

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Louisa Anne Welch  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bayside Elementary School  
(As it should appear in the official records)

School Mailing Address 301 Church Street  
(If address is P.O. Box, also include street address.)

City Stevensville State MD Zip Code+4 (9 digits total) 21666-3576

County Queen Anne's County

Telephone (410) 643-6181 Fax (410) 643-6685

Web site/URL https://www.qacps.org/bes E-mail louisa.welch@qacps.org

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Andrea Kane E-mail andrea.kane@qacps.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Queen Anne's County Public Schools Tel. (410) 758-2403

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. Tamera Harper  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 14 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	84	64	148
4	64	63	127
5	101	54	155
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	249	181	430

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.23 % American Indian or Alaska Native
  - 1.6 % Asian
  - 5.17 % Black or African American
  - 7.7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 77 % White
  - 8.3 % 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 2018 - 2019 school year: 6%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2018	438
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish, Korean, African

English Language Learners (ELL) in the school: 4 %  
19 Total number ELL

7. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 90

8. Students receiving special education services: 14 %

60 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>5</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>0</u> Developmental Delay     | <u>29</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>8</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>1</u> Traumatic Brain Injury                |
| <u>1</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: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 22:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	95%	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 2019.

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

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

Yes  No

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

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

Bayside Elementary School will meet the social, intellectual, physical, and emotional needs of all students in a safe, positive, and nurturing learning environment.

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

## **PART III - SUMMARY**

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Bayside Elementary School (BES) is located in Queen Anne's County on Kent Island on the Chesapeake Bay. BES serves 430 students in grades 3, 4 and 5, and our sister school, Kent Island Elementary, houses PreK through grade 2. Both of these schools serve the families in the central, northern and eastern parts of the island. Our island is home to a diverse socioeconomic group of people. The island is comprised of a mix of a large number of working-class families with blue-collar jobs or service-related professions, as well as professional workers, although the number of economically disadvantaged students continues to increase significantly each year. We have 6-7 classes per grade, as well as our regional PARC-D program (Program for Children with Autism and Related Communication Disorders) which specializes in meeting the needs of students with severe challenges in communication and cognitive abilities. We are an inclusive school that offers students instruction in the core subject areas of Reading/Language Arts, Math, Science, and Social Studies as well as Music, Art, Physical Education, Technology and Media. BES has held a 5-star rating from the Maryland State Department of Education for the last two years. Teachers at BES are outstanding in their field, with 80 percent of our teaching staff holding Advanced Professional Certificates and four of our staff members also hold National Board Certification. More than 61 percent of students met or exceeded standards in English/Language Arts and Math on the 2018-2019 Maryland Comprehensive Assessment Program (MCAP), and we have made great progress in improving the achievement of students in many subgroups while maintaining an attendance rate of 94.9 percent.

The culture at BES embraces and epitomizes inclusion, acceptance, and caring. Our school is very holistic in its approach to developing the potential of every child academically and emotionally. Our highly-qualified staff places the social-emotional needs of our students first, recognizing that establishing a safe environment for our students lays the foundation for optimal learning to occur. Teachers strive to understand students' personal backgrounds, strengths and weaknesses which impact learning, forming close bonds with parents and students in the process. Our School Improvement Plan (SIP) reflects our desire to meet these needs, as one of our goals from our 2018-2019 plan (which is carried over in our 2019-2020 plan) is to "Implement self-regulation and emotional control programs for students" which we started and continue to do through the Zones of Regulation Curriculum introduced to us by our School Psychologist. This curriculum helps students learn to identify and self-regulate their emotions through various strategies. We are the first school in our county to implement this program with our whole school. Our Positive Behavior Intervention and Supports (PBIS) program is a very strong component in encouraging our students to develop and practice behaviors and attitudes that will enable them to be as successful as possible. Our PBIS program has received either the gold or silver award for promoting positive student behavior. Students are recognized for demonstrating our three behavior expectations- Be determined, Exhibit responsibility, and Show respect.

We also encourage our students to participate in school-based and community-based programs and contests. BES has held Green School certification since 2018. We have an active Green Team that facilitates our recycling program and helps to teach the staff and students how to "stay green." In the last two years, the first place winner in the Baltimore Museum of Industry Elementary Engineering Challenge was a team from BES. Over the past few years, BES has had local and state winners in the Young Author's Contest which is supported by the Upper Shore Literacy Chapter and State of Maryland Literacy Association. We have also had winners in the Maryland Arbor Day poster contest and the Maryland Judiciary Conflict Resolution Day bookmark contest. BES has been one of the county's leaders in the Jump Rope for Heart fundraising program, having raised tens of thousands of dollars over many years.

