

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

[X] Public or [] Non-public

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

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

Official School Name D'Iberville Elementary School
(As it should appear in the official records)

School Mailing Address 4540 Brodie Road
(If address is P.O. Box, also include street address.)

City D'Iberville State MS Zip Code+4 (9 digits total) 39540-4605

County Harrison County

Telephone (228) 392-2803 Fax (228) 392-0557

Web site/URL http://harrisondiberville.ss11.sharpschool.com/ E-mail cdusang@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 E-mail rgill@harrison.k12.ms.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 Mrs. Rena Wiggins
(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 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

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):
- 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. 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	89	79	168
1	101	102	203
2	74	96	170
3	93	87	180
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	357	364	721

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 9.5 % Asian
 - 25 % Black or African American
 - 9.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 45 % White
 - 11 % 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: 23%

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

The mobility has increased over the years due to the increase in socio-economic status of the community.

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, 2018 until the end of the 2018-2019 school year	78
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	90
(3) Total of all transferred students [sum of rows (1) and (2)]	168
(4) Total number of students in the school as of October 1, 2018	735
(5) Total transferred students in row (3) divided by total students in row (4)	0.23
(6) Amount in row (5) multiplied by 100	23

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

Spanish, Vietnamese

English Language Learners (ELL) in the school: 9 %
62 Total number ELL

7. Students eligible for free/reduced-priced meals: 74 %

Total number students who qualify: 536

8. Students receiving special education services: 18 %

127 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>4</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>27</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>103</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

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:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
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.	34
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	94%	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.

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. 2009

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

D'Iberville Elementary School is committed to providing a healthy, safe, and caring learning environment that is dedicated to quality instruction. Through high expectations and academic excellence, students will be productive citizens, empowered leaders, and lifelong learners.

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

D'Iberville Elementary School(DES), a Title I school, is one of 12 elementary schools in the Harrison County School District and serves approximately 720 students from kindergarten through 3rd grade. DES is located in the City of D'Iberville on the Mississippi Gulf Coast. The dedicated staff consist of a Principal, Assistant Principal, Instructional Literacy Coach, Social Worker, School Nurse, 47 certified teachers, and 34 paraprofessionals. DES consists of 34 academic classrooms for grades K - 3 and one self-contained special education classroom. It is the mission of D'Iberville Elementary School to provide a healthy, safe, and caring learning environment that is dedicated to quality instruction.

The City of D'Iberville has grown and faced many challenges over the years. According to the 2010 U.S. Census, the city population increased 24% over a 10-year period. Some of the challenges were a result of Hurricane Katrina and the B.P. Oil Spill. Another culminating factor has been due to the differences in the diverse socio-economic status present in the community. The average household income for the City of D'Iberville is approximately \$45,000. As a result of the changes in the community over the past ten year, the enrollment has increased, the English Learners has increased, and the economically disadvantaged population has increased by thirty percent.

The D'Iberville Elementary philosophy is based on the belief that it is imperative to encourage students to grow both emotionally and academically and to ignite within them a lifelong love of learning, so the growing continues throughout their academic careers and into adulthood. This is demonstrated through high expectations, standards-based instruction, and being student centered to meet the needs of each individual student. By having quality instruction and monitoring student progress, the school has seen gains in closing the gap between student subgroups.

Teachers and the administrative team review all school data to identify gaps within subgroups. The philosophy is to identify and intervene as early as kindergarten. Each year the goal is to exceed the annual growth which will ensure a successful path for every student. According to the Mississippi Succeeds MAAP (Mississippi Academic Assessment Program) Report Card, all subgroups in 2019-2020 were above the state average. This is due to the faculty and staff's dedication to providing quality instruction and support that is individualized to the students' academic and emotional needs.

D'Iberville Elementary School meets the students' emotional, physical, cultural, academic, and social needs by implementing strategies that foster learning. Strategies include: differentiated instruction, vertical planning, interventions, parent communication, wellness programs, and the incorporation of technology. Students are encouraged to participate in extracurricular activities such as the math team and the robotics club. DES also strives to keep parents involved in their child's education. Parents are invited to attend events throughout the school year. The incorporation of the community into our educational practices also facilitates the learning aspects of real-world problems and solutions.

