

PART I - ELIGIBILITY CERTIFICATION

12LA3

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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 38 Elementary schools (includes K-8)
 (per district designation): 12 Middle/Junior high schools
11 High schools
0 K-12 schools
61 Total schools in district
2. District per-pupil expenditure: 11900

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: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	32	29	61		7	0	0	0
1	26	56	82		8	0	0	0
2	14	42	56		9	0	0	0
3	22	40	62		10	0	0	0
4	16	34	50		11	0	0	0
5	14	30	44		12	0	0	0
Total in Applying School:								355

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
94 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
4 % 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 2010-2011 school year: 3%
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, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2010	362
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 6
Number of non-English languages represented: 3
Specify non-English languages:

Spanish, Chinese, Russian

9. Percent of students eligible for free/reduced-priced meals: 76%
 Total number of students who qualify: 274

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%
 Total number of students served: 6

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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>3</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>7</u>
Total number	<u>41</u>	<u>11</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: 21:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

- No
- Yes

If yes, what was the year of the award?

PART III - SUMMARY

12LA3

Built in 1923, Claiborne Magnet School's stately presence is reminiscent of days when buildings were built on a solid foundation, brick by brick to ensure that it would stand the test of time. So it is with the academic program of this fundamental magnet school. The administrative team and faculty strive to establish a structured learning environment with consistent and traditional standards based learning. Our mission is to provide opportunities for academic excellence through an enriched and challenging curriculum. Emphasis is placed on teaching the skills necessary to become an independent lifelong learner in a pluralistic society. Success is dependent upon the encouragement and support of our entire school community. The philosophy is rooted in the belief that students need a strong foundation in reading, mathematics, science, and social studies.

It is at this point that the uniqueness of Claiborne Fundamental Magnet begins to show. The teaching of those foundational skills is a priority by any means necessary. Teachers utilize technology including iPads, SMART boards, and the many classroom computers available to students. Over eighty computers have been added in the last year. Teachers put in the extra time to write grants to supplement and enhance student learning in the classrooms. Currently, over \$200,000 in teacher acquired grants are being used to provide the excitement of Disneyland that teachers believe is a major part of keeping students motivated.

Claiborne has been among the top ranking parish schools for many years and was recently the only North Louisiana school to be considered for the Title I National School of Distinction award. This nomination was made because of the school's success in closing the achievement gap. Serving students from the Shreveport urban area, the staff has remained focused on its motto of maintaining "The academic expectations of Harvard, the discipline of West Point and the excitement of Disneyland."

Although seventy-six percent of the students qualify for free or reduced-price lunch, high academic expectations are established through classroom curriculum that exceeds those set by state and local guidelines. Evidence of the success of this rigor can be seen in the fact that the school's performance score grew from 101.1 in 2008 to 125.2 in 2011. Claiborne has exceeded its growth target for the last two years. In 2011, the school scale score in math was only 2 points from the advanced area. The school has consistently ranked above the state and district in all areas of standardized testing.

Beyond the regular classroom, students are challenged through the Discoveries program, Gateway (for academically gifted students), Talented Arts Program (TAPS) classes and the SILK Lab. Extra clubs and activities that range from gardening to robotics to learning to be a gentleman, challenge students to expand their learning beyond the basics. Because academic excellence must be partnered with self-discipline and respect for one's country and fellowman, each day at Claiborne, students begin by saying the Pledge of Allegiance and the Winning Cardinal Pledge. During the Cardinal Pledge, students affirm their belief in themselves and their ability to do their best. They also pledge to be respectful to themselves and others, knowing that this day will not come again.

Though Claiborne serves mostly working parents, the PTA remains focused on providing extra funds to reward students and staff for a job well done. Fund raisers provide the extras to help make Claiborne a great place to work and learn. The PTA supports the Accelerated Reader program, Honors program, field trips, Fall Fest, Kindergarten Day, and 5th Grade Celebration. This group rallies the support of Claiborne families and community organizations to make many dreams a reality for the students of Claiborne.

It has been said that "ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own." This is the legacy of the administrators, faculty, staff, parents, and community leaders who support the students of Claiborne Magnet.

