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. Tanya Settle

Official School Name: Many Elementary School

School Mailing Address: 265 Middle Creek Road
Many, LA 71449-0000

County: Sabine   State School Code Number: 043005

Telephone: (318) 256-3450 E-mail: settlet@sabine.k12.la.us

Fax: (318) 256-0190   Web URL: http://www.sabine.k12.la.us/mes/

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*: Mr. Dorman Jackson   Superintendent e-mail: jacksond@sabine.k12.la.us

District Name: Sabine Parish   District Phone:

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Buddy Veuleman

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.

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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: 2 Elementary schools
   (per district designation)   1 Middle/Junior high schools
                                           2 High schools
                                           5 K-12 schools
                                          10 Total schools in district

2. District per-pupil expenditure: 8429

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 1

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	16	25	41		6	0	0	0
K	50	48	98		7	0	0	0
1	47	48	95		8	0	0	0
2	40	41	81		9	0	0	0
3	33	34	67		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
							Total in Applying School:	382

6. Racial/ethnic composition of the school:

9	% American Indian or Alaska Native
1	% Asian
49	% Black or African American
5	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
36	% 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: 17%

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.	25
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	66
(4)	Total number of students in the school as of October 1, 2009	397
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

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

Total number of limited English proficient students in the school: 13

Number of languages represented, not including English: 2

Specify languages:

Spanish and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 75%

Total number of students who qualify: 286

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: 9%

Total number of students served: 37

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

2	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
0	Emotional Disturbance	9	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	13	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)	2	0
Classroom teachers	22	0
Special resource teachers/specialists	6	0
Paraprofessionals	12	0
Support staff	11	2
Total number	53	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:   17:1

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	95%	95%	95%	95%	95%
Daily teacher attendance	95%	97%	95%	96%	95%
Teacher turnover rate	8%	4%	8%	8%	4%
High school graduation rate	%	%	%	%	%

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

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

Sabine Parish citizens have a rich heritage. Artifacts from the 1400's indicate early inhabitants were Native Americans. In 1717 Spanish soldiers arrived, followed by Anglo Saxons and African Americans. These four groups represent the majority of the student population at Many Elementary.

Many, Louisiana, founded in 1843, is the parish seat of Sabine Parish. Many Elementary traces its roots to the first public school established in Many in 1873. MES educated multiple generations of local families, many of whom remain involved in school activities today. Many Elementary has strong ties to this community, having partnered with parents and the town to provide students interesting visits from local police officers, firemen and a "fly- in visit" from a Louisiana State Police helicopter pilot. The school has strong ties to local civic organizations and the business community. Local banks have provided materials and employees to help students understand currency and commerce. The school's strong community ties have afforded MES students many educational advantages.

 Like many rural schools, MES has a high poverty rate. At risk learners are the norm as 75% of students qualify for free or reduced lunch. The school's 385 students reside in middle to low socioeconomic homes. The school population includes "limited English proficient" students and numerous students with disabilities. MES has a very mobile student body. During a typical school year, MES will gain approximately 80 transfer students, while dropping approximately the same number.

Many Elementary, a Title I school, serves students in Pre K through Grade 3. The school's staff consists of 25 highly qualified educators, 13 para professions, a secretary and 9 support personnel. Additional personnel include a behavior tech, a social worker, an itinerant speech therapist and Gifted/Talented teacher.

Although a significant percentage of MES students come from disadvantaged backgrounds, the majority of our students are performing at or above grade level. This has not always been true. In 2004, Many Elementary's school performance score was 75.2; unfortunately placing MES in the One Star school category. Through the combined efforts of the school's leadership, faculty, staff and students, MES is currently categorized as a "Three Star School," with a school performance score of 112.

The Louisiana Department of Education (LDOE) has recognized Many Elementary for its school performance growth several times. The LDOE selected MES as a Louisiana Pacesetter School during the 0708 school year. This award commended the school for sustained school performance growth. In 2010, the LDOE recognized Many Elementary as "A School of Excellence." MES was recently honored as one of 56 schools in Louisiana selected as a High Performance, High Poverty School by the Louisiana Department of Education.

