

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 Dr. Lee Pambianchi

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

Official School Name Northshore Elementary School

(As it should appear in the official records)

School Mailing Address 110 Northshore Parkway

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

Brandon MS 39047-4440
City State Zip Code+4 (9 digits total)

County Rankin County

Telephone (601) 992-5279

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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. Sue Townsend
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail stowndsend@rcsd.ms

District Name Rankin County School District Tel. (601) 825-5590

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. Ann Sturdivant
(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):
- 16 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 8 High schools
 - 1 K-12 schools
- 28 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	36	44	80
1	42	41	83
2	55	45	100
3	54	43	97
4	46	52	98
5	59	54	113
6	59	48	107
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	351	327	678

*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
 - 1 % Asian
 - 17 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % 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: 9%

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	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	17
(3) Total of all transferred students [sum of rows (1) and (2)]	55
(4) Total number of students in the school as of October 1, 2017	647
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 1%
5 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 24%
Total number students who qualify: 162

8. Students receiving special education services: 11 %
76 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>7</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>14</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>20</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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%	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.

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.

The mission of Northshore Elementary School is to provide a positive, safe, healthy, nurturing, and respectful environment in which all students have the opportunity to become productive members of society and develop a love of learning that will last a lifetime.

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

Northshore Elementary School opened its doors to students of the Northwest area of Rankin County, a suburb of Mississippi's capital, in 2004. Rankin County is located in the center of the state and was founded in 1828. At its founding, it was primarily rural, but it is now one of the fastest growing areas in Mississippi and consists of 7 incorporated cities. The largest industries in Rankin County are healthcare and social assistance, retail, and manufacturing. Rankin County has a history of strongly supporting the public schools. In 2017, the county voted in favor of a \$178.5 million bond issue which was to provide the area with a new high school, as well as renovations, additions, and improvements to the 28 existing schools located within the school district.

Northshore Elementary School is located in a rural area of the Rankin County School District. Northshore is the home to 690 K-6 students, 45 teachers, 1 counselor, and 2 administrators. The school consists of 15% National Board Certified Teachers and 48% teachers holding advanced degrees. After serving as a K-5 school for its first 9 years, Northshore became a K-6 school in the fall of 2013 as a result of district reconfiguration. The school is committed to the district's mission statement:

Bring Everyone's Strengths Together. We all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of excellence in education. Using our district's mission statement as our guide, we developed our school's mission statement: The mission of Northshore Elementary School is to provide a positive, safe, healthy, nurturing, and respectful environment in which all students have the opportunity to become productive members of society and develop a love of learning that will last a lifetime.

Northshore remains an academic leader in our state. With a current proficiency rate of 72.3% in English Language Arts, 84.1% in Mathematics, and 95.1% in Science, Northshore received an "A" rating under the state's 2018 accountability model. Our accountability rating includes 78.9% growth in English Language Arts and 95% growth in Mathematics, which is the result of hard work and dedication exhibited by our teachers as they ensure that their instruction is student-centered and based on each student's needs. Since 2016 when the most recent accountability system was put in place, Northshore has grown from a 480/A to a 496/A and most recently to a 567/A.

Northshore uses the rigorous Mississippi College and Career Readiness Standards as our guide and instructional blueprint. A variety of resources are used throughout the day to promote student achievement and ensure that each student receives an education that encourages and challenges each student to develop his/her full potential. We have 112 students receiving gifted education services, 76 students receiving special education services, and 172 students receiving intervention services throughout the school day. We had 108 students qualified for the Duke TIP program--the most we have ever had. Teachers use diagnostic assessments, benchmark assessments, and classroom assessments to determine the areas of strengths and growth in each student to guide our instruction to ensure they are mastering and exceeding mastery of the standards. The teachers at Northshore understand that students learn with and through each other. As you walk down the halls, you will see students participating in guided reading groups, Socratic seminars, literature circles, math talks, science experiments, turn-and-talk, and think-pair-share activities. Students learn to value the thinking of others and use it to strengthen their own understanding.

