

U.S. Department of Education
2023 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 Ms. Sandy Bates
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2213 Cypress Street
(If address is P.O. Box, also include street address.)

City West Monroe State LA Zip Code+4 (9 digits total) 71291-4403

County Ouachita Parish

Telephone (318) 432-2250 Fax (318) 432-2299

Web site/URL https://boley.opsb.net E-mail noel@opsb.net

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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Todd Guice E-mail guice@opsb.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ouachita Parish Tel. (318) 432-5000

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Tommy Comeaux
(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.

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

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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
9 Middle/Junior high schools
5 High schools
0 K-12 schools
- 36 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	20
K	40
1	41
2	40
3	43
4	45
5	32
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	261

*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
 - 0.7 % Asian
 - 57.8 % Black or African American
 - 7.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 24.4 % White
 - 9.6 % 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 2021 - 2022 school year: 33%

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

The majority of our student mobility is due to residential mobility. Parental income and family dynamics can quickly cause a family to move to a more affordable housing market. Our school's relocation to a temporary facility might have impacted parents choosing a neighborhood school.

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, 2021 until the end of the 2021-2022 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	41
(3) Total of all transferred students [sum of rows (1) and (2)]	73
(4) Total number of students in the school as of October 1, 2021	218
(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

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

English Language Learners (ELL) in the school: 3 %
9 Total number ELL

7. Students eligible for free/reduced-priced meals: 87 %
Total number students who qualify: 227

8. Students receiving special education services with an IEP: 13 %
Total number of students served 34

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>3</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>9</u> Developmental Delay	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 7 %
Total number of students served: 19

10. Number of years the principal has been in the position at this school: 6

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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 20:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	92%	91%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

As a community, Ouachita Parish Schools will connect learning to 21st Century skills needed for college and career-ready students who will excel in a global society.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.opsb.net/349694_2

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

PART III – SCHOOL OVERVIEW

Providing an overview of our school in 2023 should be done with a glimpse of the school's history. We must acknowledge our roots and branches to appreciate our blooms.

The plot of land (the foundation of Boley) was purchased in 1866 by Jane Boley, a freed slave. This land was later donated by her granddaughter with the stipulation that it could only be used to educate children. In 1953, during segregation, Marion F. Boley High School was built for the black community.

Boley Elementary has endured many challenges. In April 2019, a lightning strike started a fire, and the original building was lost. Many staff, students, and community members stood and watched as the historic school burned to the ground. Everything was lost. Students were displaced for a week while decisions about the current school year were made. People in the community as well as all over the country wanted to help Boley finish the school year strong, and donations soon began pouring in. This gesture of support was overwhelming and humbling for our staff and students as we pushed forward with new hope.

A temporary solution was established. Another elementary school nearby had extra classrooms and could absorb our staff and students into their building. The transition was relatively smooth, but state testing was scheduled for the following week. Teachers had to reassure students that they were prepared to take the test and that testing would progress as usual.

School Board members, with input from the community, had to decide if it would be more beneficial to rebuild the school or to relocate the students to existing elementary schools within the district. After considering the choices, board members decided the school would move to a building that housed a former nursing home. The building was not ideal, but it helped to keep our school population together, and we were grateful for everything the community did to make that happen.

Upon entering the temporary school, routines and procedures had to be altered. The rooms were small, and the playground area was even smaller. However, this setup allowed for smaller class sizes. The teachers and students were resilient. They began work as if nothing had happened and were excited that teaching and learning were happening again!

Little did we know that in the midst of all these struggles, we would face yet another challenge: COVID-19. In March 2020, Louisiana schools were forced to shut down because of a global pandemic. Teachers and students were notified they would finish the school year virtually. This was new territory for our faculty, but we once again proved resilient. Teachers began planning virtual lessons, and staff rallied to distribute Chromebooks to students. Instruction began once again! When schools reopened in Louisiana, our staff and students returned to the temporary school. Because of COVID, interaction was limited, masks were required, and sanitation measures were administered often.

Through integration, bussing, redistricting, grade level configurations, a temporary relocation, a pandemic, and virtual school options, the school has kept the historic Boley family name. Our schools are zoned by neighborhoods, and we are in a primarily low-socioeconomic area. Many of the students are from single-parent homes, multi-generational homes, and multi-family homes. Families live in apartment complexes, small rent-houses, and houses in disrepair. These working adults barely meet their financial needs. As a by-product, this also creates a higher transient population. In spite of all of the external factors, Boley students are showing growth.