In 2009, D'Iberville Elementary School received the National Blue Ribbon Schools award for academic achievement. This award is attributed to the dedication of the faculty and staff and the ability to understand each student is unique. Since 2009, the school demographics have changed drastically, and the faculty had to evolve and adapt to accommodate the new wave of incoming students. The overall school score was declining and teachers had to become creative in the ways they reached each student. In 2015-2016, the school went from being rated a D under the Mississippi Statewide Accountability System with 268 accountability points to being rated an A school with 483 accountability points. In 2019-2020, the school had an increase of 72 accountability points.

The mission of D'Iberville Elementary School is to continue to see each student as an individual and to understand that every single student is capable of learning. In doing so, an environment that is safe, loving, and conducive to learning was created. Success of the students and faculty at D'Iberville Elementary School cannot be attributed to just one or two factors. It is understanding that failure is not an option, and continuing to push forward regardless of the obstacles set in the path.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At D'Iberville Elementary School(DES), the overall goal is that all students will show growth and to close the gap regardless of race, socio-economic status, or individual learning abilities. Each teacher is geared with all the necessary resources to achieve this goal. The resources to obtain these goals can include, but are not limited to, the use of: the Mississippi College and Career Readiness Standards (MCCRS) for each subject, Scaffolding Documents, which help guide teachers in how to reach each student, and data that is collected from various performance tasks, such as formative and summative assessments. Teachers also participate in weekly Professional Learning Community(PLC) meetings to collaborate with colleagues within the same grade level, and sometimes with other grade levels too. Collaboration is one of the main keys to success; this is a vital resource because all students do not learn the same way.

Instruction in every classroom at DES is data driven. The Case 21 Benchmark assessment is taken three times a year based on a district sequencing guide. Data collected from this assessment is used to drive instruction and helps guarantee standard mastery with all students. By doing this, it allows deficits in any given area to show, and gives the teacher a path in which to target specific areas needed for growth.

The Northwest Evaluation Association (NWEA) MAP Measure of Academic Progress) is another crucial collection of data that helps pinpoint instructional areas. The MAP shows if a student is on, above, or below grade level in each area. The data reveals growth that has occurred between testing sessions and show projected proficiency. The teachers track growth throughout the school year and over multiple years and gives administrators the content to drive improvement across the entire school. Harrison County School District provides all district schools with a longitudinal study of NWEA scores from grades K - 3. This study provides the historical growth of the students and provides an individualized goal, which exceeds the annual growth if needed, to close the achievement gap.

1b. Reading/English language arts

D'Iberville Elementary School(DES) educators strive for excellence every day. Educators aim for students to be excited about learning and have success that will make them life-long learners and productive citizens. The English Language Arts at DES focuses on the Mississippi College and Career-Readiness Standards (MCCRS). Students in kindergarten start with a foundation in Saxon Phonics and Ready-Gen. Saxon Phonics uses explicit instruction with ongoing assessments to ensure prior knowledge sticks and new knowledge accumulates. Saxon Phonics continues through first and second grade and always reviews previous learning. Ready-Gen is a literacy based program that accelerates learning by presenting modeled reading experiences with authentic text. Student engage in practice, build their motivation, and improve their reading stamina. Ready-Gen is also continued in grades K-3. In addition, teachers follow Mississippi Blue-Prints and the Scaffolding Document to build lessons to meet the rigor of the standards. The Scaffolding Document is a tool that provides teachers a deeper understanding of the Standards as they plan for classroom instruction.

DES teachers also use a literacy-based approach to build a strong foundation. Literature-based instruction is the type of instruction, in which the author's original narrative and expository works are used as the core experiences, to support children in developing literacy. The teacher's role becomes one of planning and supporting authentic learning experiences. The teacher's role is then to encourage discussion about the literature and build lessons on the literature based on the MCCRS. Teacher collaborate in building lessons to meet the rigor and requirements of the standards and Scaffolding Documents. The goal is to build an authentic learning experience for the students. Teachers use the state standards and higher order questioning techniques. These higher order techniques put advance cognitive demands on students rather than simple recollection or answering "verbatim" from the text. Teachers act as guides in letting the students discover the connections and understanding of the task given.