Northshore Elementary's goal is to educate the whole child. The faculty at Northshore understand the impact elementary level education has on future schooling and life opportunities. Our faculty and students challenge themselves to constantly grow and better themselves academically and personally by setting goals for themselves through a focus on growth mindset. We want our students to grow both academically and emotionally. We have a strong special education inclusion practice in our school in order to ensure that learning opportunities for students with disabilities are equitable to their general education peers. We work to meet the academic, behavioral, and emotional needs of our students through an effective Multi-Tiered System of Supports (MTSS) where our interventionist and counselor, as well as the classroom teachers and parents of individual students, regularly meet to discuss students' needs and develop and plan strategies that will be implemented to address the areas of concern.

Our students are also encouraged to connect with the community and develop leadership skills. The students conduct yearly food drives, and we have several individual students that conduct schoolwide service projects. One student started our Go Gold for Childhood Cancer event; we dress in gold to raise money for Blair E. Batson's Children's Cancer Clinic. Another student sponsored a Blue Day to raise money and awareness of colon cancer. Sole Healer is a charity founded by a Northshore student; she uses her charity to collect and distribute socks to people in need. Our Beta Club rings the bell for the Salvation Army each Christmas and also works with The Little Lighthouse, a local daycare for special needs children.

Northshore's students, faculty, and parents are truly committed to our district's motto of Going from Great to Best and strive for excellence in all that we do.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Northshore Elementary provides students with a top-quality education using the Mississippi College and Career Readiness Standards (CCRS) for English/language arts, mathematics, science and social studies. Technology integration plays an essential role in all aspects of the curriculum. Northshore teachers have high expectations for their students. A culture of academic success, as well as instilling a love of learning in students has been established and is the focus of every teacher.

Our English/language arts (ELA) curriculum is taught using a balanced literacy approach, with specific emphasis placed on reading, writing, speaking, and listening in each grade level. Northshore teachers understand the relationship between reading and writing and integrate the two components of ELA. We use several resources to support balanced literacy: Interactive Read Aloud, Sitton Spelling, Comprehension ToolKit, Content Literacy, Lucy Calkins, Fountas and Pinnell Literacy, Leveled Literacy Intervention, as well as independent, shared, and guided reading using a diverse set of both literature and informational texts which allows the teacher to differentiate instruction to meet the needs of individual students. There is an equal emphasis on both literary and informational texts; teachers select high-quality texts that increase in complexity each year and support students in their development of new skills, as well as support students in the building of their stamina and repertoire of genres they enjoy reading.

Students are engaged in novel studies, author studies, and literature circles. They examine paired texts and multiple genres including poetry, fables, myths, literature, and informational texts to develop a deeper understanding of the ELA CCRS and build on previously learned skills, as well as build a sense of community and increase students' confidence. Lessons begin with mini introductions to a particular standard and then transfer to cooperative learning groups that are student centered where problem-solving and in-depth thinking take place. These practices not only address the reading and writing components but address the speaking and listening standards as well.

Teachers carefully select texts that will serve as mentor texts for writing. Not only do students reflect on what was read to deepen their understanding of the texts, but they also write for authentic purposes--to persuade, explain, and narrate. High-quality texts are used to study, learn, and reinforce concepts that are taught on developing ideas, organization, grammar, and mechanics.

Teachers collect data from classroom observations, formative and summative classroom assessments, and diagnostic and benchmark data to monitor students' performance and remediate when necessary. Remediation takes place in the form of small group instruction, explicit instruction in areas of concern, and reteaching. Students receiving interventions participate daily in Leveled Literacy Intervention or iReady at their current reading instructional level.

1b. Mathematics:

Northshore's mathematics curriculum is taught using Math In Focus. Northshore teachers focus on student-centered learning, use of in-depth thinking and problem-solving, and many levels of differentiated instruction. Along with Math In Focus, other supplemental resources are used, such as Math in Practice and Great Minds/Eureka Math to promote the conceptual and procedural understanding of mathematical concepts. An emphasis is placed on the questioning teachers ask and making math learning visible, providing teachers with opportunities to provide immediate feedback and clarify misconceptions in a timely manner.

Reteaching and differentiated instruction take place within the mathematics curriculum. Students in the tier process receive additional and differentiated instruction by using the Math In Focus reteaching and retesting section online, and/or Math in Practice, as well as iReady activities to break down the standard(s) to better

help the students master the concept.

