

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Tess O'Keefe Lawrence

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

Official School Name Bayou View Elementary School

(As it should appear in the official records)

School Mailing Address 4898 Washington Avenue

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

Gulfport MS 39507-4417  
City State Zip Code+4 (9 digits total)

County Harrison County

Telephone (228) 865-4625

Fax (228) 865-1928

Web site/URL  
https://www.gulfportschools.org/bves

E-mail tess.lawrence@gulfportschools.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. Glen East

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail glen.east@gulfportschools.org

District Name Gulfport School District Tel. (228) 865-4600

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. Bridget Weatherly

(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**

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

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

## PART II - DEMOGRAPHIC DATA

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

### DISTRICT

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 10 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	70	60	130
1	67	60	127
2	45	45	90
3	67	50	117
4	43	52	95
5	44	53	97
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
<b>Total Students</b>	336	320	656

\*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):
- 1 % American Indian or Alaska Native
  - 2 % Asian
  - 16 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 76 % White
  - 2 % 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: 7%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	38
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1, 2017	652
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 2%  
11 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: 27%  
Total number students who qualify: 179

8. Students receiving special education services: 8 %  
51 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>8</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>12</u> Other Health Impaired                |
| <u>14</u> Developmental Delay    | <u>17</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>30</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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	29
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

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

Yes  No

If yes, select the year in which your school received the award. 2007

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

We follow our district's motto, "Every Decision. What Is Best for Children. Every Time," and subscribe to our district's mission to "inspire each student to become a problem solver, a lifelong learner, and a productive member of society."

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**

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Bayou View Elementary School (BVE), a National Blue Ribbon School located in Gulfport, MS, is the largest of seven elementary schools in the Gulfport School District, serving approximately 684 students in grades K-5. We are on the central Mississippi Gulf Coast, conveniently located between Mobile, AL to the east and New Orleans, LA to the west. A certified staff of 42 dedicated employees serves the instructional needs of every child, aided by an enthusiastic and qualified support staff of 26 classified employees. Our special education department includes one self-contained life-skills classroom program for K-2. The highly-qualified teacher of the class is aided by two full-time, classified staff trained by Colorful Minds in Autism and Behavioral Services using ABA Therapy. We have three QUEST gifted classes that serve lower and upper grades. We have a full-time nurse, speech-language pathologist, guidance counselor, art teacher, music teacher, media specialist, and physical education teacher. All students receive instruction in all standard academic disciplines, as well as the extra-curricular disciplines of art, music, library sciences, and physical education. Mandarin Chinese was taught in conjunction with the students' art classes, serving grades K-5. French will be taught to our students in May. Fourth and fifth grade students may enroll in strings class, which is taught two days per week and feeds into our district's internationally-acclaimed secondary orchestra program.

Challenges unique to our school include the large number of families who can afford private school education for their children. An increased number of these families have chosen to attend our school and have remained in the last three years. Our enrollment has increased from 634 in 2016-2017 to 684 in 2018-2019. Fortunately, we have a very involved parent base who expects us to maintain our high standards and achievement of excellence. Bayou View has also steadily increased our scores for all state accountability tests in the last four years.

BVE has continued to thrive after a change of administration in 2015, at which time the former administration had been in leadership for 15 years. Nine teachers and one counselor, who were integral to the school's culture of excellence, joined the former administration in transferring to a low-performing, neighboring elementary school within our district, leaving new administration and faculty to continue BVE's rich culture and high expectations.

At Bayou View Elementary School our vision is driven by our philosophy: Every Decision. What Is Best for Children? Every Time. Through this vision, we realize our district's mission statement of inspiring each student to become a problem solver, lifelong learner, and productive member of society. Our philosophy and mission demonstrate that we are completely child-centered, and we strive to meet the full educational needs of each student.

Our curriculum is based upon the Mississippi College and Career Readiness Standards that have been in place within the Gulfport School District since 2011 in all grades (K-12). The standards were developed in collaboration with teachers, school administrators, and experts to prepare our children for college and a 21st century global economy. We assess learning in reading/language arts, math, and science every nine weeks through district-mixed practice assessments, and we use the results to determine mastery of these standards. Bayou View Elementary also utilizes i-Ready to develop individualized instruction that assists with meeting individual students' needs.

