

PART I - ELIGIBILITY CERTIFICATION

11LA5

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: 29 Elementary schools
 (per district designation) 5 Middle/Junior high schools
9 High schools
4 K-12 schools
47 Total schools in district
2. District per-pupil expenditure: 8830

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 3
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	24	15	39		6	11	9	20
K	20	23	43		7	0	0	0
1	32	18	50		8	0	0	0
2	31	20	51		9	0	0	0
3	19	25	44		10	0	0	0
4	22	11	33		11	0	0	0
5	17	22	39		12	0	0	0
Total in Applying School:								319

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
65 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
32 % 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: 5%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2009	319
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 71%
 Total number of students who qualify: 228

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: 15%
 Total number of students served: 49

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>23</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>1</u>
Classroom teachers	<u>21</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>21</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>56</u>	<u>2</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: 15:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	94%	94%	95%	95%	95%
Teacher turnover rate	14%	7%	3%	2%	2%
High school graduation rate	0%	0%	0%	0%	0%

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

* Estimates are provided for the years 2005-2006 and 2006-2007 as no data is available.

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%

”Beautiful”, “Peaceful”, “Caring” are just a few words that visitors to Rosenthal Montessori Elementary School have used to describe this distinctive setting. In fact, visitors have remarked about the “love and caring” for children that is almost tangible at this school. Since its inception in 2001, Rosenthal Montessori has offered children a unique educational environment that fosters academic, social, emotional and moral development. The overarching goal of our Montessori is that these children will go on to contribute to their communities and ultimately to a more peaceful world.

As a Montessori school, Rosenthal embraces the premise that a carefully prepared environment which is hands-on and student centered, nurtures the development of the “whole child”. The atmosphere of the environment stems from a unique combination of freedom and structure founded on respect. This environment fosters cooperation, order, choice within limits, and encourages self confidence and critical thinking. We believe that once a child possesses these traits, he/she can be challenged with high expectations and be successful in meeting those challenges.

At the heart of Rosenthal’s success is the commitment toward creating a “feeling of home” for our students. In this safe and nurturing atmosphere, our students reach their highest potential. Because classrooms have multi-age groupings, children stay with the same teacher and classmates for two years before moving to the next level. Students entering the program in pre-k typically stay until exiting at the end of sixth grade. Therefore, students and their families are usually well known by the faculty and staff.

This further contributes to the family atmosphere of the school and the teacher’s ability to meet the individual needs of the students.

Behind this “feeling of home” are faculty and staff that have made great strides in functioning as a professional learning community with high expectations for our students. Teams of teachers spend a great deal of time meshing public school standards with the Montessori approach to learning. Though sometimes proving a difficult challenge, the teacher teams work together to create and refine a program that not only meets public school state and national standards, but is done with a unique approach to teaching and learning.

Teacher teams carefully analyze student data to guide instruction as well as to identify patterns of strengths and weakness in teaching and learning, all with Montessori as the foundation. The administration and faculty at Rosenthal Montessori make up a group of educators who model life-long learning. We are committed to improving as educators by integrating trends in education through research, book studies, team meetings, and staff development that supports our school improvement goals. Our teachers go the extra mile to be their best in order to get the best from our students.

As a magnet school, Rosenthal Montessori’s student body is made up of students from all socioeconomic backgrounds. However, the largest majority are considered “high poverty”. At Rosenthal Montessori, this is not a deterrent from our belief that all children can be successful. In fact, in 2008 the Louisiana State Department of Education set out to annually identify schools that had high academic success, despite having to overcome the social challenges associated with high-poverty student populations. In 2009, 2010 and 2011, Rosenthal Montessori has been recognized and awarded as a “High Poverty/High Performing” school by the Louisiana Department of Education. This honor affirms for us that with a unique approach and an atmosphere of caring, all children can develop to their fullest potential.

Currently, we have 320 students enrolled in our school, a faculty of 27 educators, and 21 paraprofessionals that act as “assistants” to the teacher in the Montessori program. This adult presence in the classroom ensures that each student is given more individualized guidance. However, these adults

function with the notion that they are to be “the guide on the side” instead of the “sage on the stage”. We believe this premise develops students into self-guided, self-disciplined and responsible learners.

