

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

[X] Public or [] Non-public

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

Name of Principal Ms. Sherri Brown

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

Official School Name Becky-David Elementary School

(As it should appear in the official records)

School Mailing Address 1155 Jungs Station Road

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

St Charles MO 63303-6010
City State Zip Code+4 (9 digits total)

County St. Charles County

Telephone (636) 851-4200

Fax (636) 851-4097

Web site/URL https://becky-david.fhdschools.org/home

E-mail jill.oetting@fhdschools.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*Dr. Mary Hendricks-Harris E-mail mary.hendricks-harris@fhdschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Francis Howell R-III Tel. (636) 851-4000

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Rene Cope
(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):
- 10 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 18 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	0	0	0
K	64	70	134
1	69	63	132
2	66	74	140
3	69	72	141
4	61	66	127
5	77	72	149
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	406	417	823

*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
 - 4 % Asian
 - 5 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 4 % 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: 5%

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.

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	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1, 2017	844
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 7%
60 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Amharic, Arabic, Bulgarian, Chinese, Creoles and Pidgins (English Based), Elamite, Hindi, Korean, Malayalam, Mandingo, Marathi, Nepali, Portuguese, Russian, Slovak, Spanish, Swedish, Tamil, Telugu, Urdu, Uzbek

7. Students eligible for free/reduced-priced meals: 13%
Total number students who qualify: 111

8. Students receiving special education services: 8 %
62 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>11</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>15</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</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:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	39
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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	96%	96%	96%	96%	97%
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.

Becky-David Elementary is committed to ensuring that each child will achieve academic excellence, personal growth, and success in meeting their goals in a safe and positive environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Becky-David Elementary (BDE) is a K-5 building located in St. Charles, Missouri, a western suburb of St. Louis. BDE is part of the Francis Howell School District (FHSD), a preK-12 public education system that provides high quality academic programming to families in St. Charles County. The FHSD community is comprised of nearly 18,000 students including rural areas and suburban neighborhoods. BDE is a highly rated school comprised of approximately 820 students with a student-teacher ratio of 14:1. According to recent state test scores, 76% of students are proficient in math and 78% are proficient in reading.

BDE has a rich history that began in 1963. It was the first year-round school to meet the population boom of the region, a practice that continued for 48 years. BDE is student-centered and strives to maintain a positive, purposeful, and active relationship with our families and wider community. BDE partners with civic organizations, local churches, and businesses to provide additional support for our families. The Parent-Teacher Organization (PTO) takes an active role in ensuring additional resources are available for our students and staff, including technology needs. School programs have included academic events as well as cultural nights where families share their culture with the school community. Vacation Station is a before and after-school program that is an integral part of supporting the students at BDE. Their lessons and activities align with the school curriculum, and they provide intervention support and materials for both academics and behaviors.

BDE has a diverse student population and provides specialized programming for students who are hearing impaired (HI), gifted, and English language learners. The BDE HI program provides specialized language and hearing supports for students not only within FHSD, but other districts within St. Charles and surrounding counties. Families often desire to move within the BDE attendance area because of available resources within the district and building, individualized student interventions and extensions, family-oriented environment, and high test scores. Students often remain their entire six years and identify with their school family.

The BDE staff is comprised of 65 certified teachers and 46 support staff members, including sign language interpreters, special education, instructional, and library paraprofessionals, nurses, custodians, and recess and cafeteria aides. BDE has had a 99% retention rate of certified staff over the last 5 years. Ninety-one percent of our teachers hold advanced degrees and three are National Board Certified Teachers. Staff use their specialized skills to help students from all backgrounds feel included and reach their full potential.

BDE is proud of our goal to empower the students to be trustworthy, respectful, caring, and responsible. The school promotes student success through the building-wide motto: Best-Work, Best-Self. In order to support our students to achieve this, BDE has become a trauma-informed learning environment. The staff has participated in Positive Behavioral Interventions and Supports (PBIS), Caring Schools Community, Heather Forbes presentations, and Restorative Practices Academies. The staff has adopted and implemented practices to help students self-regulate and be emotionally ready to learn. All classrooms within the building incorporate class circles into their day and provide a uniform Reset and Return area. We hold weekly Early Intervention Team (EIT) meetings that include building and district staff to identify goals and provide strategies to support teachers in the classroom with students struggling with academic and behavioral needs. BDE also has a full-time Educational Support Counselor (ESC) that works closely with our most challenging students and their families. The ESC helps to coordinate with community services and makes home visits as needed to encourage student attendance and help promote emotional health. The staff also partners with Crider Health Center to provide for the therapeutic and mental health needs of students in an effort to bridge a continuum of supports between the home and school environments. We are determined to utilize these strategies to ensure academic and social-emotional growth.

