

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Irma Trosclair

Official School Name: Eunice Elementary School

School Mailing Address:
451 South 9th Street
Eunice, LA 70535-5298

County: St. Landry Parish School State School Code Number*: 009

Telephone: (337) 457-2380 Fax: (337) 457-2389

Web site/URL: euniceelem.slp.k12.la.us E-mail: ees@SLP.K12.LA.US

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. Michael Nassif

District Name: St. Landry Parish School Tel: (337) 948-3657

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. Huey Wyble

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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 20 | Elementary schools (includes K-8) |
| 6 | Middle/Junior high schools |
| 6 | High schools |
| 0 | K-12 schools |
| 32 | TOTAL |

2. District Per Pupil Expenditure: 7990

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 8 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	12	12	24	6			0
K	25	38	63	7			0
1	24	35	59	8			0
2	24	20	44	9			0
3	23	29	52	10			0
4	29	23	52	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							294

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
34 % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
66 % White
 _____ % 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 past year: 26 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	40
(3)	Total of all transferred students [sum of rows (1) and (2)].	71
(4)	Total number of students in the school as of October 1.	274
(5)	Total transferred students in row (3) divided by total students in row (4).	0.259
(6)	Amount in row (5) multiplied by 100.	25.912

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 75 %

Total number students who qualify: 220

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18 %

Total Number of Students Served: 53

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

<u>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>14</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>35</u>	<u>1</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	95%	95%	95%
Daily teacher attendance	96%	96%	95%	95%	96%
Teacher turnover rate	5%	25%	16%	15%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teachers turnover rates for the 2007-2008, 2006-2007 and 2005-2006 are a result of teachers retiring.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

Eunice Elementary is a Pre-K – 4 school, one of four public Pre-K-4 schools in the Eunice area. We have an average enrollment of approximately 285 students. Our school’s mission statement, although simple, is a true statement of what we strive to achieve each and every day: Eunice Elementary: Teachers Teach, Students Learn, Community Supports. Our community has a population of approximately 12,000 residents. Jobs in Eunice are in the service/retail industries. Eunice, Louisiana is in St. Landry Parish, an area with a high rate of poverty. Approximately one-third of our student population live in homes where incomes are well below the poverty level. Despite high levels of poverty, we have experienced great academic success and receive great support from our community and our parents. Our student racial makeup mirrors that of our city, 65% white—35% African American. Eighty percent (80%) of our student body is labeled as economically disadvantaged based on our free/reduced lunch count.

We have a tradition of high expectations in the areas of academic achievement and behavior. High expectations are set, not only for students, but for staff members and parents as well. We are very structured in our daily routine, school-wide discipline plan, and all other routines and procedures. We do believe that a large part of our success is a result of teachers/staff adhering to a very well defined, yet simplistic approach to educating students in the primary grades. We are aware of the importance of giving children a solid educational foundation on which they can build on. We stick to the essentials and don't become side tracked by the latest program or frill. The use of technology has enhanced our instructional program. We do believe that children of poverty need strict, yet not rigid, structure. Well established structure in our school and classrooms minimize confusion and enables students to flourish. Staff members are committed to professional development. Instructional staff members understand that professional development is not an option, it is an expectation. Our daily learner’s creed recited by all students contains the phrase, “I will one day graduate from high school and I can go to college.” We try to plant seeds in the mind of our young people that a high school diploma as well as a college degree is within the reach of every boy and girl at our school. Our teachers are communicated to on a regular basis regarding the importance of what we do with our students. We know that as educators, we can make or break a child’s future. We feel that we have a moral obligation to give these young people the skills, tools, and knowledge they need to become successful and productive. Talking about future goals with students is common at Eunice Elementary.

Another contributor to our success is the consistent collaboration between teachers. We closely monitor the grade level expectations ensuring that all students are taught the skills they need to acquire at their particular grade level. Interventions are provided for students who have demonstrated at risk behaviors in any area. Additionally, technology is consistently used to enhance learning.