Classrooms are student centered and encourage students to face challenges by using problem solving techniques, multiple strategies, and team participation to build their conceptual understanding. The classroom has learning/informational tool kits for all students to access hands-on manipulatives to solve problems, as well as the use of technology to reinforce skills. You will often see students working in groups to solve complex problems in “real-world” situations.

Technology is integrated throughout math classes, helping students see how math is used “in the real world.” It is also used to administer online assignments and activities and videos/virtual games using Google Classroom. Our teachers have learned that many of the issues related to math are confidence issues rather than skill issues. By building a strong foundation of confident learners, the teacher encourages students to focus on understanding what and how they are learning, building the students’ confidence in math. Math lessons are skill based, but students are active participants in their learning, while the teacher constantly monitors for understanding and intervenes when necessary.

1c. Science:

Northshore teachers utilize a hands-on, inquiry-based approach for engaging students in scientific standards related to life science, physical science, and earth and space science as outlined in the Mississippi College and Career Readiness Standards for Science. Students encounter a variety of hands-on, instructional methods to help improve understanding of science by using Full Option Science System (FOSS) curriculum. Focus questions guide inquiry, and digital technologies, multi-sensory strategies, and science-centered language development supports integration of writing components in lessons.

Students at Northshore Elementary are given the opportunity to participate in guided investigations with live specimen, including crayfish, owl pellets, mealworms, pull bug habitats, and red worm habitats.

Northshore teachers create multiple strategies for formative and summative assessments. Teachers monitor students’ progress and measure students’ abilities to apply the concepts that they have learned through focus questions, online simulations, students’ notebook entries, and engagement of students’ scientific practices. Teachers use the assessment data to focus specifically on the scientific and engineering practices to determine where additional support is needed.

Northshore Elementary utilizes a Science, Technology, Engineering, and Math (STEM) lab to support students in engaging in activities that investigate the natural world. Through the STEM lab, students are given the opportunity to learn coding skills, which incorporates all subject matters in an interactive and engaging manner. Through robots and coding, students are engaged in problem-solving skills, working collaboratively with others, and showing initiative and responsibility. This lab offers the students an opportunity to develop the critical thinking skills that they need to be able to use computers and robots to code their movements, create applications, problem solve, and think critically about situations. The STEM lab is providing students the opportunity to become proficient, practice, and apply these skills to real-world situations.

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

Social Studies is essential in preparing students to be life-long responsible citizens in an increasingly diverse world. Northshore Elementary uses the Mississippi CCRS for social studies.

Northshore teachers create unit studies that focus on civics and citizenship, civil rights, economics, geography, and history and integrate reading, writing, research, and interactive classroom discussions. Our teachers intentionally select texts in English/language Arts that are related to topics such as World War II, American Revolution, Civil Rights, and Westward Expansion so that there is a natural integration with the social studies standards. Our music teacher partners with our classroom teachers to have students participate in performances that support our social studies curriculum. For example, 3rd grade students perform in a musical program entitled Thankful for America, and our 4th grade students perform in a musical program

entitled Go Mississippi, which correlate to grade-specific standards.

Northshore teachers use many instructional approaches to allow students to make connections with the real world. The economics, civil rights, and civics are brought into the classroom through many activities such as Business in the Classroom, local elected officials' classroom visits, and civil rights speakers and programs, as well as civic-related essay contests. Students are able to see social studies standards in action through Promote the Vote and field trips to the State Capital and Museum of Mississippi History, as well as historical demonstrations and artifacts that are brought to our school.

Historical passages are used from online resources where teachers incorporate technology into helping students make sense of the world and develop an understanding of how our history has impacted our present world. These capture students' interest and help paint a picture of other places and times. Students are assessed in social studies through many different techniques including letters, essays, reports, research papers, short stories, and speeches.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Traditional academics are only a part of what makes Northshore a successful school. The development of well-rounded students is a priority at Northshore with an emphasis being placed on establishing essential skills and knowledge in areas relating to performing/musical arts, physical education, technology, library/media skills, character education, and career/life skills.