To underscore our efforts to educate the “whole child”, we encourage a well-rounded educational experience for our students. Various academic and extra-curricular activities offer opportunities for our students to excel both inside and outside the classroom. Choir, 4-H club, Dream Team, D.A.R.E. Hoops basketball, cheerleading, Science Club, and Rosenthal Roar Newspaper Club are just a few contributors to a well-rounded education at Rosenthal Montessori. Community involvement activities such as Montessori parent meetings, Family Montessori Night, seasonal music and drama performances and an active Parent Teacher Organization are integral to support of our efforts and achieving success for our students. A flag hangs outside at the front entrance to our school. On it is our district motto: “Every Child, Every Day, Whatever It Takes”. A dedicated staff of highly trained professionals exemplifies this credence in all that we do at Rosenthal Montessori Elementary Magnet School.

1. Assessment Results:

All schools in the state of Louisiana are assigned a School Performance Score (SPS) each year. These scores are based partly on student attendance and partly on results from LEAP and iLEAP assessments. Because Rosenthal Montessori is a PreK-sixth grade school, our SPS is determined by student attendance rates, fourth grade LEAP test results, and iLEAP test results administered to third, fifth, and sixth grades. By 2014, Louisiana Department of Education challenges all schools to reach an SPS of 120. Presently, Rosenthal Montessori has an SPS of 119.5. Just last year, our SPS rose 14.5 points, qualifying Rosenthal Montessori for “Exemplary Growth” status.

Standardized tests are a key source used to measure student achievement and determine growth. Rosenthal administers the LEAP test to fourth graders each year. The LEAP test is a criterion-referenced test that determines the promotion of students from fourth to fifth grade. The iLEAP test is a combination of norm-referenced items as well as criterion-referenced items given to students in third, fifth, and sixth grades yearly. Although the iLEAP test does not affect a student’s advancement to the next grade, the scores are used to help recognize the need for interventions in low performing students, and further enhance the knowledge of high performing students. Both the LEAP and iLEAP tests are scored using five levels of achievement. These achievement levels include advanced, mastery, basic, approaching basic, and unsatisfactory. Louisiana considers students scoring at the basic level to be proficient in a subject area. In order to advance to fifth grade, fourth graders must score at the basic level in English Language Arts (ELA) or Mathematics, with a minimum score of approaching basic in the other. More information about standardized testing and accountability in Louisiana can be found at <http://www.louisianaschools.net/testing/>.

Rosenthal Montessori has made great strides in improving test scores yearly, subsequently improving our School Performance Score. On the LEAP test, fourth graders have maintained stellar scores in English Language Arts and Mathematics from 2006 to the present. During that time, the percentage of students scoring proficient and above ranged between 89% and 97% in ELA. In Math, the percentage of students scoring proficient and above ranged between 96%-100%.

Immense improvement has been made in third, fifth, and sixth grade iLEAP test scores since 2006. This admirable increase in our school’s SPS can be contributed mainly to the increase in test scores in grades 3, 5, and 6.

- The percentage of students in third grade English scoring proficient and above has increased from 84% to 97% in English Language Arts. In math, the percentage of third grade students scoring proficient and above has increased from 68% to 100%.
- The percentage of students in fifth grade scoring proficient and above has increased from 67% to 100%. In math, the percentage of fifth grade students scoring proficient and above increased from 57% to 92%.
- The sixth grade class was not implemented at Rosenthal Montessori until 2007. Therefore, testing data for sixth grade is not available for the 2006-2007 school year. The percentage of students in sixth grade scoring proficient and above has increased from 67% to 100% in English Language Arts. In math, the percentage of sixth grade students scoring proficient and above increased from 67% to 94%.

Overall, substantial gains were made in the areas of English Language Arts and Mathematics in third, fifth and sixth grades from 2006 to 2010.

After disaggregating testing data, we have found that students with disabilities still score significantly lower than students without disabilities in various grades/subject areas. To bridge this achievement gap for students with disabilities, we have adopted several different tools for success at Rosenthal Montessori. Students with disabilities participate in after school remediation programs and online programs such as *Compass Learning* and *Eagle*. Teachers also use Response to Intervention (RTI) and individualized Montessori instruction to meet the needs of these students.

At Rosenthal Montessori, we have developed an attitude for change. This attitude, along with reflecting upon and perfecting teaching practices, has been a vital attribute to the success of our school.

2. Using Assessment Results:

Diverse methods of assessment and analysis are used to determine the progress of individual subgroups of children and school-wide academic performance. Data collection and analysis are vital to developing effective instructional techniques, examining student performance, and identifying needed interventions. Although Rosenthal follows the Montessori Educational Continuum, we remain accountable to Louisiana Content Standards established by the Louisiana Department of Education.

