

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Dr. Laurie Pitre

Official School Name: North Bay Elementary School

School Mailing Address: 1825 Popp's Ferry Road
 Biloxi, MS 39532-2227

County: Harrison State School Code Number: 2420014

Telephone: (228) 435-6166 E-mail: Laurie.Pitre@biloxischools.net

Fax: (228) 436-5185 Web URL: www.biloxischools.net

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Paul Tisdale Superintendent e-mail: paul.tisdale@biloxischools.net

District Name: Biloxi Public Schools District Phone: (228) 374-1810

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Kenny Holloway

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

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11MS1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 11938

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	49	44	93		7	0	0	0
1	46	52	98		8	0	0	0
2	59	61	120		9	0	0	0
3	68	49	117		10	0	0	0
4	50	53	103		11	0	0	0
5	66	55	121		12	0	0	0
Total in Applying School:								652

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
6 % Asian
25 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
63 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 33%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	113
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	105
(3)	Total of all transferred students [sum of rows (1) and (2)].	218
(4)	Total number of students in the school as of October 1, 2009	653
(5)	Total transferred students in row (3) divided by total students in row (4).	0.33
(6)	Amount in row (5) multiplied by 100.	33

8. Percent limited English proficient students in the school: 3%

Total number of limited English proficient students in the school: 22

Number of languages represented, not including English: 5

Specify languages:

Spanish, Vietnamese, Chinese, Bengali, Jamaican

9. Percent of students eligible for free/reduced-priced meals: 57%
 Total number of students who qualify: 375

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%
 Total number of students served: 66

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>43</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>0</u>
Special resource teachers/specialists	<u>16</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>9</u>
Support staff	<u>14</u>	<u>0</u>
Total number	<u>76</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	94%	97%	95%	93%	93%
Teacher turnover rate	23%	2%	0%	9%	11%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In school years 2005-2006, 2006-2007, and 2009-2010 we had several staff members out on maternity leave as well as major medical leave. We have a relatively young staff and therefore usually have at least one teacher out on maternity leave. This year we have had a total of 4 teachers out on maternity leave for 6-12 weeks at a time. This impacts our daily teacher attendance rate greatly. In the 2009-2010 school year our school was reconfigured from a K-6 school to a K-5 school and our 6th grade teachers moved to Biloxi Junior High causing the high rate of turnover that year.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

North Bay Elementary School opened its doors to Biloxi students in August of 2000. The school began with the hope and promise of an extraordinary facility designed to meet the needs, interests, and capabilities of an exceptionally diverse population. Biloxi is the heart of the Mississippi Gulf Coast, with an unwavering record of support for our schools. The 300-year-old community is composed of families with long Biloxi histories, including those of many immigrants drawn to the city by its favorable climate and productive seafood industry—and more often today by the thriving casino businesses. It is also the site of Keesler Air Force Base, electronics center of the U.S. Air Force, whose military families have contributed immeasurably to the growth and enrichment of the Biloxi schools since 1940 and provided an unprecedented world focus to the city and the school district.

Having served K-6 students in its first seven years, North Bay in 2009 became a K-5 school as a result of district reconfiguration. Average student enrollment is 650; faculty and support staff number 65. Teachers holding master's degrees or higher 47%; and 10% are National Board Certified. The school is committed to the district mission expressed in this phrase: "Excellence From All, For All." We are a professional learning community with a commitment to a strong focus on standards, collaboration, and results.

On August 29, 2005, Hurricane Katrina, with what FEMA described as the highest storm surge in documented national history, irrevocably changed the entire Mississippi Gulf Coast, destroying countless homes and businesses and displacing thousands of families. Two Biloxi elementary schools were closed for more than a year due to the damage from the hurricane. The population of the Biloxi Public Schools dropped from 6,200 to about 3,200 when schools reopened less than a month later. It was a testament to the determination and strength of the entire community that students were back in school so soon after the storm struck.

The North Bay Elementary School fortunately had received only minor damage from Hurricane Katrina and became a district flagship of continuity and progress for the next five years. Students, parents, and staff continued to work for excellence through the emotional and physical rebuilding of school and community life, maintaining North Bay's history of high achievement and performance, as evidenced by end-of-the-year state mandated assessments.

During 2010-2011, North Bay Elementary was recognized as a Star School by the Mississippi Department of Education, the highest rating based on students' performance on the MCT2 and a Quality of Distribution Index that increased from 183 in school year 2008-2009 to 202 in 2009-2010. Also in the spring of 2010, the school was evaluated by REACH MS and named a PBS Model School for its School Wide Positive Behavior System. In the fall of 2010, North Bay—as well as the entire district—was fully accredited by the National AdvancED Accreditation Commission.