We implement many strategies to ensure our students are on the path of learning. One of those strategies is tutoring. Title I funding has allowed us to hire retired teachers to provide in-school tutoring for students who need extra support. Tutors collaborate with classroom teachers to analyze and use data to target specific student needs. Students receive purposeful direct instruction with immediate feedback allowing them to experience success. Tutoring after school hours is an extension of the classroom and is offered to students identified with deficits in learning. Buses provide transportation to ensure all students who qualify for tutoring are able to attend regardless of access to transportation. External motivation works well with our

elementary students, and incentives are provided for student success. Prizes and parties are awarded at various points throughout the year to keep the students motivated and striving for excellence.

The vision of the Boley family remained, and in 2022, a brand new building was opened. It was rebuilt on the familiar historic site where Boley has always stood. We were ecstatic to finally be home. We move forward with the firm belief that “a tree's beauty lies in its branches, but its strength lies in its roots.”

~Matshona Dhliwayo

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Louisiana State Student Standards drive all instruction. Wonders, Louisiana Guidebooks, and the Louisiana Student Standards for grades K-5 were used as our English Language Arts (ELA) Curriculum. The standards align with each grade level showing the teacher what the students need to accomplish by the end of each grade.

McGraw-Hill Wonders was used in grades K-2. Wonders is a research-based reading curriculum that aligns with the Louisiana Student Standards for Literacy and addresses the National Reading Panel's Five Essential Components of Reading. It allows students to express themselves through reading, writing, and speaking while building foundational skills from phonemic awareness to academic vocabulary. Instruction consists of whole-group, small-group, independent study, and literacy workstations. Small-group instruction allows the teacher to implement differentiated lessons for all students. Literacy workstations provide students with multiple opportunities for practicing and applying the literacy skills from the weekly lesson. They also reinforce previously taught concepts through a spiral review of skills.

Additional strategies used to strengthen literacy skills include a print-rich environment. Books are easily accessible to students in every classroom. The availability of text material allows students multiple opportunities to interact with print as they go through their day. Classroom sound walls, word walls, and vocabulary bulletin boards throughout the school provide exposure to a variety of types of print. Students build fluency and comprehension by working together towards individual and peer success. Individual goals and classroom competitions motivate students to read.

ELA Guidebooks is a Tier 1 reading curriculum used for whole-class instruction. This implementation begins in third grade. Lessons and instructions in Guidebooks use a backward design with the end goal in mind. The Guidebooks ensure that all students can read and express their understanding of grade-level texts utilizing graphic organizers. This model traces and requires students to use the knowledge, skills, and habits they have acquired through the units to read, understand and express their understanding of complex grade-level texts.

Teachers use teacher talk moves, literary circles, jigsaws, shared reading, and classroom slides to enhance learning. Students are encouraged to read for understanding and analyze the text. Guidebook units are divided into sections and lessons. Writing instruction is embedded in the content of the curriculum through the use of the Writing Revolution. Students participate in interactive writing using organizational frames, sentence stems, single-paragraph outlines, and grammar strategies. Not only do students express their understanding in writing at the end of each section, but they also express their understanding at the end of each unit through a Culminating Writing Task. For the Culminating Writing Task, students analyze the topics, themes, and ideas of the unit and compose a written essay.

Formative and summative assessments such as DIBELS, are used in grades K-3 to assess and monitor basic early literacy skills, and district-created benchmarks are used to track student progress and strengthen learning. Digital forms of assessments used include Google Classroom, NearPod, iReady, and Edulastic. Teachers use the data from these sources to drive instruction and ensure students are on track for reading success.

1b. Mathematics curriculum content, instruction, and assessment:

Our district adopted text materials and the technology companion from Curriculum Associates in 2019. Ready Math is the text material, while iReady is the web-based companion piece. Both are aligned with the Louisiana State Student Standards for Mathematics.

Ready Math Curriculum provides teachers with tools to create a classroom environment where all students can become mathematicians. Ready Math lessons, or weekly plans, are structured and sequential to provide a logical flow of information. Each lesson begins with a review of prior skills and then moves students toward the progression of the next skill. Once the lesson is complete, a Ready Math Skill Check covering current and previous lesson concepts is given.

Daily instruction in real-world math problems helps build mathematical reasoning. Students are encouraged to use mathematical language as they discuss their thinking processes and explain the steps in solving problems. Repeated exposure to conceptual understanding is necessary for success in each major domain. Continuous spiral review of concepts creates learners with strong procedural skills and fluency that assist in closing the gaps in mathematical learning.

This familiarity with concepts allows students to be able to use mathematical practices effectively. A variety of additional strategies are used to ensure students remain interested and focused on the material while grasping complex concepts which includes exploring problem-solving through the use of manipulatives, review games, partner activities, and interactive visual aids.