To continue our quest for excellence, several parent nights are held throughout the school year. These nights focus on improving literacy, math/science skills, and the connection between home and school. In addition to improving academics, BVE's counselor prepares our youth for the future by organizing an annual K-5 Career Fair, where children are exposed to a plethora of careers. The counselor regularly teaches students the importance of filling another's bucket through character education and teaches our students the importance of maintaining a bully-free school zone.

Not only are BVE's students' academics and behavior a focus, but their health is also strengthened through the Project Fit Grant from Blue Cross and Blue Shield of Mississippi awarded in 2015-2016. Our school offers a successful Running Club in grades 2-5, and we subscribe to fostering a healthy, active lifestyle.

Faculty members, administrators, and our school secretary model an active lifestyle and participate in local marathons with students, such as the Mississippi Gulf Coast Marathon. Our students are highlighted and featured on local promotional posters and in social media.

Bayou View Elementary is an A-Rated elementary school in MS. During the 2016-2017 and 2017-2018 school years, our third grade students achieved a 100% pass rate on the Mississippi Gateway Assessment, which is attributed to our teachers' commitment to excellence in education. Our school has consistently increased our scores in the accountability results for the state. In 2016-2017, BVE was ranked as the number two K-5 elementary school and the number one 3-5 elementary school in MS. In 2018, BVE received the Preps Value Added Award in Mathematics and the Preps value Added Award in Language Arts. This year, we were awarded the Preps Value Added Award in Language Arts. We are the home school of three Life Changer of the Year Nominees sponsored by the National Live Group in 2016-2017, 2017-2018 and in 2018-2019. The BVE QUEST Robotics Team won two first-place awards in the Vex Robotics Competition in 2015-2016, and one QUEST teacher is the only Lego Master Teacher in our state.

We received the USDE National Blue Ribbon School Award in the fall of 2007, after our community was devastated by the destruction of Hurricane Katrina. The entire Bayou View community was proud of this prestigious achievement, which gained us recognition in our city and our state. Our school proudly displays the emblem on the front of our building that reminds us all of the high expectations we have of ourselves and of our youth in Gulfport. Our teachers and administrators wear National Blue Ribbon pins on our name badges to show our commitment to academic excellence, and parents display Blue Ribbon magnets on their vehicles as symbols of pride. BVE is the only elementary school in the Gulfport School District that has received the USDE National Blue Ribbon School Award. As a result, many students are granted in-district transfers, and a multitude of families in our county pay tuition to attend our school. This award inspired our esteemed faculty to lead and to share within our district and beyond. We are a beacon for other elementary schools in our state and along the Mississippi Gulf Coast, who visit us to observe our best practices and successful programs that have resulted in high student achievement for our students.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

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

Bayou View Elementary participates in the state-mandated MAAP testing. Our 3-5 students are assessed yearly in the areas of reading/language arts, and mathematics. Fifth graders also take the state-mandated science test. Our teachers utilize numerous formative assessments and Standards Mastery Assessments via i-Ready. Bayou View Elementary's reading and language arts program is based on Mississippi's College and Career Readiness Standards. Although we utilize Curriculum Associates Ready Reading as the basis of instruction, we believe that relationships with students are of paramount importance. All students complete a diagnostic test in the fall that places students on three different levels: Green (on grade level), Yellow (1 year behind grade level), and Red (2 or more years behind grade level). Once students have completed the fall diagnostic test, teachers structure their differentiated reading groups based on the diagnostic results targeting students' academic strengths and weaknesses. Students also complete another diagnostic in the winter and spring. Our teachers supplement Ready Reading with their own material and resources based on their extensive knowledge of their students and delve further into the standards by creating engaging lessons that pique students' interests and meet their unique learning styles. In addition to using Ready Reading, students also are required to log 60 minutes of usage on the computer counterpart to Ready Reading, i-Ready. I-Ready is individualized and assists students to grow in the areas that the student needs the most. Not only do we use the Curriculum Associates program in our school and district, but we also pioneered the design and usage of the program for the state and nation.