Our Accelerated Reader program is another contributor to our school’s success. Students are motivated to read and work hard to reach the goal set for his/her grade level. Award systems are in place for students reaching certain levels. Literacy has, and continues to be, a priority. However, in recent years we have noticed that we have failed to acknowledge accomplishments in the area of mathematics. After much discussion and collaboration we completed an application for the Ensuring Numeracy for All Grant. Fortunately, we did receive this grant at the beginning of the 2009-2010 school year and this has enabled us to finally have the personnel needed to provide intervention to students who are at risk in the area of mathematics. Prior to this grant, focused intervention was in the area of reading only.

We have experienced great success. We were the first school in the parish to demonstrate 100% proficiency in the area of mathematics on last year’s 4th grade high stakes test (LEAP). A large number of our students exceeded the proficient level and scored in the mastery and advanced levels in all core subjects. We had no fourth grades who did not meet or exceed our state’s requirement for promotion on high-stakes testing. This is true of all subgroups. Our school has been nominated on two separate occasions as a Louisiana Distinguished School. We have also been named a High Performing/High Poverty School for the 2008-2009

and 2009-2010 school terms. HPHP schools are those that despite a high percentage of economically disadvantaged students, continue to maintain School Performance Scores of over 100. Our SPS is 115.6. We are currently serving as a "Showcase School" for the state of Louisiana. This is part of our state's latest HPHP initiative. Eunice Elementary is one of eight public schools selected to work closely with the administration and staff of "high priority schools" (schools with school performance scores of 65 or less) to help improve teaching and learning with the hopes of positively impacting student achievement for children of poverty.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

School performance scores in the state of Louisiana are based on iLEAP (third grade 30%), LEAP (fourth grade – 60%) and school-wide attendance (10%). The fourth grade LEAP test is considered “high stakes” and determines the promotion/retention of students at this particular grade level. The LEAP test has five achievement levels: Unsatisfactory, Approaching Basic, Basic, Mastery, and Advanced. To be promoted to the fifth grade, fourth grade students must perform at or above the Approaching Basic/Basic Combination in the areas of ELA and MATH.

The iLEAP test for third graders contains a CRT and NRT component. Although third graders have produced high scores, there is still work to be done. When comparing the Spring 2008 iLEAP scores to the 2009 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 that such growth has not been as consistent as hoped for. Some years indicate growth and other years demonstrate declining scores. 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 these 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, achievement gaps between subgroups decreased as well.

When referring to our school report card, which can be accessed at www.louisianaschools.net, one can see steady improvement in scores in all academic areas as well as between the various subgroups. When looking at test data from 2006, the achievement gap in ELA between African American students (83% proficient) and white students (94% proficient) was 11 percentage points. Based on 2009 test data, this gap is closing. African American students performed at a level of 92% proficient compared to white students who were 100% proficient. This same trend is demonstrated in the area of mathematics. 2006 data shows that African American students performed at a level of 77% proficient when compared to whites whose proficiency level was 100%. Spring 2009 test data shows that this gap has closed! African American students and white students performed at 100% proficient! These same data trends hold true for both our economically disadvantaged students and our students with disabilities. All subgroups in 2009 were 100% proficient in mathematics. In the area of ELA students with disabilities performed at a level of 100% proficient as compared to 60% proficient in 2006. Our economically disadvantaged students performed at a level of 96 % proficient as compared to 86% proficient in 2006.

2. Using Assessment Results:

Eunice Elementary is a “data driven” school. All instructional decisions are based on various forms of test data. Beginning in early summer, our instructional staff meets to analyze the spring test results and to begin identifying areas of strengths and weaknesses. Prior to the start of school, this information is shared with our entire staff and decisions are made regarding the areas that we will focus on for improvement at each grade level. In addition to whole faculty discussions, the principal meets with individual teachers and again with all teachers at each particular grade level and/or subject area. Teachers are required to base their professional growth plans on this test data stating what he/she will do to address weak areas. Teachers at each grade level also collaborate with each other and write a “grade level professional growth plan” indicating what areas need improvement. The principal, through formal and informal observations, monitors the implementation of these growth plans. In addition to high stakes testing data, other forms of test data are analyzed periodically and regularly throughout the school year. These assessments include daily/weekly class assessments, DIBELS, STEEP, etc. Children identified as “at risk” on any assessments are provided intervention based on their individual needs. This is accomplished through our Title I tutors, LEAP tutors, and through our interventionist

funded through our Numeracy Grant. Intervention groups change as the needs of our students change. Students in intervention groups are progress monitored every three weeks. Progress monitoring helps us make decisions regarding the need for more intensive intervention or the need to be moved out of intervention groups as improvement is made.