The mission of Many Elementary is to be a five star school where high expectations are standard; learning is exciting and challenging; and the needs of each individual student are met. The vision statement of Many Elementary is one in which all stakeholders can identify: "We believe that our students can achieve with the help of others."   Each morning the school staff and student body signal the beginning of the school day with an enthusiastic, unison recitation of the "MES Can Do Chant."

The greatest strengths of MES are its faculty, staff and strong educational leadership. The success of this school's students can be attributed to the flexibility, determination, perseverance and passion of these three groups. They have established a tradition of high expectations in the areas of academic achievement and behavior. This includes the expectation for every student to earn a high school diploma with college

readiness. At MES, high expectations are set, not only for students, but for all staff members and parents, as well.

MES educators' adherence to a well defined approach, utilizing the Louisiana Comprehensive Curriculum, has facilitated student success at this school. The staff is aware of the tremendous importance of providing children a solid educational foundation on which they can build. Effective reading and math interventions have solidified this foundation. The integration of technology, including the utilization of classroom Promethean Interactive Whiteboards and student responders, has further enhanced the instructional program, as well as student achievement.

Using U.S Secretary Duncan's "Best Practices" as a guide, the MES staff utilized student data to improve student achievement, implemented value added assessment to increase teacher effectiveness, and student-based budgeting to ensure that all students with the same level of need receive the same level of funding within school categories.

The MES faculty and staff provide a safe and nurturing environment that promotes lifelong learning. As a result, Many Elementary students have shown continuous academic growth. The school has been successful in enhancing student performance while meeting the individual needs of its students.

Many Elementary expresses its gratitude for allowing this school the opportunity to become a member of a prestigious group that will receive "Blue Ribbon School" designations in 2011.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Schools in Louisiana receive a School Performance Score (SPS) each year based on assessment results and attendance. Ten percent of the school's SPS comes from attendance while assessment results account for ninety percent of the score. Many Elementary is a Pre-Kindergarten through Third Grade school. Our SPS is derived from third grade iLEAP scores as well as our attendance rate. Louisiana has set the SPS of 120 as the goal for all schools to achieve in the year 2014. Our Growth SPS for the 2009-2010 school year was 112 showing a gain of 6.7 points from the previous year. Our overall school score was ranked first in the district for this year.

Under the Louisiana Accountability System, schools also receive a performance labeled based on academic growth. Many Elementary School has earned the highest distinction of School of Exemplary Academic Growth for the past two years, which is a first in the history of the school. Schools earning this label must have met their growth target and the students with Disabilities and the Economically Disadvantaged subgroups grow at least two points and make Adequate Yearly Progress (AYP) as defined by the mandates of No Child Left Behind (NCLB).

The iLEAP test for third graders contains a CRT and an NRT component. Although third graders have produced high scores, there is still work to be done. When comparing the Spring 2009 iLEAP scores to the 2010 iLEAP scores, significant improvement can be seen in both ELA and Math for all subgroups. However, when looking at the data from 2006, one can see the tremendous gains that the students of Many Elementary School have made. Third grade continues to be a level at which we analyze all data (DIBELS, STEEP, classroom assessments, etc.) to pinpoint the areas of weakness among individual students so that we can make instructional decisions based on those needs. Based on the last two years' data, these efforts are making a difference. Not only did all subgroups show significant improvement in both ELA and Math from 2008-2009 and 2009-2010, achievement gaps between subgroups decreased as well.

