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

School Type (Public Schools): (Check all that apply, if any)

☐ Charter ☐ Title 1 ☑ Magnet ☐ Choice

Name of Principal: Mrs. Janice Hughes

Official School Name: Eden Gardens Fundamental Elementary School

School Mailing Address: 626 Eden Boulevard
Shreveport, LA 71106-5199

County: Caddo State School Code Number: 009019

Telephone: (318) 861-7654 E-mail: jhughes@caddo.k12.la.us

Fax: (318) 868-7213 Web URL: http://www.edengardensmagnet.com/home/

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. Gerald Dawkins Superintendent e-mail: GDDAWKINS@caddo.k12.la.us

District Name: Caddo Parish District Phone: (318) 636-6300

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: Ms. Lillian Priest

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

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: 44 Elementary schools
   (per district designation) 10 Middle/Junior high schools
   11 High schools
   0 K-12 schools
   65 Total schools in district
2. District per-pupil expenditure: 12125

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: 11

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	41	39	80		7	0	0	0
1	30	49	79		8	0	0	0
2	29	48	77		9	0	0	0
3	34	44	78		10	0	0	0
4	39	39	78		11	0	0	0
5	27	49	76		12	0	0	0
							Total in Applying School:	468

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
5 %	Asian
26 %	Black or African American
2 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
66 %	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: 2%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	481
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 2

Specify languages:

Malayalam

Chinese

9. Percent of students eligible for free/reduced-priced meals: 13%

   Total number of students who qualify: 64

   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: 0%

    Total number of students served: 0

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

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	26	0
Special resource teachers/specialists	3	0
Paraprofessionals	0	0
Support staff	2	2
Total number	34	2

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: 16:1

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	98%	98%	97%	98%	98%
Daily teacher attendance	91%	92%	91%	88%	94%
Teacher turnover rate	1%	1%	1%	1%	1%
High school graduation rate	%	%	%	%	%

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

Records kept by school personnel documenting specific reasons for teacher absences are not kept year-to-year. Over the past five years, the percent of attendance by our teachers has hovered around 90%. Many factors contribute to this rate including, pregnancy, aging parents, ill children, and prolonged illness or surgeries of teachers. We have an excellent slate of substitutes from which to draw, many of whom are certified to teach. They are very committed to our school and the quality of education provided to our students.

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**%

PART III - SUMMARY

Eden Gardens Elementary School opened its doors to students for the first time in August of 1967, serving students living in the surrounding community. In 1980, a plan was approved by the Caddo Parish School Board to create several "magnet" schools to facilitate plans to more fully integrate the district. The admittance process has changed several times over the years. The current process requires submission of applications by parents, testing of students, ranking of students by test score and placement by school preference and score. All students must score at or above the 70th percentile to be eligible for admittance into the program at Eden Gardens. Siblings are given priority, with 60% of the remaining slots being filled from the ranked list and 40% being filled using several factors to ensure diversity among students.

While the focus and process for admittance has changed over the years, the mission has remained steadfast—excellence in education. That drive toward educational excellence underscores every decision that is made, every instructional program that is planned, and every procedure that is developed. We strive to create an environment in which all children have opportunities to succeed, and then we ensure that they do succeed. A sign posted in a second grade classroom says it best: "Climb high, climb far; your goal—the sky, your aim—the stars." It would be an educational travesty to focus these young minds on anything less than the stars.

Creating a sense of community in the minds of students can be a difficult task, as they come into our school from all over the parish, country and world. We are a "melting pot" of citizenry, with family roots in China, India, Iraq, Ethiopia, Mexico, Vietnam, Iran, Latvia and Korea. Adding to this multi-cultural blend are children from Barksdale Air Force Base, bringing a wide range of experiences and travel. Our students often see world events, not from the print in a newspaper or video on a local newscast, but through the eyes of these classmates, giving them a unique perspective of the world. The image of community begins with school uniforms, as they unite us educationally. What is worn becomes less important than what they are and what they learn. With the feeling of community comes the feeling of friendship. When children learn to be friends, tolerance ceases to be an issue. They are tolerant because they are friends. They are members of a community where everyone has worth, where everyone is respected, and where differences are celebrated as learning opportunities.

