strategies in real-life situations. Key areas of focus in K-2 are on addition and subtraction. In grades 3-5, multiplication and division of whole numbers and fractions are studied. In grade 6 the focus is on ratios and proportional reasoning.

Instructional time consists of fluency practice/sprints, whole group, and enrichment or interventions. Tiered instruction is based on specific instructional needs determined from multiple forms of data. Tier 1 instruction occurs during whole group. Enrichment is provided through Moby Max, a computer-based program. Students who do not benchmark are placed in Tier 2 or 3. These students participate in a computer-based intervention such as Moby Max or Accelerated Math, two to three times a week. Tier 3 students receive additional intervention time on the computer.

Explicit instruction is provided to support students with answering word problems. Teachers co-constructed, with their students, checklists that assist students with reading, drawing, and writing their answers. The

checklists also assist students with assessing and peer-assessing their work.

Students in grades 3-6 utilize Chromebooks to complete instructional activities and intervention assignments.

BBE students are given thorough assessments that address focus standards and align to LSS. Teacher-made assessments and DCAs are reviewed during PLCs. Test-item analysis is conducted and students are retaught missed items through bell ringers, small group, or whole group instruction.

1c. Science:

The Louisiana Student Standards for Science (LSSS) are based on the Framework for K-12 Science Education. These standards call for students to gain a deeper understanding of science content through science and engineering practices and crosscutting concepts. Students are no longer required to simply recall science facts, but rather observe, apply, and communicate about science phenomena. The district adopted the Full Option Science System (FOSS) curriculum in 2017 for grades K-8. In-depth modules allow our students to participate in hands-on investigations. These modules are strategically scaffolded to build on students' prior knowledge and reinforce their understanding of science through each part. Throughout each module, students are given opportunities to integrate their learning of science with technology, engineering, and math concepts.

K-6 instructional time consists of active investigations, recording observations, recording/reflecting in science notebooks and reading science resources. Students in grades K-2 are introduced to anchoring phenomenon by building on everyday experiences, observing and reviewing data through first-hand investigations. Students in grades 3-6 utilize Chromebooks to access digital lessons and instructional activities, interactive labs, and student textbooks via the FOSS website. These resources engage multiple learning styles of students as they interact with simulations, images, video, and text; including text read aloud.

Multiple forms of assessment include teacher observations, science notebooks, and multiple Investigation-checks (I-checks). Students are formatively measured as they actively investigate, record and revise their understanding. Students are measured through summative assessments using I-checks, teacher-made tests, and district common assessments. Teacher-made tests and district common assessments include multiple item types and sets that align with LSSS and the LEAP 2025 format. Student results are reviewed, compared and discussed during scheduled professional learning communities. Each assessments' items are analyzed to determine students' weaknesses. Concepts not mastered are retaught through bell ringers, small group, and whole group instruction.

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

Teachers use the LDOE Scope and Sequence to teach Louisiana Student Standards for Social Studies. Standards for grades K-6 are broken into four categories: history, geography, civics, and economics. Instructional time consists of analyzing primary and secondary sources, utilizing tasks and activities, and practicing map skills.

Explicit instruction is provided to support students in grades K-6. Students must dig deeper into content so that they are able to develop and support claims about social studies concepts. In grades K-2, student projects focus on the community and world around them. In grades 3-6, carefully chosen source documents allow students to respond using their social studies skills and content knowledge. Teachers co-constructed, with their students, checklists that assist students with writing a claim, providing evidence from texts and sources, and applying reasoning to support the information. The checklists also assist students with assessing and peer-assessing their work. Students in grades 3-6 utilize Chromebooks to conduct research, complete instructional activities and writing assignments, and peer assess student work. Students also have access to Achieve 3000. This is a computer program that delivers nonfiction reading passages at each student's individual Lexile reading level. Our students work on passages pertaining to social studies content. BBE students are given thorough assessments that address focus standards and align to LSS. Teacher-made

assessments are created with item sets and task sets to prepare students for the LEAP Statewide Assessment Test. Teacher-made assessments and DCAs are reviewed during PLCs. Test-item analysis is conducted and students are retaught missed items through bell ringers, small group, or whole group instruction.