The testing data for Many Elementary School over the last 5 years shows a trend of improvement which is attributed to the willingness of administrators, teachers, students, and parents to do whatever it takes to ensure excellence for all students. Although test results are only one measure of student achievement, they have become increasingly important in assessing student learning. In 2005-2006, the NRT (Iowa) test, administered in the third, firth, and sixth grades, was replaced by the iLEAP tests. The iLEAP combines items from the Iowa Test (norm-referenced) and the standards based items (criterion-referenced). Results show the level of proficiency a student demonstrates in each of the subject areas tested. Students are rated at one of five levels: advanced, mastery, basic, approaching basic, and unsatisfactory. Louisiana's minimum requirement is for students to score at the basic level in ELA and Math. iLEAP scores showed substantial improvement in the number of students scoring at or above basic from the 2005-2006 school year to the 2008-2009 school year, placing Many Elementary in the category of exemplary growth. This growth continued into the 2009-2010 school year. Spring 2006 testing data indicates 78% proficient in ELA and 69% proficient in Math. Spring 2010 testing data reported 91% proficient in ELA and 85% proficient in Math. The data also reflects a steady increase in the performance of our economically disadvantaged population In 2008, Socio-economic Disadvantaged Students performed at 93% proficient in ELA and the total school scores indicated 93% proficient. In addition, total school performance scores have drastically increased since 2002. In 2002, Many Elementary had a SPS of 68.7. That number climbed every year, and in 2010, MES had a SPS score of 112.

Despite the steady increase in scores, MES continues to maintain a high level of student achievement and take needed steps to address the individual needs of these students. We have a motto of "Can Do". Each faculty member has an obligation to teach every student to read, write and perform math on grade level, and each student has an obligation to learn grade level curriculum with no excuses. Every individual on

our campus whether it be teachers or students, have high expectations for themselves and all other stakeholders.

Additional accountability information may be viewed at the Louisiana Department of Education website: http://www.louisianaschools.net/lde/portals/accountability.html

2. Using Assessment Results:

Many Elementary is a "data driven" school. Student assessment data is used to evaluate the effectiveness of curriculum and instruction at all levels, develop a continuous improvement plan that addresses specific campus needs, and develop and implement staff development activities that meet the needs of teachers and students on our campus and increase student achievement. Assessment data is also used to plan and implement interventions for individual students and student groups. All instructional decisions are based on various forms of test data.

In addition to our 3rd graders taking the iLEAP test, our students are also assessed through other methods. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered at the beginning, middle, and end of each school year for students in grades Kindergarten through 3rd Grade. DIBELS is a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. Our students show marked improvement with each testing period. Children's Progress Academic Assessment (CPAA) is administered three times per year and assesses literacy and mathematics. This innovative technology along with each child's unique learning profile is a valuable tool for informing instructional decisions. Other assessments that we use for planning purposes are STAR Reading Assessment, which is used to determine the reading level of each student, and iSTEEP Math which is used to determine computational fluency.

DIBELS, Star Reading, iSTEEP Math, Children's Progress, and benchmark tests are reviewed and discussed in grade level meetings with the Instructional Coach and Principal. Areas of concern are addressed through development of specific skill lessons and implemented in whole group, small group and individual sessions. Intense interventions, small group, and individual tutoring by paraprofessionals are prescribed for students falling below grade level. Students in intervention groups are progress monitored every three weeks which helps make decisions regarding the need for more intensive interventions or the need to be moved out of intervention groups as progress is made.

Teachers collaborate with each other during weekly grade level meetings. Close attention is given to the progress of students and to analyzing student work. This collaboration is vital in helping improve the academic program offered to our students. It is the driving force in the success of our school. This personalization has been very beneficial to our students.

3. Communicating Assessment Results:

Children do best when parents are involved in their education. We believe at Many Elementary School that communication has been and is an essential part in maintaining our high levels of performance. Parents are invited to an Open House within the first week of school. Students and parents meet the teachers, discuss the routines of the day, tour the school in order to alleviate some of the beginning of school jitters that students and teachers may feel. Teachers have available handouts which address classroom expectations, school policies, and other pertinent information. Students at Many Elementary School take home a packet every Thursday that we have named the Thursday Packet. In this packet the parents will find weekly grades, calendars, conduct reports, special announcements from the principal, and messages from their teacher. Three newsletters from the principal go home monthly. These newsletters contain information on school issues affecting everyone such as parenting issues, early literacy, home and school connections, and on the successes the school has made. Bulletin board displays throughout the school highlight students having perfect attendance, honor roll, and Accelerated Reader (AR) achievements. Report cards are sent home every six weeks with progress reports going home

between grading periods. Two parent/teacher conference nights are scheduled each year; however, our doors are always open to our parents, and we encourage parents to schedule conferences any time they feel necessary.