To encourage the love of reading, Bayou View Elementary uses district novel studies and the Accelerated Reader program where students earn points when they reach their AR goal. Students who reach their AR goal are celebrated in the school each quarter with activities such as M and M's on the Monkey Bars, Skittles on the Swings, Popsicles in the Park, and visits from the high school basketball and football teams. The principal shares the books she reads on a prominent bulletin board in the hallway, which sparks book students' book selections. Our Literacy Coach shares videos of herself reading children's books on Facebook, and guest readers visit our campus almost daily. At the end of the year, all students who reach AR goals attend a Glow Party in the gym. Bayou View Elementary also has themed Literacy Nights that focus on specific standards. These nights are student and parent centered so that parents along with their children can learn side by side.

#### **1b. Mathematics:**

As with our reading and language arts program, our math program is based on Mississippi's College and Career Readiness Standards. Curriculum Associates Math Ready is also the basis of instruction. Students also complete a fall math diagnostic that places them on three different levels. From these diagnostics results, teachers structure their differentiated math groups. Students are also required to log 60 minutes in the i-Ready math program, which is individualized. Our goal is to grow our students to proficiency and beyond. Growing our bottom 25% is a daunting task; however, we have several students who are already proficient in the beginning of the year. Growing our proficient students to excel to be more proficient or advanced is more difficult than growing our struggling students. In grades 2-5, our gifted teachers assist with our advanced students in targeting math standards that pose difficulty for our advanced students.

We also incorporate a math program called ST Math that our students love. ST Math centers on teaching foundational visual concepts, then connects the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Without language barriers, the problem is accessible to all students, regardless of skill level or language background. The principal makes morning ST Math shout outs on announcements to recognize those students who have completed 100% of their math syllabus and creates a special congratulatory Facebook post using Canva for each student achieving 100% completion. Students participate in after-school math learning through the Crazy 8's Program sponsored by our Math Lead to show math is fun and

relevant to their lives. They engage in unique, high-energy math activities that generate the excitement of our students with varying math abilities.

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

BVE begins minds-on hands-on science instruction in K-5. Our science instruction follows a district-aligned pacing guide based on the Mississippi and Next Generation Science Standards. Teachers use quality district curriculum resources, and grades K-1 team with 5th graders who bring science literature to life through leading reading and hands-on STEM activities. In grade 2, teachers begin integrating scientific inquiry activities into their daily routines. Students are encouraged to ask questions, create their own hypotheses, and conduct tests followed by analyses and conclusions. In grades 3-5, science instruction becomes STEM focused where students are given a task or problem and have to create a solution. Students learn how to use the engineering design process and understand various constraints. These challenges require them to think creatively to solve the problem or design a solution. Grades 4 and 5 students are departmentalized and take a science class taught by a National Board Certified Teacher who utilizes the researched-based, interactive science curriculum program called STEMscopes. This program includes a digital interactive learning platform, videos, digital games, informational text, assessments, and digital labs. Students eagerly explore the hands-on kits designed to complete both inquiry and STEM activities. BVE incorporates STEM activities to provide hands-on engineering designs to meet real-world problem solving and critical thinking tasks. Students use Google classroom, Kahoot, Nearpod, and digital microscopes while engaging in kinetic, experiential, and digital lessons. Fifth grade students learn to improve their environment by creating water infiltration systems. Our young scientists create stellar science fair projects that feature experiments that intrigue their peers and encourage others to conduct further investigations. Each year many of our students are regional and state winners. Our 3rd graders participate in a local cabbage-growing contest and learn how best to cultivate healthy vegetables. Science teachers use non-fiction novel studies that complement the curriculum and appeal to students such as *Harnessing the Wind*.