Rosenthal Montessori begins the year by reviewing the progress of each learner to establish instructional strategies intended to close the achievement gap. This endeavor continues by analyzing *LEAP* and *iLEAP* test results. All grade levels assess progress, review the school-wide curriculum, and realign instruction. Professional Learning Communities (PLCs) meet with our visionary principal to plan effective instruction and to set *SMART* (Small, Measurable, Attainable, Realistic, Tangible) goals.

EAGLE, a data base adopted by the Louisiana Board of Education, is used to assess student performance on Grade Level Expectations. Teachers create tests or use archival pre- and post unit tests to analyze student performance which provides formative and summative assessments. Rapides Parish School Board implemented *Compass Learning*, a program offering an array of pre-and post tests that evaluates student performance. *Compass Learning* diagnoses skill gaps and prescribes a pre-determined learning path, with online tutorials, educational computer games, and other interactive activities that target all subjects. Our learners greatly benefit from the immediate feedback and the autonomy of self-paced learning.

Rosenthal Montessori utilizes the data from DIBELS testing (Dynamic Indicators of Basic Elementary Literacy Skills) and *Star Reading* to acknowledge progress and identify each student's instructional needs. For each learner, *Star Reading* and DIBELS provide a suggested reading level range for optimal growth in reading. The data collected along with teacher observations, provides the needed information for our classroom leaders to make effective Responses to Intervention. Learners performing below grade level receive individualized interventions complete with documentation and regular evaluations. Teachers at Rosenthal strategically modify instruction to accommodate all levels of learning, ranging from benchmark (low risk) and strategic (some risk) to intensive (at risk). If minimal progress is recognized, the learner is referred to the School Building level Committee for specialized testing.

Rosenthal recognizes that the most effectual approach to positive student outcomes is the appropriate analysis and interpretation of data. Our dedicated leaders understand that the purpose of data analysis is to guide instruction and to make informed decisions about student learning.

3. Communicating Assessment Results:

The real goal of communicating assessment results to the students, parents, school, and the public is to help children learn. Therefore, Rosenthal has implemented various means of communicating not only the standards and expectations, but also about the tests that will be administered.

Parents are invited to an annual Open House before school begins. Students and parents meet the teachers, discuss student schedules and briefly discuss expectations for the year. In addition, parent meetings

conducted by the Title I liaison are held each month to inform and educate parents about grade level and testing expectations as well as how parents can be active in student success.

Each Tuesday, all students bring home a “take home” folder containing weekly grades, calendars, progress reports, messages from the teacher and “test prep” questions for those taking standardized test. A monthly newsletter called “The Rosenthal Roar” keeps stakeholders informed about school activities and achievements. Bulletin boards throughout the school highlight various student accomplishments.

Rosenthal Montessori hosts Montessori parent meetings and as a Montessori Night. Here parents learn about the Montessori Method and have the opportunity to watch Montessori material presentations modeled by our students. We believe this contributes to the success of our students. Surveys are given to parents at the end of these functions as well as at the end of the year in order to elicit parental feedback, questions, suggestions and affirmations.

Progress reports and report cards are sent home every six weeks. Two parent/teacher conference nights are scheduled each year district-wide. However, our parents and teachers are encouraged to schedule conferences at any time they feel it necessary.

When CRT and NRT scores are released, they are publicized by the local media and posted on the State Department of Education’s website. School report cards and interpretation guides are sent home with each student to help students and parents to compare individual and school data with other schools in the district and state. Teachers then in turn disaggregate the data to determine strengths and weaknesses in student acquisition of skills. Teacher teams then use this data to guide future instructional practices.

Each year in May, Rosenthal Montessori holds an awards program for students, parents, and stakeholders to recognize and honor student achievements for the school year. Trophies, lanyards, and pins are awarded for various accomplishments such as honor roll, perfect attendance, A.R., and Dream Team.

4. Sharing Lessons Learned:

Rosenthal Montessori, a school noted for the past three years as a High Poverty, High Performing School in the state of Louisiana, has set its standards high as a school of exemplary growth. Because of the high standards that have been set and the goals that have been accomplished, many schools within the state of Louisiana have noticed our academic achievements. Parents have begun to brag more and more on their child/children’s school.