The Parent Communication Center, which is located on our parish website, is a resource for our parents to use to get up-to-date progress reports and current six-weeks averages for students enrolled at Many Elementary School. This valuable technology tool allows the parents immediate access to attendance and discipline data as well as individual lesson grades, project grades, tests, and six weeks averages. The Parent Communication Center allows parents to have valuable information needed to support the home and school connection.

When official iLEAP results are released, the local newspaper and television station publicize each school's results. Additional information can be found on our parish and state website. School report cards and an interpretation guide provided by the State Department of Education are sent home with each student at the beginning of the school year.

An Award's Day program is held in May for students, parents, and stakeholders to recognize and honor student achievements and efforts. Certificates are given for honor roll, perfect attendance, most improved in each classroom, citizenship and AR.

4. Sharing Lessons Learned:

In 2008, the Louisiana Department of Education named Many Elementary School a Pacesetter School for meeting our growth target for three or more consecutive years. In an effort to provide collaborative ways for educators to network as well as glean successful strategies from schools who are showing consistent growth, Pacesetter Schools were partnered with High Need and/or High Priority schools from across the state. We were invited to participate in a summit to provide tools and research-based strategies for schools that were struggling academically. During the past several years, Many Elementary has hosted visitors from various schools and district supervisors. During those visits, educators participated in cluster meetings, visited classrooms to observe instructional strategies, and interviewed staff persons with regard to student needs and approaches used to meet those needs. Visitors to Many Elementary also observed the numerous intervention strategies that are still currently in place to address the needs of struggling students. These visits provided the schools and district teams with information in order to find ways to emulate our success. Additionally, Many Elementary School has also been named as a Trailblazer School. As a result of this recognition, our doors will continue to remain open in order to partner with other school districts across the state and share our school's success.

Earlier this year, MES was also named as a High-Performing, High-Poverty School this year by the Louisiana Department of Education. To earn the High-Performing, High-Poverty (HPHP) designation, schools must have a baseline School Performance Score (SPS) of 100 or higher for two consecutive years, based on the state's accountability system, and at least 65 percent of the school's population must be enrolled in the federally-funded free or reduced-price meal program. Through collaboration between HPHP school leaders and school leaders from other high-poverty schools, Many Elementary will provide support to participating high-poverty schools across the state of Louisiana.

At the local level, monthly parish-wide administrative meetings are a time during which administrators are provided an informal opportunity to share programs and strategies that are successfully facilitating growth in student achievement. If Many Elementary School is selected as a Blue Ribbon School, we will continue to share our success with other schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students at MES are provided with a rigorous curriculum based on the Louisiana Grade Level Expectations and the Comprehensive Curriculum. Teachers work together each week with the Instructional Coach to determine the best way to present grade level specific objectives in a way that will allow our students to be engaged in learning and successful in applying new learning to real life situations.

Core curriculum areas include ELA, mathematics, science, and social studies. Our ELA (reading) instruction is conducted during a 120 minute UNINTERRUPTED instructional block. UNINTERRUPTED math blocks are 60 to 90 minutes in length. Due to the importance of these two core subject areas in the elementary grade, we feel that it is important that this instructional time be protected and uninterrupted. When developing our school improvement plan, we selected meaningful engaged learning as our research based strategy. The driving force behind the instructional program at our school is our state standards (grade level expectations/Louisiana Comprehensive Curriculum). What is mandated is taught. Having a 120 minute uninterrupted ELA/reading block allows teachers the time needed to utilize a variety of techniques essential for developing effective readers. For at least one hour of this two hour block, teachers have an additional person (paraprofessional) in the classroom to assist with teaching and learning. The number one priority of the paraprofessional during the reading block is to provide additional interventions to the "at risk" readers in that particular class. We do incorporate literacy centers in our classrooms. Literacy centers, including technology are used to enhance this instruction. The use of graphic organizers and a school-wide uniform writing program, Six + 1 Writing, used by all teachers provide students with the consistent skills we need to build on from year to year. We believe that good handwriting promotes strong literacy skills and academic success in other subjects. With this in mind, MES implements the Handwriting Without Tears curriculum in grades PreK through 3. The program follows research that states children learn best by actively doing and by using all of their senses. Even in the age of technology, we believe that handwriting remains the primary tool of communication and knowledge assessment for students in the classroom.