1e. For secondary schools:

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

Prekindergarten strives to teach the whole child. The core curriculum areas provided are social-emotional, physical, language, cognitive, literacy, and mathematics. The Creative Curriculum, Step Up Literacy, and Eureka Math are the curriculums that are utilized in the prekindergarten program. In addition, Conscious Discipline techniques and strategies are implemented to provide students with social-emotional learning and self-regulation skills. Louisiana's Birth to Five Early Learning and Development Standards are aligned to K-3 academic standards and are used to prepare daily instruction and activities. The district's goal for preK is to have students enter kindergarten ready to learn. The district's beginning-of-the-year data for the DIBELS assessment indicates that 80% of the kindergarten students from BBE reached their benchmarks. This was the highest kindergarten score in the district.

2. Other Curriculum Areas:

Besides the mandated core subjects, BBE prides itself in offering instruction in other areas: the library, the computer lab, health and physical education (PE), and band.

The librarian provides students with literacy and multi-media instruction and teaches them how to obtain information from texts, videos, and audio recordings. PreK library lessons are coordinated with preK standards and lessons being taught in the classroom. In working with the preK students, the librarian utilizes hands-on lessons and read-aloud sessions. Kindergarten library lessons correspond to kindergarten and American Association of School Librarians (AASL) standards. Lessons on sight words are incorporated. Library classes for students in grades 1-6 correspond to state and AASL standards. Students are instructed in Scholastic News lessons and also participate in the Accelerated Reading (AR) Program. Students are tested at the beginning, middle, and end of the year with the STAR Reading assessment. Results of this test determine the students' AR levels. Once students' levels are obtained, they use this information to select library books to read and take quizzes to assess comprehension. The library houses a full set of Chromebooks, which the 3rd-6th grade students utilize for research and programs, such as AR, Kahoot, and World Book. Students can visit the library during recess to check out books, read, take quizzes, or play computer games. The library is also open two days a week for students to participate in Makerspaces. The majority of our students have Library class twice a week.

Following technology standards, the computer lab teacher focuses on technology skills using a variety of programs. Students learn to navigate websites and the basic skills of word processing programs. The computer lab teacher has created learning targets which document students' development of skills such as keyboarding, using word processing programs, saving and manipulating digital files, and using Google tools. She integrates core subjects into this instruction by carefully selecting texts, planning challenging math activities, integrating social studies topics, and researching science topics with online tools. Programs used in computer lab include: Smarty Ants (reading literacy skills for preK-2), Typing Agent (keyboarding skills for grades 2-6), Achieve 3000 (reading skills practice for grades 3-6), Moby Max (skills practice in reading and math for grades K-6), and interventions/extra practice in all subjects. Furthermore, students in grades 3-6 have the opportunity to prepare for online testing utilizing online testing tools. Even though they are not tested until 5th grade, students in 3rd and 4th grades are introduced to online testing to better prepare them for the real thing. The majority of our students have computer lab class twice a week.

Instrumental Music Education is taught in 5th and 6th grades. Students are selected for band based on academic and conduct grades from 4th grade which gives them an incentive to work harder towards their acceptance into band. Once selected, band students meet separately three times each week for 45 minutes.

Students are taught how to read music and play a musical instrument, which aids in developing complex thinking and multitasking. There is a large amount of math involved in learning to read music since everything is based on counting and dividing and combining counts to make different rhythms. In the band setting, students are taught discipline and how to maintain high focus levels for an extended period of time. Students are able to apply these skills directly to the other academic areas. Through music education students learn the history of music and their instruments, the science of how sound works with other sounds, and foreign languages since most words in sheet music are written in Italian and French.