Northshore students attend music classes weekly. Our music teacher has developed a program that is student-centered and instills an appreciation for the impact of music in the students' lives and their development. She prepares students for opportunities and organizations that they can be a part of as they continue their educational career to our feeder middle school and high school. Under the direction of the music teacher, each grade level participates in a themed program each year that correlates with their core subject areas. Students are taught music standards, as well as public speaking and how to perform. In addition, Northshore has an honor choir for its 5th and 6th grade students. The students must audition, and they meet before school to practice four days a week. These students perform at community events, such as Relay for Life, the Flowood Lighting Festival, and at a Mississippi Braves game. The honor choir has attended the Mississippi American Choral Directors Association Children's Choir Festival since 2014. This year will be the 2nd year they attend the William Carey University Musical Performance Assessment, a festival where the choir is judged on stage performance and sight singing. Last year the honor choir received a "superior" rating in both categories.

Northshore students attend physical education classes twice a week. Northshore physical education teachers stress the relationship between student health and academic achievement. Students are engaged in health lessons, as well as physical activities such as exercising, team sports, Snap Golf, archery, and spikeball, to name a few. Northshore students participate in Project Fit America, American Heart Association Jump Rope for Heart, and Blue Cross Get Ready to Run and are engaged in lessons that teach students the importance of being physically fit and making sound nutritional decisions.

Northshore students attend library classes weekly, and the library serves as an extension to the reading classroom. Not only does the librarian teach lessons on both books and authors, but she also uses her instruction to enhance the reading curriculum with a focus on improving fluency, comprehension, and vocabulary, as well as helping students develop an enjoyment of different genres and authors. In addition, the librarian includes STEM activities in lessons. The students rotate through centers with OSMO to practice

skills such as spelling, hand-eye coordination, and math facts. The librarian coordinates author visits yearly, where students get an opportunity to hear from and visit with authors of both children's and young adult novels. Some of the authors that have visited in the recent past are Taylor Kitchings, Peter Brown, and Andrea Moreau. She also "takes" students on virtual field trips to enhance her lessons. The librarian sponsors our school's Tech Team. This team of 6th graders are trained to assist teachers with basic technology needs, such as resetting computers, uploading needed programs, and adjusting printers and interactive whiteboards.

Northshore students attend computer classes weekly. Students in grades K-3 participate in lessons that are an extension of regular classroom curriculum through sites including abcya.com, edutyping.com, and commonlit.com. Students in grades 4-6 participate in lessons on Achieve, Freckle, and conduct research, but they also learn coding through the school's STEM lab. Students are introduced to the history of computers and coding and then allowed to learn and practice basic coding techniques. As the students progress through the program, they begin programming a robot and control its actions and movements. Typing skills are practiced on EduTyping where students work towards proficiency in this area. Students participate in Hour of Code where they are able to participate in problem-solving, logic, and creativity, setting a strong foundation for 21st Century career paths.

Northshore students receive character education lessons from the school counselor twice monthly. The counselor utilizes the Second Step program, which focuses on skills for learning, empathy, emotional management, and problem solving. The Chic-fil-A Character Education Program is also incorporated into these lessons. The counselor also works with the 6th grade students on career exploration through the Career Cruising program which works to strengthen future readiness initiatives and equips students with skills to make informal decisions about the future. Our 5th grade students participate in DARE education led by local law enforcement. Students are engaged in lessons that emphasize the importance of making safe choices and living violence and drug free, as well as bully prevention.

3. Special Populations:

Northshore teachers use a variety of instructional approaches to meet the needs of all learners so that they are able to achieve their instructional goals, master grade-level standards, and exceed grade-level expectations. Teachers meet in professional learning communities and analyze ELA, mathematics, and science data. They use item analysis to make instructional decisions and plan for each child's needs. They analyze how students perform in relation to each standard and set data-driven goals to improve instruction, achievement, and assessment. Teachers track students' progress to ensure that they are mastering grade-level standards and maintaining high levels of achievement.