Each week a Ready Math Family Letter goes home to explain and demonstrate how each mathematical topic is being presented. Parents are notified about their child's progress through weekly newsletters and reports. This allows families to become partners in the learning process.

Computer-based iReady diagnostic tests are administered multiple times throughout the year. Students are assigned an Individual Learning Path which allows teachers to track student progress and refocus learning for students struggling to grasp certain concepts. Teachers can also generate assignments to reinforce and expand an additional learning path for each student. Students take ownership of their learning by working on an Individual Learning Path.

Ready Math formative assessments gauge student mastery of the same skills assessed in the Louisiana Educational Assessment Program (LEAP). Utilizing weekly assessments, individually created learning paths, and strong, consistent teacher instruction and reinforcement help ensure all students experience some form of mathematical success. Teachers can quickly access and discuss data from student computer assignments and class assignments. Teachers regularly meet, analyze, and discuss the data to maximize learning for all students.

Data chats between teachers and students zero in on specific skills that need improvement to allow students to track their growth. Informal assessments such as progress monitoring and teacher observation are used along with formative assessments to guide instructional direction.

Ultimately, we understand that math is a challenge for many students. By using these strategies and creating a safe, supportive environment, we help our students develop a strong foundation in mathematics that will serve as a basis for future learning and success.

1c. Science curriculum content, instruction, and assessment:

Amplify, a K-8 science curriculum, was adopted as our science curriculum by our district three years ago. Amplify units correlate with the Louisiana State Student Standards for Science. Science is a vast area of the curriculum. In elementary school, our teachers provide students with their first opportunity to discover botany, biology, chemistry, earth science, space science, physical science, and zoology.

The Amplify program is designed to create an environment where students learn to ask scientific questions and solve real-world problems. The curriculum is divided into four units. Each unit's overall phenomenon excites learners as they prepare to learn the core disciplinary idea. Students actively engage in lessons by participating in activities in which they make models, plan and carry out various investigations, analyze data, design solutions, and use evidence to communicate science learning effectively. When students are excited about learning, significant growth occurs, and the gaps in learning are closed. For example, knowledge is demonstrated in 4th grade as students design a simple system using a solar panel, wires, a

motor, and a fan. Second-grade students study plant and animal life cycles and create mini greenhouses to grow plants and hatch chicks in incubators in the classroom.

Teachers expose students to sources such as Discovery Education videos and informational articles. This continuous exposure to real-life scientific problems allows students to truly become scientists as they bridge the gaps in scientific knowledge. Students respond informally and formally to various articles, charts, infographics, and investigations. Teachers create assessments using Google Classroom, Google Forms, and NearPod to prepare students for formal and informal assessments. The data collected from these sources guide instruction for the next lesson. Horizontal and vertical grade-level meetings allow teachers to discuss the data and brainstorm ways to improve student performance. These strategies help us to achieve our goals.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Louisiana State Student Standards are implemented with two different tools utilized to address our social studies needs. Grades K-2 students use Social Studies Weekly, while grades 3-5 use the Louisiana Department of Education Companion Document.

Social Studies Weekly provides the opportunity for integrating civics, government, geography, economics, and history with English Language Arts. Current events in these topic areas, along with activities and digital supports, increase student engagement and success.

The Social Studies Companion document allows teachers to continue integrating ELA and the four core disciplines of social studies: civics, economics, geography, and history. Our Louisiana State Student Standards are research and evidence-based, designed to be rigorous, and organized so that content is chronologically coherent, with each grade and concept building upon concepts learned in the previous grade. The instructional sequence is consistent from one grade level to the next. Teachers set the context for students to explore sources, develop a claim, and express that claim with supporting evidence. Each lesson is designed to be engaging with meaningful activities and discussions.

District benchmarks and unit assessments are used to collect data and plan interventions. Online resources such as Edulastic and Nearpod challenge students with rigorous constructed response questions and provide review sources. These resources make lessons more engaging for students while familiarizing them with online platforms similar to the Louisiana Educational Assessment Program (LEAP).

Informal assessments are also used to drive instruction and include graphic organizers, group discussions, and exit tickets. Sources are the primary focus of the social studies summative assessment. These practices prepare students for the end-of-year LEAP assessment, where they will be required to use sources and the information they have gained throughout the year to show a level of mastery in social studies.

1e. For schools that serve grades 7-12:

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

The pre-K curriculum provides academic rigor while focusing on the social and emotional development of students. Opening the World of Learning (OWL) is the curriculum used for pre-K students throughout our district. These standards align with Louisiana's Birth to Five Learning and Developmental Standards and are correlated for a seamless transition into Kindergarten and beyond.