Forging partnerships with parents maximizes resources, both human and monetary. Keeping parents informed through a well-designed school website gives them a link to school twenty-four/seven! Using a variety of communication venues enables parents to pick and choose those activities, fundraisers, and PTA functions that will best fit into their very busy schedules. Welcoming them by name, designing an assortment of parental involvement activities from which to choose and showcasing the accomplishments of their children transform parents into partners. When parents feel a part, they participate. When parents are involved and committed, children succeed.

Excellence is many things to many people, but to educators, it means rising to a level that distinguishes them from others. Through the years, teachers, staff, and students have done that. Among our many honors, Eden Gardens Magnet has had a Louisiana Principal of the Year, a Louisiana Counselor of the Year, and a finalist for Louisiana Student of the Year. We have long been recognized as a leader in our parish as we continue to have teachers named "Caddo Parish Teacher of the Year", and students honored as "Caddo Parish Student of the Year. " In 2010, we were honored to have one of our office staff named "Caddo Parish Support Person of the Year." While these personal recognitions bring acclaim to our school, the real honor lies in the fact that excellence permeates every corner of the building, from the Principal's office, to the front office, to the teachers and students in the classrooms. When excellence is the standard by which all is measured, all raise their level of performance. Distinction is the goal—and the reward.

From its early beginning as a neighborhood school, Eden Gardens has evolved into one of the most successful schools in Louisiana. A tradition of excellence that began in 1981 still holds true today, as our school has achieved the highest performance label given by the state. Being named a Louisiana School of Academic Excellence in October 2003 culminated from years of hard work and dedication. Since this performance label was earned, Eden Gardens has ranked as the number two school in the state. Excellence is not only defined by what can be seen, but also by what cannot. Many things that happen within the schoolhouse walls cannot be found in a comprehensive curriculum or a student academic profile. Teachers and students wearing baseball caps to school to welcome a classmate back after treatment for leukemia, parents that come to help when hearing that a teacher has died unexpectedly or dads who work all weekend to build bookshelves for every classroom. Some might ask what this has to do with student achievement. Our response—everything!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Third and fifth grade state testing with iLEAP **integrates norm and criterion referenced components**. Scores are reported by **performance category and percentile**. Fourth grade LEAP scores are criterion referenced and reported by **performance category**. Information may be accessed at http://www.louisianaschools.net/lde/uploads/ReportCards/ReportCards09/Principalsp/009019_Principal_RC.pdf

Performance Categories:

· Advanced: superior performance

· Mastery: demonstrated competency of subject matter

· Basic: fundamental knowledge of skills needed for the next level of schooling

· Approaching Basic: partial fundamental knowledge and skills needed for the next level of schooling

· Unsatisfactory: student has not demonstrated the fundamental knowledge and skills needed for the next level of schooling

ENGLISH LANGUAGE ARTS

Third Grade

· Student proficiency averages **99.2%.**

· Students scoring "Advanced" **increased** from 31% in 2005-06 to 38% in 2009-10.

· Students who are **Economically Disadvantaged** (ED) range in number from 7-15 over the five year span. On average, **97.3% scored proficient**.

· **African American** students tested range from 18-29. An average of **98%** scored in the proficient range over that past five years.

· **Significant growth** has been seen in the number of African American students scoring "Advanced." In 2005-06, **19%** of students scored "Advanced" increasing to **31%** in 2009-2010.

Fourth Grade

· An average of **98.4%** of students scored proficient.

· The number of students scoring "Advanced" has **increased from 26% to 42%.**

· Scores **have remained consistent** over the last five years for ED and African American populations

· The percent of **African Americans** students scoring proficient over the five year cycle **increased from 91% to 100%.**

Fifth Grade

· **99.6%** of students scored proficient with **38% of those scoring "Advanced."**

· Over the last five years, ED students scoring "Advanced" **increased to 40%.**

· **African American** students scoring "Advanced" increased from **19% to 28%.**

· The **disparity** between African American students compared to the overall school population was **reduced** from 19% to 10%.

MATH

Third Grade

· An average **of 97.6%** of students scored **proficient.**

· The overall number of students scoring **"Advanced" has increased** from 18% in 2005-2006 to 48% in 2009-10.

· More significant gains came from **ED** testing population **increasing from 0% to 31%** in just one year.

· **African American** proficient scores average **93.8%.**

· African American students showed **tremendous growth** in the "Advanced" category with **7%** scoring "Advanced" in 2005-06 compared to **28%** scoring "Advanced" in 2009-10.

Fourth Grade

· On average, 98% of our students are proficient. In the last two testing years, **100%** of our students scored proficient.