3. Special Populations:

BBE provides each child with a dedicated time for intervention instruction through Response to Intervention. Students not achieving benchmark criteria are placed in small intervention groups and remediated daily in reading and math. Those scoring at or above benchmark are provided with challenging activities in ELA and math. Students qualifying for enrichment classes in grades 1-4 meet with a certified gifted instructor weekly. Through technology, students are afforded access to game-based software that reinforce ELA and math skills for use at school and at home. Teachers analyze data from ELA and math assessments to determine student progress. They also scrutinize student behavioral data to understand how learning in the classroom is affected.

To close achievement gaps even further, after-school tutoring is provided biweekly for grades 1-6. Since the district provides funding for grades 1, 4 and 5, BBE uses its Title I funds to provide instruction and transportation for grades 2, 3, and 6, affording many students a second dose of intervention with a highly-qualified teacher. The goals and activities of these tutoring sessions reflect objectives listed in our Schoolwide Improvement Plan.

In the inclusion setting, each student has an Individualized Educational Plan (IEP) that provides academic support to help them achieve within the regular education classroom setting. The child's specific learning struggle is identified and targeted with support, modifications, and accommodations. Provided support is directed specifically towards the student's individual needs. The inclusion teacher works closely with the grade-level subject area teacher to ensure alignment and remediation of skills. BBE teachers address Louisiana Student Standards in all lessons. Teachers follow the district's Instructional Calendar/Scope and Sequence as the main instructional guidance document.

Students with more significant disabilities receive instruction in the Resource Room through the Unique Learning System program. This program is tailored to meet the needs of students who have a significant disability, function significantly below grade level, and participate in alternative testing. The program has benchmarking assessments to help determine appropriate interventions. These assessments are administered monthly. Each student has an IEP that provides academic support to help them achieve. Students also participate in Smarty Ants and Moby Max computer-based programs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

A typical day at our great school in the heart of swampland begins with morning announcements where students recite our mission statement, “All students learning today for the future!” This sets the tone for an engaging learning environment. Each class begins with a morning circle every Monday. Topics are based on students’ needs, such as setting weekly goals, dealing with conflict, promoting kindness challenges, or reviewing our monthly character trait. Morning circles enable us to build a sense of community and set students up for academic and social success. Every month students are informed of the character trait that they will be practicing. The counselor provides follow-up lessons. At the end of each month, a student from each homeroom, teacher, and staff member, are selected as “Student/Staff of the Month” for displaying that character trait and presented with certificates. Pictures are taken and posted on the school’s Facebook and Instagram pages. The principal tweets the news on her personal page.

At the beginning of the year, the school counselor introduces each class to our Bucket-Filler Program, which involves actions and words that show you care about someone. This is demonstrated through “Shout Outs.” The counselor places “Shout Out” slips throughout the school. Students, teachers, staff members, and even visitors can be recognized. The “Shout Outs” are read during morning announcements and displayed on our school’s “Brag Board.”

The librarian oversees our Accelerated Reading Program in K-6. Students participate in benchmark testing in the fall and winter to determine appropriate Lexile reading levels. They set goals for the number of objectives they must earn each 9 weeks, which are met by answering comprehension questions correctly. Those who meet or exceed their goals attend a field trip at the end of the grading period.

The computer lab teacher supervises our Achieve 3000 program in grades 3-6. This is a computer program that delivers nonfiction reading passages at each student’s individual Lexile reading level. Each month, students with the highest Lexile gains are recognized during morning announcements and given dress down passes.

Our school culture creates an environment where teachers feel valued and supported. Teachers serve on committees and take leadership roles in meetings and Staff Development Days. During Professional Learning Communities, they analyze each other’s assessments and offer suggestions for improvement. Teachers participate in peer observations where they can observe colleagues’ use of strategies and skills.

BBE strives to provide a positive social and emotional environment where students and staff have an increased motivation for achievement.