OWL is a comprehensive curriculum designed for pre-K students. The components of OWL include social and emotional, physical, language and communication, literacy, math, science and technology, social studies, and fine arts. A typical day consists of a mixture of teacher-led and self-directed learning. Centers are purposefully designed to be play-based learning experiences where teachers observe and assess specific skill sets in a natural environment.

Teaching Strategies GOLD components align closely with Louisiana's Birth to Five Learning and Developmental Standards. TS GOLD is an online assessment piece used in conjunction with OWL to promote effective and differentiated instruction. A paraprofessional is provided to assist the pre-K teacher in conducting assessments and observations. By conducting these observations, the pre-K team is able to determine the strengths and weaknesses of individual students.

Al's Pals, a social, emotional, and language acquisition program, is used in conjunction with OWL and overlaps TS GOLD. Through this program, the pre-K teacher guides rich discussion to encourage higher-order thinking and communication skills needed to productively manage and express their emotions.

The Desired Results Developmental Profile Assessment (DRDP) is used as an indicator of Kindergarten readiness. Through this observation, Kindergarten teachers measure language and literacy acquisition skills. The results of the DRDP are analyzed to form a comparison between students who attended pre-K and those who did not. The results indicate that students who have completed a pre-K program routinely perform better socially and academically than those who have not.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At Boley, our aim is to connect core curriculum areas with our elective opportunities. Exposing students to a variety of interests will have benefits that follow them into Middle School, High School, and beyond.

The Louisiana Arts Content Standards are used to expand vocal and instrumental music education. Pre-K to grade 5 students attend music class once a week for 30 minutes. Pre-kindergarten and kindergarten students learn songs that align with their curriculum, such as number and letter recognition and self-awareness songs. Each song and activity focuses on teaching essential musical elements. Students learn about dynamics, steady beat, rhythm, musical style, instrument families, and creative expression. They use simple rhythm instruments such as maracas, rhythm sticks, kazoos, tambourines, and triangles to learn and practice these musical skills. Students in grades 1-4 begin to learn more precise musical vocabulary and apply it through performances in the classroom as well as outside of the school. Students learn to read rhythm, dynamics, and tempo terms and determine simple musical form through listening activities. This year, students learned several upbeat Christmas songs using kazoos and jingle bells and performed at a nursing home in the community, the West Monroe City Hall, and a Christmas program for parents. Fifth-grade students further their musical abilities by learning to play the soprano recorder.

2b. Physical education/health/nutrition

Using the Louisiana State Student Standards for Health and Physical Education, our school adapted the evidence-based curriculum model to meet the needs of our student population. Our goal is to promote enjoyment, confidence, and competence in a variety of fundamental movement concepts, skills-theme approach, and a social/personal responsibility model. PE is offered to pre-K through grade 5 students each day for 30 minutes. During this time, students engage in organized activities that promote health and fitness by participating in several movement-based activities. Go Noodle is a school-based exercise program designed to challenge students through movement activities infused with curriculum, dance, and yoga. We utilize a Lü Interactive Playground which gives students different opportunities to participate in competitive activities emphasizing a blend of movement and academics. Lü applications cover all subject matters from Mathematics to STEM, Physical Education, Languages, Geography, and more. The applications are customizable to each grade level so that the curriculum can easily be implemented into the learning games. This provides students with a fun, nontraditional way of learning while keeping them active and engaged. Students need a physical environment to improve their confidence, cognition, and social skills.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

The Library and Technology Module aims to promote literacy and foster a love of reading by incorporating technology skills into students' everyday lives. Teaching students to safely access the digital world is a priority in all things media related. In today's world, digital literacy has become an integral part of the learning process. Students in grades pre-K to 5 attend weekly 45-minute computer lab and library classes. The computer lab's purpose is to work on curriculum-aligned activities and gain basic computer skills and knowledge. While in the computer lab, students are taught keyboarding skills and how to use the Clever platform to log in to their school account and access curriculum-based programs such as i-Ready, Google Classroom, EPIC books, and Renaissance. Our library is open for students to return or check out books throughout the week. During library time, students check out books based on their STAR reading levels and participate in read-alouds. Students have individual Accelerated Reading goals every nine weeks and are rewarded for their achievements. We have a book vending machine to reward high-achieving readers with tokens to purchase books.