· In 2005-06, 13% of our students scored "Advanced" increasing to 31% in 2009-10, representing an **18% growth.**

· **100% of ED and African American** population have scored proficient during the last two testing cycles.

Fifth Grade

· Students who are proficient average **95.8%.**

· **African American** students showed the **greatest growth** with 4% scoring "Advanced" in 2005-2006 compared to 11% during the 2009-10 school year.

· Between 2005-2006 and 2009-2010, the **disparity** comparing whole school to African American students scoring "Advanced" in Math was **lowered from 18% to 15%.**

WHOLE SCHOOL

Our whole school test scores are impressive with just one look, with over **one third** of our student population scoring "**Advanced**" in **both ELA and Math**. Comparing where we were just five years ago to where we are now, that growth is testimony to the hard work of an entire school population.

· **As a school** the number of students scoring "Advanced" in the area of **math,** has almost doubled, **increasing from 17.6% to 34.8%.**

· The percent of **African American** students scoring "Advanced" i**ncreased** from 6.9% to **17.2%.**

· The overall number of students scoring "Advanced" in ELA showed little variance. However, the number of **African American** students scoring "Advanced" **increased** from 18.2% to 24%.

· One of the School Improvement goals was to move more **academically gifted** children from "Mastery" to the "Advanced" performance category. While increases were noted in both ELA and Math, the most **significant increase** was in **third grade math** with the percentage of students going from **35% to 92%.**

· **Closing the achievement gap** between white and African American students at the highest performance level has been an **ongoing goal**. Programs and practices to accomplish this include: classroom novel instruction, individualized reading goals, *FASTT Math*, *Accelerated Reader*, **Gifted Math** class in fourth and fifth grades, after school and Saturday **tutoring classes**, and **reading intervention groups**. Test scores show we are accomplishing that goal.

Meeting the "proficient" standard set by the Louisiana Department of Education equates to having all students make a score of "Basic" or above. "Mastery" or "Advanced" is the goal set by Eden Gardens. **Our objective is educational excellence for every student, every year!**

2. Using Assessment Results:

While data from state wide assessment is but one tool we use to assess and track academic growth, it is a vital piece in the overall puzzle of improving student achievement and school performance. Test results indicate how our instructional design has impacted individual student growth, give trends in school strengths and weaknesses, and identify areas in the instructional program that have met or surpassed school goals. Data analysis is used to:

• Determine the depth and breadth of curriculum design, using data as a roadmap to guide instructional improvement and augmentation.
• Select and fund programs that are used as school-wide improvement tools such as FASTTMath, 4 Square Writing, Accelerated Reader and Multi-sensory Grammar.
• Map curriculum to bridge gaps in instructional design for easier skill transition from grade to grade.
• Guide goal setting for the next school year by determining where we are, where we want to be and how we are going to get there.
• Analyze and custom-design enrichment programs to strengthen areas of stagnant performance, such as the creation of Communications Lab.
• Differentiate by grouping for instructional needs within the classroom and evaluating the necessity for small group tutoring during or after school.
• Identify and test children who may be gifted, needing a more rigorous level of instruction, or those needing further testing to pinpoint causes of academic problems.
• Provide time for both grade level and cross curricular collaboration to discuss, plan and share strategies to elevate student achievement.
• Differentiate instruction for gifted students by double-serving them in both English/Language Arts and Math, providing a more rigorous academic program.
• Construct lessons and assessments that are cumulative and reflective of the iLEAP and LEAP format.

• Staff classrooms based on data results, matching teacher's instructional strengths with students' academic weaknesses.
• Identify, design and implement staff development plans that focus on data-based improvement goals.
• Conference with parents to review test results, then design a plan for home implementation to reinforce instruction provided at school.
• Provide parents direct instruction on accessing websites that have activities designed to complement directly the Louisiana Comprehensive Curriculum.
Every instructional decision that is made, program that is purchased, or curriculum change that is initiated begins with test analysis. Without it, we would be like a ship sailing in unchartered academic waters, with no map to guide us to the desired destination—academic excellence!

3. Communicating Assessment Results:

Communicating results provides the frame around an **educational picture** of **student achievement** and **school performance**. We communicate student performance and assessment data in the following ways:

Students must understand what their test results mean if they are going to support a plan for personal improvement.

· **The counselor** meets with students to discuss the generalities of the test and what students can expect. She also discusses performance and achievement categories and what the categories mean.