Data-driven discussions and decision-making ensures that each students' specific needs are addressed. The implementation of a highly effective Multi-Tiered System of Supports (MTSS) has ensured that each child's academic and behavioral needs are being identified and addressed. Multiple forms of documentation are reviewed and discussed on each student. We collect academic and behavioral data on any student who appears to not be meeting grade-level standards. We use this data and diagnostic testing to help identify areas of weakness, and teachers study this information to determine whether the students' needs are academic or whether a behavioral need is impacting their learning. The school interventionists, counselor, and classroom teachers are able to identify the "source of the issue" and appropriately address the concern.

Students with identified disabilities are served through inclusion and our special education classes. Special education teachers work with general education teachers to develop lessons that are data-driven and will support the students' mastery of grade-level standards, as well as their Individualized Education Plan (IEP) goals. Inclusion allows our students with disabilities to receive additional support, accommodations, and resources while being able to learn in their least restrictive environment. As students need more academic support, resource time is provided with one-on-one or small-group instruction time with a special education teacher. During this time, the teacher focuses instruction on specific areas as specified in the student's IEP.

Students who are identified as gifted are served in our Venture program weekly. Students work at an advanced level, challenging their thinking and strengthening their understanding of concepts studied.

Northshore serves 112 intellectually gifted students. These classes focus on critical and creative thinking, information literacy, success skills, affective skills, and communication skills. These students learn real-world skills by studying everything from the stock market to stress management. These students learn basic computer coding with the use of robots and online programs such as Google CS-First and code.org. The students also practice leadership skills via service-learning projects. The 5th grade students conduct a Venture Market each year where they form businesses, create products, and hold a market; all proceeds go to a designated local group or agency that helps those in need. They also work each year to organize, collect, and document the collection of snacks for the Blair E. Batson Children's Cancer Clinic.

Based on 2017-2018 state assessment results, there is an achievement gap in math of 10 more percentage points between all students and the test scores of our economically disadvantaged students, African American students, and students with disabilities. There is an achievement gap in ELA of 10 or more percentage points between all students and our African American students and students with disabilities. In order to close this achievement gap, Northshore teachers meet with parents of students not at proficient levels, the school counselor, and the school interventionists every eight weeks to discuss the student's progress and growth. Changes are made as needed to the strategies and interventions that are in place based on the results of these meetings. Teachers educate parents on specific strategies they can use to support their child's learning through parent nights, conference days, newsletters, and "tip sheets" on how to help their child at home. Teachers directly communicate with parents in a manner that is easiest for the parents-- whether it is through text messages, phone calls, emails, or notes. Northshore teachers understand the impact that involving parents in their child's learning has on the educational career of our students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Northshore motivates its students to grow academically, socially, and emotionally. Students' academic growth is supported many ways throughout our school. Students are rewarded with an "All A's Breakfast" each term. We also have a 99 Club, which recognizes students that scored perfectly in at least one area of state tests; this year there were almost 100 students who qualified for this honor. These students were rewarded with a pizza lunch and a trip to the local bowling alley.

We recognize and honor our students' social success with our Cougar of the Quarter program. Students at each grade level are rewarded at the end of each grading term for exhibiting "Cougar Pride" through empathy and kind actions, as well as living by our school motto--we are kind; we are respectful we are responsible; we are ready to learn. Additionally, students who display positive character traits are rewarded with Chic-Fil-A gift cards through the character education program.

Our school understands that the social and emotional well-being of our students is just as important as the academic aspect of schooling. Our school counselor plays a vital role in helping establish the culture that each of us is important, has value, can contribute to our school's success, and has a purpose. We have adopted the Start with Hello program, which has helped create an environment of inclusion and connectedness that values each individual at our school. Our school counselor hosts Red Ribbon Week each year to emphasize the importance of making healthy lifestyle choices. She also teaches monthly character education lessons to each class in order to promote the ethical, intellectual, social, and emotional development of our students. She has established a "check in/check out" program where students who struggle with motivation, need help organizing their responsibilities, or simply need a "listening ear" are able to meet with her each day.

Teachers receive recognition from administrators, parents, and students throughout the year for going above and beyond for their students. Northshore nominates a Staff Member of the Month to honor our staff for what they do each day. We also have a Teacher Feature to recognize staff members on our school social media accounts. Northshore's teachers were also recognized as "Queens of the Day" for having a class proficiency of 90% or higher. Northshore recommends two teachers to serve on our school district Superintendent's Advisory Committee, which provides the teachers in our school the opportunity for their "voice to be heard" and helps instill a culture of pride and collaboration.