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

BVE enriches student learning experiences with impactful lessons in the areas of Social Studies, History, Civic Learning and Engagement through authentic, engaging and diverse ways. Our goal is to expand our students' views of the world's wonderful diversity by increasing global awareness and multi-cultural integration in lessons. First and foremost, in planning we follow our state's curriculum. We bring to life geography through our school's Geography Bee each year even having students compete at the district and state levels. Teachers utilize Google Earth in their lessons on Chromebooks and use our computer lab and Chromebook carts to support student engagement and foster connections to the outside world. Our students make use of National Geographic Giant Maps and MS Traveling Trunks to connect to ideas about our history in conjunction with an enrichment unit on MS which includes notable Mississippians and our state flag, flower, song, historical artifacts and reference materials. The whole school gets involved with Mississippi trivia each morning as a challenge by administrators, and students research and submit answers. Subsequently, our students are excited and curious about our state and the world around us.

Our 5th graders collaborated on a Mock Voting project with the AP Government class at the high school which included live debating via Skype, campaigning and debating in the classrooms, a culminating debate hosted by the high school students at the high school auditorium one evening, and a final vote which went along with Mississippi's Promote the Vote. History and historical figures are brought to life annually through our 2nd Grade Living Wax Museum. We have WWII guest speakers and visits to our Armed Forces Retirement Home for Veteran's Day and to decorate their Christmas trees each year. Students are immersed in our country's history through Colonial America experiences in novels, reader's theater, group technology projects, high-quality, non-fiction books and articles. Fifth grade Mass Choir, which combines all district 5th graders, present a program of American Freedom, and our 1st graders create National Symbols Projects. On the 50th day of school, our 3rd grade hosts a 50's Day that involves extensive research and activities appealing to all families. Nearpod and Google Suite are also used for classroom discussions, collaboration, and for the sharing of ideas. writing projects, and slide presentations.

and participated in Mississippi My Home musical and informational program. In fostering the development of productive members of society and global citizens we use Time for Kids magazine, focus on cultural awareness through holidays around the world, celebrate Black History Month and women in history, as well as celebrate International Dot Day to inspire students to make their mark in the world. Our students engage in field trips to coast locations such as the Institute for Marine Mammals, the Lynn Meadows Children Discovery Center, the Port of Gulfport, and the Ohr-O'Keefe Museum to explore interactive learning stations about natural resources, boating, shrimping, crabbing, coast culture, and local history.

**1e. For secondary schools:**

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

**2. Other Curriculum Areas:**

At BVE all students in grades K-5 are afforded general music class for 55 minutes per week. Students follow the National Core Arts Standards and 2017 Mississippi College and Career Readiness Arts Learning Standards by performing, creating, responding to and connecting with music through singing, creative movement, dancing, playing instruments, and guided listening. Students are exposed to music from numerous genres, languages, and cultures. The curriculum is a combination of Kodaly and Orff and is derived from Game Plan, Music Play and Share the Music, along with numerous additional resources. Our music teacher also ties lessons to all subjects across the curriculum including language arts, math, social studies, science and physical education. Each grade level performs a vocal concert annually, including a district Mass Choir festival and concert performed by all fifth graders district wide. Fifth grade students may also audition for the Statewide Honor Choir where our school has had students participating consistently for the past 10 years. In addition, students in grades 4 and 5 learn to play the recorder. There is also an orchestral string program for students in grades 4 and 5.

The school has a wide range of reading opportunities for all students. The library is the hub of learning for the school, and reading is required in all academic areas. The use of book-reporting, literature circles, book talks, and a reading fair provide other avenues for successful reading development. We have instilled a love of reading in our students which is a strength of our curriculum and school culture. Our library program is based on flexible scheduling so our library media specialist and classroom teachers can engage in collaborative planning and delivery of information literacy instruction. We implement an active instructional program of information literacy that is integrated into curriculum content and targeted towards learning curriculum content and skills, as well exceed the resource recommendations of 20 books per students. Student focus groups suggest titles and book topics to include in our extensive library collection, and our circulation rate is exemplary.