· **Teachers** explain the different sections, how knowledge of each section is assessed and how scores will be reported.

· **Parents** are encouraged to review specially prepared review sheets which gives them a better understanding of testing format.

· The counselor provides **follow-up** opportunities to **discuss test results** with students, parents and teachers.

· The **Instructional Coordinator** works with parents of students scoring below "Basic" to draft an individualized plan for summer review.

Communicating with parents about student assessment also begins long before the test is administered.

· A **parent meeting** is held in February, where parents are educated on the type of tests their children will be taking in March/April.

· **Parents learn** the meaning of testing vocabulary, and the difference between norm referenced and criterion referenced tests. Student profiles are explained as well as the components that will be tested and how the scores will be reported.

· Once testing is completed and scores received, **results are reported** through individual parent/teacher conferences, individual written reports, parent group meetings and parent newsletters.

The community receives most assessment reports through the **news media**. These results describe progress of the district. **We personalize testing information** through:

· The **school report card** which gives an overview of not only our scores, but how Eden Gardens compares to the parish and state.

· The **school marquee**, **teacher and school websites and special school assemblies and celebrations** all focus on our academic growth.

· A **school newsletter** is published each nine weeks that is sent not only to parents, but also to school board representatives, school partners and business contacts. Test data is discussed as it relates to the school academic goals and student performance.

· Our **principal writes a letter** that compares the test results to school goals. Sharing the "good news" garners support not only from our school family, but businesses and community groups across the parish. **Success breeds support**.

4. Sharing Lessons Learned:

Sharing successes and lessons learned is an important part of our role in the educational communities within our parish and our state. When information is shared, it **strengthens the educational experience base** from which we all draw.

· Our **technology teacher** has presented many workshops at the parish level on integrating technology into the curriculum. Sharing real classroom examples opens the door for teacher dialog and learning.

· A neighboring parish was formulating a plan for a magnet program and asked to send a **group of teachers and administrators** to spend the day with us to observe and learn. Classroom visitations were imbedded into their schedule, allowing them to see specific strategies implemented into classroom instruction.

· **Education majors** from a neighboring private college came yearly on a field trip for the entire day. Classroom observations, time to meet with teachers, and receiving hand-outs from lessons observed were all planned into their day. Eden Gardens is always voted their favorite field trip!

· **Local Louisiana colleges** send students to meet "observation and participation" requirements each semester. Student teachers are also assigned to Eden Gardens to work under the direction of master teachers in our school.

· **Aspiring counselors** visit to see the role of the school counselor in supporting instructional programs.

· The principal, counselor and Instructional coordinator all **serve as mentors**, sharing strategies, successes and failures with those who aspire to administrative positions.

· Our **counselor** has spoken to parent groups about parenting and testing concerns as well as successful home practices to prepare children for the formal school experience.

· Teachers and administrators often **serve on local and s**tate textbook and curriculum committees, sharing successful strategies from our school to guide discussions and decisions.

When teachers and administrators receive **parish and state honors**, it is an opportunity to **share the instructional success** that elevated them to such a level of professional recognition. A winning patriotic scrapbook being displayed for a year at the Louisiana State Exhibit Museum; students presenting at regional and state science and social studies fairs often winning the Sweepstakes Trophy for our school; selected art work hanging in a local cancer treatment center, veterans coming into the classes to witness the patriotism of children in song and verse—all of these **opportunities to share** allow the community to witness up close and personal **the excellence of this school**!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The instructional framework for the core subjects is based on the Louisiana Board of Education's Comprehensive Curriculum, which not only identifies units of study, but also Grade Level Expectations—what each child should know and be able to do at each stage of skill acquisition. A variety of suggested activities accompanies each unit enabling teachers to select ones that best meet the needs of students. A multitude of resources related to state standards are available to teachers, along with online support and lesson plans.

An organized set of standards, programs and best practices is implemented at each grade level to meet the needs of students. Collaboration among grade levels provides a consistent, organized and fluid system of expectations from kindergarten through fifth grade. While instruction within each classroom is based on state curriculum, the delivery methods used are based on student need. Every instructional minute is precious and therefore, planned and presented in a format that will involve, engage and challenge students. Interactive instruction is the lifeblood of academic achievement in our school.