Mathematics instruction focuses on state grade level expectations by using the DEEP into Math program. It focuses on permanent learning which is deep, connected understanding and know-how which can be recalled and applied in new situations, as they are encountered in later grades and in life. The use of hands-on manipulatives provides the foundational/concrete knowledge necessary for true understanding and transition into more abstract thinking. Our daily math instruction includes small group instruction using logical reasoning, incorporating manipulatives and non linguistic representations. We rigorously focus on developing a strong number sense as well as computational fluency. Automaticity in both of these concepts allows the learner to problem solve and communicate with fellow students the differing ways one may solve a certain problem.

Students are provided a 10 minute computational fluency intervention every day. Students are screened four times per year using STEEP *(System to Enhance Educational Performance)*. Within the STEEP process, universal screening is conducted using curriculum-based measurement (CBM) probes in math. The screening data is used immediately for instructional planning by teachers, administrators and school-based teams as well as intervention planning for the at risk learners.

Science instruction focuses on the Louisiana Comprehensive Curriculum (LCC) and the use of Promethean Interactive Whiteboards to promote project based learning and demonstrations. Teacher created "flipcharts" are at the heart of instruction. The flipcharts are based on the LCC thematic units. The students are engaged in hands-on experiments and journal their findings. The students predict outcomes and test their theories. Students hypothesize, observe, investigate, justify, and draw conclusions, write and

apply as well as connect what they have learned to their own lives. Content literacy strategies are embedded within each unit of study.

Social Studies instruction also focuses on the Louisiana Comprehensive Curriculum and the use of Promethean Interactive Whiteboards in the study of geography concepts, civics, history, and economics. Teacher-created flipcharts based on the LCC thematic units are used during instruction. Through the use of the flipcharts and programs such as United Streaming in the classroom, the students develop a deep understanding of the outside world. Through a variety of field trips, community experts, and project based learning, the students gain knowledge beyond the set curriculum. Content literacy strategies are embedded within each unit of study.

Health and PE instruction is aligned with the state curriculum and is integrated with all content areas. MES participates in Jump Rope for Heart. Our PE teacher is also a certified music teacher and incorporated music, movement, and health and nutrition within physical education instruction. Music and Creative Arts are ways we develop the entire child academically, socially, and emotionally.

2. Reading/English:

Many Elementary School uses a balanced approach to literacy. Our Instructional Coach and Assistant Principal observes and monitors classroom instruction, provides modeling and coaching for new teachers, develops lessons, and closely monitors student data, allowing them to evaluate and readjust the instruction based on the need of the students. Teachers provide instruction using whole-group reading, small group instruction and literacy centers. These lessons focus on phonemic awareness, phonics, vocabulary development, fluency and reading comprehension. Guided reading is used daily to provide students with frequent opportunities to read at their instructional level using leveled books from Houghton Mifflin Reading leveled readers. Each student's reading level is closely monitored, and instruction is based on consistently raising the reading level, fluency, and reading comprehension of each student. Our primary goal at MES is to implement the essential components of literacy development. We also focus on reading comprehension by exposing the student to new vocabulary works and skills such as author's purpose, main idea, summarizing, and making inferences. The students' progress will be measured, based on the DIBELS assessments, Children's Progress, and STAR reading results.