2. Engaging Families and Community:

BBE’s current principal started her new position in the summer of 2015. She invited the community to a “Meet and Greet,” where visitors were able to meet her, bring school supplies, and get to know teachers before school began. Parent surveys indicated that parents had not felt welcome at the school in past years. The principal made it her mission to create a family-friendly school and build partnerships with the community. A formal Parent-Teacher Club (PTC) was created, by-laws developed, and meetings held 3 to 4 times a year. At Open House, stakeholders were invited to join in the vision of Bayou Black Elementary becoming an “A” school. Parents and community continue to embrace and support this goal. BBE connects with the community in many ways: website, Facebook, Instagram, and Twitter accounts. Parents have access to grades/attendance through the online Parent Portal. Each week, teachers send home test/conduct folders and newsletters that provide class, homework, and test information. The principal sends a monthly newsletter giving updates on the school-wide plan, PBIS incentives, and upcoming events. Wednesdays are designated as volunteer days, in which volunteers make copies, laminate, and staple packets in the morning. During the afternoon, they cover classes so teachers can attend meetings. BBE hosts a variety of family-involvement activities annually- Family Nights, Book Fairs, Harvest Hoedown, Family Picnic,

Testing Information Meetings, and Awards Day. Because parent evaluations indicated a desire for additional fun activities, BBE has added Movie Night, Game Night, dances, a talent show, and an awards banquet over the past 2 years.

Community businesses have assisted with grants, financial donations, school supplies, and various activities. The Houma Lion's Club dresses up as Santa and the Easter Bunny, gives each child a gift, and provides a monetary donation to the school. The Krewe of Hercules conducts a parade each year in the bus circle. Dollar General and Woodmen of the World donate school supplies. Meteorologists, sportscasters, attorneys, police, firefighters, and other community members are guest speakers.

In the fall of 2016, BBE attempted its first ever school accreditation with AdvancED and was granted accreditation. This required much input from the school staff, students, parents, and community. BBE was recognized for its positive school environment. All stakeholders' verbalized approval of BBE's administration and leadership team, supported the school's vision and positive extension of the community. Today, when you walk through the doors at BBE, visitors feel at home in a comfortable and friendly environment.

3. Professional Development:

Several Focused Needs Assessments have been conducted to assist our school leadership team and faculty in discussions about our strengths and how effectively we promote student learning regarding engagement, progress, and achievement. This information was vital to the success of shifting instructional practices. Over the past few years, our professional development (PD) has concentrated on 3 areas: data-based decisions, academic language, and student ownership of learning.

BBE is utilizing assessment data to understand the instructional needs of students. Instruction is modified to meet those needs during intervention and small-group time. Teachers utilize test-item analysis to examine questions and standards students did not master. PD geared to using this information to address individualized, student academic needs has been a top priority. Job-embedded PD is provided during PLCs in which teachers examine student data and determine how each individual child will be remediated. The principal conducts follow-up walkthroughs to ensure that teachers are providing individualized remediation.

Another piece of PD focused on providing additional opportunities and supports for students to read, write, and speak academic language across all content areas. "Talk Moves" was introduced to the faculty. This strategy reinforced a classroom culture where students are welcome to speak, listen, and respond. In addition, PD in Kagan Cooperative Learning capitalized on providing students with opportunities to ask one another for information and monitor each other's work. Teachers are facilitating a culture of collaboration to ensure all students have opportunities for discourse. The principal and instructional coach conduct walkthroughs to provide specific feedback regarding implementation of these strategies. In addition, teachers conduct peer-to-peer observations. The focus of these walkthroughs is on teacher actions, student behavior, or both. Peer observations and follow up conversations have proven to be an enriching and invigorating part of our practice.

Our final emphasis has been placed on a school-wide initiative that puts student work at the center of study and development. A consultant was hired to assist with expanding student ownership of learning and building a culture of efficacy. Teachers and students have begun to collaboratively examine student work compared to rubrics for on-grade-level performance. Students are self-assessing and peer-assessing work and becoming owners of their learning.

BBE's PD has focused on utilizing assessment results to understand the instructional needs of students, providing student support, and putting student work at the center of study and development. This way all stakeholders, teachers and students, take responsibility for students' academic success.

4. School Leadership:

Administration's leadership philosophy of having a shared vision, refining instruction, and redesigning the structure of the school to be the hub of our community, has had a positive impact on our school. The notion of "it takes a village," has been put into action. An extended leadership team consisting of the instructional coach, teacher leader, librarian, and computer lab teacher has been created.