Our elementary school is the home of Brittany Reese, United States of America Olympic Gold Medalist in the long jump and seven-time world champion. Good sportsmanship is modeled and chiefly taught by our National Board Certified PE instructor. BVE believes that encouraging youth to be physically active has many benefits in the classroom, building teamwork, and developing teacher-student relationships. The health and wellness of our students are priorities at BVE, and we offer students in grades 2-5 a Running Club which meets after school twice per week. Volunteer teachers created and supervised this after school program where over 100 students participated. Program participation ensure students learn proper stretching, running form, pacing, nutrition, and hydration. Our school had over 80 student participants in The Chevron Mississippi Gulf Coast Kids Marathon, a three-day racing event. BVE proudly won the school category (in 2017 and 2018) bringing home the \$500.00 award both years that was used for physical education classes.

Art instruction is provided to K-5 students by a full-time art instructor who is a local artist herself. Students visit museums, have their own work displayed in the Ohr-O'Keefe Museum, enter art contests, and prominently display their art work throughout the school. We teach the arts standards to empower and

inspire our students to explore the many facets of the arts and prepare them for a lifetime of engagement with many artforms and media. Our activity teachers of library, art, music, and physical education infuse their lessons with cross-curriculum connections including curriculum including language arts, mathematics, social studies, science and physical education, as well as tutor and assist students during the school day.

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

To meet the needs of struggling students, BVE implements several research-based programs with fidelity. For our EL population, students visit a resource room to focus on their individual needs. EL students also use an intervention program called Imagine Learning to strengthen their reading and language skills with an exceptional bilingual teacher assistant. To address our special needs population, our SPED teachers support students with Individualized Education Plans using an inclusion model. Our SPED teachers learn the standards and co-teach with the regular education teacher. In our inclusive classroom, both teachers weave in specially-designed instruction and support that help students make progress. SPED teachers also use the SONDAY system and Phonics for Reading for their SPED students that focus on phonics, phonemic awareness, fluency, comprehension, and sight words to close any students' gaps.

For students in our bottom 25% based on prior MAAP testing in grades 3-5 or on the fall diagnostic results, BVE implements educational interventions to assist with growth. Students attend our BOOST class five days a week for forty-five minutes. During BOOST, our academic interventionist works with small groups of students who struggle with phonics and phonemic awareness instructing them using Project Read. The teacher instructs students by applying sound and symbol knowledge using targeted multisensory activities and direct instruction. Students in our bottom 25% who struggle with comprehension also receive BOOST services 5 days a week for forty-five minutes. In BOOST, they receive targeted instruction on core strategies using i-Ready's CARS and STARS. CARS and STARS is a combination of assessment and instruction that effectively work together to improve reading comprehension. During STARS and CARS intervention time in BOOST, students are taught necessary essential tools to improve their reading comprehension. The academic interventionist guides the explicit, targeted instruction based on individual student needs using short, engaging passages. In addition to targeting phonics and reading comprehension, students in the bottom 25% who struggle with writing receive Project Read's Written Expression during BOOST 5 days a week for 45-minute sessions. During this individualized instruction, the academic strategist focuses on writing sentences and developing paragraphs using sequential instruction to develop the basic skills of writing. The activities evolve sequentially from simple to complex sentence-building and ultimately to paragraph composition. Not only do our bottom 25% receive these interventions, but they are also given monthly growth monitoring checks through i-Ready to measure the students' progress from their interventions. Student academic successes are celebrated to breed future success. In the classrooms, teachers individualize their instruction to target their students' areas that need improvement using the Individualized Grouping Profile (IGP) from i-Ready Reading and i-Ready Math. These grouping profiles organize groups based on their performance across the domains. In addition, to IGP's, teachers utilized FOCUS books that target certain skills. These books target main idea, compare and contrast, cause and effect, sequencing, and inferencing. Teachers instruct students in small groups using the FOCUS books. We also offer Sea Star Academy tutorial after school three times a week for an hour in all grades to assist with closing academic gaps.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Bayou View Elementary is committed to a culture of high expectations for all students and staff, which has resulted in a continuous increase in student achievement. Each staff member wears the district's and school's motto on his/her staff ID badge and sees it daily, which serves as a constant reminder of our purpose and mission. This practice encompasses and embodies the decisions that are made and the planning each teacher does daily to meet the needs of the whole student. On a class rotation basis throughout the year, fifth grade students lead the school in the Pledge of Allegiance and the district's mission statement each morning on our daily announcements. The Flag Patrol raises and lowers our flag each day. Our BVE Student Council is comprised of 5th grade students who serve under the direction of a veteran National Board Certified Teacher who helps them develop leadership skills. Members act as school ambassadors and provide outreach to the community such as the Veterans Retirement Home. Individual education plans and support are given to encourage all students to put forth their best efforts.