PreK and Kindergarten students begin the literacy process with literacy centers to ensure readiness skills are achieved. Our Houghton Mifflin reading program helps students to build successful reading and writing skills with literature, research-based instruction, audio stories, and technology connections. Within our series and curriculum, reading and phonetic skills build and increase in difficulty, while at the same time being continuously reviewed and practiced. Students are assessed daily for gains in reading skills, vocabulary, phonics, writing, oral reading, and reading comprehension via teacher observation, informal assessments, small group intervention, student work samples, peer tutoring, and computer programs and websites, such as My Reading Coach, Headsprout, Brain Pop, and Accelerated Reader. Students are formally assessed throughout the week as well via tests, worksheets, rubrics, group work, oral reading, projects, etc. Intervention groups in Kindergarten through 3rd grades continue our focus on reading by including Six Minute Solution, Headsprout, Reading Center, A Book to Remember Series, and Project Read curricula. Our Accelerated Reader program and Sustained Silent Reading encourages our students to read for pleasure. The AR program and STAR Reading are utilized as valuable tools for assessment. Our hope is that our students will develop a habit and desire for reading.

3. Mathematics:

Mathematics instruction is not only a major focus as well, but it is also protected. The state grade level expectations guide math instruction by using the DEEP into Math program and the use of Promethean Whiteboards to engage students in meaningful lessons. Mathematics instruction focuses on permanent learning which is deep, connected understanding and know-how which can be recalled and applied in new situations, as they are encountered in later grades and in life. Language is a central part of the curriculum in several different ways. In the early grades, concepts and processes are imbedded in contexts which are

familiar to the children, and discussed using ordinary words which already have meaning to them. The use of hands-on manipulatives provides the foundational/concrete knowledge necessary for true understanding and transition into more abstract thinking. Our daily math instruction includes small group instruction with students justifying their responses by using logical reasoning, incorporating manipulatives and non linguistic representations. We also incorporate math literature and vocabulary as part of our lesson format. We rigorously focus on developing a strong number sense as well as computational fluency. Automaticity in both of these concepts allows the learner to problem solve and communicate with fellow students the differing ways one may solve a certain problem.

Each morning students are presented with a meaningful problem that is directly related to their interests and daily environment during math time. This requires a higher level of thinking and allows students to see the importance of math concepts and applications in solving everyday problems. Students are provided a 10 minute computational fluency intervention every day. Students are screened four times per year using STEEP *(System to Enhance Educational Performance)*. Within the STEEP process, universal screening is conducted using curriculum-based measurement (CBM) probes in math. The screening data is used immediately for instructional planning by teachers, administrators and school-based teams. The screening data also determines the math interventions that the students are provided. The students receive number naming fluency interventions or computational fluency interventions. The interventions provided are STEEP, FastMath by Scholastic or Mastering Math Facts by Otter Creek Institute.

4. Additional Curriculum Area:

Many Elementary School has an obligation to our students to engage and challenge them by integrating technology into every aspect of the education. It is becoming increasingly difficult to be a life-long learner without a firm grasp of the potential of technology. Therefore, our goal is to empower students to be technologically fluent digital citizens.

Many Elementary has taken this obligation to the next level to find meaningful ways of incorporating new technologies into the classroom. This includes the television, the calculator, the Promethean Interactive Whiteboards, the computer, DVD players, document cameras, etc.

Kindergarten students begin by learning terminology and applications related to a variety of technologies. By third grade, students are using technology to locate information on the Internet, to email, to create original multimedia presentations, and to blog about books they have read.

The technology coordinator for Sabine Parish meets with teachers regularly and collaborates with them to design authentic projects that integrate technology into curricular studies. She provides on-going teacher training in technological developments such as flipcharts for the Promethean Interactive Whiteboards, United Streaming, etc.

The classrooms at Many Elementary School are equipped with DVD players, document cameras, data projectors Promethean Interactive Whiteboards, and multiple computers. In addition to these tools, the school has a computer lab with headphones for every computer, a distance learning classroom, wireless connectivity, and several sets of Promethean ActivExpression student responders. The Interactive Whiteboards engage students in interactive learning activities in all academic areas. The responders provide opportunities for student involvement and assessment. Each ActivExpression responder gives individual students a voice while equipping the teachers with a tool for delivering dynamic lessons tailored to the immediate assessment of student performance. Through the consistent use of technology, both teaching and learning are enhanced. All of these tools allow teachers to incorporate authentic technology into engaging instruction. Producing students who are ready for the 21st Century challenges is the goal of all instruction.