1. Assessment Results:

A. The Louisiana Education Assessment Program (LEAP) test is administered each year to Louisiana fourth grade students to determine whether a child is ready to go to the next grade. The State Board of Elementary and Secondary Education High Stakes Testing Policy requires that students achieve a Basic/Approaching Basic combination on the test in the areas of ELA and/or mathematics to be eligible for promotion. The test scoring is broken down into five achievement levels: Advanced, Mastery, Basic, Approaching Basic and Unsatisfactory.

Third and fifth grade students are administered the iLEAP or integrated LEAP that combines a criterion-referenced test (CRT) and a norm-referenced test (NRT). The CRT measures student progress toward meeting state academic standards and is labeled using the same achievement levels as are used on the LEAP. The NRT is normed on a national sample of students and compares student performance with students across the nation. It is scored using typical data reporting statistics, i.e. normal curve equivalents, percentiles and scaled scores.

B. LEAP data for Claiborne fourth grade ELA and mathematics tests illustrate consistent and significant growth in the percentage of students performing at the Mastery level on the LEAP. From the 2006-2007 school year until the 2010-2011 school year, the percentage of students scoring in the Mastery achievement level on the ELA test increased from 32% to 41%. Students scoring at the Advanced level, increased from 0% to 6% during this same time period. The percentage of students scoring in the Mastery achievement level on the mathematics test also increased from 12% to 57%. Subgroup performance has also improved. On the ELA test, Free/Reduced Meal/Socio-Economic/Disadvantaged Students scoring in the Mastery achievement level increased from 29% for the 2006-2007 school year to 42% for the 2010-2011 school year. On the mathematics test, Free/Reduced Meal/Socio-Economic/Disadvantaged Students scoring in the Mastery achievement level increased from 10% for the 2006-2007 school year to 58% for the 2010-2011 school year. Racial/Ethnic Groups increased significantly as well.

The iLEAP data for Claiborne third graders in ELA reveals an increase in the average scaled score of 329 for the 2006-2007 school year to a score of 348 for the 2010-2011 school year. In math, the average score increased from 319 to 344 during the same time period. Claiborne's fifth grade ELA test data reveals a similar increase to those made by the third grade students. Scaled scores increased from 328 for the 2006-2007 school year to 338 for the 2010-2011 school year. In math, the average score increased from 344 to 384 during this same time period. Subgroup performance has improved in these grade levels as well. For example, the average scaled score for the African-American population on the third grade ELA test increased from 330 in the 2006-2007 school year to 348 for the 2010-2011 school year. On the mathematics test, the score increased from 315 to 343. For fifth grade students, the average scaled score on the ELA test increased from 327 to 339 and the average mathematics score increased from 338 to 386 during this same time period.

Factors affecting these 'across the board' increases include a staff that is 100% highly qualified; numerous professional development opportunities; highly trained and professional administrative team; numerous parent participation/test preparation workshops; student tutoring that utilizes techniques and interventions focused on individual student needs with follow-up, support and monitoring; increased training, use and accessibility to technology by faculty and students; high-quality research-based instruction; early screening to identify students at risk academically; and educational decisions based on student performance data with grouping according to academic achievement.

In spite of poverty levels and any other extenuating circumstance that might try to undermine our students' success, our data shows that Claiborne students are not only striving to achieve to the very best of their ability, but are being successful in doing so. Our students have made consistent gains over the past five years, especially in the subject of mathematics. However, it is not our plan to rest on our past

successes, but to use them as motivation and proof that our students and faculty can continue to grow and improve. We will maintain very high standards for our children and know that with continued team-work between administrators, faculty, support-staff, parents, students, and the community, we will continue to be proud and amazed.

2. Using Assessment Results:

Data analysis is used to provide a quick snapshot of what our students know and are able to do. With appropriate analysis and interpretation of the iLEAP and LEAP testing data, (both the criterion-referenced and the norm-referenced scores), we can make informed decisions that positively affect student learning. We study the specific testing categories to identify school-wide curriculum needs and design individual instruction plans.

Prior to testing, teachers use released test items for practice in the classrooms to familiarize the students with the format and layout of the tests, bringing about a greater level of comfort and thus less stress and anxiety when the actual test is administered. In addition, students are given an opportunity to submit a practice writing sample to the state scoring team that will eventually score the standardized assessment. The team performs a “dry-run” and scores the sample to assist the children by giving personal feedback on each child's performance. The teachers also use a practice LEAP test that is scored and given an achievement level. Using these pre-test strategies helps insure that the data received from the real assessments is less impacted by the stress of the testing situation and therefore, we trust our data.