2e. Any other interesting or innovative curriculum programs you would like to share

The school counseling program at Boley Elementary aims to empower all students to achieve their full potential by acquiring academic, social-emotional, and career-readiness skills that will enable students to become productive and successful members of our community. All students in grades K-5 participate in whole group counseling once a week for 30 minutes. In whole-group counseling, students learn ways to express and regulate emotions and feelings, develop coping strategies to handle real-world and classroom situations and utilize positive character traits. Students also work to identify their academic strengths and weaknesses in an attempt to determine a future career path. Whole group counseling requires each student to respect the comments and privacy of their peers. All students in grades K-5 can engage in individual counseling sessions with a referral from parents, teachers, or self-referrals. Individual sessions are once a week, lasting from 15 – 30 minutes, this encourages students to speak freely with no judgment. The school counseling and guidance program allows the counselor, teachers, and parents to collaborate to help provide the tools and strategies necessary for the students to achieve academic success. Boley's effective, comprehensive school counseling program teaches students that they are safe, cared for, and supported.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level require strategic support to help them close the achievement gap. To do this, we use a multifaceted approach to meet the diverse and individual needs of these students. Data from Star Reading, Dibels, iReady, teacher observations, district and state assessments are used to identify students performing below grade level. Once identified, the Student Building Level Committee (SBLC) meets to discuss and create learning goals and accommodations for these students. Support and ongoing remediation begin in the classroom, where teachers focus on students' strengths and celebrate their successes to build confidence and motivation. Teachers provide opportunities for students to work with partners or small groups to collaborate and learn from their peers. Ongoing classroom progress monitoring is used to personalize instruction accordingly. Additional support staff works collaboratively with classroom teachers to help reinforce weekly skills in small group pull-out sessions. Our school level Title I funds are used to hire part-time certified teachers during the school day for reading and math tutoring. This small group setting allows students to build trust and gain confidence as they begin mastering essential skills. Our district provides a reading interventionist to support struggling readers, as well as an after-school tutoring program. They also provide an English as a Second Language (ESL) teacher to work directly with limited and non-English speaking students to bridge the gap between the language of the student and the English language. Ultimately, we understand the challenges facing these students and realize that a targeted, individualized approach is needed to close the achievement gap. With support and perseverance, these students achieve success. Continuing to keep connections and strong relationships with all students, teachers, administrators,

and the school librarian monitor each child's progress and provide feedback. Encouraging and celebrating achievements keep learners on track to meet and exceed their goals.

3b. Students performing above grade level:

Students performing above grade level possess unique abilities and talents that require a different instructional approach to ensure continued growth. It is important to recognize that students performing above grade level have varying needs and abilities and that a one-size-fits-all approach is not appropriate. Educators and parents work together to identify the unique strengths and needs of each gifted student and to develop individualized plans that address these needs.

Boley Elementary had very few students beginning the year above grade level. Our area of success is closing the achievement gap for all students. Diagnostic testing during the first week of school provides data to teachers and tutors. This data from Star Reading, Dibels, iReady, teacher observations, and district and state assessments provide a baseline for all students. Any student performing well above grade level is potentially academically gifted. School Building Level Committee (SBLC) members meet and review student data to determine if advanced services are appropriate. Students scoring Mastery or Advanced on the state LEAP assessment are eligible for a gifted and talented assessment. Teachers provide these students with more challenging activities and access to appropriate resources and materials.

One of the key ways to support students performing above grade level is to provide them with a challenging and engaging curriculum that is appropriate for their abilities. In our district, students work on grade-level standards and are provided with various enrichment opportunities. The iReady computer companion is utilized in math and reading enrichment. Student individualized learning paths move them beyond grade level. Book Club is an excellent resource for these students to meet, read, and discuss books with others on the same reading level. These activities help keep students motivated and engaged in learning while providing them with opportunities to grow and reach their full potential.

3c. Students with disabilities:

At Boley, twelve percent of our student population is classified as the Students with Disabilities subgroup. Following federal and state guidelines, each child has an Individualized Education Plan (IEP). Our school philosophy is inclusive for all students; subgroup classifications are utilized to aid in differentiation. Students with disabilities often have a wide range of needs and developmental delays in academics, socialization, communication, and emotional coping skills. Because of the variety of needs, specific support is provided to ensure students have every opportunity to experience success, which could mean using assistive technology such as text-to-speech software or extended time on assignments. The students with disabilities (SWD) subgroup receives additional services to ensure their educational success is in the Least Restrictive Environment (LRE). Most of our SWD students are in regular education classes 80% of the time. The special education teachers and paraprofessionals provide academic support in the regular inclusive classroom and small group pull-out settings in the special education classroom. Weekly teacher collaboration to assess student learning, discuss teaching strategies, and address new concerns keeps the flow of communication continuous.

Our students with more significant disabilities require a more modified curriculum. This instruction is in small groups or individually taught using the Unique Learning System. This program is designed to help students master state standards. These students take an alternative state test, LEAP Connect. Other strategies provided include explicit and multisensory instruction emphasizing differentiation, small group remediation and spiral review of daily skills, and one-on-one instruction of identified gap skills. I-Ready online instruction, Moby Max, after-school tutoring, and the Accelerated Reading program serve as additional support and assessment tools. We set high expectations for all our students and work together to provide them with the tools they need to grow academically, socially, and emotionally.

3d. English Language Learners:

To close the achievement gap for English Language Learners (ELL), we have implemented a strong, equitable, and effective instructional program where structures are in place to provide support within a schoolwide culture of excellence. Upon enrollment at Boley Elementary, parents complete a Home Language Survey. If English is not their first language, students are screened to determine their level of English proficiency. Students not proficient in the English language receive language instruction through standards-based content from their content-area teachers and explicit instruction of English language structures by an English Learner Specialist. The ELS supports ELL and teachers to ensure that students are provided equal access and opportunity to high-quality instruction.

Individual learning plans are drafted to identify learning targets and supports. Progress Monitoring is an ongoing practice to support and accelerate instruction. Integrating content and language teaching is critical for English language learners to develop the academic skills necessary to meet high standards successfully. Teaching is adapted for these students to access grade-level content material and to develop the specific academic language required in school settings. Professional Development engages teachers to focus on the needs of students, ensuring teachers continue to strengthen their practice as they learn new strategies.

Our teachers use effective instructional strategies and provide ample opportunities for students to use learning strategies. They explicitly link new concepts to students' backgrounds and past learning while emphasizing key vocabulary for students. Teachers and tutors also use a variety of techniques to make content concepts clear and provide activities that integrate all language skills. In February, our ELL students take the English Language Proficiency Test (ELPT). When the test results are released, the ELS analyzes the results to modify supports as needed. Students are exited from the program when they achieve proficiency on the ELPT.

3e. Other populations, if a special program or intervention is offered:

At Boley, 0.02% of our student population qualify as homeless. However, many families in this suburban area do not consider themselves homeless when living with extended family. By definition, this is "doubling-up" and is highly likely to be unreported, directly reflecting the low reported percentage of homeless students at our school.

Fully supporting these students and families is crucial when attempting to meet their diverse and individual needs. We work diligently with families, our district, and community partners to ensure all students have the necessary tools to grow and succeed academically despite their housing circumstances. One way we accomplish this is by appointing a certified teacher who works closely with our district's homeless liaison to inform and direct parents to resource opportunities and community-based programs such as the Children's Coalition of Northeast Louisiana and Family Promise of Ouachita. All school personnel are required to complete annual homeless training conducted by the school board. Student progress and attendance are tracked monthly and reported to the district liaison and state department.

We provide a range of academic support, including in-school and after-school tutoring for core subjects. Additional personnel are utilized in the classrooms and for small group interventions to supply added layers of support for the students. School and district funding and assistance from community partners provide financial support to waive fees for registration, workbooks, supplies, and other essentials. Community partners assist with the acquisition of clothing basics, such as shoes, jackets, and backpacks. As a Title I school, all students receive free breakfast, lunch, and biweekly snacks. Field trip costs are absorbed by the school and district. These resources, along with a caring and compassionate school climate, provide a support system that significantly increases the likelihood of academic success for students struggling with homelessness.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

A positive environment is conducive to academic success. Consequently, we use every opportunity to engage and motivate our students. At our school, it is essential that every child knows they are loved, safe, and a valued member of the Boley community. Our faculty and staff prioritize connecting with every student throughout the day, even if it's just a smile. We encourage students to take ownership of their learning and help celebrate their progress.

Morning announcements are critical in establishing a positive environment. In these announcements, our principal leads students in reinforcing academic and behavioral expectations. Students actively participate in reciting the pledge and our schoolwide expectations. Also, students and faculty are celebrated by announcing accomplishments, birthdays, and special recognitions. Each Friday morning faculty and staff join students dancing in the halls to celebrate the accomplishments we have made through the week. These positive interactions set the tone for the day.

Creating an engaging atmosphere in the classroom begins with careful lesson planning to include relevant and interesting instruction. Our teachers provide students with a variety of hands-on and group activities that keep them actively engaged. For example, Kindergartners end the unit on digraphs with a wedding celebrating Q and U. Students receive a formal invitation and participate in a "rehearsal dinner." Fourth graders participate in Glow Day, where "We glow when we show what we know," as students make area models with highlighters that glow under black lights. When fifth-grade students study the life cycle of a chicken, teachers bring incubators for students to observe the process of incubating, hatching, and caring for chicks. The students even name the chicks. Actively participating in the learning process also minimizes behavior problems, as students are less likely to act out when they enjoy what they are doing. Making a topic more interesting, ensures that students are actively engaged in the learning process. That active engagement leads to standards mastery.

Preparing elementary students for College and Career Readiness is a fun opportunity to involve the community. Community members from various career fields speak to our students about what it is like to work in that specific area. We also expose them to different pathways beyond high school by going on field trips to the local university, where students explore different departments on campus. The possibility of continuing their education excites students. We have amazing kids who deserve to be celebrated every day and shown that learning is fun.

2. Engaging Families and Community:

At Boley Elementary, we recognize the value of parent-school relationships and strive to build and maintain them with our families and the community. Our School Improvement Team includes teachers, parents, students, and community members. Communication is key when engaging families. Parents receive brochures, school and district handbooks, and volunteer forms at registration. Open House is another opportunity to engage families. Teachers, parents, and community members can visit the school, meet with teachers and staff, and learn about the school's academic programs.

Teachers know the value of direct parent-teacher communication and hold regular conferences with families to keep them informed about their child's academic progress, strengths, and weaknesses, informing students that families and teachers are working together. Each teacher has a class webpage where they post newsletters and information about the curriculum. Our schoolwide Facebook page provides regular updates on school activities, events, and academic achievements.

Families and community members are invited to join us for special events throughout the year. Students enjoy sharing their learning with their families on STEAM Night (Science, Technology, Engineering, Arts, and Math). Parents and students engage in learning experiences together as they rotate to different science, art, and math-related activities. On movie night parents and students join faculty and staff in the gym for a

night of fun. Community volunteers read and host fun classroom activities to celebrate Dr. Seuss' birthday as students Read the Day Away. Grandparents are invited to enjoy lunch with their grandchild on Grandparents Day. At our annual Christmas Program, families and friends come and enjoy the holiday spirit as students sing Christmas songs. These events help to foster a sense of community and connection among families.

Our community partners play a crucial part in supporting our students. We partner with local organizations and nonprofits to provide additional resources and learning opportunities for our students. The Adopt-A-School program provides donated school supplies, holiday meals, and Christmas gifts to needy families. Community partners also help students learn about citizenship, safety, and career paths. Likewise, students are also taught the importance of giving back to the community. Throughout the year, they participate in food drives and fundraising for The United Way and Relay for Life. It is important for schools to engage parents in meaningful ways to create a strong partnership between the school and the family. This engagement results in improved student performance and a more positive school culture.

3. Creating Professional Culture:

Boley Elementary's goal is to prepare students to thrive in the 21st century. We strive to develop the whole child - academically, socially, physically, and emotionally - by providing a Tier 1 Curriculum with a direct focus on addressing the Louisiana State Student Standards in the four core subject areas. Promoting a collaborative school culture for all stakeholders, consistent with the vision of our school leadership, allows for growth and success.

Our school recognizes that relationships are a baseline for establishing a positive professional school culture and prioritizes the need to create an environment where teachers feel valued and supported. Throughout the year, administrators place notes with encouraging words or little treats in teacher mailboxes. Teacher birthdays and other accomplishments are recognized during morning announcements. This validation is transferred to students and adds to our vision of fully developing our students. The community contributes much to the success of our school's culture in various opportunities such as sponsoring luncheons, teacher appreciation week, and providing monthly door prizes and flowers throughout the year.

Faculty and staff each bring with them unique and individual strengths. Each stakeholder contributes toward the success of all students as the need relates to their job description. Though all stakeholders appear to be similar, each represents unique differences in their duties and the availability of human and material resources. Everyone's contribution is connected to another's through a culturally diversified approach. The school leader has an open-door policy and maintains consistency in providing her faculty with access to academic resources needed to attain specific goals, objectives, and lesson enhancements in classroom instruction. Boley Elementary is a data-driven institution. Not only do we focus on pedagogy and curriculum, but we also provide professional development to enrich the personal development of our staff. Utilizing our diagnostic and spring state assessment and strategic planning, our school's strengths/weaknesses are clearly identified. Specific instructional strategies are key components to assist teachers in helping students to improve student achievement. District in-services are also provided. Monthly professional learning communities (PLC) maintain the focus on student growth. Creating an environment where teachers feel supported, valued, and appreciated creates and sustains a professional culture consistent with our vision to promote growth and success.

4. School Leadership:

Every school needs a leader to clearly communicate the school's vision. At Boley, leadership is driven by personal qualities such as integrity, transparency, and professionalism. Our school leader ensures that instruction, engagement, and learning are continual and effective. In order to successfully accomplish this, the principal recognizes individual strengths and provides opportunities for teachers to take on leadership roles such as lead teachers or committee chairs. Here, everyone is considered active partners in teaching and learning. Our principal supports teacher autonomy and encourages lifelong learning through professional development opportunities. Select teachers attend annual professional development sessions and share their learning by training other staff members.