Each morning begins with an announcement featuring one of Ron Clark's Essential 55 tailored to our students. These positive rules, examples, and vignettes set a positive tone for the day. Our morning practices and rituals connect the students, staff, and visitors by providing them with a sense of community. Bayou View Elementary is a community within the community of Bayou View. We were recognized as a Kindness Certified School this year due to our efforts to promote positivity, kindness, and anti-bullying initiatives, and activities. The administration and staff take pride in the ability to grow the whole child, academically, socially and emotionally. Students may be assigned to one teacher, but students have the full support of the faculty and staff because all staff share and communicate the We Believe in YOU attitude. We believe all students can learn. We believe students need multiple opportunities to grow and blossom as individuals. We believe that lessons should be student centered and differentiated to meet the needs of ALL learners. Students and teachers feel valued, supported, appreciated, and thus, empowered.

Opportunities for students to lead abound at Bayou View Elementary. Student council assists with projects within the school setting but also reaches out to the community. Students receive positive phone calls home and are sent post cards each nine weeks to applaud successes within the classroom. Incentives and awards are given for students reaching their ST Math goals, Accelerated Reading Goals, and i-Ready Growth Goals. Honor Roll Parties sponsored by the PTA and administration celebrate students making honor roll in grades 3-5 each nine weeks. Shout outs to students are given on the morning announcements for students who have earned 100% of their ST Math goal. Recently, students earned a visit from JiJi the mascot for ST Math because so many met their goal. Students also earned a visit from Snargg, the i-Ready character.

Students are not the only ones celebrated at Bayou View Elementary, but the teachers are also recognized and revered. The administrators provide weekly recognition and celebrate accomplishments in academics, attendance, and behavior. Each quarter teachers receive duty free lunch in which they are provided the opportunity to leave campus for a special lunch with their grade-level colleagues. During Teacher Appreciation Week and the Twelve Days of Christmas, special activities and lunches are planned for staff by the administration and the PTA.

### 2. Engaging Families and Community:

Because we value positive relationships, our school offers multiple opportunities to engage families and the community. Families and community help us maintain our exemplary school status. Bayou View Elementary has an open-door policy. Parents, community members, and prospective students are welcome to visit the school to enjoy lunch with their child, tour the school, or share a story in their child's classroom. The Bayou View PTA is very active and supports the school by holding fundraisers during the year. Our Friends of BVE initiative raises thousands of dollars to help fund technology and quality learning experiences and resources for our students, which immensely helps financially support our non-Title school.

The PTA plans and hosts our traditional Family Picnic and uses Parent Square to communicate and share information with families. The Viking View, a weekly parent newsletter is sent home, emailed, and shared via Parent Square and on Facebook. Our One Call Now communication system is used in addition to Remind to keep parents informed. Social media such as Facebook and Twitter keep families and the community abreast of daily and weekly events at Bayou View as well celebrate the successes of the students. Teachers create weekly newsletters and post on their classroom webpages. Multiple marquees and signage are used to notify parents and promote the happenings at the school, as well as recognize our many financial supporters.

The community plays an integral part in preparing for the school year. Before the first day of school, community leaders host a luncheon for the teachers to kick off the school year. This yearly luncheon is followed by a supply drop off in which families are invited to school to drop off supplies and meet the teacher, which helps reduce anxiety prior to the first day of school. From volunteering in BOOST (Building on Our Strengths Together) to reading to classes during Read Across America Day, parents and the community are always welcome and ever-present. Bancorp South hosts a monthly Bank Day in which bank representatives visit, so students can learn fiscal responsibility by making deposits into their own savings accounts that have been set up with the help of their parents. In the fall and spring of each year, our counselor invites the community into BVE to share their careers with students. Each September, grandparents are invited to have lunch with their child to celebrate Grandparents' Day. Grandparents from the community graciously volunteer to eat lunch with our children who do not have their own grandparents or who have grandparents who cannot attend. Each grade level hosts a musical performance under the direction of our music teacher in which all families are invited to attend.