Once testing is completed and the results are received, we create a spreadsheet containing the appropriate scores and the information is disseminated in grade-level meetings. The results are given to the students' current classroom teachers to aid in their planning for future test preparation and to allow them the opportunity to assess their current classroom instruction based on the test scores. This gives teachers a chance to reflect on their classroom activities and make the necessary adjustments. The data is also given to the upcoming teacher for the next school year. We have found that having this information in-hand prior to the beginning of the school year gives the future teachers the opportunity to identify student strengths and weaknesses and begin planning accordingly before the student ever walks into their classroom.

Test data are also used to help with planning teacher workshops and professional development. Once strengths and weaknesses are identified, professionals in those particular subject areas are enlisted to present at staff development meetings to train and guide our teachers in learning new procedures, methods, and techniques to help the children grasp and retain concepts. Skills learned at these workshops are used in very detailed fashion by teachers to plan and implement their activity centers, tutor students struggling with certain concepts and challenge students performing at or above level. The struggling children are grouped together for interventions. For students performing above level, this information is also used to initiate screening and testing for acceptance into advanced and/or gifted programs designed specifically to engage and challenge.

Demographic data can be used to analyze trends forming across various subgroups. This information can then be used to target-teach students who demonstrate difficulties with certain basic skills. For example, ESL (English as a Second Language) students who do not perform well in areas such as reading comprehension or language can be pulled to work on the Rosetta Stone program.

Data charts or graphs are also used in parent conferences. Parents can easily see their child's progress compared with his or her peers. Tables can provide objective, statistical proof that a student is either not performing up to his/her potential or conversely, that he or she needs to be considered for additional advanced placement.

We have found that when it comes to improving instruction and learning, it's not the quantity of the data that counts, but quality and use of data. Providing teachers with numbers without arming them with a clear understanding of what those numbers represent and how they could be used was ineffective. When thoroughly taught how to interpret and utilize the data, the potential for increased student achievement is endless. Teachers can be among the most creative people on the planet when given the opportunity and proper ammunition. Their ability to meet the needs of every child in their classroom becomes not only a professional goal, but an attainable personal mission.

Our teachers intend to allow no child to be left behind, and we use data to make that happen!

3. Sharing Lessons Learned:

When teachers of Claiborne participate in the many local, state and regional conferences, many of them are also presenters. Teachers begin by sharing great ideas in grade level meetings comforted by the familiarity of their team. Encouraged by peers, they move on to expand those ideas for sharing in faculty meetings across grade levels and curriculum areas. This sharing has increased confidence and raised the teachers' awareness of the appreciation others have for the good teaching strategies that they share. Teachers have presented math workshops for teacher conferences in Caddo and Bossier Parishes as well as for the North Louisiana Mathematics Association. During the 2011 North Louisiana Mathematics Association Conference, the class taught by the Claiborne fourth and fifth grade math teacher was filled to capacity. Teachers agreed to sit on the floor in order to stay for the session.

Claiborne teachers are also called upon to present classes at district parent workshops. Caddo holds a major parent workshop for all fourth grade parents. The class taught by one of Claiborne's teachers is always packed. Parents have said that our teachers know how to make learning simple and fun.

Another way that Claiborne shares its successful strategies with other schools is by participating in an Urban Support Summer Camp program that allows students from other schools to attend summer camp at Claiborne. Campers are taught using the teaching strategies that have been proven to increase student achievement. Students from other magnet schools, as well as neighborhood schools across the city, come to summer camp at Claiborne. Students take back to their regular schools all of the strategies used in summer camp to help them master skills.

In addition to teacher and parent workshops, administrators gladly share the research based strategies being implemented in the classrooms during conversations with other administrators who call looking for ideas to increase student achievement. Claiborne's success is not a secret. We do what works for our children and are pleased if what we do helps others as well.