We value every aspect of our staff, our students and their parents, and work hard to provide a quality education and promote excellence, which is why our school motto is to "Be our BEST at BES!" This motto is taken from our school cheer:

BES is the best/We do our best to be above the rest/Be determined/Exhibit responsibility/Show Respect/Be Your Best at BES!

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

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

At BES, we strongly believe in educating the whole child in order to meet their academic and social-emotional needs. Regarding these areas, we firmly believe that we need to meet our students where they are, in order to help get them to where we would like them to be. We work hard to ensure that every child can learn and succeed. Our staff of dedicated, hard-working individuals go above and beyond every day. We establish a culture of respect and caring in order to gain the trust of our students and their parents. Teamwork is valued and emphasized, and we strive for excellence and work together to achieve it. We continually monitor student performance in a variety of ways. Queen Anne’s County Public Schools started using the Datawise program to incorporate into our regular data analysis and for our School Improvement Team (SIT) to utilize in refining our SIP every year. Our Special Educators are an integral part of each grade-level team, as are all of our full-time and part-time paraeducators. Tiered interventions, classroom differentiation, explicit teaching, the use of the Gradual Release model, and regular monthly analysis of our formative and summative data, inform and drive our daily instruction. Our Unified Arts teachers (Physical Education, Art, Media, Music and Technology) enhance and enrich our students through their instruction as well, and are included in our Data Analysis process. We are willing to try new strategies and techniques in our quest to always provide relevant and meaningful instruction.

### **1b.** Reading/English language arts

BES’s Reading/English Language Arts (RELA) curriculum supports Maryland's College and Career-Ready Standards. Frameworks for the standards identify the essential skills and knowledge that students need to master. The rigorous program addresses the needs of the whole child. Essential skills and knowledge are explicitly taught or integrated into reading lessons that support the comprehension of informational or literary text. Each grade level’s standards support fundamental skills such as phonological awareness; phonics; fluency; vocabulary; and speaking, listening, and writing. Lessons are crafted so that students understand key ideas and details, craft and structure of texts, and integrate ideas and knowledge from multiple texts. Our district uses the McGraw Hill Wonders series, allowing teachers and students to access multiple literary and informational texts of different complexities, either digitally or through a print copy. The series' scope and sequence highlights lessons’ main standards and resources. A two hour RELA block begins with whole-group instruction. Classroom teachers, special education teachers, specialists, paraeducators, and tutors support and co-teach during this time. Teachers utilize the gradual release model and can also engage students in analyzing close reads for an author’s craft or integrating ideas. Students are given appropriate scaffolding and differentiation to meet with success, and all students have access to text through both their chromebooks and print copies.

An hour of this block is geared to small-group instruction, utilizing leveled texts or texts that meet other instructional needs. The last half hour is geared to explicit writing/language instruction or integrated into whole-group/small-group reading instruction. Students receive Tier 1 instruction and support in their classroom by the homeroom teacher and special education teacher. Students can also receive Tier 2 support in an intervention classroom by the Reading Specialist, Special Educator, or Reading Tutor during our flex block, which is above and beyond core instruction. Students are placed in intervention groups based on decoding/fluency and/or comprehension needs. Interventions are research-based programs (Houghton Mifflin Harcourt’s System 44 and Read 180, and Specialized Program Individualizing Reading Excellence (SPIRE), are explicit, have multisensory components, and can incorporate print and digital practice.

Multiple formative and summative assessments are given throughout the year. Daily formative assessments are given with each lesson including exit slips, annotated notes, and written responses. Checklists and student-friendly rubrics, developed by teachers and the state, help with the evaluation process. Teachers also utilize weekly Wonders assessments which are aligned to the curriculum. Informal running records (Rigby and Burns and Roe), and Renaissance Learning’s Star 360 assessments, are given quarterly or midterm, and



at the end of the year to determine reading/lexile levels, fluency, and comprehension. County Informational and Literary Task assessments are given at the beginning, middle, and end of the year. These tests are aligned to state standards and assess comprehension and informative/analytical writing, as well as opinion and narrative writing. MCAP assesses students' knowledge and proficiency on grade-level standards. Individual, grade-level, and subgroup data is examined by leadership, classroom teachers and appropriate staff members in order to guide instruction, develop programming, and place students in appropriate interventions and/or classrooms with appropriate supports.