Our school has been recognized by Reading Renaissance as a Model School Site and by the Program of Research and Evaluation for Public Schools for student achievement; North Bay has also proved to be a model school for visitors from many other districts. In particular, our successful Response to Intervention system and protocol evoked highly favorable responses from state and regional educators.

Direct parent involvement and support are among North Bay's greatest strengths, with an exceptionally active Parent-Teacher Organization and various annual events and informal opportunities for parent involvement. The principal's meeting with the PTO Board each July in a half-day retreat to plan for the coming school year; Back to School Night; an innovative "Second Cup of Coffee" meeting with principal and parents each term; North Bay Night Out, sponsored by PTO for families and staff; Family Math Night; Family Science Night; Family Reading Night; Technology Fair; Grandparents as Caregivers and the ELL Parent Support Seminar—all are part of the life of the entire school family.

Effective communication between school and home is a priority at North Bay. Parents are provided online access to students' grades at any time. Each teacher has a website containing various information for the class, including a syllabus for the term. Administrators and teachers communicate with parents through e-mail, phone calls, student planners, and conferences. A weekly newsletter, *North Bay Newsflash*, is sent home with students each Monday, containing information on school events and student and school successes. A Connect-Ed phone call-out system is utilized to send important notices to parents.

We have a school-wide positive behavior system in place and a true commitment to being a professional learning community that helps us remain focused on goals to create a school where students and staff will thrive and student achievement will continue to increase. It is best expressed in our NORTHBAY acronym: **N**urturing Atmosphere. **O**pen and honest communication. **R**espect, responsibility and relationships. **T**eamwork and togetherness. **H**eady mind, body, and spirit. **B**eing positive and prepared. **A** professional learning community. **Y**ou are important!

1. Assessment Results:

In order to comply with federal guidelines under the No Child Left Behind Act (NCLB), Mississippi devised its Grade Level Testing Program (GLTP) in 2001-2002. Students in grades three through eight are administered the Mississippi Curriculum Test in the areas of Language Arts and Mathematics and are expected to display proficiency accordingly. These scores are utilized to measure a school's annual performance for the State of Mississippi Report Card and to ascertain Adequate Yearly Progress calculations (AYP). AYP reports are constructed to illustrate how schools performed in relation to the indicators outlined in the NCLB Act.

The goal is not only to work for high student achievement overall as a school but also to close the gap in achievement. This is attained by moving students out of the "Minimal" and "Basic" performance areas into the "Proficient" and "Advanced" categories. In the newly designed state accountability model, a school can be rated as high as "Star" and as low as "Failing" based on these test scores. To be labeled a "Star" school, the school not only must meet a minimum of 200 Quality of Distribution points but also must have met or exceeded its growth expectancy. The Quality of Distribution points are awarded based on student performance: three points for "Advanced"; two points for "Proficient"; and one point for "Basic." North Bay has recently been labeled a "Star" school by the Mississippi Department of Education.

The Mississippi Curriculum Test measures a student's knowledge and skill level in the areas of language arts and mathematics. The assessment for Language Arts consists of 60 multiple choice items. The competencies include vocabulary, reading comprehension, writing, and grammar. The data from the 2009-2009 MCT2 5th grade Language Arts MCT2 showed only an 11% gap between our economically disadvantaged and advantaged students scoring Proficient or above. Our most exciting MCT2 test data was the increase we saw from 2008-2009 to 2009-2010. In 4th grade Language Arts our scores for Proficient or above went from 67% to 77.8%. In 5th grade they also increased from 59%-78.5%.

The Mississippi Curriculum Test for Mathematics includes 50 multiple choice items and measures specific competencies such as number and operations, algebra, geometry, measurement, data analysis, and probability. The data from the 2008-2009 MCT2 3rd grade test in Mathematics showed only a 6% gap between our economically disadvantaged and advantaged students scoring Proficient or above. We saw a definite increase in our MCT2 scores in math from 2008-2009 to 2009-2010. In 4th grade math our scores for Proficient or above went from 73.9% to 83.8%. In 5th grade they also increased from 74.8% to 82.6%. Additional information regarding the state assessment system can be found at <http://orshome.mde.k12.ms.us/ors>.

The 2009-2010 MCT2 data for 3rd grade in language arts showed a gap between all students scoring Proficient and above and the male subgroup scoring Proficient and above. The difference was 11%. There was also a gap of 11% between all students and the black subgroup. In 3rd grade math there was a gap of 25% between all students scoring Proficient and above and the black students scoring Proficient and above. Academic interventions are being utilized in the classrooms to address this discrepancy. Several of the students in these subgroups are participating in our free after school tutoring program, Learning Lighthouse, this year.