A key component of BDE's success is the implementation of the Professional Learning Communities (PLC) model for the past 15 years. The PLC process allows staff to work together to plan quality instruction, identify appropriate interventions or extensions, and provides a framework for students to develop individual ownership of their personal learning goals. The faculty meets weekly with their PLC team to collaboratively examine the curriculum, problem-solve specific student concerns, share data points, examine

student work, select effective instructional strategies, and reflect on student growth. These meetings are vital in identifying and addressing student needs and are valued by the teachers.

Student success is regularly monitored through evidence-based practices. Formal and informal assessments are used to measure academic achievement. We encourage a self-monitoring process in which students reflect upon and report their own progress on self-identified goals. Staff consistently utilizes research-based instructional strategies from Classroom Instruction That Works, 2nd Edition (Pitler, Stone) including use of clear objectives, rigorous lessons, cooperative learning, immediate and specific feedback, and goal setting to improve student engagement and individual growth. The BDE staff uses benchmark tests and standardized assessment tools to ensure continued progress from quarter to quarter and year to year. Continuous monitoring and disaggregating of student achievement data helps teachers target the desired outcomes and modify instruction for all students so that there is learning by all.

Ultimately, BDE is a school community dedicated to helping each student reach their full potential by providing excellent instruction and a sense of family for each student. Our inclusive approach makes every student feel accepted and safe so they are able to achieve academically.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

BDE teaches the Missouri ELA Learning Standards using a balanced literacy framework in both reading and writing. Explicit instruction is accomplished through the use of Lucy Calkins' Units of Study for both reading and writing which was developed by the Teachers College of Columbia University. By implementing reading workshop and word study, teachers not only teach whole class rigorous mini-lessons on phonemic awareness, phonics, vocabulary and comprehension, they are also able to instruct students in small groups and individually to meet their needs. This allows teachers to move students along the reading continuum while differentiating reading instruction to address each student's zone of proximal development. The gradual release model provides high levels of support and engagement. Students move from the mini-lesson into independent reading to practice that particular strategy. Lucy Calkins' Units of Study in Writing guides teachers in explicitly teaching the craft of writing. This entails whole group instruction, independent writing, and conferencing with small groups and individuals. Writers learn to develop ideas, draft pieces of writing, revise and edit based on teacher and student feedback, and celebrate through authentic opportunities thus lifting writing abilities. With the emphasis on writing in the Fountas and Pinnell Leveled Literacy Intervention, students are given opportunities to improve their personal writing abilities.

With support from the building literacy coach, students' individual needs are identified. Screening assessments including the Diagnostic Reading Assessment II, FastBridge Learning Assessments, Gates-MacGinitie Reading Test, and informal running records are used to confidently place students in appropriate intervention and extension groups during our dedicated intervention time. During the Response to Intervention (RTI) process, researched-based interventions are utilized including the Reading Recovery/Early Literacy program, Fountas and Pinnell Leveled Literacy Intervention system and Comprehensive Intervention Model, 95% Group Phonological Awareness, 95% Group Phonics, 95% Group Comprehension, and Words in Action (vocabulary). Extensions are achieved by instructing students beyond their grade level specific expectations which are accomplished in literature circles, book clubs, and through extensions provided by the Gifted Education Specialists.

1b. Mathematics:

Teachers at BDE utilize enVision Math® (Pearson) to explicitly teach curriculum aligned to the Missouri Learning Expectations. This math program provides students with high rigor opportunities combining problem-based learning and visual learning to deepen students' conceptual understanding of math. It meets the needs of the high-achieving students as well as those students who need additional time and support to meet expectations. The program moves students through the stages of concrete models, pictorial representation, and abstract reasoning.