One of the principal's main goals is to focus on each individual's strengths and areas of expertise. Members of the leadership team oversee important committees such as the School Improvement Team, Crisis Team, Positive Behavior Intervention and Supports (PBIS), Testing, and Awards. Teachers are selected to facilitate PLCs, mentor teachers, supervise student teachers, and provide PD during faculty meetings and staff development days. Community members are invited to volunteer at school, participate in PTC meetings, give input through surveys, and assist with the design of our School-Wide Plan and Parent/Family Engagement Compact. All stakeholders review and are committed to our school and content goals.

Administration ensures that policies (standards set at the state level and translated in to instruction at the school level) focus on student achievement. Walkthroughs are conducted on all staff which provides valuable feedback to teachers. Emphasis is placed on a rigorous standards based curriculum, assessments and instruction aligned to standards, and effective instruction in every classroom. Administration also plays an important role in guiding teachers to set rigorous student learning targets and monitors progress against those targets throughout the year. The principal observes, supports, and conducts two formal evaluations on all teachers. To ensure meaningful teacher evaluations, the administration team assists teachers with areas in need of improvement by providing professional development, focused observations, and face-to-face conversations.

The use and distribution of resources at BBE is aligned with the needs of our students. To ensure adequate student growth the staff had to reassess their strengths in human capital. Teachers were reassigned to grade levels and subjects they were well qualified for. Fiscal resources were allocated so that the technology infrastructure supported the school's teaching, learning, and operational needs. By providing maintenance to promethean boards and document cameras and securing Chromebooks to all students in grades 3-6, BBE has implemented technology-infused lessons consistently across the curriculum and grade levels that provide opportunities for students to utilize a variety of technology during instruction.

At BBE, student achievement is always the primary goal. Our extended leadership team helps ensure rigorous instruction, supportive climate, and a culture of learning and succeeding. It truly does "take a village".

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most instrumental practice to our school's success has been to revamp our Professional Learning Communities (PLCs). BBE has 90 minute PLCs each week. In previous years, PLC's lacked focus and were geared toward redelivering information. Now, our PLCs are intentional and focus towards grade level and school goals.

Professional development (PD) opportunities are designated for the first 30 minutes of our PLC. Teachers are given time to implement PD strategies in their classrooms. The leadership team follows up with walkthroughs to ensure all teachers are using the strategies correctly. Once the strategy is implemented, peer observations are conducted. Teachers observe how colleagues are using the strategies. Follow-up is essential in order to determine if implementation resulted in positive instructional changes.

Additionally, teachers began peer-checking other teachers' assessments. Previously, teachers turned assessments in to administration to check for alignment using the district-created assessment checklists. Teachers used the district's assessment checklists first, then submitted them to administration for feedback. Now, during PLC time, our teachers use the assessment rubrics to peer-assess another teacher's test in their field of expertise. Since BBE generally has one class per grade level, this provides an opportunity for discussions, ensures assessments are aligned to state standards, and assists with vertical alignment.

The remaining PLC time has been designated for data analysis to determine instructional and intervention changes. We analyze benchmarking and progress monitoring data to form reading/math intervention groups and monitor student progress throughout the year. District Common Assessments are examined to determine how students are performing on standards. Most importantly, teachers complete a test-item analysis on every test to determine which students are struggling and create a plan of action to remediate. The key to our success was to move from discussions on how many students missed a standard or test item to which students missed a test question and how instruction would be redelivered. Administration followed up by checking for test-item analysis documentation. This documentation includes writing on the answer document the names of students that missed each test question, how the information will be retaught (whole class, small group, bell ringer, learning center, etc.) and the date it is completed.

Our final focus in our PLCs, is the work we do to provide individualized intervention. The key is to find the specific skill or objective the student is lacking and begin intervention immediately.

All of these changes have improved the outcome of our PLC's. Consequently, the result is stronger instructional practices and greater student success.