5. Instructional Methods:

Significant increases in student achievement at Many Elementary School are the result of all staff working together as a team to provide differentiated instruction and an instructional environment that best meets the individual needs of each student. Universal screening is a powerful tool for finding and helping low performing students, and at Many Elementary, administrators and staff use data-driven decision making to determine the specific needs of our students and then develop a plan focused on accelerating instruction. We do not wait until a student is failing to provide them with interventions. We know our students, and we are proactive in meeting their diverse needs. For example, the students in Kindergarten through 3rd grade "walk to read". In a Walk to Read approach, students change classrooms during reading instruction to homogenously grouped classrooms in order to better meet the instructional needs of the students. At the end of the 90 minute uninterrupted reading block, the students transition back to their homeroom teachers.

Student achievement is monitored weekly by teachers and administrators to determine the effectiveness of instructional methods and to identify specific students who continue to struggle. Individual and small group instruction is provided in the classroom by teachers and reading interventionists during the school day. To meet the needs of our second language learners, we provide intense vocabulary instruction through the use of quality children's literature, by providing concrete examples, and by using technology to bring real-world connections into the classroom.

Technology is also used to provide targeted instruction for students who struggle. Flash Masters, Scholastic's FastMath and computer games are used to build students' fact fluency in math. In the area of reading instruction, Reading Center and Headsprout are computer programs that are used for reading interventions. Headsprout is a self-directed program that addresses the skills and strategies necessary for reading such as phonemic awareness, print awareness, phonics, and segmenting and blending. There is also a focus on reading vocabulary, fluency, and comprehension. Reading Center is an evidenced-based reading intervention that helps improve reading fluency, reading comprehension, and reading vocabulary.

At Many Elementary School, every staff member is utilized and held responsible for the success of our students as we do whatever it takes to ensure excellence for all in our "Can-Do School".

6. Professional Development:

The success of Many Elementary is due in large part, to a commitment of its administrators and staff to engage in life-long learning. Research has shown that effective, ongoing, job embedded professional development programs are a common denominator of successful schools.

MES administrators, teachers and staff consistently study new programs and curricular materials. They engage in professional reading and network with other educational professionals regarding effective implementation and utilization of 100% student engagement strategies, "Kagan", RtI, Bloom's Taxonomy and "HOTS" (higher order thinking skills). Collaboration with MES co-workers insures that our programs and practices are continually evaluated and improved to provide students the most effective learning materials and learning environment available. Teachers, staff and administrators collectively develop a professional development plan that will meet the needs of the campus community while meeting the individual needs of a diverse group of teachers, paraprofessionals and learners.

Campus administrators, the instructional coach and teachers meet weekly by grade level in professional learning communities referred to as faculty study groups. In these sessions the participants analyze and discuss student assessment data, plan instructional activities, select appropriate curricular materials, and share ideas to enhance student academic growth. Each study group develops an agenda prior to their meeting.

Professional development activities at MES often take the form of small group or individualized training sessions that provide information focused on the specific curricular and/or instructional needs identified

during student data analysis. A frequent occurrence at MES is the modeling of effective instructional and/or classroom management strategies by the instructional coach, central office staff or Louisiana Department of Education personnel. Additional professional development opportunities at MES include participation in webinars, whole group book studies, and off campus conferences and workshops.

 The MES certified staff kicked off the 2010-11 school year with two effective professional development activities. The first was a study of the book entitled <u>The 3 Habits of Highly Successful Reading Teachers</u> by Megan Milani. The book study motivated and enlighten the staff while directing their focus on specific reading strategies to assist struggling below level readers. In September, the entire MES certified staff attended an informative one day conference featuring Dr. Harry Wong and associates. The staff's participation in these two professional development activities enhanced their instructional and management effectiveness. Furthermore, the staff believes that their example of engagement in lifelong learning fuels their MES students' success.