At Northshore Elementary School, everyone is valued for the role they play. Teachers and students set goals for themselves and their classes and work hard to achieve these goals. This has helped create a culture of excitement and school spirit--which helps instill pride and a love of learning in our students.

2. Engaging Families and Community:

Families and our community are viewed as educational partners. Our school and students have become a vital part of the community, as well as learned the value of serving others and working to help make the community we live in stronger. We have an emphasis placed on building relationships within our community so that we are learning and growing from each other.

Students from our school have worked as bell ringers for the Salvation Army, created items to sell at a "market" and donated the monies to Blair E. Batson Children's Hospital, The Big Fix (a nonprofit spay and neuter clinic), and Animal Rescue Foundation. They collected snacks and band-aids for Blair E. Batson, participated in community can food drives, collected pennies for Pennies for Patients, and donated supplies and funds to help support The Little Light House. Through this emphasis on service learning, many of our students have initiated their own service projects such as collecting socks for victims of Hurricane Harvey, donations for colon cancer awareness, and coat drives for homeless shelters. Service projects do not just take place outside of school; they are also emphasized within our school. Many of our students volunteer to pick up trash on the school grounds and mentor younger students.

Community members frequently visit the school to provide a connection between the academics students are learning with the roles of community members. From having firemen bring their fire trucks, or an FBI SWAT team their tactical vehicle for the students to explore, or dentists and nurses sharing what their jobs are like on a typical day, students are able to develop an understanding of how the academics they are learning now will support them as they become productive members of our community. Northshore also hosts “Business in the Classroom,” a day that encourages relationships between teachers and businesses that have continued to grow. Representatives from different businesses throughout our community speak with our students about what they do each day, how their roles impact the community, and how they use the curriculum that the students are learning on a daily basis.

Teachers establish communication with families by inviting them to be a part of the learning process. Teachers provide parents with information on how to help children in core curriculum areas, as well as how to use specific strategies at home to support their children in an area in which they are struggling. They encourage parents to actively participate in their child’s learning by helping with class projects and sharing their expertise to create excitement, as well as an understanding of why the curriculum they are learning is important.

3. Professional Development:

Professional learning and growth is a top priority at Northshore. Northshore teachers understand that education is an ever-evolving field, and our goal to continuously learn and grow in our profession--based on the ever-changing student population and current research on how students are learning. Our staff view professional development (PD) as an opportunity for everyone to learn. We know that sharing knowledge helps change the environment; it helps all learn and grow.

Our district uses an annual needs assessments to help determine our current PD needs, as well as allow teachers to provide feedback on areas that they desire further support and training. Our administration uses this data to develop PD plans each school year. These plans serve as a guide and a driving force for our data meetings, assessments, and instructional focus; however, they are fluid and change as the year progresses--based on the specific needs, academics, and growth of our students and teachers. This year our focus has been on writing instruction, guided reading, and visible learning in mathematics. We meet monthly in small groups to discuss these topics. Our teachers bring in work samples, assessments, writing conference notes, writing pieces, running records, etc. to share, analyze, and discuss with each other. We continued our commitment to strengthening our pedagogy in these areas by also participating in book studies on *Powerful Book Introductions* and *Visible Learning for Mathematics*—all to foster a community of collaborative learning and capacity building.

Assessment data from state and benchmark testing, as well as classroom assessments are also used to determine PD needs for our teachers. Our district uses out-of-district trainers and “in-house” master teachers to support our learning and to share proven strategies to help better serve our students in specific areas. Teachers also regularly attend trainings or committee meetings and bring back what they learned to help increase our understanding of the content, as well as our repertoire of proven instructional practices and strategies. The staff shares knowledge with the goal of growing all Northshore students.

Collaboration is a key to effective learning communities. Our teachers understand the power of learning from each other. Northshore teachers meet weekly to analyze data, plan instruction, and share best practices. These learning communities have helped to strengthen the capacity of our teachers. We study our data to develop an understanding of the students thinking and determine their misconceptions. By creating and studying an item analysis of student responses, teachers are able to determine the specific areas of remediation needed and where the misconception is and how to strengthen their understanding. They are eager to share successful strategies and insight they gained from assessments and how and what their students have learned, as well as hear what has worked from other classes.