### **1c. Mathematics**

The mathematics program provides quality learning experiences that promote math understanding while building students' confidence in the ability to reason and communicate mathematically to become productive members of a global society. The staff promotes the teaching of the growth mindset, a belief that students' most basic abilities can be developed through dedication and hard work. This view supports perseverance and a resilience that is essential for mathematical achievement. The curricula for grades 3-5, aligned with the Maryland College and Career-Ready Standards and math practices, focuses on multiplication, division, fractions, and problem solving related to real-world situations in order to prepare students for secondary success. Teachers collaborate on standards-based lessons that include an essential question, activities that involve student collaboration and small groups, and assessments such as exit tickets that serve as formative assessments. The standards demonstrate a progression of skills from grades 3-5, reinforcing major topics with supporting topics. Each grade utilizes scaffolded instruction with concrete models, drawings, place value strategies, and properties of operations to build mathematical understanding. Conceptual understanding, procedural skills, fluency, rigor, and application are integrated within the curriculum. Instructional approaches include repetition, spiraling, tiering, and differentiation through explicit instruction with manipulatives, games, and centers which incorporate open-ended activities to support independent strategic learners. Students utilize oral and written communication through real-world situations to explain their reasoning. Students use chromebooks daily to access and reinforce previously learned concepts and to practice and extend new skills. This technology is a learner-centered approach that promotes differentiation, and allows student collaboration and real-world problem solving through the use of interactive presentations, spreadsheets, and other means to construct knowledge and to ensure a digitally proficient society.

Assessment tools, aligned to the standards, are utilized to assess learning and to plan next steps through professional development (PD). Teachers receive monthly PD on Number Talks, a procedure to solve a mental math problem, as well as the Ongoing Assessment Project, a systematic, intentional, formative assessment system grounded in the research on how students learn mathematics. These PDs enable teachers to acquire strategies to help students achieve a higher success rate on summative assessments. Formative assessments (exit tickets and daily practice) and diagnostics (pretests and observations) provide data about student strengths and weaknesses to support the use of structured peer assistance and cooperative groups to fill gaps and provide extension activities. Students use feedback to reflect upon their own learning goals. Grade-level teams meet regularly to discuss student needs, next steps to further student growth, and to reflect on their instructional practice. Data from formative and summative assessments promote the evaluation of curricula, instructional methodology, and intervention programs. The Math Specialist provides daily Tier 2 interventions for students with more intensive learning gaps. To assist in closing the achievement gap, boost groups are also held daily for the students who received a score of 3 on the Math MCAP. In conjunction with classroom teachers, the Math Specialist also provides tasks for high-performing students. Summative assessments (end of unit, state-mandated assessments, Cognitive Abilities Test) provide data for student accountability and placement in later math classes.

### **1d. Science**

Our science instruction is aligned to the Next Generation Science Standards (NGSS). Students in kindergarten through fifth grade begin to develop an understanding of the four disciplinary core ideas: physical sciences; life sciences; earth and space sciences; and engineering, technology, and applications of science. Teachers are guided in their planning for these core ideas through the NGSS and are able to integrate RELA and mathematical standards that align with science standards. For a half hour daily, BES

students receive science instruction through a combination of content knowledge and hands-on learning. Teachers provide lab experiences through the use of hands-on materials in kits provided by our county's science department. Also, we have a wetlands area students helped create several years ago, which is utilized regularly as an outdoor classroom and to reinforce lessons and concepts in the Environmental Literacy standards

Students work together in small groups to complete hands-on projects following the engineering design process. Projects are introduced in the form of a problem that needs to be solved. Groups are given specific criteria and constraints for solving the problem. Following the engineering process, students study the problem; brainstorm possible solutions; test a possible solution; and determine if the solution works, needs to be adjusted, or can be improved. A rubric is often used to guide the students in completing the project and informing them of how they will be assessed. Students are also assessed daily through formative assessments such as exit slips, teacher observation/annotated notes, and unit assessments that are aligned to standards. The Maryland Integrated Science Assessment is a cumulative test of science knowledge from the elementary years that is given to 5th graders. BES students have consistently performed at the top of the state in science testing.