Test results are thoroughly analyzed, and instruction is adjusted accordingly. The teacher, principal, and academic strategist consistently monitor the progress of each student to ensure growth for all students at North Bay.

2. Using Assessment Results:

North Bay Elementary analyzes test data on a continuous, intentional basis. These scores, along with other school data, are utilized to evaluate, plan, and determine instructional needs in a quest to improve both student and staff performance. When the test results are available, the administration meets immediately to construct school improvement strategies accordingly. The administration provides a data summary and individual student reports to appropriate staff members. The data are analyzed and discussed among the administrators, academic strategist and staff in small grade level team meetings and whole faculty staff meetings. Strategies, resources, the master schedule, and overall instruction are analyzed and adjusted to reflect the current needs.

Regardless of grade assignments, all teachers are responsible for assisting with the school-wide strategies. Teachers identify “challenged” learners and devise daily interventions for each student who may be “at risk” (or what we refer to as “at promise”). Those students scoring “Basic” or “Minimal” are placed in the Learning Lighthouse after-school program for additional assistance. Information is also reviewed to target students who may need to be exposed to more rigor in their instructional program. These enrichment activities are integrated during the instructional day as well as during the extended day. Our BOOST BLOCK is also an integral part of our master schedule in providing individualized instruction for our students.

Teachers also consider the data when constructing their weekly lesson plans as well as preparing their individualized instructional strategies. In addition, individual score reports are sent to parents, giving them opportunities to offer reinforcement at home. Data and student progress are shared with parents at the Report Card Pick Up Conference Day and Back to School Night. Assemblies are held to focus on achievement and promote the school’s vision of Excellence From All, For All.

Scores are also examined in determining teacher effectiveness. Teachers with outstanding scores are recognized and encouraged to share their best practices during PLC weekly team meetings and faculty meetings. Those teachers with a significantly high number of substandard scores work with and are coached by district instructional coaches, observe and meet with effective teachers in the grade level, and are observed by and given feedback from the principal on a regular basis. Those teachers are asked to attend professional development sessions or workshops to improve their instructional effectiveness.

3. Communicating Assessment Results:

North Bay Elementary responds in accordance with the Federal and State mandate regarding the dissemination of yearly performance results by publishing a “Report Card.” This information is published in the local newspaper and sent to all parents in a timely manner. In addition to being posted on the district and school websites, the district newsletter is mailed to parents and community members, sharing this vital information with the entire public. At our Back to School Night, parents are informed of the school’s current status regarding NCLB as well as the State Accountability Model. Assessment results are thoroughly explained, and clarification is offered to those parents needing further explanation. North Bay’s test data can also be found online at <http://orshome.mde.k12.ms.us/ors>.

Teachers are in direct contact with parents, making phone calls, communicating by e-mail, through the student planner provided for each student by the school, sending progress reports, and conducting parent-teacher conferences. Parents are encouraged to use the Information on Demand Internet System to access vital information such as grades and attendance. The school website provides information on upcoming assessments as well as the teacher’s classroom web page. On each teacher’s web page is the syllabus for the current term listing specific skills that will be taught each term. Parents are invited to subscribe to the district e-letter, *The Windtalker*, which publishes all district activities and school accomplishments on a regular basis. The district web page, www.biloxischools.net, has a wealth of information on all assessments and other important information for the entire community.

All stakeholders are encouraged to attend special school events such as Back to School Night, Family Reading Night, Family Math Night, quarterly Second Cup of Coffee gatherings where parents and administrators share ideas and discuss concerns, and PTO meetings, where school performance is highlighted and school strategies are discussed.

4. Sharing Lessons Learned:

North Bay Elementary has shared its success with various schools since it opened ten years ago. Giving a tour of our outstanding facility to a graduate facilities class, hosting a visiting school team from another district to view and discuss our award-winning Positive Behavior System, serving as an example in our own district of remarkable student growth on our state assessment—these are among the many examples of the North Bay staff's leading the way in the quest for "Excellence From All, For All." We have had several schools and entire districts within the state and outside visit our school to review our Response to Intervention process and program due to its outstanding and effective implementation.

The principal has also served as a mentor for new administrators within the district. She was recognized as Administrator of the Year for Biloxi Public School District in her second year as principal of North Bay Elementary. She has addressed fellow educators at several professional development sessions and has been invited to speak to graduate school classes. North Bay was featured on NBC's "Today" show regarding successful implementation of cameras in all classrooms during this district-wide initiative.

If North Bay is chosen as a Blue Ribbon School, it will undoubtedly continue to offer guidance and best practices to surrounding schools and universities and to share with district schools the most important lessons learned in its decade of remarkable service to the entire school community.