Reading instruction is anchored by the *Harcourt StoryTown* basal. It was adopted by Caddo Parish because the approach has a component to address every instructional need, as well as a variety of materials to differentiate instruction. Presenting skills sequentially is essential for students to have a strong foundation of literacy. Novel packets are prepared to accompany the study of selected books, combining with *Accelerated Reader*, *Four Square Writing*, *Multi-Sensory Grammar* and *Vocabulary Workshop* to add depth to the program. Having both sequential instruction and open-ended components allow children to pursue their learning at a more independent level, moving from the simple to the complex to accommodate learning styles and academic abilities. Communications Lab is the last piece in the reading puzzle. Students apply reading, writing, and speaking skills in a variety of projects and multimedia productions, further reinforcing the reading/writing connection.

Beginning with concrete examples, students search for solutions to math problems, sometimes inadvertently discovering, by doing, rules that govern the operations being studied. Discovering mathematical patterns by exploring with hands-on activities gives meaning to abstract concepts. *Scott Foresman Addison Wesley* math basal, *FASTT Math* in 2nd-5th grades and *Math 4 Today* activities add further opportunities for structured and sequential math practice. Small group and one-to-one instruction is utilized to differentiate instruction to meet individual student needs. The final step in mathematics instruction is to move from the concrete, discovering phase, to the more formal instructional application of learned concepts and operations.

Science concepts outlined in the Comprehensive Curriculum are taught using the *Harcourt Science* basal, in conjunction with activities, labs, demonstrations and projects which are used to further explore scientific concepts. Group activities are planned, so children can work together to discover and validate scientific truths.

Social Studies instruction utilizes the *Harcourt Social Studies* basal, with heavy emphasis on the integration of technology. The computer has provided a window through which children can experience their world. Map skills, multimedia projects, web quests, virtual field trips and United Streaming are just a few of the tools available to differentiate and enhance instruction.

Children are provided with many opportunities to be successful. Our fine arts program showcases talents that may not see in an academic setting. The art program offers an array of activities and mediums that encourage children to find the artist within. The history, fundamentals, vocabulary and skills needed to complete each project require students to first apply knowledge gained, ultimately breaking away to find their own artistic style and rhythm.

Children are drawn to music from an early age. A natural love of sound, rhythm and song leads to more formal musical training in school. Students learn to read and perform from the written score, study the history of music, and use a variety of Orff instruments and recorders as tools of performance. Responding to music in rhythm, movement and dance provides children many opportunities for self-expression, while developing and sharing their talents throughout the school and community.

A three-pronged approach is used in Health and Physical Education classes. Nutrition, exercise and physical health are emphasized throughout the year. "*FitnessGram*" is a computerized evaluation tool utilized at the beginning and end of each school year to measure individual skill improvement. Individual and team sports are taught so children will have many opportunities to find sports that match their interests and abilities. A school-wide Running Club meets during warm weather months to give students another area in which to excel.

Connecting the mind and body through learning is the goal around which our instruction revolves. Giving children the foundational skills needed for academic success and the thirst for learning that comes with success are crucial in preparing them to be productive, independent citizens in a global community.

2. Reading/English:

The *Harcourt Story Town* basal is used to anchor reading instruction at Eden Gardens. It was selected by a parish level textbook committee because it incorporates the five essential components of effective reading instruction in the instructional design. Additional instruction encompasses the Grade Level Expectations found in the Louisiana Comprehensive Curriculum. Phonemic awareness, phonics, fluency, comprehension strategies and rigorous vocabulary combine to give our students the strong foundation necessary to springboard into more complex elements of reading.

Reading instruction in the lower grades includes whole group introduction of stories and skills, small group teacher-time to apply learned skills and assess mastery, and one-to-one review for students who are struggling with concepts. Author studies are done to entice emerging readers to venture beyond the basal. One such study of Dr. Seuss culminates with students and parents participating in a day of centers, reading books, eating green eggs and ham, doing crafts, wearing Dr. Seuss hats, decorating birthday cupcakes and a variety of others activities to engage the young reader, while reinforcing reading skills.

In addition to the basal, third, fourth and fifth grade students participate in novel studies. Completing teacher-designed packets provides additional opportunities to apply reading, comprehension and critical thinking skills. *Vocabulary Workshop* is done daily, expanding the vocabulary included in the basal. Literacy centers, small group and one-to-one tutoring, computer-based activities and interactive white boards are utilized to further individualize and accelerate learning for students.