4. Engaging Families and Communities:

Throughout the year, Claiborne offers many opportunities for working with family and community members for student success. The detailed parental involvement plan, implemented as a part of the Title I program, allows for workshops and parent information meetings designed specifically to meet the needs of our students and parents. The plan is designed around the school calendar, so that the information is delivered when it will be most useful. For example, kindergarten parents had a reading skills workshop during the middle of the year to introduce them to the strategies that the teachers would be using to teach the pre-reading and reading skills in the curriculum during the second semester. Third, fourth and fifth grade parents participated in a writing and constructed response workshop in February to assist them in helping students get ready for those sections of the standardized test approaching in March and April.

The school website is used to help keep parents and the community informed. The home page usually lists important upcoming events and a monthly calendar is also available on the site. Information about uniforms as well as helpful curriculum links can also be found on the website. A large marquee in front of the school announces events that are important to parents and the community. We have also discovered that designating one day a week as the day for the folders with all of the information to go home helps parents get most of the information sent from the school. Every Claiborne parent knows to look in the Wednesday folder for information.

1. Curriculum:

As a fundamental magnet school, Claiborne is designed to address the core curriculum areas so that students leave elementary school with a strong academic foundation. The curriculum is based on the Louisiana Board of Education's Comprehensive Curriculum. Students here at Claiborne are equipped with academic skills beyond the established grade level expectations in English Language Arts, Mathematics, Science, and Social Studies. In each academic area, the school focuses on ways to extend expectations and performance levels to challenge students through application of skills and demonstration of higher level thinking.

The reading program includes the use of Harcourt StoryTown basal, Accelerated Reader, and the Four Square Writing Process, as well as; Multi- Sensory Grammar, Vocabulary Workshop and Reading Software such as "Big Universe" that bring books to life. Reading Centers are utilized in conjunction with the program to ensure maximum success.

The math program uses the Scott Foresman Addison Wesley math basal, FASTT Math (grades 1-5), Math for Today daily activities, Write Math Constructed Response Books, as well as, Buckle Down.

The science curriculum used is a combination of Harcourt Science (grades 1-2) and McGraw Hill (grades 3-5). Our state of the art Silk (Science Integrated Learning for Kids) Lab serves in the capacity of providing enriched and extended activities that promote critical thinking skills across the curriculum.

The social studies book used is Scott Foresman. It is used in conjunction with the SILK Lab and other online programs such as Louisiana Pass and United Streaming.

The entire curriculum at Claiborne is designed to ensure maximum success for each student. This unique program encourages student participation at each grade level and allows faculty collaboration.

The art teacher constructs her daily lessons and activities centered on grade level expectations. The teacher utilizes real-life situations and experiences as a tool to motivate and intrigue the students in her classroom. All lessons provided are rich in cultural experiences and possess a history filled background. The student artwork is displayed in various areas of the school and has been on display at the Caddo Parish School Board. A visual arts teacher also visits Claiborne to work with students identified as talented in this area.

The music program allows students to read and perform musical excerpts. The students read standard notation, as well as, study the history of music. A "Little Kids Rock" grant provides the children with the opportunity to learn to play the guitar. The Cardinal choir was established by selecting students who exhibited excellence in the area of vocal performance. The choir has competed and won several awards at the local and state level.

All students at Claiborne are evaluated at the beginning and the end of the school year using the Fitness Gram. The physical education teacher promotes health and fitness by encouraging students, as well as, faculty members to walk our newly installed track. The track was an added feature of an \$110,000.00 playground grant secured by our Discoveries teacher. A Running Club has also been established to help curtail inactivity and encourage physical activity. All students train to participate in the annual parish-wide fitness meet, with the top athletes representing at the event.

As mentioned earlier, the SILK Lab is a unique program where science is integrated into all subject areas. This lab was added to our school two years ago and has been a tremendous asset. Each student has access to his/her individual computer while working in the lab. The students are afforded the opportunity to partake in daily experiments, and also allowed to discover through the use of hands-on experiences and experiential activities. They utilize technology such as Virtual Field Trips and United Streaming in the lab as well. The science teacher captivates the interest level of each student by providing daily science activities associated with lessons in their other classes. A science club was recently established for students hoping to broaden their knowledge about the subject.

French is the foreign language being taught at Claiborne. We have a certified, highly qualified teacher who is a native of France, providing instruction to 3rd through 5th graders. Foreign language has been proven to improve the memory of students, as well as raise standardized test scores in English and Language Arts. The activities consist of dialogue, short stories, comic strips, songs and games. The students are encouraged to be a part of all activities. The skills being conveyed are listening, speaking, reading and writing, with an emphasis being placed on listening in order to increase comprehension.