Teachers collaborate with each other during bi-weekly grade level and faculty study group meetings. Close attention is given to the progress of students and to analyzing current student work. This collaboration is vital in helping us improve the academic program offered to our students. Every effort is made to hone specific skills to correct individual student deficiencies. This personalization has been very beneficial to our students.

3. Communicating Assessment Results:

School performance is communicated in a variety of ways. Parent nights are held periodically throughout the school year to keep families abreast of important testing and assessment information. At the beginning of the school year, such events focus on how students at each particular grade level are expected to perform on certain grade level assessments in order to be promoted to the next grade. Our district's promotional policy is reviewed in great detail. Staff members are reminded throughout the year to make certain that the information provided is communicated in such a way that parents can truly understand the "jargon". We want our parents to have a clear understanding of the requirements related to assessment. Discussions are held regularly through conferences, phone calls, and written notices regarding student performance and assessment data. Teachers are expected to make certain that parents know what is occurring with their children regarding classroom performance. (Simply sending weekly papers and report cards home is not enough). Weekly activity sheets stating what skills will be covered each week and when weekly tests will be administered are sent home by each teacher on Monday. Technology is used for communication as well. Our school's website provides access to various educational sites. Our current school report card is posted as well. Although our district has not yet gone to an online grading system, our school has. We strive to make sure that no parent is ever caught off guard regarding their child's progress. It is important that by the time the six weeks report cards are distributed, parents are already prepared for what those report cards will show. Parents can access their child's grades at anytime. Our online lesson planner and online accelerated reader program are two additional avenues parents can use to gain valuable information.

Once high stakes testing data is received, school report cards, along with a letter explaining those results, are sent home with every child. Our school community is made aware of our performance through our local newspaper and local television stations. We maintain an open door policy. Community leaders are welcome at anytime to visit our school to discuss our performance and progress. Additionally, our school district does an outstanding job of publicly communicating our progress, as well as the progress of all schools.

4. Sharing Success:

Our school vision of creating a learning environment that is conducive to learning for ALL students is one that we hope all schools work towards. Over the past several years, we have been visited by many school staffs looking for ways to improve the academic, social and moral progress of their students. We enjoy sharing with other schools and educators as much as we enjoy collaborating with others to help us improve as well. We feel that best practices and effective techniques are meant to be shared with others so that ALL students, not just the students at Eunice Elementary, have opportunities to succeed and live a more productive life. Having recently been named a "showcase high performing/high poverty school" by the state of Louisiana will allow even greater opportunities for staff members and administrations of low performing schools to visit us, collaborate with our instructional and administrative staff, and have access to documents, handbooks, policy and procedural information to help them improve the social and academic environment at their own school (s). Our teachers have formed connections with educators at various schools throughout our district and state sharing classroom management and instructional techniques. Many of the educators at Eunice Elementary have been presenters at various professional development events throughout the parish and state. Additionally, our school website provides access to several powerpoints that are there for the sole

purpose of sharing with other school sites. In the event that we are named a Blue Ribbon School, our doors will continue to remain open to any and everyone interested in maximizing the programs offered to students at their schools.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

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 60-90 minutes in length. Due to the importance of these two core subject areas in the elementary grades, 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, all teachers have an additional person (paraprofessional) in the classroom to assist with teaching and learning. The paraprofessional is used in a variety of ways. However, the number one priority of the paraprofessional during the reading block is to provide additional intervention to the “at risk” readers in that particular class. We do incorporate literacy centers in our classrooms. However, a large portion of instruction is direct instruction. We feel that at the primary grades, structured and direct instruction has proven to be most effective. The teachers know what the children need to learn and what skills will help them become successful readers. Literacy centers, including technology are used to enhance this instruction. The use of graphic organizers and a school-wide uniform writing program (four-square writing) used by all teachers provide students with the consistent skills we need to build on from year to year.