Along with the mathematical topics of Number Sense, Operations and Algebraic Thinking, Fractions, Geometry, and Measurement, there is a focus on specific mathematical practices students should use in order to become proficient math thinkers. Students are encouraged to make sense of problems and persevere, use appropriate tools, reason quantitatively, and construct viable arguments to justify their answers. It promotes a problem-based learning approach which allows students opportunities to use math tools and apply the eight mathematical practices to solve problems. Each lesson is designed to be meaningful and applicable to real-world situations. In order to meet the needs of all students, teachers use multimedia aids designed to expose students to multiple strategies for skill acquisition and application. Each lesson includes explicit instruction of math vocabulary, guided practice, cooperative learning activities, informal formative assessments, and individualized practice and extensions.

Teachers often use intervention kits that accompany the math program which are aligned to the Missouri Learning Expectations. In addition, a variety of formative assessments are used to flexibly group students based on their math abilities to better pace lessons and support students' individual needs. When new

concepts are taught, students are assessed to determine appropriate placement within the flexible grouping structure. These groups are organized within a grade level. In such groups, students are given the opportunity to either receive reteaching, continued practice, or advanced practice. Another opportunity to extend students' individual needs includes subject-level acceleration. Finally, teachers also regularly review and preview skills to allow students to maintain high levels of retention.

1c. Science:

At BDE we believe the love of learning begins with tapping into the natural curiosity of students. Instruction is student-focused with hands-on opportunities for students to demonstrate their learning through the Science and Engineering Practices. Learning activities provide opportunities for students to ask questions, create models, and design investigations.

The science curriculum is aligned to the Missouri Learning Standards for Science which is consistent with the Next Generation Science Standards. The curriculum promotes inquiry-based learning by focusing on the Three Dimensional Learning Model which includes science practices, cross-cutting concepts, and disciplinary core ideas. Teachers present phenomena such as a video or picture and students are guided to ask questions to investigate a topic. The questions guide the students to discover scientific relationships in the world such as problem/solution and cause/effect. Some key tools teachers use to teach science are hands-on investigations, technology, research, field trips, guest speakers and assemblies.

Ongoing science professional development helps to ensure all teachers are equipped to teach high quality lessons as we have just recently adopted these standards. Results from state grade-span testing is used to create heat maps which show the degree to which science standards have been mastered to guide our instructional focus in science. This information is shared with PLCs who then analyze the data and create action plans to improve student achievement in this area while continuing to promote the love of science.

To extend learning opportunities, students can participate in STEAM camps offered over the summer. All classrooms regularly have MakerSpace time, and science extensions are provided by the building Gifted Education Specialists. All students at BDE also have the opportunity to experience coding through classroom opportunities and lessons taught by our Library Media Specialist.

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

The five areas of focus in the social studies curriculum include civics, government, history, geography and economics. Through civics lessons students develop a commitment to the values and principles that are necessary for the preservation and improvement of American constitutional democracy. The purpose of teaching government is to provide students with an understanding of the development, purpose, and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society. History lessons prompt students to develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of the United States' past develops an appreciation of our nation's heritage and builds an enduring legacy for posterity. Lessons in geography help students develop the ability to utilize, analyze, and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and the physical environment interact. Economic lessons develop students' understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies. Through the teaching of social studies our students become well rounded citizens.

These concepts are also reflected in our building expectations for behavior and are practiced by our Student Council. In teaching expectations we focus on personal responsibility, being a trustworthy individual, and demonstrating respect for our flag, our school facilities, and for each other. Students in the upper grades help plan class parties and use a democratic process in decision making. Student Council elections also afford students an opportunity to learn how elections work, including campaigning and standing for something that betters the school. The Student Council then works as a collective group to make our school

even better through promoting service projects, supporting charities, and advocating for school improvements.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Students experience art, music and physical education as part of a specials program with a three-day rotation. Kindergarten and 1st grade students have each course for 40 minutes once every third day, and 2nd-5th graders have each for 60 minutes every third day.