Students who are advanced receive enrichment time to advance their skills. Intervention and enrichment time are a minimum of thirty minutes a day. Teachers use supplemental materials to meet the needs of the standards and the student goals. Some of these are: Lexia, MobyMax, Power Up, and ILE (research-based computer programs). Teachers also use Scholastic-StoryWorks, and StoryWorks Jr. as a supplemental resource. It allows the students to make real-world connections while addressing the Mississippi College and Career-Readiness Standards.

Grades kindergarten through third are periodically assessed to determine what skills they need to develop and master. Teachers use data from Case 21 and Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) benchmark assessments to plan instruction. Benchmark assessments are given three times a year. A summative assessment, the Mississippi Academic Assessment Program (MAAP), is given for third grade at the end of the year. This test determines the minimum level of proficiency in reading. This assessment is aligned with the MCCRS.

1c. Mathematics

D'Iberville Elementary School students receive mathematics instruction through the Mississippi College and Career-Readiness State Standards (MCCRS). The standards provide a consistent and clear understanding of what the students are expected to know and be able to do by the end of each grade level. The standards are designed to be powerful and relevant to the real world, reflecting the skills and knowledge that students need to become successful in college and careers, and to be able to compete in the global economy. The Mississippi College and Career-Readiness standards are centered on the mathematics domains beginning in Kindergarten with counting and cardinality, operations and algebraic thinking; numbers and operations in base ten in grades K-3. Students at D'Iberville Elementary receive instruction in these mathematical domains in conceptual categories that expose students to experiences, which reflect the value of mathematics and enhance student's communication and their ability to reason mathematically. Scaffolding instruction is used to meet the needs of all learners due to the rigorous and detailed standards that promote the success of all students.

The Mississippi College and Career-Readiness Standards Scaffolding document helps by scaffolding instruction so that all learners are able to have individual success. As teachers, this aids in understanding how to teach each standard through a natural progression of student mastery. By having a deeper understanding of the standards and this depth of knowledge, this helps to plan explicit instruction that is empowering to all students. There are eight mathematical practices that ensure students are building an understanding of math. The standards for Mathematical practice entails a variety of expertise that mathematics educators seek to develop in students. Students in grades kindergarten through second grade implement Envision Mathematics 2020 curriculum. Third grade teachers collaborate and explore useful resources to enhance the MCCRS. Teachers use the Power Standard to drive instruction and target specific standards of highest priority. All grade levels use a variety of resources such as manipulatives to provide students with a hands on learning experience.

Technology is essential in teaching and learning mathematics. It influences the mathematics that is taught and enhances students' learning. The use of technology programs, such as SuccessMaker and STAR Math, allows teachers to intervene and enhance skills that need mastery. Centers are also used to help student to maintain the knowledge they have acquired and expand their learning.

Students in kindergarten through grade three are assessed periodically to determine what skills they need to develop. Teachers use data collected through Case 21 and NWEA (Northwest Evaluation Association) benchmark assessments to plan and drive instruction. Students are given benchmark assessments three times a year. A summative assessment, Mississippi Academic Assessment Program (MAAP) is given for the third grade at the end of the year.

1d. Science

D'Iberville Elementary students receive science instruction designed to meet the rigorous challenges of the Mississippi College and Career Readiness Standards. These standards are sequenced in our district sequencing guide. English Language Arts, Mathematics, and Technology instruction are integrated into our science curriculum. Our students enjoy and are enriched by many virtual and off-campus field trips. Our kindergarten students visit the Institute for Marine Mammals Studies, where they experience the aquatic life in the Mississippi Sound and the Gulf of Mexico. Our students also visit Infinity Space where they see the significant role our community has played in space exploration. We provide many opportunities for students to explore the world around them. Our third grade students participate in a weathering and erosion scavenger hunt around the playground. In addition to our daily hands-on instructions, our students participate in a spooky science day which includes STEM's activities. During these activities, students conduct gummy worm dissections and learn about the internal and external parts of a worm. They also explore inherited traits during their monster traits activity.