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

Elementary social studies focuses on developing students' understandings of key content and skills that build awareness of self within a community, nation and world. In grades PreK-3, content is organized within units of study that introduce and reinforce knowledge of the six Maryland State Social Studies Standards. In grades 4 -5, the state social studies standards are integrated into an overview of the history of the United States, and how Maryland factors into that history. Elementary social studies prepares students with the skills and content needed to meet the challenge of secondary social studies content, and supports literacy development across subjects areas. The elementary framework is designed to highlight opportunities in which the English language arts, reading, writing, and speaking and listening standards can be integrated into the social studies class. The daily instructional time for social studies is 25 minutes, and our teachers also utilize the RELA block to integrate social studies standards and concepts through the use of informational text. Teachers also utilize social studies topics for project-based learning and virtual field trips/webinars in order to make the content authentic and relevant for students. Pre-Assessments are available to determine background knowledge and instructional needs. Formative assessments in the form of questioning, observations, exit tickets and quizzes are quick check-ins and are utilized daily. More formal tests and performance-based tasks are used for summative assessments. Rubrics are used for performance tasks and writing assessments. Students also have the opportunity to complete projects or reports to share what they have learned about given topics.

#### **1f. For secondary schools:**

#### **1g. For schools that offer preschool for three- and/or four-year old students:**

### **2. Other Curriculum Areas:**

Every student in the school receives one hour of instruction per week in each of the following programs:

**Technology:** BES has a 30-computer Technology Lab. Technology class includes twenty to thirty minutes of keyboarding practice, as well as timed typing tests to access progress in speed and accuracy and to evaluate problem areas. Topics covered at appropriate grade levels include Cybersafety, Data Analysis, Algorithms, and Programming. Google Education tools and Microsoft Excel are utilized in instruction. Students are introduced and guided through responsible practices regarding the use of social media and the importance of a positive digital footprint. There is continued collaboration between the technology teacher and classroom teachers in order to embed curriculum and technology promoting critical thinking skills and project-based learning. Students' work in specific assignments or projects is informally assessed and anecdotal notes are also taken, which guides the planning of future assignments.

**ART:** In the Visual Art class, students engage in hands-on production work and learn creative problem

solving skills by working through processes in self-made sketchbooks, as well as critical-thinking skills in production opportunities.

Hands-on activities are grounded in one or more of the following: choice-based prompts, art history genres, world cultures, and community/environmental focuses. Students learn the importance of all subjects and how they are all interrelated during scaffolded lessons that utilize math, social studies, science, and language arts, naturally integrated within the visual arts. Additionally, students experience a variety of media, processes, and techniques in order to expose them to as many ways of art-making while immersed in creating meaning, as well as self-expression opportunities through the creation of their artworks.

Through sketchbooks, culminating production projects, written self and peer reflections/assessments, artist statements, as well as class and one-on-one discussions, students are individually assessed on their personal growth in all areas of understanding, appreciating, reflecting upon, and creating in the visual arts.

**Physical Education:** The primary goal of the Physical Education classes is to help students build a positive association with exercise and develop healthy lifestyle habits while supporting the general education content. Students learn to master content standards through a variety of games and activities, while simultaneously developing teamwork and problem-solving strategies. At BES, we create an atmosphere where students see the value in health and find enjoyment in physical activities. This helps to build a foundation toward a lifelong appreciation for healthy habits and choices. Observations and skill tests are used as formative and summative measures to determine students' growth and progress, and subsequently to adjust instruction to best meet the needs of all students.

**Media:** Our Library Media Program supports students' growth in reading and information literacy skills by fostering an enjoyment of reading while challenging them to think critically, ask questions, broaden their perspectives, respect diversity, and engage in the safe, efficient, legal, and ethical use of information. Students are exposed to a wide variety of literature in a carefully curated collection of print and digital resources. Students are given opportunities to explore areas of interest, and engage in both inquiry-based research processes and "making" as a means of problem solving and constructing new knowledge. Students are assessed through verbal responses in whole- and small-group discussion; written responses such as exit slips, research notes, and reader's journals; and through observation of student behavior such as search strategies and persistence when faced with a challenge. In response to these ongoing formative assessments, students receive targeted reteaching and reinforcement where necessary. Summative research projects allow students to demonstrate their attainment of these essential literacy skills.