Visual arts instruction encompasses a focus on inquiry-based instruction that promotes creative and critical thinking skills through the development of foundational art skills. Students at BDE learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions to reflect their ideas, feelings, and emotions. The art curriculum promotes new ways of thinking, working, communicating, reasoning, and investigating. Students develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school. They learn proper vocabulary and concepts associated with various types of work in the visual arts, work with various tools, processes, and media, and learn to coordinate their hands and minds in explorations of the visual world. Students make artistic choices that enhance communication of their ideas. The curriculum includes appraising art's purpose and value as well as understanding the meaning and impact of the visual world in which they live.

We believe that while they do not learn in the same way or at the same rate, all children can learn, that children construct knowledge on the basis of prior learning and through hands-on interaction with their environment and that they need to be the “discoverers” of information through effective lessons. Decision-making, creative problem-solving, analysis, critical thinking and imagination are the processes used to create art. They are often more important to the student than the product being created, and teachers focus on developing those skills due to their power and use in learning. In addition to creating art, our art program includes instruction in art history, art criticism and aesthetics. These activities, including speaking and writing about art, enhance the student's ability to think critically and express his/her response to the meanings and values of works of art.

The focus of the music program is to ensure all students have opportunities to enjoy music, dance, sing, create, and play music. Performing, creating, and responding to music are the fundamental music processes in the curriculum. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. The music curriculum focuses on learning proper vocabulary and concepts associated with music, singing, performing on instruments, improvising melodies, composing and arranging music within specified guidelines, reading and notating music, listening to, analyzing, and describing music; evaluating music and music performances; understanding relationships between music, the other arts, and disciplines outside the arts; and understanding music in relation to history and culture. Students in intermediate grades begin to experience performance enhanced by advanced instrumentation including recorder and ukulele skills. Teachers embrace instructional methods such as Kodaly and Orff- Schulwerk that help students become musically literate and joyfully experience the power of music.

In both art and music, process is valued over product while developing lifelong artistic literacy skills. Curriculum is aligned to researched best practices in arts pedagogy and the National Core Arts Standards with a focus on the artistic processes of creating, performing and presenting, responding and connecting. Assessments are embedded in instruction and inform instruction to respond to students' learning needs.

BDE is committed to promoting a healthy lifestyle for our students. Healthy behaviors are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors, and opportunities to practice the behaviors. Because health behaviors are learned, they can be shaped and changed. The teachers strive to offer options to engage in healthy behaviors not only in the physical education classroom but also throughout their school day. The comprehensive school health program motivates students to maintain and improve their health, prevent diseases, and avoid or reduce health risk behaviors.

The physical education program encourages the development of students that are physically educated, who have learned skills necessary to perform a variety of physical activities, are physically fit, participate regularly in physical activity, know the implications of and benefits from involvement in physical activities, and value physical activity and its contributions to a healthful lifestyle. In addition to the curriculum, students participate in daily recess and take movement breaks throughout the day. BDE's physical education curriculum supports the premise that a healthy mind and healthy body are both necessary for a happy life.

3. Special Populations:

All students at BDE are assessed on their learning progression through a series of district-created benchmark assessments in ELA and Math, FastBridge Learning universal screenings, and grade level common formative and summative assessments. This data is used in both PLC meetings and RTI meetings to identify which students need learning extensions, interventions, or special education supports. Students requiring a more in-depth analysis to identify specific modifications or accommodations necessary for their learning are discussed in weekly Early Intervention Team meetings.

BDE has Gifted Education Specialists (GES) who provide a variety of gifted services beyond working with gifted students. For gifted students a pull-out program of up to 210 minutes a week focused on differentiation, rigor and cognitive curriculum is used. These students have the opportunity to interact with intellectual peers in a supportive environment that meets their particular social and emotional needs. Students who are identified by their classroom teacher as high achieving are supported by the GES through weekly pull out extensions.

Recently we have increased our focus on using research-based materials in response to the achievement gap that exists for our students with Individualized Education Plans. Our special education teachers use KU Sentence and Paragraph Writing materials and Grammar Graphics to help struggling writers improve their writing. Our resource teachers also participated in the Early Writing Project grant to help build foundational skills. Several SPED team members are trained with Sounds Sensible and SPIRE, an Orton-Gillingham approach, for reading and phonics instruction, FOCUS Math, and the Social Thinking and Sanctuary programs. BDE also provides the district program for the Deaf/Hard-of-Hearing. The teacher of the deaf works closely with the speech-language pathologists, sign language interpreters, and district audiologist to meet the linguistic and hearing needs of the elementary students with a hearing loss. In addition, the occupational therapist provides a therapeutic approach for fine motor and sensory needs.