1. Curriculum:

North Bay's curriculum is built around the Mississippi Curriculum Framework and our own Biloxi Public Schools Guaranteed Curriculum. The curriculum includes reading, integrated language arts, mathematics, science, social studies, and Mississippi History. Technology plays an important role in all aspects of the curriculum.

The key components of the reading program focus on the incorporation in all grades of our basal series, Reading Street, published by Scott-Foresman, The Wright Group Shared and Guided Reading program, the Reading Renaissance Accelerated Reading program, Project Read phonics instruction, Skills Tutor, Study Island and Education City software programs. Many incentives support the reading program, such as Accelerated Reader recognition for point clubs on a special hallway bulletin board, prizes for point clubs, and library popcorn parties for all students meeting their AR goal for the term. Our top readers also participate in our annual Mardi Gras parade at our school with the top reader riding in the fancy convertible car dressed up as the "Cat in the Hat". We host a Family Reading Night during the National Education Association's Read Across America Week. On Family Reading Night parents and students are treated to a Green Eggs and Ham Pancake Dinner at the school. During that week students have special dress-up days centered on a theme. Students may wear funny or unusual hats on "Hats off to Dr. Seuss" day, wear crazy, mismatched socks on "Reading knocks your socks off" day, and then our favorite, "Who-Hair Day, where even the principal sports crazy "Who Hair".

Language Arts has a writing focus that is embedded in all aspects of the curriculum. Although grammar and communication are targeted, the writing component is an important part of the implementation. Student writing is displayed throughout the building inside and outside each classroom in the pods and in our hallways.

Math instruction is carried out with programs such as Math Connects, published by McGraw-Hill, Accelerated Math, Math for Today, and software programs such as Skills Tutor, Study Island, and Education City. Our school hosts a Family Math Night each year when students and parents participate together in skill-based, hands-on activities throughout the building. Our students also had the opportunity to participate in the St. Jude Math-a-Thon this year, which reinforced the math skills they are learning while at the same time helping others by raising money for St. Jude Children's Research Hospital.

Science is offered in all grade levels. Science instruction takes place using the interactive program Mississippi Science, published by Houghton Mifflin Harcourt. Students are provided instruction through a consumable textbook and through hands-on directed inquiry lessons. Our school hosts a Family Science Night each year. Parents and students work together on the various fun and skill centered activities provided throughout the school for all different grade levels. Our fourth and fifth grade students construct a science fair project that is entered into our school science fair. This process builds research skills and correlates with scientific method instruction.

Social Studies is offered at all grade levels, and Mississippi History is studied in grade four. Our second and fourth grade students perform in a "Wax Museum" program each year, highlighting famous Americans throughout history. Students conduct research, create an informational poster as a backdrop, dress up as the famous American, and perform a narrative about the person as parents and guests venture through the "Wax Museum."

The academic program is based on high standards and rigor for each student. Teachers' delivery methods are directly aligned with Norman Webb's Depth of Knowledge. The instructional day is in direct compliance with the state-mandated 330 minutes of instruction.

The academic program is supplemented with music, art, and physical education; all are offered during the instructional day. The music department integrates instructional skills into its daily program. Whether students are singing "The Initial Consonant" song, the "Noun" song, where every kindergarten pupil goes through the alphabet singing the name of a noun when it is his or her turn, or learning "The State Capital" songs, every student is fully engaged in meaningful activities. Each month a different grade level

develops and performs a musical or play for the parents at an evening performance in our auditorium. The school's art instruction is definitely visible in the school. Student art work adorns the hallways. Our art teacher not only follows the state curriculum for art instruction but also incorporates skills from the K-5 core subject areas in student instruction and art displays. Students also keep portfolios of their work to be shared with parents at the end of the school year, and they participate in numerous community art contests that have brought numerous awards and display ribbons for the school. The school's physical education department incorporates Project Fit, an outdoor fitness arena and instructional program that fosters being physically fit and making sound nutritional decisions. Our students participate in the Presidential Fitness Testing program as well.

2. Reading/English:

North Bay's reading curriculum is centered on the areas of reading comprehension, phonemic awareness, writing, listening, speaking, and research and inquiry as outlined in the *2006 Mississippi Language Arts Framework, Revised*. We also follow our Biloxi Public Schools Guaranteed Curriculum for Language Arts. Because reading is the nucleus of all other subject matters, building fluency and promoting improved comprehension are top priorities at North Bay. There is an integration of several programs, such as the Wright Group Shared and Guided Reading in Kindergarten, Scott Foresman's Reading Street basal series in 1-5, Project Read (a multisensory alternative reading program) in all grades, Skills Tutor, Study Island, and Education City software. Our basal reading series is also available online to students and parents for at-home access; leveled readers are a strong component. The leveled readers are available and used in the areas of science and social studies as well as an integral part of basal reading instruction, which includes grammar, spelling, and writing skills. These programs are chosen for their components of differentiation. All classrooms implement learning stations to enhance and maximize learning opportunities. Students are assessed three times a year, using the STAR assessment from Reading Renaissance to determine a reading level for Accelerated Reading. After STEEP (System to Enhance Educational Performance) informal assessments are administered in school-wide in reading three times a year, prescriptions are developed for interventions through the use of Headsprout, Lexia, Reading Center and Read Naturally. In addition, a free-of-charge after-school tutorial program, Learning Lighthouse, is used with students who are in need of additional assistance.