As a Montessori, it is normal for us to have curious visitors observing our students and teachers. Consequently, with this type of method and rising scores, the visitors have become innumerable. We have had visitors from other districts in Louisiana such as Tangipahoa Parish, Lafayette Parish, and Avoyelles Parish. We are very proud to be able to share our Montessori Method, our work plans (lesson plans), and other instructional strategies that we attribute to enhancing our success.

Our lead teachers and veteran Montessori teachers provide leadership roles to fellow colleagues to improve their instructional skills for working the Montessori Method with the state standards. Our principal and assistant principal participate in the District Leadership Institute, sponsored by the Orchard and Rapides Foundations to develop quality leaders in Rapides Parish. At the leadership institute, the presenters and the other leaders are eager to learn about our teaching style and accomplishments. Our leaders have also attended seminars and award ceremonies in Baton Rouge for schools that have a high percentage of free/reduced lunch status, but still manage to highly perform on high-stakes tests. During these seminars, our leaders are afforded the opportunity to share the different approaches and methods we have used to achieve our success. The district has also adopted the use of online lesson plans that allows for schools around the parish to view and use ideas from our work plans. We, at Rosenthal Montessori Magnet School, are zealous to give and receive strategies for success throughout the public school system.

1. Curriculum:

Rosenthal Montessori's curriculum consists of a careful balance between the Montessori Method and State and Federal Mandated educational programs and curriculum guides. While complying with guidelines set forth by the state, our main focus is the development of the child through the Montessori program. Each system of instruction is considered and implemented to achieve the highest standards possible for our students' educational needs.

The Montessori educational method uses an abundance of materials that are specifically designed to allow the student to move in the logical learning sequence from concrete to abstract through each subject area. Materials are all introduced according to developmentally appropriate levels and total understanding of basic knowledge and principles presented through previous concepts. Students move through chronologically and/or naturally sequenced levels according to hierarchies and critical levels of thinking. All subject areas including Language Arts, Mathematics, Science, Social Studies, and "Grace and Courtesy" are presented in Early Childhood and flow through Elementary II,

Students are grouped in multi-aged level classrooms which provide for natural peer tutoring and peer mentored personal and educational growth. Teachers and/or paraprofessionals facilitate, monitor and present lessons according to individualized work plans which are developed and designed according to each student's progress. Students are allowed the freedom to complete work plans in a discretionary manner as long as work assignments are finished according to prearranged times. Students convey mastery of skills to facilitators through written, oral and physical demonstrations.

Teachers, while maintaining a Montessori atmosphere, also adhere to the Grade Level Expectations set forth by the Louisiana Department of Education. As a Montessori school, teachers work very hard to implement Grade Level Expectations using the Montessori Method as the vehicle for mastery. Pre-K students are screened with The Developing Skills Checklist (DSC), which is also used to plan instructional activities. *DIBLES* is the universal screener in grades K through three to identify students needing literacy interventions. *STAR Reading*, "Test Prep", Response to Intervention (RTI), *Accelerated Reader*, Math Drops, LEAP tutoring, *Compass Learning*, and *Discovery Education* are all instruments used to monitor student progress and supplement the Montessori Method.

All students' schedules in each subject area including Language Arts, Mathematics, Social Studies, Science, Health/Physical Education and Music/Arts meet the time requirements set forth and approved by the State Board of Elementary and Secondary Education. Also crucial to Montessori, we strive for an extended block of uninterrupted learning time.

Social Studies and Science are introduced in grades one through three and an equal amount of time is devoted to each. Beginning in grade four and continuing through sixth grades, social studies is taught in three basic parts: geography, government and economics, while Science is divided into the key concepts of life science, physical science, and earth science focusing on the understanding of the inquiry process. Exploratory classes at Rosenthal, which contribute to a well-rounded education, include Library skills, Health and Physical Education, Art, Computer Lab and Spanish. The Library offers a wide variety of books and educational resources to supplement instructional learning and provide independent reading materials with an emphasis on not only learning to read, but reading to learn. Technology based lessons, presented through computer classes, enhance learning and facilitate *Discovery Learning* and *Compass Learning*, two parish based programs designed to teach, progress monitor and improve the understanding of Mathematics and Language Arts.

Through the combined efforts of the Exploratory and classroom teachers and students, Rosenthal presents drama and musical performances for peers and families twice a year. We are very proud of our large

choir, consisting of over sixty students, who are sought after to perform at various district functions. We believe that our program, which integrates Montessori with traditional education, proves that our students are not only successful in the Montessori environment but can also compete with traditionally educated students.