Students in first through fifth grades participate in *Accelerated Reader*, designed to promote leisure time reading. *STAR* testing is completed three times a year, to establish an individualized reading range for each student. This assists students in selecting books at their appropriate reading and comprehension levels, to ensure a greater level of success. Grade level goals are set for each nine weeks, with students earning a "non-uniform" day for meeting their goals.

The *DIBELS* reading assessment is given three times a year to kindergarten through third grade students to identify skills that students did not master, or "benchmark", as well as students needing more rigorous instructional activities. An intervention program is designed for each student scoring below "benchmark" consisting of thirty minutes of differentiated instruction daily with progress monitoring every two weeks. The groups are fluid with students moving in and out of them, as needed.

Reading is to a student like a pebble is to a stream. Both have far reaching effects!

3. Mathematics:

The mathematics program is a combination of a parish developed curriculum based on Louisiana standards, a basal math book and a spiral review supplement. While the parish curriculum and basal address the acquisition of new skills, the review supplement requires students to continuously review twenty-four essential math skills. It is grade specific and designed on a continuous spiral so that concepts are repeated weekly, emphasizing areas that frequently give students difficulty, as well as reinforcing test-taking skills by incorporating the style and syntax of standardized tests.

Test score analysis revealed that lower performing students could apply skills and solve multi-step, higher level thinking questions with correct procedure, but they often reached an incorrect answer because of a simple miscalculation of facts. To address this concern, *FASTTMath* became a part of the math curriculum. It is a software program that is research based and helps students develop math facts fluency. It automatically differentiates instruction and practice based on each student's individual fluency gaps. All students begin the program in second grade, continuing through grade five as determined by skill acquisition and test scores. Students in subgroups scoring lower in mathematics on standardized tests are provided this resource daily as a part of their intervention plans.

Core concepts, such as number sense and problem solving, are taught using concrete materials to illustrate the mathematical truths. Children are encouraged to manipulate the materials to see what happens, then formulate their own mathematical "truths" from what they have observed. Once the mathematical concept has taken root, the teacher begins to systematically add to what the children have already discovered. Making time for guided practice, moving to the abstract symbols that match the mathematical problems, then turning children loose to explore their understanding and mastery of the theory have made a significant difference in student achievement.

Additional assistance is provided through group rotations done within the instructional time, one-on-one help from the teacher, work with the Instructional Coordinator and after school tutoring funded through PTA. Two gifted math classes differentiate instruction for our highest performing students, covering required material at an accelerated pace, and then extending mathematical knowledge through specially designed activities and projects.

Parents participate by helping their children do "*Louisiana Pass*" and "*Success Net*", math websites especially designed to incorporate state standards, by providing an array of helpful examples to challenge, reinforce or remediate, depending on the instructional needs of the student.

4. Additional Curriculum Area:

Computers are as vital to learners today as the chalkboard was to children years ago. They enable our students to expand their horizons; giving them limitless opportunities for learning that extends far beyond the classroom walls. Instruction is classroom-based in kindergarten through second grade, with technical and instructional support from the computer teacher. She collaborates with the teachers during monthly meetings to ensure they have the skills and resources needed to plan and complete their lessons. Students in grades three through five rotate into our computer lab weekly and receive their instruction from the computer teacher. Every lesson is tied directly to skill acquisition and instructional objectives.

Eden Gardens was the first school in Caddo Parish to allow laptop computers to go home with students. The purchase of laptops for fourth and fifth grades was made possible through an 8g grant totaling $100,000. The grant was renewed the next year, which provided funding for presentation systems, video and digital cameras, and multi-media software in the designated classrooms. Students no longer had classroom walls define what they could learn or where they could use computers. This grant was the door that opened the wireless world to our teachers, students and parents.

The pairing of computers with social studies instruction has proven to be a successful strategy. Students learn the basics of the computer as a "tool", and then apply the skills learned to a related project, power

point, report or presentation. Learning how to use online informational resources, selected software and navigate the internet are just a few of the skills taught. This pairing requires our students to move beyond the simple recall and comprehension of subject matter. Rather, they are challenged to apply, analyze, and synthesize information into a form that can be explained and shared.

Engaging students in lessons is very easy in the computer lab, as they gravitate to computers like puppies to bones! They can't get enough of the hands-on, activity-based format! They become totally immersed and engaged in the project of the moment. The internet is their textbook; the mouse their guide. Technology is the vehicle by which our students learn. Giving them the computer skills needed to perform in an educational format, as well as the knowledge to use technology in their personal pursuits is opening a door to a world we can't even imagine, but for which our students are well prepared!