**Music:** Music classes at BES provide a creative outlet for students to express their individuality and develop their social-emotional skills. Students use instruments such as the piano, recorder, and guitar for singing, moving, and making music as tools for learning how to read, write and perform music. Weekly formative assessments occur by observing students participate in musical activities. The data is used immediately to positively reinforce what was accurate, while breaking down or refocusing on a specific skill to be refined. For summative assessments, students participate in setting long-term goals and in the creation of rubrics for evaluating their progress. From a selection of music, students choose a piece to prepare at their own pace, and determine the manner in which they perform in class- solo or small group- or from home video submission. Providing students with these choices allows for differentiation in instruction and materials to best meet the needs of students, while meeting the overall goals of the music class. BES offers two performance ensembles: Chorus for all grades, which rehearses during recess, and Beginner Band for 5th graders, which rehearses 30 minutes a week. The performance ensembles host concerts multiple times a year for the school and community. We pride ourselves in promoting an inclusive band and chorus. It is the norm for our high-level students with disabilities to participate in our band and chorus with appropriate and respectful modifications. Our school believes in a well-rounded and comprehensive music education program that is built on a curricular framework to promote awareness of, respect for, and responsiveness to the variety and diversity of cultures.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

If a student is seen to be performing below grade level through classroom, county, and state assessments, then the teacher continues to monitor classroom performance, contacts guardians, and begins to give differentiated support in order to close the achievement gap. If a student continues to struggle, they may be placed in a research-based math or reading intervention. Math interventions focus on essential skills needed to support the mathematics instruction in the classroom. Reading interventions support phonics/fluency and/or improving comprehension and writing. Interventions take place during a daily ½ hour flex block that supplements core instruction. Students can be referred to the Instructional Consultation Team (ICT), which will review the data and the emotional and physical well-being of the student. Different accommodations and resources will be suggested and utilized in the classroom. ICT meets monthly to monitor student progress, and the team determines if students need to be referred for Special Education screening/possible testing to lead to being qualified for services and the development of an Individualized Education Plan (IEP). English Learners (EL) are also assessed as to needs, and are given support from EL tutors and classroom teachers. Accommodations and/or modifications provided to struggling students can be differentiated instruction, proximity, scaffolded work, small group instruction/testing, one on one support, accessibility of resources, positive behavioral charts/incentives, and specialized tools and equipment. Classroom teachers, special education teachers, specialists, paraeducators, and tutors support and co-teach during the day to help support students. Ongoing communication with guardians helps balance meeting student needs in school and at home.

### **3b. Students performing above grade level**

Enrichment is provided to all of our students through classroom teachers' core instruction, but our dedicated flex block enables teachers to provide instruction that goes beyond the regular curriculum. To meet the needs of students, teachers utilize Cognitive Abilities Test scores to identify student strengths and flexibly group students within their own classrooms or within a grade-level cohort. Projects and investigations that involve critical thinking, problem solving, Science Technology Engineering and Math (STEM) activities and investigation/research enable students to extend their thinking and apply their skills to these higher-level thinking tasks. Some examples of these activities/experiences are: novel studies, higher-level novel literature circles, independent research projects, Junior Great Books and STEM-based projects. Challenging activities are planned to include the content areas of Language Arts, Math, Social Studies, and Science, and our Media, Art, and Music teachers have also worked with individual students to challenge them in the areas of advanced Art, Music and independent research activities. Our after-school Engineering Challenge program was for targeted Talent Pool students which culminated in competing in the Baltimore Museum of Industry's Elementary Engineering Challenges, at which BES teams received first place for the past two school years. Schoolwide, every 4th and 5th grade classroom participates in the National Geography Bee. We have students who also voluntarily participate in the Young Author's Contest, and have had several winners at the county level. We also have a Partnering for Youth after-school program that is offered in the fall and spring. This program is offered to all students three days a week, for a nominal fee. Our economically disadvantaged students are able to participate free of charge, as the fee is waived for these students. This program provides a variety of activities such as the school newspaper, service learning, sports and games, arts and crafts, STEM challenge, and homework help, allowing students to enhance their physical fitness, social and emotional wellness, creativity, and academic success.

### **3c. Special education**

The BES staff believes in personalized, student-centered education in an all-inclusive, positive environment. The school takes pride in its open communication and partnership with parents and families, and general and special educators have the belief that every student deserves the same opportunities for success, utilizing teaching methodologies that promote closing the achievement gap. Special educators collaborate with general educators and paraprofessionals so that special education students have appropriate access to the state standards and curriculum, and also make learning relevant to their everyday lives. The paraprofessionals who work alongside students with disabilities are devoted to the students and collaborate with all team members to ensure students' IEPs are implemented throughout the school day. Various co-teaching models are utilized at BES, and special educators co-plan with general educators to ensure that instruction is targeting the IEP goals of students. Response to Intervention (RTI) supports interventions with research-based programs to help struggling students. A big part of the RTI process involves closely monitoring student progress through teacher observation and assessments. That way the school identifies who needs academic support or more intensive testing for development of an IEP, which describes