Mathematics instruction is protected as well. By not allowing any interruption during mathematics blocks, teachers are able to do a more effective job of providing students with opportunities to increase their learning capacity of mathematical concepts through the use of hands on manipulatives. The use of hands-on manipulatives provide the foundational/concrete knowledge necessary for true understanding and transition into more abstract thinking. Teachers and staff strive to develop critical thinking and foster behaviors that enable students to make sense of numerical information in their world. Engaging students with the numeracy demands inherent in cross-curricular or school/home life situations have a positive effect on students’ success in mathematics. As with all subject areas, mathematics is incorporated and touched on in other subject areas during the school day.

No core subject is taught in isolation. Subject matter is incorporated in other areas throughout the school day. In addition to introduction of concepts through direct instruction and class discussions, experiments and discovery are strategies used to reinforce science and social studies content. Science concepts are introduced or reinforced through the use of class and group experiments. All instruction is standards based and any activity used in classrooms must be meaningful and directly linked to stated objectives which are linked to state standards.

Students in grades pre-kindergarten through second grade are introduced to various forms of art through our cultural arts program while students in third and fourth grade receive foreign language instruction in French.

2a. **(Elementary Schools) Reading:**

(This question is for elementary schools only)

Our school's current reading curriculum is rich in vocabulary and comprehension development. The current program was selected because of its outstanding intervention component. Built into the program are well defined intervention components and strategies for those students identified as at risk. It is the intervention component of our current program that allows us to better meet the needs of our students, including ESL students and students with special needs. The reading program is filled with a variety of literature – both

fiction and nonfiction. As a district, we felt this particular program offered a great deal of materials and opportunities tailored to meet the needs of each student's reading level. Teachers are provided the materials that enable them to differentiate instruction. Built into the program is "robust" vocabulary. We found that vocabulary has been an area of weakness over the years for our school. With the addition of robust vocabulary as well as our push in our accelerated reader lab, we have noticed significant improvement in both the vocabulary and comprehension areas. Benchmark testing (DIBELS tests –winter testing when compared to fall data) indicate that the number of children requiring intensive intervention in reading has significantly decreased. Due to the steady increase in the number of students meeting their assigned accelerated reader goals, we have had to continue to increase grade level goals. We have also increased our required percentage correct on accelerated reader quizzes to continue to challenge students because they have demonstrated an increase in reading comprehension.

3. Additional Curriculum Area:

The numeracy grant we received this year has allowed us to utilize funding and hire additional personnel and materials to improve our mathematics instruction. The current program being utilized focuses on the development of both mathematical skills and essential understandings. Components built into this program are ongoing assessments and diagnostic data coupled with strategic intervention to meet the needs of students. The program moves from the concrete level to the more abstract level and encourages higher order/critical thinking in students through the use of effective questioning strategies. Our math program provides consistent monitoring of students' understanding, assessment of progress, and immediate remediation when needed. Problem solving is connected to reading and writing and provides real world problems making mathematics more relevant to our learners. Each student is provided the necessary manipulatives needed to stimulate understanding of concepts. CDs and electronic math are also a key component of this program. We have found that the consistent use of technology has enhanced teaching and learning at our school. Opportunities for intervention for struggling students as well enrichment for advanced students are key components of our mathematics program. Data will indicate that our efforts have been successful. STEEP and Aimsweb data indicate that more students are moving toward benchmark. 2009 spring test data (LEAP) shows that ALL students in ALL subgroups were 100% proficient in mathematics.

4. Instructional Methods:

Believing that all students can learn is what drives us to meet the needs of all students. Instruction is differentiated in various ways. In the classroom setting, a variety of techniques are used to reach students. Through both formal and informal assessments, our instructional staff determines which students need more individualized instruction. Three levels of intervention are available to meet the needs of students. Students needing strategic intervention are provided remediation by the classroom teacher. Progress monitoring data indicates when tier one intervention is not enough. Students who are now showing improvement are moved into tier two intervention and receive more intensive intervention outside of the regular classroom setting. Tier two intervention is done through our Title 1 pullouts. Students are moved in and out of intervention groups based on assessment data provided through progress monitoring. Students who continue to struggle are moved into tier three intervention. Our most stringent and focused efforts are given to these students. It is our hope that this intervention will close the gap and move children to benchmark for their particular grade level. In the event that our intervention efforts do not help students become successful, we then meet with our SBLC committee and parents to discuss the possibility of conducting a full evaluation. Our special needs students are included in regular education classes and follow the same curriculum as all students. Title I funds allow us to hire literacy interventionists while our Ensuring Numeracy for All grant allows us to hire a math coach and math interventionist. Students are identified early on and interventions are immediately put in place to help get students where they need to be in order to be successful in the classroom and in life.