Students are learning to use Science and Engineering practices in their study of life science, physical science, and earth and space science. Kindergarten through second grade students are developing the Science and Engineering Practices of generating questions, using models, conducting investigations, analyzing and interpreting data, and constructing explanations through hands-on classroom instruction. Third graders are expected to build on prior skills and plan and conduct their own science investigations. Our third-grade students complete periodic assessments using the Advanced Instructional Management's (AIM) Next Generation Science Standard (NGSS) assessments to measure student understanding of grade specific disciplinary core ideas.

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

D'Iberville Elementary teachers implement social studies instruction based on the Mississippi College and Career Readiness Standards. These standards set end of the year goals and expectations for each grade. They are written for the purpose of students gaining the knowledge they need to be successful in future college and career choices. Teachers focus on transferring ownership of learning to the student so that they may have a deeper understanding of social studies and the global economy. There are five separate strands imbedded in the social studies curriculum: civics, civil rights, economics, geography, and history. With these strands, students get a clearer, more in-depth picture of the past and present. As students explore each strand, they will have a better understanding of civic life, politics, and government. They will also be able to explore civil right issues locally, nationally, and globally, and make informed financial decisions about their life. Students will also use geographic thinking and investigate events that change the way people live.

Teachers engage students in the social studies curriculum by creating graphic organizers and thinking maps. These tools help students visualize the information and depict relationships between the facts or ideas within a learning task. The instruction provides opportunities for internet research on places around the world, studying people and places in our history (past and present), and studying different cultures around the world. Students are also involved in group assignments using Powerpoint presentations, collaborating on writing projects and then typing them into Microsoft Word. Teachers also strive to make the learning fun with interactive debates and acting out historical events. Research is conducted on the branches of government through the use of multimedia software and computer programs. Students are in general social studies classes in elementary school. They will move to more specific areas of study in middle school and high school.

1f. For secondary schools:

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

2. Other Curriculum Areas:

1. Students at D'Iberville Elementary School(DES) visit art class once a week for forty minutes. During this time, the students are involved in structured and informal lessons, which give the students an

opportunity to think and be creative. The students are also introduced to various art techniques and artists. Sometimes they take an artist's work, and make their own rendition to display, thus allowing creativity. Art class is often aligned with the state standards that are being addressed in the classroom to help reinforce ideas and concepts. Art class promotes teamwork and collaboration among students. Acquirement of these skills are essential for student success during their school career and eventually when they become adults.

2. Students at DES participate in physical education (P.E.) class three times a week for forty minutes. Students are introduced to a variety of skill sets that will help them maintain a healthy activity level. The activities are designed with each student, keeping their abilities in mind and are able to be modified accordingly. Students may be pushed out of their comfort zone, which is necessary for growth and to become well rounded individuals.

DES helps promote a healthy lifestyle thorough its fundraiser, Jump Rope for Heart. This is completed in conjunction with The American Heart Association. The students are introduced to the importance of charity and the power of donations for a great cause.

The SPARK(Sport, Play, and Active Recreation for Kids) curriculum is incorporated in the physical education program. This research-based program has shown a rise in students' fitness and academic achievement.

Another way D'Iberville Elementary School helps foster a healthy lifestyle is through Project Fit. Project Fit is a non-profit organization that creates and administers fitness in elementary schools. The correct use of this equipment addresses self-esteem, fitness, exercise as fun, understanding their body, as well as, leadership, sportsmanship, and character development. It helps inspire students to find something they are good at and participate in more physical activities.

3. All classrooms at DES contain at least four computers and a Smartboard. The Smartboard is used in each classroom as an interactive tool to engage and heighten student learning to the fullest extent. There are also two computer labs that each class can visit on a daily or weekly schedule for forty minutes at a time. Before school, an open lab is used to intervene where students' deficits need to be addressed. Technology plays an important role in helping to reinforce standards that are taught. Students take advantage of a variety of resources available to them online, such as e-books, coding activities, and STEM activities.

4. The D'Iberville Elementary School library helps promote the learning and engagement of student by supplying the teachers with additional resources to help reinforce concepts and standards that are being addressed in the classroom. The students participate in library class one day a week for forty minutes. During this time, they are taught about various genres and how to locate them in the library by author, topic, and reading level. The library also helps promote a life-long love of reading, for both pleasure and information, which will help with student comprehension. The goal is to push students to improve literacy, and the library is a useful tool to help supply building blocks to ensure student success.

5. A program that the school Social Worker uses is called Why Try. Why Try is an evidence based and effective form of instruction for students who are experiencing situations that are beyond their control. Some students at DES participate in the program once a week for approximately forty minutes. Some of the topics that might be addressed during instruction are, including but not limited to, bullying, how to change behavior, managing anger strategies, improving academics, improving decision making, and to help them understand the effects of truancy. The students are taught various tactics to ensure they are successful both at home and in school. It teaches social and emotional principles to youth in a way they can understand and remember, and usually involves hands-on activities.

3. Academic Supports:

3a. Students performing below grade level

D'Iberville Elementary School (DES) strives to meet the needs of all struggling students and close the achievement gap by adding catch-up growth to the expected annual growth. Kindergarten through third

grade teachers identify students scoring below the 50th percentile, using the Northwest Evaluation Association (NWEA) Measure of Academic Progress(MAP) after benchmark I, and place these students into strategic intervention groups. Each grade level has a 45-minute intervention time built into their schedule. Teachers, the lab coach, the Instructional Literacy Coach (ILC), teacher assistants, and tutors all have a role during intervention time.

DES uses a variety of instructional intervention supports. Students' deficits are diagnosed, identified, and matched with an intervention to target their needs. DES uses research-based intervention programs with fidelity from Ready Gen, Saxon Phonics, Lexia, Envision 2020, and SuccessMaker to bridge students' gaps in learning. Walk to learn is another effective practice that allows students to receive cross grade level instruction on their independent level.

Students placed in interventions are progress monitored weekly based on their deficit. Administration, ILC, teachers, and tutors meet once a month to discuss each individual student's data and their progress. Groups are flexible, so that students can move fluidly as needed. Students not showing growth are placed into the Multi-Tiered System of Support (MTSS) program, a tiered instructional model designed to meet the needs of every student. Tier I is quality classroom instruction based on state standards. Tier 2 focuses on supplemental instruction using interventions with the tutors and teachers. Tier 3 is intensive interventions specifically designed to meet the individual needs of students and administered by the classroom teacher.

Throughout the year, the administration team and teachers continue to monitor the quality and validity of the instructional interventions.

Teachers are in constant communication with parents regarding student progress. Parents are actively involved with teachers in developing an individualized home plan for their student. Parents receive weekly progress updates. Teachers hold meetings after each benchmark assessment to update parents and review and revise plans.

3b. Students performing above grade level

D'Iberville Elementary School(DES) uses a variety of teacher and online instructional support to ensure students performing about grade level continue to show growth. DES offers gifted education classes for qualifying intellectually gifted students. The gifted classes offer students with exceptional abilities different learning experiences and activities that may not be available in a general education setting. The gifted program follows state mandated outcomes while incorporating and supporting state standards for general education. In gifted classes, the students work on intellectual, social, and emotional development to attain individual goals.

In the general education classroom, students are grouped according to the ability using weekly and benchmark assessments. Both classroom and online instruction is adaptive so that students are always growing. Teachers use their Mississippi Scaffolding Documents when planning differentiated instruction. These documents provide teachers with a close analysis of the standards and the requirements for mastery. It starts with what the student should already know and understand before moving on to what they should be able to do to consider the standard mastered.

Teachers use previous test scores to tailor curriculum to meet the needs of students' skill level. Teachers were able to see where their high achieving students excelled and where there were deficits.