5. Instructional Methods:

The instructional methods used at Eden Gardens are very interactive, which often differentiates instruction by its very design. Classrooms are dynamic arenas for learning, where children are energized by the lessons and challenged by the interactive model used. Initial instruction is presented in an organized, sequential format, with review, reinforcement, extension and application components imbedded within the instructional time to provide differentiated rigor for every child. This organized instructional approach coupled with a detailed transition plan from one grade level to the next, allows teachers to quickly identify areas that need to be altered or supplemented to meet the needs of each student.

Differentiating instruction is accomplished by:

- Grouping children together who have varying abilities is especially useful as children learn from each other. Brainstorming methods of problem solving and guided research also play a role in providing an instructional program geared to every child.

- Administrative scheduling of students into classrooms is done based on individual student needs, learning styles and academic strengths and weaknesses. Matching student needs to teacher's instructional strengths has proven a very successful intervention tool.

- Serving gifted children in both reading and math has not only impacted their level of instruction but also that of the general education students. When students leave for their gifted classroom, teachers have fewer students to work with, thus making more time for individualized and small group instruction.

- Identifying children in lower achieving subgroups who need additional math intervention, allows us to build time into their day to do *FASSTMath*. They also receive additional small group tutoring after school, funded through our Parent Teacher Association.

- Utilizing the Instructional Coordinator to design and tutor children with identified reading deficiencies, that may include small group instruction in phonemic awareness, phonics and sight word recognition as well as fluency practice.

- Assessing students with the *STAR* reading assessment three times a year assists in fine-tuning, even altering, reading goals for students that go hand-in-hand with the *Accelerated Reader* program.

By differentiating instruction, we are defining what success and achievement looks like for each individual student. Having that instructional snapshot provides a framework for instructional design, a blueprint for academic growth, one student at a time!

6. Professional Development:

When teachers stop learning, so do their students. It is vital to student achievement that our teachers have the professional knowledge and skills to support student instructional needs. Staff development, focused on improving academic achievement, is a direct result of test analysis. Research based programs and strategies are selected that will improve instructional practices and strengthen academic weaknesses.

Caddo Parish has assisted Eden Gardens by designing and delivering targeted training aligned to our School Improvement Plan. Some of the most recent include:

· *Multi-SensoryGrammar*—This is a component within the *Project Read* program that gives teachers a systematic, visual, and tactile approach to teaching grammar, which was requested to help us improve stagnant language scores.

· *Written Expression*—Also a part of *Project Read*, this component bridges process writing and grammar by providing students with concrete and direct teaching of elaboration.

· *"Creating A Custom Test"*—This workshop taught teachers how to construct reading tests to include more inference, predicting, drawing conclusions and compare/contrast, raising the bar on constructing student assessments.

· *JPAMS*—Information Technology provided training on the new student information system providing "real-time" information to parents concerning grades, assignments, absence; anything that would impact student learning, grades and advancement.

· SmartBoard—Training on interactive technology, and the limitless possibilities for instruction and differentiated learning.

Eden Gardens' staff development is done throughout the school year, and directly relates to test score analysis and goals outlined in our School Improvement Plan, as well as teacher identified needs.

· Common grade level planning times each week facilitates collaborative planning between grade levels teams, as well as specific enrichment teams and teachers.

· Imbedded staff development time is utilized by the technology lab and communications lab teachers to addresses specific staff development needs. "Digital Camera/ Video Camera Projects", *JPAMS* follow-up, "Using Computers to Individualize Instruction", "Creating PowerPoint Presentations", and "Spiced-Up Writings" are just a few of the offerings for this school year.

· Teacher experts within our school share best practices from their classrooms. This is done during faculty meetings, parish wide-staff development days and also during grade level meetings.

· PTA funded conferences allow teachers to attend conferences related to school goals, then come back and in-service our faculty. Such conferences include technology, grade specific and subject specific offerings.

Excellent instruction begins with ongoing staff development. When teachers excel in what they do, so do their children!

7. School Leadership:

"Teamwork makes the dream work." It doesn't matter your role on the team, but rather that you are a part of the team in whatever capacity is needed. Every role is vital to the smooth, efficient and effective running of this school. This is the philosophy of Principal, Janice Hughes, who has been a part of the

dream at Eden Gardens for 29 years. Coming to the school as a second grade teacher and parent in the fall of 1982, becoming counselor in 1992, and ultimately being named principal in 2000 has given Mrs. Hughes a unique window into the traditions, structure and educational excellence the school is known for throughout the parish and state.