5. Professional Development:

Professional development is available to teachers and other members of instructional staff, including instructional paraprofessionals. Such opportunities may be job embedded, site based, provided by the district or state, or received at a national level. All professional development is selected based on its possible effectiveness to positively impact student achievement. Site based professional development is provided monthly during faculty meetings. Presenters include our own teachers sharing their best practices related to a variety of topics such as instruction, classroom management, discipline, higher order/critical thinking, etc. Presenters from our central office and from Region IV have provided our staff with outstanding professional development as well. In order to be considered as meaningful professional development, topics must be directly linked to topics/content that will enable our staff members to improve instruction for our students. School/class schedules are organized in such a manner to allow for job-embedded professional development. Teachers are provided collaborative planning opportunities during the school day to analyze student data, student work, and instructional techniques. Agendas for grade level meetings and our faculty study groups are planned and approved in advance and must relate to our school improvement plan and strategies. Minutes of such meetings are recorded and shared with our entire school staff. Cross/peer visitation schedules are in place and are conducted by all teachers on a regular basis throughout the school year. Teachers must provide both "cool and warm" feedback, meaning that not all comments noted after a peer observation can be positive. "Cool" feedback must also be provided. This means that teachers must offer constructive criticism of each lesson they observe in another teacher's class to help improve lessons. We are currently in the process of building a video library to provide additional professional development. Our plans are to video classroom instruction and allow other teachers to use the video as a learning tool of best practices in various classrooms or to offer suggestions for improvement to the teacher videoed. Prior to being hired at Eunice Elementary, the principal explains that professional development is not an option, it is a requirement. Staff members are required to attend professional development opportunities related to the particular grade or subject they are teaching. Money is raised and set aside for professional development. When staff members attend conferences or workshops, they must return and share tips/techniques they learned with the entire staff.

6. School Leadership:

We have in place a variety of leadership components, each of which play vital roles at our school and have proven to be effective. The principal fully accepts the role of instructional leader of the school. She works diligently to plan meaningful professional opportunities for our instructional and support staff. Through regular and consistent formal and informal observations, the principal monitors implementation of our selected strategies and teaching techniques and programs. Our principal stresses the importance of what we do and reminds us regularly that it is critical that every minute of every day is dedicated to providing students with a top notch educational program. Through careful monitoring and documentation of performance, she has been able to build a most effective staff. Data is used to determine teacher effectiveness and she regularly conferences with all staff members to make certain that we are preparing all students in the most effective way. The principal meets regularly with other personnel serving in leadership roles at our school (SBLC committee, grade level/subject area leaders, leadership teams, math coach and interventionist.) Such collaboration helps build professional relationships that make working toward a common goal much more effective. These meetings and discussions focus on the needs of students and the instructional program in all classes.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: iLEAP

Edition/Publication Year: 2005-2009

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar		
SCHOOL SCORES					
Meets or exceeds state proficiency level	94	86	86		
Exceeds state proficiency level	53	23	47		
Number of students tested	49	40	45		
Percent of total students tested	94	86	86		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or exceeds state proficiency level	95	86	78		
Exceeds state proficiency level	52	24	23		
Number of students tested	39	35	36		
2. African American Students					
Meets or exceeds state proficiency level	84	75	64		
Exceeds state proficiency level	38	19	28		
Number of students tested	13	16	18		
3. Hispanic or Latino Students					
Meets or exceeds state proficiency level					
Exceeds state proficiency level					
Number of students tested					
4. Special Education Students					
Meets or exceeds state proficiency level		50			
Exceeds state proficiency level		25			
Number of students tested		9			
5. Limited English Proficient Students					
Meets or exceeds state proficiency level					
Exceeds state proficiency level					
Number of students tested					
6. Largest Other Subgroup					
Meets or exceeds state proficiency level	97	91	89		
Exceeds state proficiency level	58	26	52		
Number of students tested	36	23	27		

Notes:

Prior to the testing cycle in spring 2007, only norm referenced tests were administered to third graders.