Because of the 2018-2019 state assessment scores, it was realized that a writing intervention was required even for the above grade level students. Part of the intervention included an outside consultant who helped the teachers improve their writing strategies to benefit all students including higher level learning. Concentration was placed on the development of ideas and organization of the writing process. In order to increase the rigor and to divide and conquer the standards, a team met with a fourth grade team from D'Iberville Middle School. It was decided to implement Say, Mean, Matter for a writing strategy. As a result, the students had a clear understanding of what proficient writing should include. The faculty believes that closing the gap with all students no matter their level is an important achievable goal.

3c. Special education

D'Iberville Elementary School (DES) has a diverse population of special education students. Special education students are held to the same accountability for achievement and growth. The special education teachers work collaboratively and share the responsibility with the general education teachers on a daily basis. Special education teachers work very closely with the general education teacher to review data and bridge the achievement gap. Several changes were made to support the special education department. To start, the number of students in an inclusion classroom is reduced to allow for a lower student teacher ratio. The benefit of this not only increases confidence but increases student participation. Another change made in the special education department this year was having a common planning time between the inclusion teacher and general education teacher.

Co-teaching is one the foundational models that has been focused on this year. Differentiated instruction, flexible grouping and instructional scaffolding are visible daily classroom practices that enhance learning and aid in the mastery of all academic standards. Accommodations, modifications and classroom strategies have helped close the students achievement gaps.

Special education teachers support students with individualized education plans (IEP) using an inclusion model, resource or self-contained model. The IEP team creates a plan to meet the unique needs of each student. Teachers are mindful of not just how students are taught, but how to approach, talk, and convey academic expectations for each individual student. Student achievement is progress monitored weekly.

The goal is for all special education students to thrive in their least restrictive environment. Special education students benefited from collaborating and having peer support. Benefits included enhanced problem solving skills, inspiring critical thinking, and increased communication and social skills. Despite the gap in this subgroup, special education students have shown growth over the last year and scored above the state average on the state assessment.

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

D'Iberville Elementary School (DES) ensures that all English Learners (EL) and their families are supported as they transfer into a new culture, language, and environment. DES is fortunate to have three bilingual teacher assistants and one district bilingual teacher to help support the high percentage of EL students. The goal for students in the EL program is to attain fluency in English, master the standards, and close their academic gaps.

Students that qualify for the EL program are given a placement test to identify their proficiency level. The assessment is broken into four different domains: speaking, listening, reading, and writing. After the assessment, the team which consists of the administrator, teacher, the EL teacher, and parent, meet to develop an individualized Language Service Plan (LSP). The LSP along with the assessment report helps the teacher scaffold instruction and provide interventions in the needed domain(s).

In addition to core grade level content, EL students receive small group instruction daily in the EL resource room. Teachers focus on language, vocabulary, and literacy development. The school's EL teachers collaborate with grade level teachers in weekly meetings to ensure students' needs are met.

Teachers include a variety of strategies to meet the needs of the EL population. Visual supports, such as labeling, a visual schedule, gestures, pictures, and graphic organizers are used to help students. The teachers also use peer buddies, small group, word walls, songs, and chants with students. The teachers clearly communicate objectives and utilize strategies, such as speaking slowly, using shorter sentences, and allowing for longer wait times for student responses. The EL students also use a computer program called Imagine Learning. This program focuses on language development and accelerating learning across all subject areas. When students demonstrate language growth, teachers provide positive reinforcement and celebrate student successes.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

D'Iberville Elementary School (DES) remains committed to student success and cultivates student teacher relationships to promote academic, social, and emotional growth of all students. The school fosters a positive school culture, which begins each day by administrators and staff greeting the students.

DES also fosters a positive culture by allowing students to earn personalized cards acknowledging good deeds and achievements. Students turn in these cards for a drawing held each Friday morning during announcements. The students are filled with pride as administrators recognize the students' positive behaviors and achievements. The positive behaviors and achievements range from making a hundred on a test or quiz, improving their benchmark score, or to helping hold the door open for someone without being asked. Students are always encouraged to do their best.