English Language Learners are provided with support by ESOL certified instructors pushing in during direct instruction or pulling small groups to provide more specialized instruction. The focus of this instruction is on vocabulary and language skill development based on the Sheltered Instruction Observation Protocol Model. Students are assessed through district benchmark assessments as well as WIDA's ACCESS for ELLs test of English Language Proficiency. The results of both help determine areas of focus for support and monitor growth toward standard mastery.

BDE has a literacy coach and three reading specialists who provide additional intervention support through a structured RTI program. Comprehensive assessment data is regularly reviewed with a team of administrators, special education and grade level teachers, reading teachers and ESOL teachers to determine which students are not meeting expectations. When necessary, additional diagnostic assessments are given and the team determines which literacy intervention would best meet each student's needs. All classrooms have a dedicated 30-minute period to provide interventions. Students' response to the intervention are

monitored through weekly progress monitoring probes. Research-based intervention programs include Reading Recovery, Comprehensive Intervention Model, 95% Group Phonics, 95% Group Phonological Awareness, Words in Action, 95% Group Comprehension, and Leveled Literacy Intervention.

BDE's commitment to our RTI process has helped us ensure each student's progress is regularly monitored and early intervention is provided to minimize learning gaps. It has also helped us better identify students who require specialized instruction through special education in a more efficient manner. We believe this process in tandem with the PLC process has been key to our success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

BDE has been a PBIS school for the last 10 years. The common expectations in all areas with a focus on giving affirmations at a much higher frequency than corrections set a positive tone through the school community. BDE offers a range of incentives to motivate students during the school day using a mix of intrinsic and extrinsic rewards. All staff earnestly watch for students who display our focus character traits of being caring, trustworthy, responsible, and respectful. As we observe students demonstrating these character traits, both as individuals and as a classroom, recognition is given in the form of “Bucket-Fillers.” Individual students and classrooms set goals to encourage ownership over their learning and behaviors. Classroom teachers help the students identify what they are working toward during class meetings or circles. The building also recognizes consistent attendance by awarding class Bucket-Fillers and Perfect Attendance Awards donated by local businesses. Classroom teachers buddy up with teachers from other grades to allow the older students to provide peer modeling between younger and older students. The older students take pride in helping their younger buddy academically and encourage them to do their best. Fifth graders at Becky-David participate in the S.T.A.R.T. program with the St. Charles County Police Department to empower students to make good choices when faced with peer pressure.

BDE also provides additional learning activities outside the school day that encourages leadership, creativity, cooperation, and problem solving. Students are offered a variety of opportunities including Chorus, Student Council, Intramurals, Star Service Club, Skate Nights, the Variety Show, Spring Fling, Boogie For Becky-David, Girls on the Run, Cultural Nights, Adopt-A-Family, Grandparent’s Day, Veteran’s Day, Abilities Awareness Week, Spring Sprint 5K, and Movie Nights.

The staff feel valued and supported by their administrators, colleagues, and community. We are encouraged to acknowledge our co-workers by sharing amazing things they do for our school. Individual accomplishments are displayed in the building and sent through weekly emails. These “WOW-moments” are recognized by our administrators through celebrations. This has helped to build rapport as all staff share in the celebration when someone has gone above and beyond expectations. Our staff participates in circles to build camaraderie beyond grade level teams. We know we can count on anyone in the building when we need them. Our community acknowledges our hard work and efforts throughout the school year. Some examples include providing treats for the staff, wrapping presents during the holiday season, and volunteering within the building to support teachers and students. Staff members truly feel they are an important part of the BDE family.