2. Reading/English:

The reading program at Claiborne addresses the Grade Level Expectations found in the Comprehensive Curriculum using the Harcourt StoryTown text as a basal. Many of the challenge materials are used to address the needs of the students. Phonemic awareness is the focus of kindergarten through second grade instruction and creates the foundation for years of word discovery. In grades K-2, additional trade books and teacher designed materials were created for students who read and comprehend above grade level. In grades 3-5, the use of novels and comprehension materials address the higher thinking and comprehension skills. Books come to life as students utilize Big Universe reading software. The students feel as if they have actually stepped into the story. Students in the Gateway program use books that are a grade level above to address their extensive reading vocabulary and comprehension skills. The students also construct numerous projects throughout the year that require intense critical thinking ability.

Grades 1-5 also participate in a school-wide accelerated reader program designed to encourage home reading. Every grade level has a set goal for each nine-week period. Students who reach their goal are rewarded with popcorn and pizza parties. Students are assessed according to the amount of reading, as well as, the comprehension of the material.

Grammar instruction is taught within the StoryTown basal; however, all teachers are using other resources to improve grammar such as CD's, vocabulary flashcards, and software.

Four Square writings are implemented throughout the school as the organized and structured writing process. The program allows consistency while organizing writings and may be used in each grade level throughout school. The students become acclimated to the process taught by the teacher, therefore, producing parish-wide award winning "Seedling" writings.

3. Mathematics:

The mathematics program is a combination of parish developed curriculum based on the state's comprehensive curriculum, Scott Foresman-Addison Wesley Math basal and a spiral review supplement. When students master the grade level expectations, teachers find ways to have students extend and apply learned information. Daily math activities are provided which require students to continue to review math skills. Teachers in each grade level address skills that routinely present difficulty. Math for Today and Every Day Counts Calendar Math are done daily and help to enable students by gaining confidence and the ability to be successful in skills such as elapsed time and regrouping.

A survey of math teachers led to the implementation of the FASTT Math program. Students could apply skills and solve multi-step, higher order thinking questions with correct procedure, but often reached an incorrect answer because of a simple miscalculation of facts. This program uses the research-validated FASTT system to help struggling students develop fluency with basic math facts. It automatically differentiates instruction and practice based on each student's individual fluency gaps. Developing automatic recall of basic facts enables students to focus on higher-order math, such as; problem-solving and algebra. All students begin the program in first grade and continue through grade five. Students in subgroups scoring lower in mathematics based on standardized tests are provided resources daily as part of an intervention plan.

Write Math books were ordered from an educational supply company to assist students needing additional help in the area of constructed response. Other research-based resources ordered were Passing the LEAP and Buckle Down workbooks.

Our two paraprofessionals are being utilized by going into classrooms and providing additional support to struggling learners. The Principal and Instructional Coordinator work with small groups of students during their enrichment in an effort to increase standardized test scores and student achievement. The use of Louisiana Pass and the companion site for the math textbook are also used. These sites are utilized at school, as well as home.

4. Additional Curriculum Area:

Because science has continued to present as an area of need, the administrative team has looked for ways to increase students' acquisition of science skills. The Discoveries program, which serves a select group of high achievers, has been redesigned with this goal in mind. Students are provided hands-on explorative opportunities during this enrichment block. In the Discoveries program and the SILK Lab, science is integrated into all subject areas.

The SILK Lab was added to the school two years ago and has been a tremendous asset. In this teaching environment, the teacher acts as a learning facilitator, with the support of the technology-based system and the comprehensive resources provided with the Living with Science curriculum. Each student has access to his/her individual computer while working in the lab. The students are afforded the opportunity to partake in daily experiential activities. They utilize technology such as Virtual Field trips and United Streaming in the lab as well. The science teacher captivates the interest level of each student by providing daily science activities associated with lessons being studied in the regular science classes. Teachers collaborate in planning activities that support the regular science curriculum and challenge students to extend and explore new ideas. A science club, sponsored by the SILK Lab teacher, was recently established for fourth and fifth grade students hoping to broaden their knowledge beyond the SILK Lab experiences.