Teachers provide students with inviting hallways and classrooms vividly decorated with a school-wide theme. The theme is used throughout the year for writing assignments, projects, and school wide events. This year's theme was "Around the World" and was used to celebrate different cultures.

DES participated in a district-wide campaign aimed at reducing chronic absenteeism "Count Me In." DES recognized the class with the highest attendance weekly by announcing the winner on the morning announcements to encourage attendance. The class with the highest percentage for the month received a social provided by the administration. Individual students are also recognized during the Award's Day Ceremony.

This year students were able to attend an Academic Celebration each nine weeks. The students earned points for attendance, accelerated reader, growth on benchmark testing, grades, and discipline. This gave every student the opportunity to be successful and support a positive culture.

DES students have access to a school nurse and social worker who attend to their physical and emotional needs. A school resource officer is also involved with students in making daily visits to classrooms and providing learning opportunities for them throughout the school year.

The wellness committee planned and executed a health fair. Harrison County High School students from the Allied Health and Teacher Academy classes set up stations to teach student about health and wellness. Students learned about hand washing, nutrition, and self-care during the fair. The City of D'Iberville participated by teaching students about fire and other emergency community services.

2. Engaging Families and Community:

D'Iberville Elementary School (DES) encourages all parents to play an active role in their child's education. The school has worked to build a partnership with the community.

DES teachers and staff provide parents with weekly newsletters and a monthly calendar with events and happenings in the school and community. These activities are shared through various social media platforms, such as Remind 101, Facebook, school website, and ClassDojo. Communication is also translated into different languages as needed. Parents and community members are encouraged to use these platforms to communicate with the school and teachers as well as through email, phone calls and individual messaging. The administration also uses a phone messaging system, School Messenger, to send out messages to parents.

Families are provided opportunities monthly with events, such as Open House, Meet and Greet, Family Reading Night, and Award Ceremonies. DES also held a Parent Night this year where teachers shared their expectations, curriculum, and other parent resources. Parents, teachers, and stakeholders are also encouraged to participate in the school's PTO. This organization holds monthly meetings to discuss how to

provide support to the students and school with needed fundraisers. We also have parents and community members serve on various committees, such as our school's Wellness Committee, Drop-Out Prevention, and Title committees.

The school participated in the "Mississippi Reads One Book" program this school year. This program brought together the school and community as we read "The World According to Humphrey." Various stakeholders were videoed asking daily comprehension questions about the book and shared to the school's social media platforms. The students and parents enjoyed participating in this program and engaging in the daily questions and discussions.

DES partners with D'Iberville High School's community service class. These high school students volunteer their time and talents to mentor, read, and tutor DES students. Various teams also visit throughout the year to greet students as they arrive at school. D'Iberville Middle School's Beta Club also comes to reads to various classrooms throughout the school year.

D'Iberville Elementary School is grateful for the amount of community involvement it receives. School supplies are donated each year from multiple businesses and organizations to ensure students are prepared for the upcoming school year. The Backpack Program provides food weekly for students in need at the school. The involvement of the D'Iberville community ensures that the needs of all students are met.

3. Creating Professional Culture:

The goal of professional development at D'Iberville Elementary School (DES) is a comprehensive plan to improve student achievement. The professional development is planned each year based on the state assessment data, school data, comprehensive needs assessment by parents, students and teachers, and classroom observations. Based on this data, the focus this year was closing the gap in subgroups, by using the five components of reading, classroom strategies, interventions, and writing across all grade levels to improve student achievement.

Teachers play an active role in professional development. The responsibilities are distributed among the various teachers at each grade level. This group of teachers become the experts in that area. Teachers then disseminate the information to their grade level. One example of this was creating writing prompts.

New teachers receive ongoing training by the Harrison County School District through monthly meetings. Each new teacher is assigned a mentor at the school and they meet regularly for weekly planning. New teachers receive training on standards, strategies, best practices, and behavior strategies from the Instructional Literacy Coach (ILC).