Subject: Reading
Edition/Publication Year: 2005-2009

Grade: 3 Test: iLEAP
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar		
SCHOOL SCORES					
Meets or exceeds state proficiency level	94	81	83		
Exceeds state proficiency level--scores mastery or advanced	53	18	35		
Number of students tested	49	40	45		
Percent of total students tested	94	81	83		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets or exceeds state proficiency level	92	86	88		
Exceeds state proficiency level--scores mastery or advanced	38	24	26		
Number of students tested	43	40	34		
2. African American Students					
Meets or exceeds state proficiency level	84	63	73		
Exceeds state proficiency level--scores mastery or advanced	38	6	17		
Number of students tested	13	16	18		
3. Hispanic or Latino Students					
Meets or exceeds state proficiency level					
Exceeds state proficiency level--scores mastery or advanced					
Number of students tested					
4. Special Education Students					
Meets or exceeds state proficiency level	39				
Exceeds state proficiency level--scores mastery or advanced	26				
Number of students tested	18				
5. Limited English Proficient Students					
Meets or exceeds state proficiency level					
Exceeds state proficiency level--scores mastery or advanced					
Number of students tested					
6. Largest Other Subgroup					
Meets or exceeds state proficiency level	97	87	89		
Exceeds state proficiency level--scores mastery or advanced	58	26	48		
Number of students tested	36	23	27		

Notes: Prior to Spring 2007, third grade was assessed using only a norm referenced test.

Subject: Mathematics

Grade: 4 Test: Louisiana Educational Assessment Program

Edition/Publication Year: 2002-2009 Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Met or exceeded state standard	100	87	88	94	75
Exceeded state proficiency level--score mastery or advanced	49	48	44	50	2
Number of students tested	35	33	36	32	52
Percent of total students tested	100	87	88	84	75
Number of students alternatively assessed	2		1		
Percent of students alternatively assessed	5		3		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met or exceeded state standard	100	85	77	95	68
Exceeded state proficiency level--score mastery or advanced	60	41	7	43	0
Number of students tested	30	27	27	21	31
2. African American Students					
Met or exceeded state standard	100	78	81	92	55
Exceeded state proficiency level--score mastery or advanced	25	0	45	17	0
Number of students tested	12	18	11	12	19
3. Hispanic or Latino Students					
Met or exceeded state standard					
Exceeded state proficiency level--score mastery or advanced					
Number of students tested					
4. Special Education Students					
Met or exceeded state standard					
Exceeded state proficiency level--score mastery or advanced					
Number of students tested					
5. Limited English Proficient Students					
Met or exceeded state standard					
Exceeded state proficiency level--score mastery or advanced					
Number of students tested					
6. Largest Other Subgroup					
Met or exceeded state standard	100	92	92	100	82
Exceeded state proficiency level--score mastery or advanced	62	59	44	73	4
Number of students tested	21	24	25	18	19

Notes:

Subject: Reading

Grade: 4 Test: Louisiana Educational Assessment Program

Edition/Publication Year: 2004-2009 Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Met or Exceeded Set Standard	99	87	94	88	68
Exceeded state standard--mastery and advanced levels	3	45	50	41	5
Number of students tested	35	33	36	32	52
Percent of total students tested	98	87	90	88	64
Number of students alternatively assessed	2			1	
Percent of students alternatively assessed	5			3	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met or Exceeded Set Standard	95	85	94	86	64
Exceeded state standard--mastery and advanced levels	47	37	47	29	3
Number of students tested	31	27	32	21	31
2. African American Students					
Met or Exceeded Set Standard	92		90	83	50
Exceeded state standard--mastery and advanced levels	8		45	8	5
Number of students tested	12		11	12	19
3. Hispanic or Latino Students					
Met or Exceeded Set Standard					
Exceeded state standard--mastery and advanced levels					
Number of students tested					
4. Special Education Students					
Met or Exceeded Set Standard				80	
Exceeded state standard--mastery and advanced levels				10	
Number of students tested				10	
5. Limited English Proficient Students					
Met or Exceeded Set Standard					
Exceeded state standard--mastery and advanced levels					
Number of students tested					
6. Largest Other Subgroup					
Met or Exceeded Set Standard	100	96	96	94	83
Exceeded state standard--mastery and advanced levels	52	50	52	61	9
Number of students tested	21	24	25	18	19

Notes: