

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 Mrs. Laura Ditcharo

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

Official School Name Pineville Elementary School

(As it should appear in the official records)

School Mailing Address 5192 Menge Avenue

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

Pass Christian MS 39571-5821
City State Zip Code+4 (9 digits total)

County Harrison

Telephone (228) 452-4364

Fax (228) 452-4605

Web site/URL
http://harrisonpineville.ss11.sharpsc
hool.com

E-mail lditcharo@harrison.k12.ms.us

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. Roy Gill

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail rgill@harrison.k12.ms.us

District Name Harrison County School District Tel. (228) 539-6500

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 Mr David Ladner

(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):
- 12 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 3 High schools
 - 5 K-12 schools
- 22 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	8	12	20
1	13	9	22
2	12	9	21
3	12	8	20
4	11	11	22
5	15	8	23
6	12	11	23
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	83	68	151

*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):
- 4 % American Indian or Alaska Native
 - 0 % Asian
 - 16 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 68 % White
 - 7 % 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: 35%

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

Mobility rate is high due to socio-economic hardship, parents move around a lot in our area.

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	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	50
(4) Total number of students in the school as of October 1, 2017	143
(5) Total transferred students in row (3) divided by total students in row (4)	0.35
(6) Amount in row (5) multiplied by 100	35

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

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

2 - Hispanic

7. Students eligible for free/reduced-priced meals: 82%
 Total number students who qualify: 124

8. Students receiving special education services: 15 %
22 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>1</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: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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 19:1

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	94%	94%	93%	94%	94%
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.

Pineville Elementary School will give children the knowledge and skills to succeed academically, spark in them the curiosity to continue learning throughout life, and foster in them the confidence to believe in themselves, recognizing that when they do, they will know that anything is possible.

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

Pineville Elementary School, a Title I school, was established in the early 1900s and served all grade levels as part of Harrison County School District. It became an elementary school in the 1930s and now serves K-6. We have an enrollment of 150 students. Our school serves an area of approximately 15 square miles. Eighty-two percent of our students qualify for free and reduced meals -- our parents and caregivers, many of whom attended Pineville themselves, want their children to master the skills to allow them to have a better life.

To keep our history alive, we showcase artifacts and memorabilia as far back as 1903; this is all that remains of material history; the rest was destroyed by Hurricane Katrina, which struck on Sept. 29, 2005. Many of our families and most of our staff lived through this disaster, which flooded the school and destroyed the library. Many of our families lost all their possessions. The school reopened on Oct. 25, 2005, and once again flourishes. Though our students are too young to have experienced this catastrophe, they know of it from their families. Rebuilding together has brought us closer as a community.

Pineville's philosophy is that all students have value and are capable of success. It is our goal to have every student discover his or her academic interests and the pursuits that bring each of them success and happiness.

Pineville challenges students to develop their full potential by understanding each child as an individual. With their sincere concern, willingness to answer the call to action, and commitment to see our students achieve success, our teachers are strong role models.

Pineville meets students' emotional, physical, cultural, academic, and social needs by implementing strategies that foster learning through participation in organizations and community events. Strategies include differentiation, vertical planning, daily tutoring, parent communication, cultural events, wellness programs, technology, and leadership clubs. Academically, students participate in Spelling Bee, Reading Fair, Science Fair, district math competitions, and a robotics program. Physical health is promoted through programs including Jump Rope for Heart, the Presidential Fitness Program, Field Day, health and hygiene awareness programs, and a dental program that brings in professionals to conduct free dental work. A wellness committee determines activities to meet students' health needs. Pineville meets students' emotional and social needs by participating in campaigns such as anti-bullying, the Kindness Challenge, and Just Say Hello. We employ a social worker who identifies needs and works with our local Junior Auxiliary, a nearby church, and alumni to provide for students in need. To foster social growth, we hold celebrations unique to our community such as an annual Mardi Gras celebration and a 1950s-style Cruisin' the Coast Day. Our school nurtures future leaders by sponsoring a Beta Club whose members take on school leadership roles and perform community service.

Understanding our students and their families allows us to develop curriculum and activities to help them achieve academic success and emotional growth. Knowing that many parents have no way of getting their children to school for after-hours activities, we plan our support activities to take place during the school day.

With funding based on enrollment, our school's funding is negligible, but our small size allows teachers and their students to develop a strong rapport, creating a respect that virtually eliminates discipline issues and allows our teachers to devote more time to instruction.

We support our core curriculum with computer-assisted instruction such as IReady, Lexia, and Accelerated Reader as well as instruction in the arts, encouraging our students to explore their interests and discover their talents. We encourage our students to be proud of who they are and of their roots. We celebrate our community's colorful culture and history while acknowledging that our small spot in the world is inextricably woven into the global tapestry.

Pineville's mission is to encourage students to grow intellectually and emotionally and spark in them a curiosity to become lifelong learners. Fulfilling this mission has brought recognition from multiple

educational entities, as well as the state department of education. Awards include being named a Title I Distinguished School, being a High-Performance School, and being included in PREPS (Program of Research and Evaluation for Public Schools). Pineville has achieved an A rating from the Mississippi Department of Education for the past five years. The school consistently is ranked among the state's top 10 and was ranked second in the state for 2017-2018. This success comes after overcoming poor past performance. In 2012-2013, Pineville had a D performance rating. To create change, we adjusted the instructional day, adding 30 minutes to instructional time. Teachers and administrators focused on data and made changes accordingly. There was an increase in professional development based on needs assessment, observations, and student performance. Vertical alignments were put in place, and a focus on professional learning communities evolved. When we motivated students and made them accountable for their goals and learning, everyone experienced a positive shift in their mindsets.

We have set the bar high for both academics and personal growth, and maintaining our standards is a source of pride for our faculty, staff, parents, and students. We have the privilege to help students believe in themselves, knowing that when they do, they will believe that anything is possible.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Pineville Elementary educators strive for excellence every day and share a vision of all students becoming lifelong learners and productive citizens. Instructional practices are explicit and direct with rigorous outcomes; the depth-of-knowledge questions promote critical-thinking skills. Teachers work within grade levels to determine the delivery and instruction of the curriculum and assessment of learning. Instructional decisions for students are based on data collected and teacher observations. Below-grade-level students receive daily interventions determined by data. Students who are advanced also receive challenging assignments and an enrichment time to further develop their skills. Intervention and advanced lessons are conducted for at least 30 minutes each day. Various computer programs used in interventions enhance the areas where development is needed. Teachers use differentiated instruction to meet the needs of all student populations, not just the needs of low-performing students.

Students are responsible for tracking their academic progress through all academic areas. This allows teachers and students to monitor, ensure, and make changes to any curriculum assignments based on need. Students take ownership of their learning and play an active role in their educational success. A tool used for this is data tracking sheets, which allow students to monitor their academic strengths and weaknesses. Interactive bulletin boards are also used to show movement of growth or decline in academic achievement.

The English Language Arts at Pineville begins with a strong foundation in the lower grades; the teacher utilizes Project Read and Saxon Phonics. Pineville teachers use a literacy-based approach in building that strong foundation. Teachers support students' literacy development through a phonics-rich curriculum that is based on state standards and enhances student learning. Teachers follow the Mississippi College and Career-Readiness standards (MCCRS) curriculum, blueprints, and scaffolding documents based on tested standards. Teachers use the state standards and higher order questioning techniques and the pair share strategy as a motivator to encourage students to inquire about the lesson and to guide them toward skill development and making connections to the real world. Teachers use supplemental materials to meet the standards and student goals. Some of these are IReady, Ready, Lexia (researched-based computer programs), Shirley English to improve grammar, and quality literature approved by our district.

1b. Mathematics:

Students in the Harrison County School District receive mathematics instruction through the Mississippi College and Career-Readiness Standards (MCCRS). These standards set end-of-year expectations for each grade or course. The content of these standards is centered on the mathematics domains of counting and cardinality (Grade K), operations and algebraic thinking; numbers and operations in base ten (Grades K-5); numbers and operations—fractions (Grades 3-5); measurement and data (Grades K-5); ratios and proportional relationships (Grade 6); the number system, expressions and equations, geometry, and statistics and probability (Grade 6). Instruction in these domains and conceptual categories is designed to provide students with experiences to enhance confidence in their ability to reason mathematically. Because of the rigor and the depth of the standards, scaffolding instruction to meet the needs of all learners is essential to individual success.

The MCCRS Scaffolding Document aids teachers in implementing instructional strategies to enrich and remediate learning. Instruction of the MCCRS correlates with the eight standards for mathematical practices. Within every grade level, teachers coordinate hands-on activities, using manipulatives that allow for a deeper understanding of the concepts. These activities are driven throughout the year based on the data collected from district benchmark assessments such as Case 21 and Northwestern Evaluation Assessment (NWEA). NWEA benchmark assessments are given three times a year to students in grades kindergarten through second. Students in grades third through sixth take these benchmark assessments twice a year as a pre- and midyear check of their advancement through the standards following with the summative

assessment, Mississippi Academic Assessment Program (MAAP), at the end of the school year. Case 21 assesses students in grades second through sixth three times a school year. Differentiated classroom instruction is also driven by this data. Enrichment and interventions are designed to meet the diverse learning needs of our students. Daily practice of the standards using computer-based programs such as iReady allows teachers to intervene and enrich the mastery of skills. The mastery of these standards provides clear signposts along the way to the goal of college and career readiness for all students.

1c. Science:

Students at Pineville Elementary receive science instruction through the Mississippi College and Career-Readiness Standards (MCCRS). These standards set end-of-year expectations for each grade or course. The standards drive relevant and rigorous instruction that emphasizes student mastery of both disciplinary core ideas (concepts) and application of science and engineering practices (skills) to support student readiness for citizenship, college, and careers. Students are given opportunities to engage with natural phenomena and participate in hands-on activities and experiments through virtual and off-campus academic field trips to places that teach them about their unique place in the world. Visits to The Institute for Marine Mammal Studies introduce students to the aquatic life in the Gulf of Mexico, which borders our community. At Country Girls' Creamery students learn about the agricultural and farming aspects of our area, and at The Infinity Science Center, students see the huge role our area has played and continues to play in space exploration. (All Space Shuttle Main Engines were tested at Stennis Space Center, one of only four space-flight centers in the country.) Curriculum integrates studies of Earth and space, life, and physical sciences, giving students many opportunities to explore the relationship of structure and function in the world around them.

From kindergarten through second grade, students are introduced to the concept of change by learning to generate questions, conduct structured experiments, sort, classify, sequence, and predict to communicate those findings, which establishes a foundation for logical thinking. They also use abstract reasoning and interpretation of observations to draw conclusions from their investigations. From third through sixth grades, students are expected to analyze the macro- and microscopic world, the role of cells in life functions, the interdependence in ecosystems, the diversity of life on Earth, the relationship between force and motion, and the organization and interactions of objects in the universe while making claims and providing evidence about structure-function relationships in different science domains. Students in the fifth and eighth grades are assessed on the MCCRS at the end of each of these grades to show mastery of the science standards.

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

Pineville Elementary curriculum instruction for social studies is directly correlated and derived from the Mississippi College and Career Readiness Standards. Concepts and ideas are embedded in all social studies objectives and standards across the five conceptual strands: civics, civil rights, economics, geography, and history. These conceptual strands are a crucial part of teaching and learning in social studies. The strands come together to provide a clear understanding of the events of the past and present to make social studies relevant to students' lives. This curriculum approach provides opportunity for learning through social inquiry as students ask questions, gather information, and examine the background to important societal ideas and events. Students explore and analyze values and perspectives relating to these ideas and events as well as develop understandings about historical issues and the ways that people make decisions and participate in social interactions. Students use the events of the past and present as a basis to build critical-thinking skills so that they may make informed decisions in the future. Students are given the opportunity to use a variety of graphic organizers and thinking maps, cooperative learning ideas, tools, and resources for writing and presenting information, and are inspired with ideas for oral and visual presentations.

The instruction is brought to life when students act out historical events, solve controversial issues, and debate controversial issues by creating a PowerPoint presentation. Through Internet scavenger hunts, students explore information on historical events to prove myths or truths, use multimedia software to conduct studies on different cultures and governments, and use the Internet to research specific countries around the world. This instruction provides a firm foundation for students' further studies in history and

civics. Students currently take general social studies classes in elementary school. They will progress to more specific areas of study in middle school and even more in-depth subjects in high school and college.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Library

The Pineville Elementary School library provides students and staff with resources to support the curriculum and books to foster the life-long goal of reading for enjoyment and information. Instruction through weekly library class supports the school-wide goal of reading comprehension and Mississippi's push to improve literacy among all school children- "Strong Readers=Strong Leaders." The students are taught how to search for books by reading and interest level, subjects, author, series, and genre: fiction or nonfiction. By learning how to locate books in the library, students learn skills they can use throughout their lives.

Technology

Following the MCCRS technology curriculum for grades kindergarten through sixth, teachers ensure that students use the school's computer lab thirty minutes per day. Each classroom has four computers for student use. Students utilize digital books, Ipads, Kindle ebook readers, and laptops to enhance technology skills. Students use technology for STEM activities, computer coding, and robotics. In the classroom, teachers use technology such as Smartboard to execute well-planned lessons that engage, explore, and enhance student learning with productive and explicit outcomes.

Art

In art classes, Pineville Elementary students participate in structured lessons as well as informal lessons that involve student choice. The art curriculum is supported by collaborating with teachers to design lessons that extend the content being presented in regular classroom instruction with the understanding that integrating art with other disciplines reaches students who might not otherwise be engaged in classwork. Students use a variety of media in creating art. They are encouraged to use their imaginations in the creative process, which helps inspire inventiveness and helps develop decision-making and risk-taking skills. Acknowledging that the arts helps learners to develop creative problem-solving skills, teachers structure activities that allow students to work with peers, which fosters a sense of teamwork and cooperation. Art education connects students with our area's unique culture by implementing projects such as designing Mardi Gras t-shirts, creating posters and placemats for the Veterans Day Celebration, and participating in district and state art contests.

Music

In music class, the students learn how to work together to produce a pleasing sound. They learn about rhythm, counting the number of beats in a measure, and how to read music in preparation for our annual handbell concert at Christmas. Singing songs gives students practice in listening, repetition, memorization, language skills, and reasoning. Pineville students are given opportunities to put these skills in practice through performing at school functions such as the annual Christmas program, Veterans Day Celebration, and various school functions.

PE

Students participate in a fifty-minute physical education program at Pineville Elementary three times per week. A variety of student-centered activities teaches movement skills and concepts as well as social and personal responsibility. Activities are designed to respond to all students' needs and are implemented using differentiated instruction to address physical development skills and social/emotional development.

Several station-centered activities allow students to choose and modify activities for gradual skill growth, which builds confidence, increased motivation, and movement competence. Modifying activities also provides ways for students to learn, practice, and demonstrate movement or fitness skills according to their individual readiness level, abilities, and interests.

Through daily exercise, students work toward their goals for improvement and are encouraged to achieve and maintain their own level of physical activity.

While maintaining physical activity, students are able to check their heart rates at rest, during physical activity, and resting after activity. Students are able to monitor their heart rates as the year progresses and they become more physically fit.

Pineville students' extracurricular involvement in healthy lifestyle education includes participation in the Jump Rope for Heart fundraiser by the American Heart Association, where children are introduced to and shown the value of charity and donation.

Parents and families are strongly encouraged every year to attend Field Day, allowing parents to become directly involved with their child's health education and physical activity.

Pineville strives to create successful individuals by providing students with the tools to achieve confidence in their physical skills and a desire to include physical activity in their routines for the rest of their lives.

3. Special Populations:

Pineville Elementary educators strive for academic excellence every day and share a vision of all students being successful. Instructional practices are explicit and direct with rigorous outcomes. In order to create a learning environment rich in differentiation, teachers work within grade levels to consider the students' specialized needs in order to deliver instruction of the curriculum and assessment of learning for all -- from low performers to the gifted population, which stands at 22%. Instructional decisions for students are based on data collected from benchmark assessments such as NWEA, Case 21, and formal and informal classroom assessments. An item analysis provided by these assessments helps teachers in being prescriptive when they are designing instruction for intervention and acceleration for students. Along with benchmark testing results, state assessment results from the previous school year are used in grades three through six to guide teachers in creating instruction and intervention plans for students. Continual progress monitoring of the students' performance helps in keeping teachers and students on track with their academic goals.

A "live" district data site helps teachers in monitoring all student achievement. From this site, teachers and students can track their academic performance. This allows them to monitor, ensure, and make changes to instruction based on student needs. After each benchmark, the administrative team meets with the teachers to analyze data and create action plans. They work collaboratively to determine the various explicit instructional strategies needed to attain student mastery. Students are responsible for tracking their academic progress through all academic areas. Interactive bulletin boards are used to show movement of growth or decline in academic achievement. By employing this strategy, students take ownership of their learning and play an active role in their educational success. Parent meetings are conducted to inform parents of assessment results, student growth, and the skills needed to improve their student's achievement. This communication is essential in creating a partnership to help facilitate targeted, focused instruction based on a student's individual needs. Support staff is provided to assist teachers with interventions. The librarian delivers systematic, explicit instruction with the Great Leaps program for students in need of reading intervention. These students receive this one-on-one intervention instruction daily. Teacher assistants are provided to assist with small-group classroom instruction. This allows the teacher to work closely with students to deliver deliberate instruction and address all students.

Even though there is a low number of students included in the special population, the expectation for student achievement and growth is the same as that of the general student population. The Special Education and EL teacher work collaboratively with the general education teacher to provide prescriptive instruction and intervention plans in order to close the gap in student achievement. Individualized plans are executed

inclusively in the general education class as well as in small-group instruction with the special education teacher.

Due to socio-economic hardships, the mobility rate is relatively high at Pineville Elementary. The administrative team and teachers understand that school may be the only source of stability in the lives of some of these students. Keeping this in mind, teachers use data from a child's previous schools along with screeners and assessments to determine the plan of action for these students to create a positive learning environment where they can flourish.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We set the stage by creating a safe, clean, and organized campus and school building. We believe that this initial impression creates a visual reinforcement that our school environment is one of high standards. Our halls are decorated with positive messages and colorful art that reflect the year's theme, which is carried out in all we do – the theme's logo appears on our signage, is included on our awards certificates and collateral materials, and its message serves as a constant, consistent reminder of our shared vision.

We recognize students and teachers for outstanding performance by honoring students and teachers of the month. Their names appear in our semi-monthly newsletter, and they are awarded special privileges: teachers of the month park a reserved spot, enjoy an off-campus lunch and duty-free lunch at school, are presented a banner to display outside their classrooms, are recognized in the newsletter and on our website, and receive a certificate. Students of the month are recognized with a certificate, enjoy breakfast with the principal, have their photo displayed on a bulletin board, and receive a goody bag of treats.

We encourage relationship-building among our faculty by holding a monthly potluck. The administrative team covers lunch duties so teachers can enjoy the potluck without interruption.

Teachers know that they can bring any issues to administration, that the principal will listen to them with an open mind and genuine concern and will implement changes for improvement.

The administrative team is visible and available and visits classrooms to gather information for constructive feedback, monitor data, and identify and address any needs that a teacher might have. We use research-based strategies to help teachers intervene with students when necessary.

Daily, we show our students that they are cared for. Any student who is absent or tardy can expect a call from our office to find out where he or she is and to see if help is needed. When the situation warrants, our school's resource officer will make a home visit. We also have a school nurse and social worker who attend to students' physical and emotional needs.

We participate national programs for social awareness – including Anti-Bullying Week and The Great Kindness Challenge.

We create hallway displays and bulletin boards to showcase student achievement, and we hold an awards ceremony to recognize students for their academic achievements and personal growth.

We respect teachers' time and students' circumstances by holding our professional development, cultural and extra-curricular events during the regular school day.

Our goal is to create a feeling of unity and an understanding that every student, every teacher, every staff member, brings value that contributes to our school's success.

2. Engaging Families and Community:

To keep our families informed and engaged, we publish a semi-monthly newsletter with important dates and news, including student and teacher recognitions and school achievements. We provide each family with a copy of our school handbook, which includes policies and procedures. We also use ClassDoJo to keep parents informed about assignments and classroom activities.

Each February, we invite parents and caregivers to share their thoughts through a needs-assessment survey. The results of this survey provide the data we need to help shape our curriculum, activities, and strategies tailored to meet the needs of those we serve.

We hold two parent meetings each month – one scheduled for during the day and one held after-school

hours to accommodate all parents' schedules. We invite parents and caregivers to serve on our school's wellness committee, title committee, and to help with school functions. We make it clear that we have an open-door policy, and parents are encouraged to drop in whenever they wish.

Drawing on the unique cultural aspects of our community, we celebrate Mardi Gras each year by holding a parade around campus and providing the children with the traditional beads to toss to those who come to watch the parade. We teach the history behind this celebration, which is so significant that it is a school holiday in our region. We also participate in our area's huge annual event, Cruisin' the Coast, which involves every city from state line to state line in a two-week-long festival that showcases 1950s-era cars and includes mid-century-styled events. The event draws classic-car enthusiasts from around the world and brings in millions of tourism dollars. To help our students understand the significance of such community efforts and to help them feel included even if they can't attend any of the official events, we have partnered with individuals to hold a Cruisin' the Coast day at our school, where we have a display of classic cars, hold a sock hop, and have an ice cream social.

We encourage community service and leadership by sponsoring a Beta Club that visits a nearby retirement home to cheer the residents, holds a food drive for a local food bank, and completes beautification projects around the school.

Because our funding is minimal and we are located in an area that is distant from any business in our district, we rely on our own efforts to earn money. We hold a candy sale each year. Knowing that all proceeds will be used to benefit their children, our families always work hard to make the sale successful.

We do involve willing organizations such as the Junior Auxiliary and various churches, who provide services and goods to our students in need. We also benefit from the involvement of our alumni, who mentor students and help with school projects.

3. Professional Development:

Research shows that teaching quality and school leadership are the most effective factors in raising student achievement. The administrative team and teachers of Pineville Elementary understand the importance of improving professional knowledge and effectiveness through professional development. Our professional development is driven by a comprehensive needs assessment survey administered each year to our teachers, parents, and students. Using the data extrapolated from this and based on data from state and district assessments, we plan our professional development activities. Some professional development activities are held in house, and others are conducted by the district, state, or education foundations. We make resources available for teachers to attend required professional development and to take part in any optional professional activities that support their content areas and can help them grow as teachers.

Knowing that professional development is most effective when it occurs in the context of educator's daily work, the administrative team and teachers meet weekly in Professional Learning Communities. These groups are made up of teachers from several grade levels since there is only one classroom per grade. This group arrangement helps to make a strong vertical alignment within the curriculum. These groups focus on improving instruction based on intensive reflection on instructional practices, student benchmark results, and student outcomes. Within this context, teachers continually learn from one another through shared vision and planning with a strong emphasis on what is and isn't working to improve student achievement outcomes.

The administrative team, which solely consists of the principal and the instructional literacy coach, receives updates and revisions to the Mississippi College and Career Readiness Standards from the district curriculum coordinator. The district leaders provide training on facilitating effective strategies, which not only closes the gap for struggling students but also provides acceleration for high-achieving students. The administrative team disseminates the information to teachers and staff, who implement these best practices in support of student achievement.

trainings. Topics for professional development sessions include the major content areas for English language arts, math, science, and social studies, as well as classroom management, technology, data, and differentiated instruction. The research-based strategies are determined as a need based on current data as well as a teacher survey. Teachers actively participate in as well as facilitate these sessions. Student achievement and teacher capacity have increased notably by teachers' participation in these professional development trainings.

4. School Leadership:

The philosophy of the leadership team is that every student can and will learn and grow to his or her fullest potential. The structure of the school is unique in that the administrative team is made up of only two people: the principal and instructional literacy coach (ILC). The principal's role is first and foremost to serve as instructional leader. The principal also ensures that school policies are implemented -- from handbook guidelines to state accountability standards. The principal serves as building manager, human resources director, and public relations liaison with all stakeholders. The instructional literacy coach is accountable for student instruction and supports teachers in helping them to be knowledgeable about best practices and ensuring they have the resources to implement them. The ILC also presents in-house professional development. The administrative team carefully weighs every decision to ensure that it is the best decision for all students.

The school leadership ensures that all endeavors focus on student achievement by creating an environment that shows students and teachers that their well-being is a priority and that they are genuinely valued. Each day begins with the administrative team welcoming faculty and students, noting any needs a student or teacher might have before instruction even begins. The principal starts the instructional day by reading a positive message over the school intercom. The morning announcement also includes recognition of student and faculty achievements, accomplishments, birthdays, and any activities of note. The goal of making these announcements is to build a sense of team and community. The administrative team is highly visible throughout each school day. They make classroom visits, visit the cafeteria, and monitor hallways, ensuring that policies are being followed and expectations are being met by both students and teachers. Teachers are encouraged to share in the leadership roles. They present staff development programs and serve as mentors to one another. Teachers' input is encouraged and welcomed in all decisions that affect the learning environment or the school in general. The administrative team supports teachers by attending student/teacher and parent/teacher conferences and offering resources and suggestions to help parents and caregivers understand the learning process and ways they can help their children at home. The principal and ILC are actively involved in the academic process. They help with classroom instruction when needed; they tutor students and serve as models of instructional leaders. These are examples of how the administrative team encourages collaboration, motivates, and promotes support of the school's shared vision that every student can achieve academic excellence and personal growth.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most instrumental factor in Pineville School's success is the student population size. We are a small school serving approximately 150 students. Students and teachers develop strong relationships. These close relationships create a feeling of inclusion, safety, and respect among all, regardless of differences. We have seen that students are comfortable taking risks both academically and socially within the classroom setting. These strong relationships have contributed to improved academic performance.

Students who attend a school where administrative leaders and teachers know their names and their needs is a great advantage in helping them feel accepted. Our students feel comfortable in letting their defenses down and openly connect with their teachers and others. They are not afraid to make mistakes and learn from them.

Because of small class sizes, teachers at Pineville are able to tailor instruction to meet the needs of all students; lessons are planned with individual students in mind. Teachers know the academic strengths and weaknesses of each of their students. Our teachers have high expectations of all our students; they have the time to work with all students to meet those expectations, provide support for students through small groups and one-on-one time, collaborate with colleagues, and meet with parents on a regular basis. Teachers are able to analyze every student's data and craft a plan for each student based on need.

Teachers are able to team teach to provide academic assistance for students; those performing below grade level have time to go to another teacher's class for tailored instruction. It is our smaller school setting that allows for this, as everyone knows everyone, and students feel comfortable with this intervention.

Our teachers and administrative team know the students by name and understand their physical and emotional needs, and this fosters a strong sense of community and family. The students in return want to please, perform, and meet the high expectations held for them. Students' personal responsibility is increased, and they seek help when they have a problem. Our students help each other by solving problems, resolving conflicts, and working together.

The culture at Pineville promotes a sense of family in all we do – when students arrive each morning, they are greeted by name by their teachers and the administrative team; in morning announcements, they hear about teachers' and peers' achievements and are recognized on their birthdays and for their own achievements; they know that if they are late or absent, their parents will get a call that morning to check on them; they see administrators daily in the hallways, classrooms, and cafeteria – and it is this sense of family that motivates our hard work, inspires our high expectations, and creates respectful relationships that are the driving force behind our success.