Fifth grade students also participated in the STARBASE program. The goal of this program is "to motivate students to explore Science, Technology, Engineering and Math (STEM). The academies serve students that are historically under-represented in STEM. The program engages students through the inquiry-based curriculum with its "hands-on, mind-on" experiential activities." Students cover many major areas of science including Newton's Laws and Bernoulli's principle, nanotechnology, navigation, and mapping. They also increase math and engineering skills as "they use the computer to design space stations, all-terrain vehicles, and submersibles. Math is embedded throughout the curriculum and students use metric measurement, estimation, calculation, geometry, and data analysis to solve questions. Teamwork is stressed as they work together to explore, explain, elaborate, and evaluate concepts.

These programs and ideas have been implemented to meet the needs of our students. All endeavors support our belief that if you show children they may remember some of it, but if you let them experience it, they should never forget.

5. Instructional Methods:

As a fundamental magnet, the instructional program uses direct instruction of information in an organized, sequential format. This organized instructional approach and a detailed transition plan from one grade to the next, allows teachers to quickly identify areas of concern for students and alter instruction immediately. The teachers provide opportunities for academic excellence through an enriched and challenging curriculum. Emphasis is placed on teaching the skills necessary to become an independent, lifelong learner in a pluralistic society. We know that success is dependent upon the encouragement and support of the entire school. Therefore, students are invited and encouraged to offer suggestions and ideas within their classrooms. We also promote collaboration and “Children Helping Children” peer assistance within the classes. It has been proven that students perform better when they are given the opportunity to become decision makers about what they are studying. Our teachers monitor individual student progress and assess assignments to ensure mastery levels. Weekly folders, progress reports, and Caddo’s JPAMS System allow teachers and parents to track student progress. When students fall below average in any curriculum area, a conference is held including the parent, teacher, and an administrator.

The subgroups identified with special needs in math are involved in computerized FASTT Math daily instead of three times a week as prescribed by the program. The scheduling of classes was designed so that much smaller classes in math allow the teacher to meet the needs of the students. The certified In School Suspension teacher and two paraprofessionals also go into the classrooms and assist students in an effort to raise achievement levels in math. In the area of reading, STAR testing is used to establish students' ZPD (Zone of Proximal Development) and to also establish a plan that may include altering the grade level AR goal. Students also receive small group instruction in reading if needed. After school tutoring is offered as well as a way of bridging the gap. The administrative team along with the teachers design plans for students that may include small group instruction in phonemic awareness, phonics, and sight word recognition as well as fluency practice. The District Reading Coach and the District Reading Paraprofessional have been invited on several occasions to help teachers to devise intervention strategies that meet the needs of our diverse learners. The district duo have also facilitated parent workshops during the school day whereas they modeled lessons and assisted parents with constructing reading activities for home use with their child. The materials were all provided at no cost to the parent.

6. Professional Development:

Ongoing, school wide, grade level, and interdisciplinary professional development is a main school academic goal. School wide professional development focuses on those programs that are designed to be used in multiple grade levels to provide consistency in instructional practices, assess for gaps, and discuss opportunities for extension of expectations. Implementation of any new strategies begins during the end of the academic year prior to classroom use. Programs and best practices are selected based upon the needs presented by the students of Claiborne. The administrative team, staff, and parish professional development staff who assist with interventions focus on one area of improvement at a time. Recognizing that success has to be measured over time, the faculty selects research based strategies and programs designed to meet the specific needs of our students. Programs are adjusted to fit the school so that students obtain optimum benefits. Parish provided days for staff development are used for this purpose along with faculty meetings. The staff is informed of parish staff development opportunities that support the school’s goal and take advantage of this resource to improve classroom instruction.

Grade level meetings are held on a weekly basis rotating between team and administration and team only. This allows team planning and the sharing of ideas and concerns. This time that is set aside weekly builds collaboration skills.

In addition to staff and grade level professional development, each teacher meets with the Principal and Instructional Coordinator to do self-evaluations and set personal development goals. Teachers at Claiborne have reached a level of professionalism that is to be commended. They constantly set the bar

for themselves higher than that of state, parish, and school guidelines in order to provide the best education possible for the students here at Claiborne.