2. Reading/English:

The Montessori Method is founded on the premise that students can “pave their own way” in all academic areas. This is a philosophy that the teachers of Rosenthal work very hard to implement in their classrooms. Because we know that Reading sets the foundation for all other academic subjects and life skills, we begin in pre-k using Montessori for pre-reading skills. The early childhood teachers begin with the Montessori flow of Reading with the letter hierarchy created by Maria Montessori. The alphabet is not taught in chronological order and the phonetic sounds are taught before the naming of the letter. This facilitates the transition to the next step of linking sounds together to create a word which builds the foundation for oral reading fluency and reading comprehension. With the Montessori Method, each student from early childhood to second grade is learning to read and comprehend at their own pace. By third grade the emphasis shifts from “learning to read” to “reading to learn” with higher order thinking skills built into their reading “jobs”. It is at this level that teachers will also begin to merge Montessori with traditional resources in order to help students meet public school standards.

DIBELS, *STAR Reading* and *Accelerated Reading* are three ways the teachers monitor the progress of student reading abilities. Every child from Kindergarten through third grade is required to be administered the *DIBELS* test three times per year. The teachers then use the data to determine the intensity of the academic interventions that the student needs to succeed in reading fluently. The students from first grade through sixth grade are also required to take a *STAR Reading* test three times per year. The results show student functional grade level in order for teachers for instructional decision. The students are also encouraged to read books from the library on their personal level and then take an *Accelerated Reading* test based on the chosen book. These tests are taken at the students pacing and measures student comprehension of the book content. Points are awarded for the grades they earned on their tests. If twenty-five or more are earned, he or she is able to participate in a party at the end of each six weeks.

In the upper grades, the reading curriculum stems from the use of novels. Many wonderful discussions, projects and activities grow from the novels that are implemented to our older students.

3. Mathematics:

Students at Rosenthal Montessori have the advantages of being able to learn mathematical principles in a manner complimentary to their learning styles. After the teacher presents the materials used to achieve a specific concept, students may choose which “job” (Montessori activity) works best for them.

Rosenthal offers manipulative Montessori materials in math that offer an enriched opportunity to discover mathematical values and relationships. We ensure that our teachers are trained in their use. These materials allow students to better internalize concepts of numbers, symbols, sequence, and operations. They show such basic concepts as numeration, place value, addition, subtraction, division and multiplication. These resources also offer an enriched opportunity to discuss mathematical values and relationships. They were specifically designed to move understanding from concrete to abstract. Visitors to our school, who were traditionally trained, often comment on the degree to which our students grasp mathematical concepts.

We understand that especially in mathematics, children progress at different speeds. All Montessori classrooms are well equipped with a vast array of specialized materials that meet every child at his/her own level and pacing. These materials develop a self-motivating, self-directed desire in students to understand and master. Furthermore, by offering a developmentally appropriate and progressively challenging series of mathematical activities, students grow in a non-threatening environment whereby each learner is only compared to himself/herself. By offering a developmentally appropriate and

progressively challenging series of mathematics activities, we enable our students to advance in mathematics and to enjoy discovering the capable mathematicians within themselves.

At Rosenthal Montessori Magnet School, we teach students in small groups. This approach provides an atmosphere where children try harder, praise each other, and help one another. Multi-aged classrooms allow for peer-to-peer teaching and learning. This supports independent self-directed growth. The Montessori Method meshed with traditional standards gives students the freedom within the classroom that they need, but also communicates high expectations.

4. Additional Curriculum Area:

Rosenthal Montessori considers the daily use of technology vital to enhance the curriculum. The technology we have available allows students to take the basics of learning and expand to a greater level. If you were to peek into our classrooms you would see our teachers using a variety of technological tools from the simplest, such as a calculator, to the advanced, such as a Promethean Board.

A computer lab equipped with twenty computers, including headphones, is located in our library. There are four printers available as well. Students have access to the computers to complete necessary research or to take *Accelerated Reading* tests during their assigned library times as well as before school. These computers are also used to determine each individual student's reading level through the use of the *STAR* program. The librarian tests each student and gives the report to the teachers. The teachers can then determine if the student is on the appropriate reading level and what intervention should be implemented.