4. School Leadership:

The culture of Northshore focuses on student-achievement, supporting students' social-emotional well-being, and having a growth mindset. School administrators work to instill a love of learning in our faculty and students. When students love to learn, they never stop. They become lifelong learners who are constantly reinventing themselves and their understanding of the world. We model a love of learning for our students daily. We set school goals, grade-level goals, and individual goals. We all know our purpose and our "why" and we help by students establish a growth mindset by participating in "International Dot Day" based on *The Dot* by Peter Reynolds and helping students determine their "why" and "how" for reaching their goals.

School administrators believe that learning and growing with the instructional staff is a necessity. They model their expectations by participating in and leading trainings, book studies, peer observations, and modeling strategies and thinking throughout the day. Administrators use all supports available to support learning and growth within the school. District level curriculum and data specialists regularly attend data meetings and Professional Learning Communities to support teachers by offering instructional suggestions and sharing ideas and research related to the students' learning and understanding. School administrators also encourage curriculum specialists to observe instruction with them to provide a "different set of eyes" and feedback for suggestions on how to continuously grow and improve our instruction. Teachers value their insight and suggestions.

School administrators believe that self-reflection is a key to truly having a growth mindset. They encourage teachers to video themselves using SWIVL as they teach and complete a self-reflection on their teaching and their students' understanding and responses. Teachers also reflect on each week's lesson plans; this practice encourages personal growth within the teachers but also promotes communication between staff and administration. Faculty meetings are a time where professional and personal goals are celebrated, and evidence-based conversations take place that encourage teachers to share innovative practices and creative thinking, fostering a true learning community.

School administrators work to establish a family-style atmosphere in which we are all working together. Using an "open-door" policy, teachers are often sharing their successes and/or concerns, keeping administrators updated on personal issues going on in the lives of their students, or asking for advice on how to resolve an issue. The school principal truly cares about the lives of her students and teachers and nurtures the "family-style" culture.

The school principal serves as an administrative leader and more importantly as a professional colleague learning with her teachers. She is leading the way by helping the school stay focused on the vision to create an exemplary school in which teachers, staff, parents, and students are on a journey to excellence. The entire leadership team, from administrators to teachers are committed to developing a whole school of excellent readers, writers, and thinkers who are life-long learners.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The implementation of Positive Behavior Interventions and Supports (PBIS) truly changed the culture and climate of our school and has changed the way that our teachers address students and handle situations, as well as approach and analyze data. PBIS has helped our teachers learn to focus their energy and attention on appropriate behaviors rather than punishing misbehaviors. It has not been just a program that we implemented; it has instilled a mindset change with the faculty and students--one that even carries over as the students go home. PBIS has provided our teachers with a skillset that helps them understand how to teach appropriate behaviors, as well as how to address students' behavioral needs that directly impact their academic progress. The number of behavioral issues that are disruptive to the classroom environment has decreased dramatically since the implementation of PBIS. Teachers have preventive measures in place but also have a skillset they can use to encourage the students when extra support is needed. Students are learning the importance and value of their choices, the consequences that come with them, and how to handle the situation in a different manner the next time.

The implementation of PBIS paved the way for data-driven decision making in our school and was the precursor for an effective Multi-Tiered System of Supports (MTSS). Although the Three Tier Instructional Model has been in place for many years, the model was not implemented appropriately to ensure that the needs of the students at Northshore were being addressed. The implementation of a highly effective MTSS system has ensured that each child's academic and behavioral needs are being identified and addressed. Teachers and administrators review and discuss multiple forms of documentation on each student. We collect academic and behavioral data on any student who appears to not be meeting grade-level standards. We use this data and diagnostic testing to help identify areas of weakness, and we have systems put in place that help teachers determine whether the students' needs are academic or a behavioral need is impacting their learning. Teachers are now able to identify the "source of the issue" and appropriately address the concern. Instructional changes are made within the classroom or extra supports are added as needed based on the data collected and discussed. Data-driven discussions and decision-making ensures that each students' specific needs are addressed for academic success.