Bayou View Elementary recognizes parents as their child's first teacher by inviting them back to school for Literacy Nights, Math Nights, STEM Night, Science Fair, Reading Fair, Scholastic Book Fairs, and Field Day. These special days provide opportunities for parents to connect with their child in the school setting. During Literacy and Math Nights, parents act as students and interact with their children learning strategies that can be used at home to enhance what is being taught in the classroom. Each year our fifth grade hosts a Newk's Night that brings the Bayou View Parents and families into the community for a night of fun outside the school setting. We welcome parent input and invite them to complete school surveys, so we can better meet their needs and improve our school practices. Administration and Lead teachers collect and review the data to take action and make revisions to benefit our most important clients, the children at Bayou View. From Night of the Arts to Fifties Day, Bayou View hosts a cornucopia of events to connect with its families and community partners. The opportunities for parents, teachers, and the community to connect help establish and strengthen our bond that is critical for our school's success.

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

Bayou View Elementary's approach to professional development is to assess our strengths and weaknesses through teacher, parent, and student surveys, achievement data, and classroom observations. Additionally, each year our school strategically aligns professional development with our school-wide goals for the year. Professional Development is attained in weekly PLC's, colleague observations and reflections, staff meetings, district and local offerings, and yearly travel to conferences that support growth and enrichment for our teachers. Our school's primary PLC's occur in weekly team meetings where grade level teachers meet to discuss data, plan instruction and create common assessments. Topics are chosen according to achievement data and teacher needs and interests. These meetings vary per team as dynamics are unique to each group. However, each team's goal is to analyze data and make informed decisions for increasing growth through instruction, differentiation, Sea Star Academy tutoring, and student workshops.

Faculty meetings are held weekly or bi-weekly and include professional development in areas of identified need. Administrators use VoiceThread to create flipped faculty meetings that are informational in nature to protect and respect teachers' time. Teachers subscribe to the school's beliefs, values, and norms developed by planning lessons, leading discussions, and sharing in analyzing data while remaining student centered and adhering to the values and beliefs of our school and district. Professional growth for teachers is a priority because we model lifelong learning for our students; therefore, teachers attend workshops and conferences regularly. Capacity is continually increasing, and our school has a highly-accomplished faculty

who are dedicated to continuing their education and honing their craft. Knowing the link between student achievement and professional growth, Bayou View strives to enrich our teachers with learning they will carry onto their students through best practice, continued dedication, and positive outlooks on education.

To foster collaboration and to improve student achievement, teachers attend the district's Teachers Empowering Teachers' quarterly meetings, site-level grade-level team meetings, site-level focus faculty meetings in which colleagues present, site-level New/Novice Teacher Meetings, site-level Leadership (Design) Team meetings, District Novice Teacher Learning Community meetings, District Master Teacher Meetings, and District Design Team Meetings. BVE has revisited the work of Ruby Payne by participating in a book study of *A Framework for Understanding Poverty* and has participated in numerous self-selected professional book studies throughout the past four years. BVE administrators and lead teachers were trained by Dr. Alfred Tatum and learned strategies to strengthen the reading and writing of Black males. Teachers skillfully employ Kagan Strategies, Thinking Maps, WOW (Working on the Work), Conscious Discipline, and Project Read.

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

Bayou View's strong leadership team is comprised of levels of leadership from administration to lead teacher, literacy lead, math lead, mentor teachers, and team leaders. Every teacher in the school is encouraged to be a leader in the classroom and beyond. All teachers serve on school-wide committees, are assigned district committee placements, and encouraged to have input into school-wide decisions along with parents, students, and community stakeholders. This Team of Excellence works tirelessly to ensure high-levels of success for our school, maintain a positive school climate, build relationships with parents and community, and preserve a reputation of high expectations. Leaders ensure the vision and mission of the school are upheld in every aspect of school business and hold a philosophy of shared leadership and teacher empowerment. Leadership seeks new and innovative ways to promote positive relationships and communications. We consistently extend open door policy to parents, community members, students, teachers, and colleagues whether to visit the school or meet with administrators. Leadership supports the growth of teachers and are committed to retaining quality educators. This Team of Excellence works tirelessly to ensure high-levels of success for our school, maintain a positive school climate, build relationships with parents and community, and preserve a reputation of high expectations.