Each of our classrooms is outfitted with at least two desktop computers and one printer. There are three scanners that can be found in various rooms throughout the school. Our school also has a mobile computer lab available which consist of twenty wireless computers. At least five small wireless Net Books are found in each classroom, first grade through sixth grade, while pre-kindergarten and kindergarten classes have one. These laptops were provided by the district to enhance student learning through a program called *Compass Odyssey Learning*. This program consists of unit tests and activities in each academic area for each grade level. All tests are correlated with the State's Grade Level Expectations and the comprehensive curriculum. Once a student takes a test, the program assigns the student a "Learning Path" which focuses on the skills missed. Assignments are given based on these individual needs. Once completed, a posttest is given. Scores are kept confidential for only the teacher and student to know.

The district also purchased a server which allows the teachers and students access to a search engine whenever needed. Both teachers and students use the same username and password assigned to them for *Compass Learning*. One Promethean Board per grade level can be found in grades first through sixth. The Promethean Board offers the opportunities for interactive learning for both individual and group instruction.

Our gifted and talented classroom houses two desktop computers, five wireless Netbooks, and one printer. These tools are used for assignments such as research projects and class work, as well as to create our school newspaper, *The Rosenthal Roar*. With the teacher's guidance, the students conduct interviews, write stories, and design the paper on a monthly basis. These are just some example of Rosenthal Montessori's belief that ideas can come to life through the use of technology.

5. Instructional Methods:

Our school's emphasis is on the Montessori Program. Much of our focus on instructional strategies is through the use of the individualized Montessori Method. Presentations of new material are given in a small group or an individual setting. Each student has a workplan through which he or she progresses at his or her own pace. In addition to the individualized Montessori workplans, students needing accommodations or modifications have either an IEP (Individualized Education Program) or an IAP (Individualized Accommodation Plan). The observer (teacher) decides when the student is ready to move

on to new challenges, lessons, or presentations. The Montessori Method accommodates different learning styles. Tactile learners benefit from touching and manipulating the materials. Visual learners can see new skills being taught as the presentations are given by the teacher. Auditory learners benefit from the oral group discussions before the presentations of new material.

Professional development at Rosenthal is guided by our school improvement plan and needs analysis from the faculty. Our staff shares research-based strategies in weekly staff meetings and weekly grade level meetings to increase our effectiveness as educators. In these meetings teams collaborate in lesson planning and implementation of new strategies. Some of the strategies shared in staff and grade level meetings that are used to enhance learning are thinking maps, 4-Square Writing, *Compass Learning* activities and *Discovery Education*. Teachers use the 5 R's Framework (relevance, richness, relatedness, rigor, and recursiveness) which serves to further develop critical and creative thinking skills for *students across content areas*.

Our faculty has been trained in "*Tools for Teaching*" strategies and uses these in the classroom to meet the individual needs of our students. Dr. Fred Jones, creator of "*Tools for Teaching*", has developed researched based-methods of group management that free the teacher to focus on instruction rather than discipline. Advanced skills in classroom management can increase student learning while reducing teacher stress. Some examples of the strategies our staff uses from "*Tools for Teaching*" to manage the class and enhance learning are converting wasted time into learning time, "Praise, Prompt, and Leave," "Say, See, Do Teaching," and "meaning business."

We believe the key to enhance learning and increase higher order thinking skills is using a culmination of these instructional strategies to encourage students to evaluate and analyze rather than simply memorize. Our goal is to have enhanced instruction by using these strategies, thus allowing all students to reach their maximum potential.

6. Professional Development:

At Rosenthal Montessori Elementary Magnet School, students learn in a school community of dedicated faculty members who recognize the importance of continuous growth as professionals. We know that today's educators are preparing students to compete for future jobs in a rapidly changing world. This requires ongoing professional development in order to stay current with trends and the latest research in education.

Choices of professional development each year is guided by the School Improvement Plan, student testing data, needs analysis from faculty and district goals and objectives. Therefore, we participate in many types of training each year. For example, the past two years, great emphasis has been placed on Rigor in the classroom as well as classroom management techniques. As such, we completed a book study on *The Five R's* and are currently immersed in a 12 part video and discussion workshop called "*Tools for Teaching*" by Dr. Fred Jones. This program builds on an ongoing process of growth and change among faculty and staff at the school. It focuses on making the student become responsible for learning to manage themselves, which then requires less management from the teacher. Once the techniques are mastered, teacher stress levels will be lowered, thus improving the learning environment.

In addition, after disaggregating test data, writing appeared to be a weakness among our students. Therefore, improving writing ability school-wide became a component of our School Improvement Plan for this year. Our school is making gains in this area by teacher training and implementation of the *Four Square Writing Method*. Also, faculty participated in extensive training in the implementation of *Thinking Maps*. Weekly collaboration (PLCs) allows us to use student work to guide implementation and instruction in the writing curriculum.