Teacher leaders work effectively with colleagues. When the staff confront challenges as a team, they discuss and decide what is best for our students. It is vital for all staff and students to respect their peers as they collaborate and work together. One way we accomplish this is by utilizing the Clifton Strengths Survey. If we want to see successful outcomes, we must provide a comfortable and productive environment as our goals evolve. Remaining focused on the vision, the principal and teacher leaders have created a learning community in which all stakeholders are valued and respected. Student needs are placed first, and shared leadership and decision-making promote student success. Our end goal is always student success. Data-driven decision-making allows us to meet students where they are and move them forward.

Inclusion is an essential characteristic of the learning environment. Staff and students want empathy and respect. They know their concerns are heard and valued. By respecting the students and their caretakers, we can reach all students. When parents are apprehensive about a situation, they know they have a voice and can freely express themselves without fear of repercussions for their child. Communication is essential when managing a school environment with all the personalities that constitute a school community. The Boley Learning Community is built on the premise that teachers, students, paraprofessionals, and families benefit from a shared commitment to personal growth and excellence. By providing strong leadership and support, we create a learning community that sets students and teachers up for success.

5. Culturally Responsive Teaching and Learning:

Boley Elementary School is considered one of the most racially diverse schools in the Ouachita Parish School System. Our students bring with them unique experiences and challenges. To respect this diversity, our school has moved in a culturally responsive direction. The first step to creating a culturally aware and diverse climate is the development of mutual respect. We acknowledge that both teachers and students bring with them different beliefs and experiences that influence teaching and learning. Faculty and staff at Boley Elementary start by taking the Clifton Strengths Survey. We must know ourselves and our coworkers to create a positive and inclusive school culture. Respecting each other is embedded in everything we do. This mutual respect reinforces that everyone deserves to be treated with kindness and compassion so that everyone feels valued and heard, something that is seen by the students and serves as a model of how we expect them to treat each other.

Learning should be meaningful to students' lives. Teachers incorporate culturally relevant materials and topics into their curriculum whenever possible. Our state and parish curriculums incorporate a wide variety of culturally diverse materials. The students learn about the life and times of cultures different from their own. They learn that it takes all people to build a prosperous society. These lessons often include hands-on projects, which are presented in class and shared with the community on the school's social media pages. We believe communication is important for success. Our staff communicates with families using technology that translates into various languages, such as Google Translate, Class Dojo, and Remind apps.

Reading materials in classroom libraries and the school library represent a wide range of authors and diverse topics. Our books have pictures of people that look like our students, high-interest topics, and social/emotional talking points. We incorporate culturally relevant materials into our curriculum. Throughout the school year, holidays and traditions are discussed. Families and community members are invited to the school or classroom to share customs and traditions. Even though we recognize cultural differences throughout the year, Black History Month and Women's History Month still receive special recognition. By taking into consideration the cultural backgrounds of our students in the learning process, we ensure that all students have an opportunity to succeed.

PART VI - STRATEGY FOR EXCELLENCE

Boley Elementary School is built on the belief that strong relationships are foundational for success. It is not a strategy but rather an attitude that creates an environment for learning. Relationship building is ongoing and begins the moment a student steps on the bus or enters the school on registration day. Faculty and staff are an important part of the team that makes up the Boley Community, and each plays a role in strengthening these relationships. Looking students in the eyes and acknowledging them by name gives them a sense of belonging. When students know they are a part of the school community, it affects their attitude toward learning and improves attendance.

We recognize many of our students' struggles but still hold them accountable with compassion and fairness. Students learn empathy and understanding when they are treated fairly and know they can begin each day with a fresh start. Building strong relationships with our students is crucial to meeting high expectations and directly impacts their motivation, making them more likely to work hard and take academic risks. This also helps foster a sense of belonging and allows them to feel safe enough to ask for help when they don't understand.

Relationship building happens in the classrooms as well. Teachers know their students well enough to plan activities to improve gaps in learning and strengthen concept building. Activities involving collaboration with their peers through meaningful discussions nurture an environment of trust and help build student confidence. Teachers know students' strengths and work to create opportunities for each student to experience some form of success. Our teachers and staff realize the importance of investing time to connect with students each day. They take the time to get to know each student individually, learn about their interests, strengths, and challenges, and show that they care about their well-being.

Teachers establish a positive classroom culture that promotes respect, trust, and collaboration among students. They provide opportunities for students to work together and learn from each other. They also seize opportunities to be authentic with their students and seek to understand their stories. They offer rigorous and meaningful instruction and celebrate nonacademic successes, so students will know their value does not come from a test score. Building strong relationships with students creates a positive and supportive learning environment that promotes academic and emotional success.