The principal champions for students and teachers by setting high expectations for both and by setting lofty, but attainable goals for student achievement. Leaders ensure the vision and mission of the school are upheld in every aspect of school business. Leadership seeks new and innovative ways to promote positive relationships and communications. We consistently extend open door policy to parents, community members, students, teachers, and colleagues whether to visit the school or meet with administrators. Leadership supports the growth of teachers and are committed to retaining quality educators. Student and teacher successes are celebrated regularly. Goal attainment is praised and shared on the intercom daily, on social media and in school newsletters. Bayou View's leadership is dedicated to the forward momentum of the school towards reaching its goals and ensuring undeniable success.

To continue our commitment to a culture of high expectations, we communicate with our stakeholders about the school's purpose by publishing this information in myriad ways. In order to sustain increased student achievement, we hire and retain highly qualified, competent, and effective teachers and staff who share our same values and beliefs. These beliefs include increasing student achievement through rigorous, meaningful instruction while providing a nurturing, engaging environment. Staff and faculty have input into site-level decision making and the school aligns decisions based on student data. We continually focus on improvement in student achievement in accordance to our district's Strategic Plan.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Our focus on lifelong learning reflected in our mission statement has been instrumental to our school's success. We grow our administrators, faculty, students, and our students' families as well. No learning achievement is too small. Our Professional Learning Plan and learning experiences impact and improve our learner outcomes and contribute to our academic success. Instructional staff utilizes class walk-throughs, the Mississippi Teacher Growth Rubric, the Eleot observation tool, and data analysis meetings to improve teaching and learning. Data reports are reviewed weekly and monthly and shared with all stakeholders at the school. Teachers strengthen their pedagogy by pursuing National Board Certification, attending LETRS training, reading professional journals and articles, becoming connected educators through Twitter, obtaining Google Classroom Certification, working on advanced degrees and additional certification, collaborating in quality PLC's, participating in book studies and book tastings, and embracing leadership roles and opportunities within the school structure. Administrators who model lifelong learning, are both National Board Certified teachers with over 50 years of combined experience in education, and hold advanced degrees. Sharing new learning to positively impact student achievement is securely embedded in our school's culture. We learn from our educational experiences and through our data and use our new learning to diagnose, monitor, and improve student learning and achievement.

Our staff and students subscribe to the Power of YET and are committed to the growth mindset of lifelong learners. Our challenges are viewed as opportunities for growth. Students, teachers, staff, and administration take risks with new strategies until we achieve our desired achievement outcomes. Learning is valued, and each learning journey is supported and celebrated. Administrators meet daily each afternoon to discuss what they learned and what actions and next steps to take to promote success at Bayou View Elementary School. Our dedication to lifelong learning and our persistence to achieve results in continual innovation and success. We encourage our students to learn from mistakes, become resilient, and persevere with grit and tenacity through lessons, inspirational quotes, bulletin boards, newsletters, announcements, and by fostering a Growth Mindset environment to support lifelong learning.

Grade level and cross-grade level teams collaborate to develop strategies to meet the needs of our students and reduce our achievement gap. We learn to refine our research-based programs and solidify our best practices to create new academic initiatives. Teachers and administrators eagerly share their new learning with other schools, districts, and professional organizations, as well as volunteer to present at national and local conferences. Administrators engage in coaching conversations with their NISL mentors, new and novice teachers grow as reflective practitioners with their guiding mentor teachers, and we all gain empowerment academically, professionally, and personally. Bayou View Elementary School is anchored in excellence and committed to continued growth in student achievement as passionate lifelong learners in the Gulfport School District as we do what is best for children.