Differentiating instruction is a top priority not only for reading but also for all other subjects. Research indicates that students are most successful when they are receiving appropriate individual instruction. The master schedule has also been devised to further differentiate instruction by providing each class with individualized instructional time, which we call BOOST BLOCK, to ensure that one-to-one and small group instruction take place intentionally and daily.

We have two district instructional coaches for language arts; each works one day per week in our school to make sure that our curriculum is aligned and that teachers receive instructional resources and coaching support.

To support their transition into English, our English Language Learners also receive instruction from a certified ELL teacher during our BOOST BLOCK two days a week.

3. Mathematics:

North Bay Elementary's math curriculum is centered on the areas of number and operations, geometry, data analysis and probability, algebra and measurement. We follow the *2007 Mississippi Mathematics Framework, Revised* as well as our own Biloxi Public Schools Guaranteed Curriculum. Our main instructional resource for math instruction K-5 is the McGraw-Hill Math Connects program. The textbook and hands-on manipulatives are used for math instruction. The Promethean Board, which is used in every K-5 classroom, enhances instruction through use of the technology component available in the Math Connects program. Students may view each page of the textbook on the Promethean and interact with the page in that medium. At home, online access to the math textbook and an online tutor are available to all students and parents. We supplement that instruction with technology such as Accelerated Math, Study Island, Skills Tutor, and Education City. Our students in grades 1-5 use Math Facts in a Flash. This software program allows the students to practice basic math facts and build math fluency. All classrooms offer whole group and small group instruction in math. Students are grouped during our daily BOOST BLOCK to work on skills not yet mastered in the math curriculum and also for enrichment in math. This

is a highly differentiated learning time for students daily. Students are assessed school-wide in math with the STEEP screening instrument. Based on the data shared with teachers, students are placed in weekly math interventions using programs such as Skills Tutor, Fact Fluency, Fast Math, and Math Protocol. We have a district elementary instructional math coach who works with our teachers and students each Wednesday. She provides instruction and assistance on the various math programs used in our district, models lessons for teachers, and provides important feedback to teachers for effective math instruction.

We provide after-school tutoring sessions for math Monday through Thursday in our Learning Lighthouse. Students work with certified teachers individually and in small groups on math homework, skills practice, and preparation for state testing, using Buckle Down and Skills Tutor math software.

4. Additional Curriculum Area:

Innovative teaching strategies using technology have made a positive impact on both group learning and individualization of student learning at North Bay Elementary. We have 4-6 computers in each classroom as well as a computer lab of 30 computers. Each classroom has a Promethean Board, which our teachers and students use throughout the day for instruction in all subjects. Its ease of use and the increased student interest level it has provided in the total curriculum has made it an exceptional motivator for learning.

Along with the Promethean Board, each classroom in grades 2-5 has been equipped with Active Votes or Active Expressions. These individual hand-held student response devices enable the teacher as well as the students to receive immediate feedback on activities and assessments. Various educational websites are incorporated, together with our district instructional textbook and software programs.

Every teacher has a laptop for use in the classroom and at home to provide access to all of the technology resources available when planning instruction for students. Our students use the computer in the Accelerated Reader program as they take comprehension tests on literature they have read. Their progress is tracked by the program and reported to the teacher and the students. The Accelerated Math program is computer-based in addition to traditional paper/pencil activities. It provides individualized math lessons directly related to the specific skill needs of a student. Technology programs to support instruction in math and language arts are plentiful. Skills Tutor, Study Island, Education City, Brain Pop, and Safari Montage are a few of the many technology resources available to teachers. Students who are in intervention programs for reading and math use various online programs that provide individualized instruction and progress monitoring. Reports are available in all of the software programs used in our school to monitor and adjust instruction for each student. Brainchild software on hand-held computers gives students opportunities to receive instruction through innovative and effective technology.

A certified technology teacher provides instruction in our computer lab daily during BOOST BLOCK for each grade level. Various skill-based software programs are used in the lab to support instruction in the classroom. We also offer a yearbook class to our fifth grade students during fifth grade special time in the computer lab. Selected fifth grade students work in the lab online to create our school yearbook under the direction of the computer lab teacher. North Bay is very proud to have its own TV station, WNBAY. Selected fifth grade students are a part of the WNBAY team. Scripts are written and videos are produced during this time in preparation for our daily "WNBAY Morning Show." Students are involved on-camera and behind-camera in various roles. Shows are produced and managed by students supervised by the technology teacher.

Using our Federal Title I funding, flip cameras, as well as digital cameras and video cameras, have been purchased and are used in several classrooms to enhance instruction. We are a bi-platform school in that we use MAC and PC computers in our classrooms. Teachers and students also have access to IPOD ITouch technology.

All of our many technology resources at North Bay promote effective instruction and help us to live our mission of providing and expecting "Excellence From All, For All."

5. Instructional Methods:

North Bay Elementary integrates a great variety of instructional methods. Our administration and teachers are continually searching for and implementing the most effective instructional methods found in educational research, daily practice, and our data analysis. Our instructional practices are built around the philosophy of a true professional learning community. In the last six years, our school has had three

different teams of teachers and administrators attend the Professional Learning Communities Summit presented by Solution Tree, featuring Rick and Rebecca DuFour. We have had numerous faculty book studies and meetings to promote the ideals and practice of a professional learning community. We focus on standards, collaboration, and results as our guides to implementing effective instruction and ensuring learning for all of our students. We continually ask these questions: What is it that we want our students to learn? How will we know when they have learned it? What will we do when they have learned it? What will we do when they have not learned it?

We have created a time in our master schedule for small group and individualized instruction as a result of our focus on learning for all. Each grade level has a different 45-minute period of time daily entitled BOOST BLOCK, when specific students work on skills not yet mastered while other students work on enrichment activities and lessons. Instruction is individualized for each student based on need. In order to lower our student/teacher ratio for this instructional time, we have our own assistant teachers and special area teachers assigned to a classroom. We also employ several part-time teachers to serve as Boost Buddies. Different instructional resources are used during BOOST BLOCK, including technology resources in the classroom and the computer lab.

Collaboration is encouraged among all of our staff members, those within the same grade level and those in other areas of the school. Our music teacher uses songs that reinforce the skills being learned in the classroom. Our art teacher is a former regular education teacher who has access to and knowledge of the K-5 regular curriculum. She uses math and language skills in her projects and lessons with students on a regular basis. Our librarian begins each class with a skill lesson to reinforce instruction in the classroom. There is a time for reading and AR testing within each library class. Reading fluency is modeled through a story time during library time for students.

Additional teaching and learning resources are incorporated as well, through technology, role playing, projects, plays, musical programs, and our WNBAY broadcast station. The teachers make the effort to provide immediate feedback to students and intervene in a timely manner to promote continual learning for all students. Re-teaching and retesting are vital components of North Bay's instructional program. We have an ELL teacher to provide additional instruction to those particular students during our BOOST BLOCK. We have a two speech/ language teachers and three special education teachers. We have a school/district physical therapist and an occupational therapist who serve students within our school. All of these personnel work to provide specific student services, accommodations, and modifications to meet individual student needs.

The North Bay free after-school program, The Learning Lighthouse, truly lights the path for student success. This program allows the school to extend the school day for those students in need and provides free transportation home for those students. Students are offered a snack provided through a grant with a local food bank at the beginning of each session. Students are selected for the program based on state test scores and recommendations by teachers. Students work in small groups with certified teachers on homework, skills based test prep, and on software programs aligned with the curriculum.

6. Professional Development:

North Bay Elementary's professional development program is a comprehensive plan for staff learning designed to promote and ensure excellent student instruction, achievement, and growth. We have two components to our professional development program: a district plan and a school plan. Our district provides high- quality professional development for teachers throughout the year on designated days when school is not in session for students. Noteworthy and highly qualified speakers address teachers in district staff assemblies, providing strategies and research-based practices to improve student achievement. Our district also recently held and our teachers participated in our first Biloxi Public Schools Education Convention. Teachers selected six different sessions to attend throughout the day that met their own individual needs for professional development. In-district and out-of-district presenters were used. The convention and the individual sessions were highly successful. Our district has also provided an online national professional development resource, PD360, for all certified staff members: courses are offered; teachers may participate in online study groups and discussions; and they may earn continuing education units for certification renewal. Teachers across the district teaching in the same subject area and grade level meet twice a year in District "Pow-Wows". During the "Pow-Wow", data is

reviewed from the Biloxi Public Schools Common Term Assessments and effective instructional strategies and lessons are shared by the teachers and instructional coaches.

Each year a survey is done within our school to develop our professional development plan for the school year. This year our focus is on literacy in all content areas. Our teachers meet once each month after school in a study group facilitated by a district instructional coach. The different specific literacy study groups were determined by teacher request and need. Teachers were allowed to self-select the groups they would participate in for the year. Teachers are required to actively participate and share instructional strategies and student work samples each month as well as to review research-based literature and practices.

Collaboration is a key component of a professional learning community. All of our teachers in K-5 meet weekly to analyze data, plan instruction, and share best practices. Whole staff meetings are held at least monthly on various important topics and issues related to our school instructional program and goals. Educational articles from professional journals are shared with staff members on a regular basis and discussed in various settings. Investments are made in resources and training that directly make a difference in student achievement.

7. School Leadership:

North Bay Elementary has a School Leadership Team that offers invaluable input for the school. The School Leadership Team is comprised of teachers from each grade level and department as well as parents and community members. The SLT meets quarterly to review curriculum, finances, and school goals. Team members work collaboratively to plan special events and programs as well as the master schedule. Our PTO (Parent-Teacher Organization) works with the principal to outline projects and coordinate fundraising for the school. Our high level of parental involvement and positive parent leadership are indispensable to our success as a school.

The role of the principal is truly vital as she works diligently to be the instructional leader by driving the instructional program daily. With the assistant principal, she observes in classrooms, talks with students, and meets on a regular basis with teachers to review data and discuss the progress of students while simultaneously making suggestions for improved progress. The principal is a participant in weekly Professional Learning Community Tuesday team meetings with each grade level. She is present to offer support as teachers work together to plan for student instruction.

A positive school environment where all are growing and learning—students and staff—starts with the principal. The principal serves as both administrative leader and professional colleague lighting the way forward and keeping the school as a whole focused on students and student learning and success. On a daily basis she must model what she expects from others. Whether it is with students, parents or teachers, the principal must demonstrate a caring and passionate commitment to the job and a belief that all students can and will learn. With a full commitment to the timeless values of education and a continuous personal and professional development and growth, the principal will help to guide the entire school community toward its fundamental goal: Excellence From All, For All.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: 2nd edition/2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient and advanced	76	75	82	97	96
advanced	30	25	24	62	49
Number of students tested	90	101	105	95	96
Percent of total students tested	99	97	98	96	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and advanced	63	62	78	96	93
advanced	14	22	11	52	27
Number of students tested	51	50	54	46	45
2. African American Students					
proficient and advanced	48	63	70	97	96
advanced	10	22	15	53	33
Number of students tested	21	27	27	30	27
3. Hispanic or Latino Students					
proficient and advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient and advanced	70	67		83	82
advanced	20	17		44	36
Number of students tested	10	18		18	11
5. English Language Learner Students					
proficient and advanced					
advanced					
Number of students tested					
6. white					
proficient and advanced	84	82	86	97	97
advanced	34	22	27	65	58
Number of students tested	62	67	66	60	64
NOTES:					

11MS1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient and advanced	73	69	74	93	84
advanced	34	22	29	48	48
Number of students tested	91	101	104	95	96
Percent of total students tested	100	97	97	96	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and advanced	53	62	61	89	73
advanced	20	14	13	28	33
Number of students tested	51	50	54	46	45
2. African American Students					
proficient and advanced	59	59	65	90	67
advanced	9	4	15	30	30
Number of students tested	22	27	26	30	27
3. Hispanic or Latino Students					
proficient and advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient and advanced	60	56		78	64
advanced	30	28		39	18
Number of students tested	10	18		18	11
5. English Language Learner Students					
proficient and advanced					
advanced					
Number of students tested					
6. white					
proficient and advanced	76	75	77	95	92
advanced	40	28	33	55	56
Number of students tested	62	67	66	60	64
NOTES:					

11MS1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mississippi Curriculum Test

Edition/Publication Year: 2nd edition/2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient and advanced	85	75	70	85	85
advanced	26	21	11	43	59
Number of students tested	103	103	101	122	82
Percent of total students tested	100	99	97	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and advanced	86	65	62	84	80
advanced	25	10	7	43	52
Number of students tested	56	51	55	63	46
2. African American Students					
proficient and advanced	84	56	58	77	78
advanced	8	4	6	21	39
Number of students tested	25	27	33	34	18
3. Hispanic or Latino Students					
proficient and advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient and advanced	64	36	46	50	55
advanced	21	9	9	14	9
Number of students tested	14	11	11	14	11
5. English Language Learner Students					
proficient and advanced					
advanced					
Number of students tested					
6. white					
proficient and advanced	84	80	80	89	86
advanced	28	29	12	51	59
Number of students tested	67	66	59	81	56
NOTES:					

11MS1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Mississippi Curriculum Test

Edition/Publication Year: 2nd edition/2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient and advanced	78	68	54	83	73
advanced	27	20	9	48	33
Number of students tested	103	104	101	122	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and advanced	80	56	42	78	70
advanced	29	8	0	38	22
Number of students tested	56	52	55	63	46
2. African American Students					
proficient and advanced	72	63	49	77	67
advanced	8	7	9	29	22
Number of students tested	25	27	33	34	18
3. Hispanic or Latino Students					
proficient and advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient and advanced	43	36	36	50	27
advanced	21	18	9	29	9
Number of students tested	14	11	11	14	11
5. English Language Learner Students					
proficient and advanced					
advanced					
Number of students tested					
6. white					
proficient and advanced	76	68	58	85	71
advanced	31	27	9	56	36
Number of students tested	67	66	59	81	56
NOTES:					

11MS1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mississippi Curriculum Test

Edition/Publication Year: 2nd edition/2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient and advanced	85	75	69	86	77
advanced	31	17	21	41	37
Number of students tested	116	96	108	90	99
Percent of total students tested	100	97	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and advanced	84	62	58	77	72
advanced	24	4	12	35	34
Number of students tested	70	45	60	48	53
2. African American Students					
proficient and advanced	77	71	54	61	58
advanced	6	8	9	28	19
Number of students tested	35	24	35	18	26
3. Hispanic or Latino Students					
proficient and advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient and advanced			64		36
advanced			9		14
Number of students tested			11		14
5. English Language Learner Students					
proficient and advanced					
advanced					
Number of students tested					
6. white					
proficient and advanced	89	80	79	91	86
advanced	41	20	28	45	44
Number of students tested	70	64	65	65	62
NOTES:					

11MS1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Mississippi Curriculum Test

Edition/Publication Year: 2nd edition/2008 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient and advanced	80	63	66	81	83
advanced	22	12	13	24	37
Number of students tested	116	96	108	90	99
Percent of total students tested	100	97	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and advanced	77	53	52	71	85
advanced	13	7	7	15	30
Number of students tested	70	45	60	48	53
2. African American Students					
proficient and advanced	74	58	51	72	85
advanced	9	13	6	17	27
Number of students tested	35	24	35	18	26
3. Hispanic or Latino Students					
proficient and advanced	0	0	0	0	0
advanced	17	20	0	0	0
Number of students tested	6	5	2	4	0
4. Special Education Students					
proficient and advanced	0	0	46	0	43
advanced	25	13	9	0	7
Number of students tested	8	8	11	8	14
5. English Language Learner Students					
proficient and advanced	0	0	0	0	0
advanced	0	0	0	0	33
Number of students tested	0	3	3	0	6
6. white					
proficient and advanced	83	66	74	82	82
advanced	29	9	17	28	42
Number of students tested	70	64	65	65	62
NOTES:					

11MS1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient and advanced	82	75	75	85	85
advanced	29	21	20	52	50
Number of students tested	309	404	395	427	362
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and advanced	79	65	68	81	79
advanced	22	11	10	45	37
Number of students tested	177	193	212	212	185
2. African American Students					
proficient and advanced	72	60	61	75	75
advanced	7	9	9	33	27
Number of students tested	81	106	109	109	92
3. Hispanic or Latino Students					
proficient and advanced	87	59	70	75	0
advanced	40	18	20	42	0
Number of students tested	15	17	20	12	0
4. Special Education Students					
proficient and advanced	63	52	52	52	47
advanced	22	17	9	21	16
Number of students tested	32	42	33	56	45
5. English Language Learner Students					
proficient and advanced	0	46	33	0	77
advanced	0	9	8	0	46
Number of students tested	0	11	12	0	13
6. white					
proficient and advanced	85	82	82	89	89
advanced	35	25	23	58	58
Number of students tested	199	265	248	284	241
NOTES:					

11MS1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
proficient and advanced	77	68	66	83	80
advanced	27	16	15	37	37
Number of students tested	310	405	396	427	362
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and advanced	71	56	54	77	74
advanced	20	8	6	24	25
Number of students tested	177	194	214	212	185
2. African American Students					
proficient and advanced	70	57	55	76	70
advanced	9	6	9	24	24
Number of students tested	82	106	109	109	92
3. Hispanic or Latino Students					
proficient and advanced	87	44	55	67	0
advanced	33	11	15	17	0
Number of students tested	15	18	20	12	0
4. Special Education Students					
proficient and advanced	47	45	40	46	38
advanced	25	19	11	21	9
Number of students tested	32	42	35	56	45
5. English Language Learner Students					
proficient and advanced	0	18	25	0	77
advanced	0	0	0	0	15
Number of students tested	0	11	12	0	13
6. White					
proficient and advanced	78	73	71	86	83
advanced	33	20	17	42	42
Number of students tested	199	265	249	284	241
NOTES:					

11MS1