2. Engaging Families and Community:

BDE works hard to provide a wide variety of opportunities for families to be involved in our school community. We strive to keep our families informed about our curriculum by offering academic resources, strategies to help their child, and information through Literacy, Math, and STEAM Nights. These evenings allow our families to participate in lessons and activities similar to those that they experience in the classroom. Families are also encouraged to participate in Meet the Teacher Night at the beginning of each school year. They are introduced to the teacher and receive an overview of the curriculum that will be taught that school year. BDE has many parents and family members who volunteer in a variety of ways throughout the school year to help meet the needs of all of our students.

The support of the community positively impacts the students and parents at BDE. For example, food is collected and distributed to less fortunate families through the Backpack Program organized by Church of the Shepherd. The local fire department donates winter coats for students in need. For students who need eyeglasses, the Lion’s Club offers free glasses. To ensure convenient opportunities for dental care BDE partners with Big Smiles dentists who bring dental care to students at school. These programs help to ensure student’s basic needs are met. Additional parental engagement opportunities include Donut Duet, Culture Night, and Book Fair. Community supports include fire safety provided by the Saint Charles County Fire Department and the Crider Health Center. Finally, some BDE students are paired with middle-

schoolers from our neighboring middle school to develop positive relationship with older student leaders. Also, these middle school leaders assist the elementary students with their learning.

Parents have opportunities to be involved in making decisions to better BDE as a whole. These opportunities include participation in the creation of our School Improvement Plan which includes annual school goals focused on achievement, behavior, attendance and climate. Parents are also invited to be a part of the interview committees for key roles. During parent-teacher meetings parents' input and perspectives on their child's learning are valued and used in collaborative problem solving to optimize each child's learning.

Parent and student feedback are welcome through quarterly climate surveys. The data is used to improve the direction of BDE. Also, staff members communicate in the parents' native languages through translated documents or acquire the services of interpreters as needed which helps parents feel connected to the school.

3. Professional Development:

Three years ago FHSD began a PD focus on Tier 1 instructional strategies used to teach the curriculum using McREL's Classroom Instruction that Works, 2nd Edition research. Building teacher leaders received extensive training in instructional best practices from McREL and then led focused PD over a two-year span. Building administrators participated in learning focused on the instructional strategies, aligning the new learning to evaluation feedback focused on teacher growth, and developing building PD plans in conjunction with the building trainers. Classroom visits were conducted to monitor the implementation and application of learning. The data showed significant increases in 2 years. Teacher evaluation scores also showed increases in the level of student cognitive engagement. At BDE, the teacher leaders do class visits with other teachers to help them see the degree to which the recommendations are implemented with fidelity. Data regarding quality implementation is regularly shared with the faculty and is used to determine future professional development needs. After 2 years of intense study, the trainers are currently focused on reinforcing key ideas and quality implementation during faculty meetings.

In addition to the district-wide PD, BDE has focused on meeting the social-emotional needs of our students through increasing our knowledge of restorative practices and moving toward trauma-informed practices. For Tier 1, we have sent 3 teams to a Restorative Practices Academy based on work from the International Institute for Restorative Practices. This has led to the faculty using circles for team-building and problem-solving while the counselors and administrators use strategies to help the student repair the harm with their teachers and peers. Administrators, counselors and teacher representatives have attended a Trauma-Informed Institute. Best practices learned at the institute were shared with the entire faculty and led to our current team approach to problem-solving for Tier 2 students with significant behavior problems where a team of professionals listen to a case study and create goals and action steps so progress toward appropriate behaviors is monitored and adapted as needed. Our special education department and administrators have also had training in the Sanctuary Model. The strategies learned are used for our Tier 3 students. This comprehensive approach has helped us support our students with mental health concerns and/or traumatic backgrounds continue to learn in a supportive environment where they feel cared for and loved, while minimizing the disruption to learning for all students.

Literacy professional development occurs on a regular basis during PLC meetings where the literacy coach and reading teachers provide instruction on best practices in literacy and guide teachers in understanding the curriculum. The Literacy Continuum (Fountas and Pinnell) and The Reading Strategies Book (Serravello) are frequently used to guide this work. Student work is often a focus of these learning sessions to keep the learning authentic and allow immediate application of new strategies to enhance learning. The Literacy Coach also provides individual teacher coaching cycles which are determined by the teacher to personalize the learning. Administrators are given training on new curriculum and participate in book studies with district leaders to help them be literacy leaders and to provide effective feedback and support to teachers.