7. School Leadership:

As the instructional leader of Many Elementary School, the principal maintains her focus on ensuring that the shared campus vision of "A Can-Do School" is more that just a slogan. It is a daily mission statement that is strongly rooted in the facilitation on a positive climate. The feeling on our campus is that we are a family of learners who support one another through good times and challenges, both personally and professionally, and work together to ensure that our vision becomes a reality, day after day, and year after year.

One of the most important factors contributing to increased student achievement at Many Elementary is the commitment of district and campus administrators to provide: (1) every student with a highly qualified teacher, (2) effective professional development to enhance classroom instruction and (3) the ability to maximize instructional time with flexible scheduling.

Campus administrators utilize and depend on the valuable knowledge and experience of the Instructional Coach in solving complex problems on a daily basis. They encourage teachers to take leadership roles on campus and empower them to be creative thinkers, risk takers, and life-long learners.

Every staff member at Many Elementary worked diligently to meet and exceed the high expectations established and shared by the campus administration throughout the year. Administrators meet with students during assemblies, in small groups and individually throughout the year to share and reinforce high expectations and to make sure students know that their leaders believe that each and every one of them can experience success. Through it all, the principal at Many Elementary places the highest expectations on herself. Her commitment as a servant leader, who consistently makes every decision based on what is best for students and staff, is seen, heard, and deeply felt as she walks the halls of the campus each day. Through providing encouragement, support, a helping hand, and a shoulder to cry on, she strives to meet the needs of the school while simultaneously meeting the needs of each individual.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: iLEAP

Edition/Publication Year: Spring 2006, 2007, 2008, 2009, 2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient	85	79	77	79	69
% Advanced	9	15	3	10	4
Number of students tested	80	80	86	82	83
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	79	72	68	90	62
% Advanced	4	9	0	8	5
Number of students tested	51	53	60	52	56
2. African American Students					
% Proficient	75	62	55	60	56
% Advanced	3	3	0	3	0
Number of students tested	32	34	31	32	25
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient				46	
% Advanced				8	
Number of students tested				13	
5. English Language Learner Students					
% Proficient					
% Advanced					
Number of students tested					
6. White					
% Proficient	90	92	96	94	77
% Advanced	15	22	6	17	2
Number of students tested	39	37	47	41	44
NOTES:					

11LA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3   Test: iLEAP

Edition/Publication Year: Spring 2006, 2007, 2008, 2009, 2010 Publisher: Data Recognition Corporation

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	91	93	82	74	78
Advanced	13	6	12	4	2
Number of students tested	80	80	86	82	83
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	88	93	75	67	75
Advanced	4	0	5	0	0
Number of students tested	51	53	60	52	56
2. African American Students					
Proficient	84	89	61	63	68
Advanced	3	0	3	3	0
Number of students tested	32	34	31	32	25
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient				23	
Advanced				0	
Number of students tested				13	
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. White					
Proficient	97	97	94	81	84
Advanced	21	14	19	5	5
Number of students tested	39	37	47	41	44
NOTES:					

11LA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	85	79	77	79	69
Advanced	9	15	3	10	4
Number of students tested	80	80	86	82	83
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	79	72	68	90	62
Advanced	4	9	0	8	5
Number of students tested	51	53	60	52	56
2. African American Students					
Proficient	75	62	55	60	56
Advanced	3	3	0	3	0
Number of students tested	32	34	31	32	25
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient				46	
Advanced				8	
Number of students tested				13	
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. White					
Proficient	90	92	96	94	77
Advanced	15	22	6	17	2
Number of students tested	39	37	47	41	44
NOTES:					

11LA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	91	93	82	74	78
Advanced	13	6	12	4	2
Number of students tested	80	80	86	82	83
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	88	93	75	67	75
Advanced	4	0	5	0	0
Number of students tested	51	53	60	52	56
2. African American Students					
Proficient	84	89	61	63	68
Advanced	3	0	3	3	0
Number of students tested	32	34	31	32	25
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient				23	
Advanced				0	
Number of students tested				13	
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. White					
Proficient	97	97	94	81	84
Advanced	21	14	19	5	5
Number of students tested	39	37	47	41	44
NOTES:					

11LA4