To further meet student needs, department chairs and school level mentors participate in district and state level professional development based on a wide variety of topics and then redeliver to the faculty at

school level. This method allows our faculty to access a wealth of information and resources in an efficient manner.

Although Montessori is deeply rooted in the past, Rosenthal professionals have created a program that provides our students an education with proven techniques from the past, as well as skills that will help them to be successful in both the present and future. Though an awesome responsibility, our teams of educators have and continue to accept the challenge.

7. School Leadership:

Rosenthal Montessori is one united body with our principal as the head. The faculty, staff, students, parents, and the community act as members of this united body. Our principal leads by precept and example. There is nothing she would ask to be done that she would not do herself. She is a facilitator of professional and student learning. Our principal always gives the interest of our children the highest priority, which requires her to set high expectations, demand content and instruction which ensures student achievement, and uses the data to help improvement.

Our principal is very wise in her leadership style. She allows for leadership distribution throughout the school including grade level leaders, committee leaders, staff mentors and her assistant principal. She is very open to the ideas that not only these leaders bring in, but also the ideas of all the stakeholders of Rosenthal Montessori. Because of this leadership style, it enhances the motivation, a sense of belonging, and great morale.

Every week, our principal involves herself in the grade level Professional Learning Communities (PLC) meetings. It is at these PLCs that teachers are able to bring together ideas that will encourage and challenge one another with effective teaching strategies so that the students will benefit. We also meet as a whole, 3 Mondays per month for professional development and the opportunity to share new ideas and concerns to help improve our school.

Leadership at Rosenthal Montessori focuses on a principal and a faculty that will go above and beyond for the benefit of our school. All members of the Rosenthal family work together with a positive attitude towards improving our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: iLEAP

Edition/Publication Year: 2007-2010 Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	100	83	61	68	0
advanced	44	22	5	2	0
Number of students tested	32	46	41	56	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	76	59	59	
advanced	35	16	0	0	
Number of students tested	23	32	27	37	
2. African American Students					
Proficient	100	78	50	62	
advanced	39	4	0	4	
Number of students tested	18	23	18	24	
3. Hispanic or Latino Students					
Proficient					
advanced					
Number of students tested					
4. Special Education Students					
Proficient				54	
advanced				9	
Number of students tested				11	
5. English Language Learner Students					
Proficient					
advanced					
Number of students tested					
6. white					
Proficient	100	91	68	72	
advanced	50	43	9	0	
Number of students tested	14	21	22	32	
NOTES: * No data available for Spring 2006 Proficient=Basic, Mastery, Advanced					

11LA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: iLEAP

Edition/Publication Year: 2007-2010 Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
proficient	97	79	61	84	0
advanced	6	7	5	11	0
Number of students tested	32	46	41	56	0
Percent of total students tested	100	100	100	100	0
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	96	69	56	75	
advanced	4	0	0	5	
Number of students tested	23	32	27	37	
2. African American Students					
proficient	100	60	45	79	
advanced	0	4	6	8	
Number of students tested	18	23	18	24	
3. Hispanic or Latino Students					
proficient					
advanced					
Number of students tested					
4. Special Education Students					
proficient				82	
advanced				9	
Number of students tested				11	
5. English Language Learner Students					
proficient					
advanced					
Number of students tested					
6. white					
proficient	93	96	74	88	
advanced	14	10	5	13	
Number of students tested	14	21	22	32	
NOTES: * No data available for Spring 2006 Proficient=Basic, Mastery, Advanced					

11LA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: LEAP

Edition/Publication Year: 2006-2010 Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	96	100	98	96	0
Advanced	33	18	15	4	0
Number of students tested	46	34	49	47	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	1	1	2	0
Percent of students alternatively assessed	0	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	93	100	97	94	
Advanced	18	5	9	0	
Number of students tested	28	22	33	34	
2. African American Students					
Proficient	96	100	100	90	
Advanced	20	7	10	0	
Number of students tested	25	15	21	20	
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. white					
Proficient	95	100	96	100	
Advanced	45	29	19	9	
Number of students tested	20	17	27	22	
NOTES: No data available for Spring 2006 Proficient=Basic, Mastery, Advanced					