Every great school has a formula for success, and we are no exception. The character of our school reflects the character of our leader. Our principal, who has an open door policy, sends a message to parents and staff that all opinions are welcomed and will be considered. At one time or another she is a learner, educator, confidant, cheerleader, decision-maker, banker, mentor, liaison, organizer, buffer, visionary, juggler, mediator, trustee, problem-solver, disciplinarian, counselor, supervisor, historian, promoter, comforter and friend. How can one person do so much? Doing whatever it takes is what makes our school great!

An administrator is only as strong as the foundation provided by the administrative team. Our counselor, whose primary responsibility is serving students, gives parents and teachers a contact person, someone to go to with questions or concerns, knowing that help is imminent. Our Instructional Coordinator is a curriculum expert, putting years of teaching experience and knowledge into curriculum design and instructional execution. Any curriculum or instructional need is filled, giving both teachers and parents the educational tools they need to support teaching and learning. Fruitful discussions and brainstorming sessions ensure that problems are examined from all perspectives with the impact to each area given thoughtful consideration. Clear, consistent and timely communication keeps everyone on the same page. The administrative team in our school is a formidable force, committed to a level of excellence the children of Eden Gardens deserve.

No school team is complete without strong, continuous and unwavering parental support. Embracing this school and its staff, supporting decisions and policies, and raising thousands of dollars to fund educational programs have transformed parents into partners!

The team works because the dream is shared.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: iLEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	100	98	96	94
Advanced	48	23	27	19	18
Number of students tested	80	77	77	77	77
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	100		0	86	0
Advanced	31		0	0	0
Number of students tested	13		0	15	0
2. African American Students					
Proficient	100	100	95	89	85
Advanced	28	6	26	8	7
Number of students tested	29	18	19	26	27
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11LA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: iLEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	100	98	98	100
Advanced	38	31	36	23	31
Number of students tested	80	77	77	77	77
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	100			93	
Advanced	37			0	
Number of students tested	13			15	
2. African American Students					
Proficient	100	100	94	96	100
Advanced	31	11	26	12	19
Number of students tested	29	18	19	26	27
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11LA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: LEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	100	97	94	99
Advanced	31	30	23	19	13
Number of students tested	77	77	77	78	78
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				91	
Advanced				0	
Number of students tested				11	
2. African American Students					
Proficient	100	100	96	89	97
Advanced	12	6	4	4	9
Number of students tested	17	18	24	26	35
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11LA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: LEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	100	100	95	97
Advanced	42	26	34	28	26
Number of students tested	77	77	77	78	78
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				99	
Advanced				18	
Number of students tested				11	
2. African American Students					
Proficient	100	100	100	88	91
Advanced	18	11	29	19	17
Number of students tested	17	18	24	26	35
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11LA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: LEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	93	97	92	97
Advanced	26	28	29	26	22
Number of students tested	78	75	75	76	76
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	100			87	
Advanced	10			0	
Number of students tested	10			15	
2. African American Students					
Proficient	100	77	91	4	92
Advanced	11	0	17	6	4
Number of students tested	18	21	23	32	27
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11LA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: LEAP

Edition/Publication Year: Published Yearly Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	99	100	100	99
Advanced	38	25	39	41	38
Number of students tested	78	75	75	76	76
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	100			100	
Advanced	40			27	
Number of students tested	10			15	
2. African American Students					
Proficient	100	100	100	100	100
Advanced	28	24	13	31	19
Number of students tested	18	21	23	32	27
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11LA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	98	97	94	97
Advanced	35	27	26	21	18
Number of students tested	235	229	229	231	231
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	87		88	
Advanced	17	0			
Number of students tested	29	22		41	
2. African American Students					
Proficient	100	92	94	87	92
Advanced	17	4	15	6	7
Number of students tested	65	57	66	84	89
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11LA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	100	100	98	99
Advanced	34	27	36	31	32
Number of students tested	235	229	229	231	231
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100		98	
Advanced	34	14		15	
Number of students tested	29	22		41	
2. African American Students					
Proficient	100	100	98	95	97
Advanced	24	16	23	21	18
Number of students tested	65	57	66	84	89
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11LA2