A consultant was brought in to train all teachers and teacher assistants on Saxon Phonics. Model classrooms were then used to demonstrate teaching the program to fidelity. The consultant, administration, and ILC monitored the implementation throughout the year by visiting classrooms for phonics instruction.

DES has a full time ILC. The administration and ILC hold weekly Professional Learning Communities (PLC) meetings and monthly faculty meetings. Vertical meetings were also held with the 4th grade teachers from D'Iberville Middle School to bridge the gap with writing. Weekly grade level meetings focus on assessment data, common assessments, and standards. Teachers also participate in Harrison County School District PLC groups to collaborate and share ideas.

4. School Leadership:

The leadership structure at D'Iberville Elementary School (DES) is one of collaboration with student achievement at the center of all decisions. The administration team is made up of a principal, assistant principal, and an Instructional Literacy Coach. The school leadership team includes the administration team, grade chairs, and a social worker. The team works together to ensure student success.

The administration has a shared leadership approach where teachers are encouraged to take on leadership

roles. Teachers volunteer to chair committees, such as academic celebration, yearbook, award's day, and activity club. Teachers serve on school-wide committees, such as the Title I Committee, Wellness Committee, and Drop-Out Prevention Team. Teachers also serve as mentors and are involved in presenting professional development.

The principal supports teachers through planning, parent conferences, and coaching. DES is committed to the growth of all teachers, which helps retain quality teachers. Teachers are encouraged to pursue professional development. The principal acknowledges and celebrates teacher and student achievement.

The main role of the principal is to be the instructional leader. The principal along with the assistant principal spend much of the day in classrooms, ensuring that strategies, policies, and programs are implemented with fidelity. Walkthroughs, informal observations, and formal observations are held throughout the year; and, individual conferences are conducted and feedback is provided. The principal holds individual teacher data conferences during the school year and teachers are asked to reflect and set goals, not only for the students, but themselves.

The principal and the ILC conduct weekly Professional Learning Communities (PLC) meetings, which are essential to improving student achievement. Meetings focus on ways to assist teachers to provide meaningful lessons for all students by providing research-based professional development. Once a month the focus of the PLC meeting is on individual student data. The teachers, ILC, and principal monitor data to ensure students are on track to meet all state standards or if the course of action needs to be adjusted to improve student achievement.

D'Iberville Elementary School's focus remains on the individual growth of each student and a strong sense of shared responsibility. This has proven to be successful in continuing to close the achievement gap.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The most instrumental practice at D'Iberville Elementary School (DES) is to close individual achievement gaps by cultivating a data driven culture. Administrators empower all teachers by modeling and guiding them how to collect and analyze data. Data is the focus for collaboration to evaluate instructional effectiveness and the development of curriculum.

Through weekly Professional Learning Community (PLC) meetings, meetings with the Instructional Literacy Coach (ILC), and administrators, teachers discuss students data from weekly common assessments, benchmark testing, and weekly progress monitoring. The PLC meetings begins with analyzing school-level data and ends with the discussion of individual student data. The team pinpoints conceptual or procedural gaps by reviewing unmastered standards and creating a plan for remediation for all students below the 50th percentile. Work samples are analyzed to ensure aligned grading, expectations, and common instructional strategies are consistent among teams and across grade levels.

Grade level and cross-grade level teams collaborate to develop strategies to meet the needs of students and reduce the achievement gap of each student. Teachers then address the gaps through intentional and detailed lesson planning. Once the gaps are identified the teachers and tutors use flexible grouping, multi-grade groupings, and walk to learn. Walk to learn is an intervention used with students above and below grade level which allows for more targeted instruction. All of these interventions provide immediate and constructive feedback.

DES has created a culture of school responsibility for closing the achievement gap for all students. The expectation is growth for every student. Students are given personal goals and students track mastery of these goals. Students are recognized and rewarded for both achievement and growth throughout the year. Data boards are in every classroom and serve as a visual model to track student proficiency. Students encourage each other and celebrate when a student moves a proficiency level.

D'Iberville Elementary School is committed to excellence and continued growth in students achievement as lifelong learners. We fully expect that all of our students will be successful productive citizens on their journey to becoming college and career ready.