11LA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: LEAP

Edition/Publication Year: 2007-2010 Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	91	97	89	91	0
Advanced	13	12	4	4	0
Number of students tested	46	34	49	47	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	1	1	2	0
Percent of students alternatively assessed	0	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	85	96	85	91	
Advanced	7	5	6	0	
Number of students tested	28	22	33	34	
2. African American Students					
Proficient	88	93	91	90	
Advanced	8	7	5	0	
Number of students tested	25	15	21	20	
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. white					
Proficient	95	100	89	91	
Advanced	20	18	4	9	
Number of students tested	20	17	27	22	
NOTES: No data is available for Spring 2006 Proficient=Basic, Mastery, and Advanced					

11LA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: iLEAP

Edition/Publication Year: 2006-2010 Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	92	94	58	57	0
Advanced	28	7	7	0	0
Number of students tested	26	45	43	38	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	1	1	2	1	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	88	93	47	58	
Advanced	29	4	3	0	
Number of students tested	17	28	29	33	
2. African American Students					
Proficient	92	95	48	54	
Advanced	31	5	0	0	
Number of students tested	13	20	19	26	
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. white					
Proficient	92	91	65	64	
Advanced	25	8	15	0	
Number of students tested	12	24	20	11	
NOTES: No data available for Spring 2006 Proficient=Basic, Mastery, Advanced					

11LA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: iLEAP

Edition/Publication Year: 2006-2010 Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	100	89	52	67	0
Advanced	16	5	5	0	0
Number of students tested	26	45	43	38	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	1	1	2	1	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	86	41	67	
Advanced	12	4	3	0	
Number of students tested	17	28	29	33	
2. African American Students					
Proficient	100	90	37	66	
Advanced	15	0	0	0	
Number of students tested	13	20	19	26	
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. white					
Proficient	100	87	60	73	
Advanced	17	8	10	0	
Number of students tested	12	24	20	11	
NOTES: No data available for Spring 2006 Proficient=Basic, Mastery, Advanced					

11LA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: iLEAP

Edition/Publication Year: 2008-2010 Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	94	65	67	0	0
Advanced	9	0	0	0	0
Number of students tested	33	36	31	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	1	2	1	0	0
Percent of students alternatively assessed	100	100	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	96	56	63		
Advanced	9	0	0		
Number of students tested	23	23	24		
2. African American Students					
Proficient	94	56	61		
Advanced	6	0	0		
Number of students tested	17	18	23		
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. white					
Proficient	93	72			
Advanced	13	0			
Number of students tested	15	14			
NOTES: No data available for Spring 2006 and Spring 2007 We did not have sixth graders until 2007-2008 school year					

11LA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: iLEAP

Edition/Publication Year: 2008-2010 Publisher: Louisiana Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	100	65	67	0	0
Advanced	13	3	0	0	0
Number of students tested	33	36	31	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	1	2	1	0	0
Percent of students alternatively assessed	100	100	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	61	63		
Advanced	13	4	0		
Number of students tested	23	23	24		
2. African American Students					
Proficient	100	61	56		
Advanced	12	0	0		
Number of students tested	17	18	23		
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. white					
Proficient	100	71			
Advanced	13	7			
Number of students tested	15	14			
NOTES: No data for Spring 2006 and Spring 2007 We did not have sixth graders until 2007-2008 school year					

11LA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	96	86	71	74	0
Advanced	29	12	7	2	0
Number of students tested	137	161	164	141	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	2	4	4	3	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	94	81	67	70	
Advanced	23	6	3	0	
Number of students tested	91	105	113	104	
2. African American Students					
Proficient	96	82	65	69	
Advanced	24	4	3	1	
Number of students tested	72	76	81	70	
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient				54	
Advanced				9	
Number of students tested				11	
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. White					
Proficient	95	89	65	79	
Advanced	33	20	11	3	
Number of students tested	61	76	69	65	
NOTES: No data available spring 2006 Proficient=Basic, Mastery and Advanced					

11LA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Proficient	97	83	67	81	0
Advanced	12	7	4	5	0
Number of students tested	137	161	164	141	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	2	4	4	3	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	95	78	61	78	
Advanced	9	3	2	2	
Number of students tested	91	105	113	104	
2. African American Students					
Proficient	97	76	57	78	
Advanced	9	3	3	3	
Number of students tested	72	76	81	70	
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient				82	
Advanced				9	
Number of students tested				11	
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6. White					
Proficient	97	89	56	84	
Advanced	16	11	5	7	
Number of students tested	61	76	69	65	
NOTES: No data available for Spring 2006. Proficient=Basic, Mastery and Advanced					

11LA5