measurable learning goals and services that focus on improving specific skills and accessing the curriculum. Continued collection of data from formative and summative assessments sets benchmarks, tracks progress, builds in time for student self-reflection and variations of presentation, and identifies pre-teaching skills and necessary tools which enables special educators to find the best ways for students to learn in multifaceted ways. Also, a special educator and tutor lead an intensive, multisensory reading intervention program, SPIRE, to provide additional support for meeting IEP goals, as well as the goals for our EL students. In the past few years, there has been a marked increase in students with emotional, behavioral and anxiety issues, and IEPs are reflecting this. Our staff is committed to accommodate and help students with special needs in a supportive, safe, environment.

**3d. ELLs, if a special program or intervention is offered**

The EL program of Queen Anne's County Public Schools works towards the goal of preparing college and career-ready students. EL tutors work cooperatively with content area teachers in order to effectively convey academic material through proficiency-based instruction and close any achievement gaps. The teachers and tutors collaborate to provide EL students with appropriate accommodations during classroom instruction and county and state assessments. Some EL students are identified to receive reading and math intervention during the flex block. Tutors meet with students to assess needs and assess stages of language acquisition. The World Class Instructional Design and Assessment is utilized, as well as classroom, state, and county assessments. BES also utilizes Renaissance Learning's English in a Flash computer program to help develop the vocabulary of English learners for academic success. Students are assessed and then build vocabulary, beyond conversational skills, that allows them to be successful in the classroom. With the assistance of a district-level bilingual interpreter, as much as possible, we deliver native language parental notification of services available to students in the EL Program and ways in which non-English speaking parents can support the academic success and English language proficiency of their children. BES also utilizes the interpreter to provide information about parent conferences and school events, as well as translated documents and interpretive services. The staff also tries to bridge cultural differences and smooth the transition into American schools and culture.

**3e. Other populations (e.g., migrant), if a special program or intervention is offered**

Students with IEPs requiring the services in the PARC-D program are those whose complex communication, learning, and social interaction needs result from being diagnosed with an Autism Spectrum Disorder or other related communication disorders. These students typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. They require assistance academically, socially, emotionally, and behaviorally, and receive much of their services through the PARC-D educator. Each student is also assigned to a general education homeroom teacher so that the students may participate with their same-aged peers throughout the school day based on their individual strengths and skill development. For example, students eat lunch, play at recess, attend unified arts classes, and participate in all school events with their same-aged peers. Differentiated instruction is individualized to meet the students' cognitive, academic, and social needs. Students participate in whole-group, small-group, and individualized instruction. Technology is incorporated to accommodate or modify instruction. For example, the PARC-D program has an interactive Smartboard that assists students in their learning. The PARC-D program has a sensory room designated to meet students' sensory needs in a space designed to help regulate students' internal reactions. The PARC-D special educator's expertise provides valuable information, such as crisis management, for any of our students who may need sensory stimulation or coping mechanisms to remain in general education classrooms. Assessment in the PARC-D program is tailored to meet the individual student's needs, and includes Universal Design for Learning strategies, sensory integration, and technology. A few examples of differentiated assessments are: A student who is functioning at a lower level and has vision deficits will require an assessment with large font, visuals, and explicit concrete instruction. Whereas, a student who is cognitively functioning on a higher level will require an assessment without visuals, higher word count per page, and minimal teacher prompting. In addition, for the student who requires an assessment using a communication device, the assessment must have a large font, use text-to-speech, and have one question per page. Some PARC-D students participate in the MCAP testing, while others are given the Multi-State Alternative Assessment. Both assessments provide students an opportunity to demonstrate their knowledge based on grade-level standards. All assessment results are used to inform and drive instruction to meet individual needs.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