4. School Leadership:

At BDE we believe in having a relationship-based, collaborative approach to school leadership focused on our mission of ensuring that each child will achieve academic excellence, personal growth, and success in meeting their goals in a safe and positive environment. While the school principal and assistant principals lead and monitor the efforts, focusing on ensuring all policies, procedures, programs, and resources align to and support the school mission, the shared leadership model has been a critical element of our success.

The principals lead by valuing every member of the community and encouraging them to be problem-solvers and innovators in meeting student needs. The expectations are high, but the emphasis is on making sure each member of our school team is given as much support as possible while they are working toward improvement in their personal practice.

Each year we start by collaborating on creating a School Improvement Plan (SIP) based on the goals outlined from our district's Comprehensive School Improvement Plan. The SIP is developed by the Leadership Team which includes all three administrators, a department chair from each grade level and special education department, the Literacy Coach, and any other faculty or staff member who would like to serve on the team. The draft plan is then shared with the entire school community to gather feedback and establish a shared commitment to achieving the goals and implementing the strategies and action steps. The PLCs and committee teams then create grade level/department goals which then lead to students making individual goals. Once the overall goals and strategies have been established, the focus shifts to ongoing implementation of action steps and monitoring of progress. The administrators and building leaders review the data and make changes to the plan as needed throughout the year.

The administrative team meets weekly to discuss how students are meeting the academic standards by examining the curriculum implementation, instructional strategies observed during classroom visits, assessment tools used to monitor student progress, assessment results, and professional development needs. The principals meet with the Literacy Coach weekly and attend weekly PLC meetings. There are faculty meetings each month, and the RTI team meets throughout the year to determine which students need additional support, establish which intervention is needed, and monitor student progress in closing their achievement gap. There are weekly Early Intervention Team meetings where a team of faculty members collaborate to respond to individual student struggles in achievement and/or behaviors. Building teams which include a PBIS Team, Professional Development Team, Technology Team, ELA Team, Math Team, Faculty Activities Team, and Family Involvement Team meet regularly to align their work to the goals of the SIP and build a sense of teamwork and community at BDE. The Student Council, PTO, and Vacation Station all work to support the school in meeting our goals and creating a family of school community members who are committed to making our school a great place to learn where everyone is valued.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

BDE has been implementing the Professional Learning Community model for about 15 years. This model has had the most profound impact on our success as it has changed the culture of the building. The PLC model has impacted the school culture and philosophy in such a way that the faculty is now results-focused with a commitment to ensure EACH child achieves high levels of mastery. Weekly PLC meetings focus on answering the four corollary questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond if students have not learned it? How can we extend and enrich the learning for students? What will we do if they already know it? The concept of “learning for all” is an expectation and focus for both faculty and students through the PLC model.

We have developed systematic approaches to ensuring each child learns. The faculty uses formative assessments in the form of benchmark assessments and literacy screeners to understand the current level of understanding of both groups of students and individuals. Goals are set based on areas of weakness for the cohort of students as well as groups of students where achievement gaps exist. The faculty then analyzes the priority learning standards to establish a collective agreement about what the standards require students to know, understand, and be able to do after which they collaboratively develop strategies and action steps to build on strengths while addressing the weaknesses. Research-based instructional strategies are discussed and high leverage ones are incorporated into the lesson plans based on this work. Student progress toward mastery of the learning standards is regularly monitored through formative assessments with data teams analyzing results by groups of students as well as individuals. Students are then provided with differentiated instruction through interventions based on their specific learning needs. Students who demonstrate consistent mastery of grade level standards are offered enrichment opportunities provided by their classroom teacher or the gifted specialists. As further summative assessments are given, the cycle repeats.

The improvement of instruction occurs through a similar approach of assessing the current reality of data sources including monitoring implementation of instructional strategies as well as teacher evaluation scores. The Literacy Coach and administrators use this data to guide the coaching and feedback process for both groups of teachers as well as individuals as we plan for whole school professional development, PLC learning time, as well as individual teacher coaching plans.

BDE has also used the PLC framework in our approach to improving attendance, behavior, and climate. The PLC Model has become our way of thinking, collaborating, and seeking continuous improvement in all aspects of our school.