We strive to engage and motivate our students in a variety of ways. Our strong PBIS team has developed and implemented a variety of fun, incentive-based activities from which students can choose. The PBIS activities address physical, artistic, social, and other enrichment types of activities i.e. Nature Walks, Lunch Buddy passes, Rock Wall Climbing, Pajama Day, Maker Space time, etc. Our staff works hard at meeting individual needs, and our schedule's built-in flex time provides time for students to receive intervention services. These interventions are tailored to what the student needs, whether it is remediation in math and reading skills, or challenging students with cross-curricular tasks that are beyond the regular curriculum. Our strategies for emotional growth include the Zones of Regulation curriculum, which helps students learn how to regulate and control their emotions, as well as use of our sensory room for all students who may need to avail themselves of its equipment and activities for help in self-calming or reducing anxiety. Our Guidance Counselor is highly involved with our students, offers regular lunch groups in her room, and has an open door/drop-in policy for students. The counselor conducts transition tours (second grade to tour BES and fifth grade to tour middle schools), helps students utilize the Sensory Room, provides chill passes when students need to leave their classrooms to get a break, does a daily check-in/check-out for identified students as a staff mentor, and teaches classroom guidance lessons in social skills and strategies. Our School Psychologist is also an integral team member who is a valuable resource to students and staff. She introduced our staff to the Zones of Regulations curriculum, and adapted the curriculum by writing lesson plans for our teachers, provided the staff with PD on the Zones, and also has taught some of these lessons to classes. She also meets with students as needed. Outside private counselors also come to our school to provide therapy services during the school day. Our strong approach to academics is bolstered by our belief that every child is a unique individual and we utilize a variety of learning strategies that encompass multisensory and different learning styles. Each grade level takes two field trips that provide opportunities for students to attend plays, go to historical sites (such as Londontowne for 4th grade), go to museums or engage in environmental field trips, such as the Sultana Schooner program for 5th grade or the Chesapeake Bay Environmental Center programs.

### **2. Engaging Families and Community:**

Another major strength at BES is our partnership with our parents and community. BES provides regular communication with parents through weekly electronic newsletters and paper communications in the students' Thursday Communication folders. Each trimester, our Student Recognition Ceremony recognizes attendance and character awards. Student progress reports are sent out three times a year, and parent conferences are held twice a year. Each trimester, reading and math interventionists send intervention progress reports. Our special educators send quarterly progress reports regarding IEP goals. Many teachers use Class Dojo, and all regularly utilize schoolwide Agenda Books, email, and phone contact to inform and support parental involvement.

Our Parent Teacher Association (PTA) is a strong group of parents who provide support for a variety of programs and initiatives and deserve a great deal of credit for our success- they love this school and are very proud of BES. Each year the PTA provides a rich diversity of academic and cultural arts assemblies/events that enrich our educational experience, such as sponsoring the Maryland Agricultural Educational Foundation Mobile Labs, as well as cultural arts programs that provide experiences that these students wouldn't otherwise have. In support of literacy efforts, PTA sponsors the Scholastic Book Fair three times a year, provides books free of charge for disadvantaged students, and holds an annual parent/child reading event called Breakfast With a Book on Read Across America Day. Supports for teachers include providing many classroom resources and thoughtful treats throughout the year to show their appreciation to our hard-working staff members.

A main source of pride is our positive relationship with our community. BES demonstrates exceptional volunteerism and service within our community. An annual Veterans Day assembly is held to honor and recognize veterans who are friends and family of our students. Our student council's emphasis on monthly community service projects includes food drives, animal shelter donations, and letters to local senior center residents. BES also hosts a Market Day Project that teaches our students about important economic

principles while raising money for local charities. Our Market Day Project raised \$4,800 last year. For the past two years, in support of a local child with cancer, we also contributed to Alex's Lemonade Stand. Each year BES participates in many community/organization reading incentive programs: Chesapeake College's African American Read-In, Queen Anne's County Friends of the Library's Girls and Guys Read, the Bowie Baysox's Read and Hit a Homerun, and reading with our local Kent Island High School student volunteers.

### **3. Creating Professional Culture:**

Our Instructional Leadership Team consists of the Principal, Teacher Specialist, Reading Specialist, Math Specialist, and Guidance Counselor. We strongly believe that our teachers need to feel valued and supported, and strive to always be mindful of all the responsibilities and tasks that our classroom teachers contend with on a daily basis. We do our best to minimize the impact of time-consuming non-instructional tasks, and assist in every way possible to limit the time it takes teachers to complete them. We strive to provide relevant PD, and differentiate it whenever possible. Teachers are surveyed for their PD wants and needs, and also our SIT team will collaborate to respond to staff mandates and desires. Our PD reflects the goals we have identified to help our teachers further develop their capacity in order to best contribute to student achievement. Our Staff Stars program is a peer-initiated way to acknowledge an action or recognize a contribution of our staff members. We value the opportunity to incorporate teacher-driven and teacher-delivered PD sessions whenever possible. Our instructional staff is grouped by grade-level teams and each team includes the Special Educator for each grade. At times, our Special Educators and Instructional Paras are provided with separate PD in order to meet the legal and compliance needs related to developing and implementing IEPs. Our Special Educators co-plan and co-teach with classroom teachers, and we utilize our tutors and paras to be vital participants in meeting the needs of our students. Our Reading, Math, and Teacher Specialists also provide mentoring, coaching, and modeling in classrooms, as well as co-planning and co-teaching. We strive to provide a balance of activities and events that enable our staff to have fun and reward them for their hard work. We carry out activities planned by our Social Committee, such as monthly snacks/food events on our early-dismissal days, and incorporate games like Minute to Win It, Dodge Ball, or Hula Hoop challenges on our PD days. This allows our teachers to have fun and engage physically before working on tasks such as data analysis or sit in PD sessions. Our Nurse and School Psychologist are also highly valued members of our school who provide a variety of supports for our students. The professional culture of our school always stresses that we are a family first and foremost.

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

Leadership at Bayside is based on a servant leadership philosophy. The leadership team (Principal, Teacher Specialist, Guidance Counselor, Reading Specialist, and Math Specialist) has been successful because of a shared belief in a "people-first" mindset. The most valuable resource in our school building is the staff, and the Principal believes that one of the most significant roles she has as the school's leader is to "take care of" the teachers who are directly responsible for instruction. Just as it is important to know the needs of our students in order to best design and implement instruction, the Principal must seek out and determine the needs of staff members in order to best prepare them to do their job to the best of their ability. The Principal believes that this is accomplished through building a strong sense of community and positive school culture among the staff. The Principal is willing to listen and empathize with their concerns, and remove as many non-instructional barriers as possible to empower them to focus their time and energy on what is most important- caring for their students and crafting and implementing quality instruction.

Evidence of our "people-first" philosophy can be found throughout our school environment. Our leadership team members are an active part of the support provided to our teaching staff. They secure instructional materials needed, provide guidance in the planning and implementation of lessons, and offer informal feedback and model lessons to novice teachers. Our Instructional Consultation Team works collaboratively with teachers to problem solve and plan interventions for students who are not meeting with success in the classroom. The focus of the team is to provide support for the classroom teacher through strategies to help them better meet the needs of their struggling learners. Our data meetings provide time for grade-level teams to reflect upon and discuss recent classroom data points to determine next steps for instruction. Our School Improvement Team efforts focus on designing and implementing professional development that is tailored to the needs of our teaching staff. Our various teams allow the members to develop and build their leadership capacity as they support and foster each other's professional growth.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The single most influential practice that has contributed to BES's success is simple, yet extremely powerful: our ability to establish and sustain positive and trusting relationships within our school community. We strive to answer these two student-centered questions: "Do you know me?" and "Do you care about me?" as the first prong in our multi-prong approach to valuing and educating the whole child. Our focus on social-emotional health and positive relationship building between students, staff, families, and our local community is the foundation upon which we have built our success. BES recognizes that fostering a sense of safety and trust in our students, and developing their willingness to take risks, is the cornerstone of new learning. We firmly believe that without those positive and trusting relationships, BES would not be the successful school that it has become.

Local school and community leaders have often commented on the positive feel of our school and how warm and welcoming our building is to everyone when they visit. This is a testament to the way we do things at BES.

Our front hallway mural of Bryan Skavnak's famous "Be the Nice Kid" quote and our daily Bayside Cheer reinforce our beliefs in our staff and students every day. Respect for others, and having trusting and caring relationships with each other, is the norm for our building. This quote and the Bayside cheer that our entire school chants together each morning are fundamental, yet compelling, reminders of what we value and promote for all students and staff members.

Our focus on students' social and emotional health is also a testament to our strong belief in maintaining positive and trusting relationships. Our use of the Zones of Regulation Curriculum began with our students with significant emotional needs. However, staff quickly recognized the potential of this common language to help our general population of students to communicate about their emotions and feelings. It has been a powerful tool that has allowed much greater student self-awareness. Helping students to recognize and regulate their emotions allows them to re-engage and refocus on learning.

As a school community, we recognize the importance of knowing our students and ensuring that they develop strong relationships and experience positive interactions within our school environment. BES staff greet students by name throughout the day: being present at the school entrance and classroom doors during student arrival, as we encounter students in the hallway during the day, and as we send them on their way at the close of the school day. Our students know that we care about both their personal and academic success, and we are confident that we convey to them that "We know you and we care about you."