7. School Leadership:

School leadership at Claiborne is provided by a team of three administrators. Each administrator has a unique yet collaborative role in ensuring the success of all students. The school counselor is the leader of all student services. She oversees the application process and addresses any special needs students may have outside of the regular curriculum. This includes the need for 504 and Special Education services as determined by the School Building Level Committee. She also attends to the emotional needs of the entire student body. She implements programs that keep the school positive and conducive to learning. She uses Project Wisdom and the Six Character Traits.

The second member of the administrative team is the Instructional Coordinator. Her job is to ensure that the best teaching and learning takes place all day, everyday. She provides the appropriate teaching materials, methods and training to ensure student success. She works with teachers to develop small group and individual learning plans as well as oversees school-wide curriculum implementation.

The final member of the administrative team and the overall instructional leader is the principal. The principal is responsible for the overall running of the school including ultimately all major decisions affecting student achievement. One goal of the principal is to keep the extra activities, both instructional and non-instructional, from interfering with classroom instruction. The former principal and the current principal felt that creating a climate in which all stakeholders, both on and off campus, recognize that classroom learning time is most important. It is the principal's job to secure funding for the vast number of activities that teachers wish to implement in the classroom. The past and current principal have both strongly felt that if students at a disadvantage are going to have the opportunity to catch up, it must begin with excellent classroom instruction every day. Beyond that excellent teaching time, like those running in a race, students must either run faster or have more time to run in order to catch up. With this in mind, there are tutorial programs for students held before school, during enrichment classes and after school. Programs are designed to fit the needs of the students. For example, kindergarten students who are not progressing quickly through the phonemic awareness program are offered the opportunity to come to the "Reading Runway Club" before school each day in the library. Students spend supervised time working on the computerized reading program provided by the Louisiana State Department of Education. This site specifically teaches the pre-reading and reading skills needed to be successful in the kindergarten classroom.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: iLEAP

Edition/Publication Year: 2010

Publisher: LDOE & Data Recognition Corp

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Mastery	43	41	52	8	26
Advanced	15	11	19	1	2
Number of students tested	54	64	63	71	67
Percent of total students tested	100	97	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery	62	40	61	9	21
Advanced	19	12	9	2	2
Number of students tested	42	50	46	57	48
2. African American Students					
Mastery	57	37	51	10	27
Advanced	1	10	19	2	2
Number of students tested	52	60	59	66	64
3. Hispanic or Latino Students					
Mastery					
Advanced					
Number of students tested	1	0	1	0	0
4. Special Education Students					
Mastery					
Advanced					
Number of students tested	2	2	1	2	4
5. English Language Learner Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. white					
Mastery					
Advanced					
Number of students tested	1	3	3	5	3
NOTES:					

12LA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: iLEAP

Edition/Publication Year: 2010

Publisher: LDOE & Data Recognition Corp

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Mastery	60	47	59	25	38
Advanced	19	6	10	4	4
Number of students tested	54	64	63	70	70
Percent of total students tested	100	97	97	99	99
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					
Mastery	62	48	61	25	42
Advanced	19	8	9	5	4
Number of students tested	42	50	46	56	48
2. African American Students					
Mastery	57	45	57	26	41
Advanced	17	7	8	3	4
Number of students tested	52	60	59	65	64
3. Hispanic or Latino Students					
Mastery					
Advanced					
Number of students tested	1	0	1	0	0
4. Special Education Students					
Mastery					
Advanced					
Number of students tested	2	2	1	2	4
5. English Language Learner Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. white					
Mastery					
Advanced					
Number of students tested	1	3	1	5	3
NOTES:					

12LA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: LEAP

Edition/Publication Year: 2010

Publisher: LDOE & Data Recognition Corp

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Mastery	57	53	14	17	12
Advanced	0	2	4	2	0
Number of students tested	49	55	68	65	68
Percent of total students tested	100	100	99	97	97
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					
Mastery	58	52	17	11	10
Advanced	0	3	4	0	0
Number of students tested	33	39	55	46	52
2. African American Students					
Mastery	55	53	14	16	11
Advanced	0	3	4	0	0
Number of students tested	44	53	64	62	48
3. Hispanic or Latino Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	0
4. Special Education Students					
Mastery					
Advanced					
Number of students tested	1	1	1	2	1
5. English Language Learner Students					
Mastery					
Advanced					
Number of students tested					
6. white					
Mastery					
Advanced					
Number of students tested	4	1	4	3	6
NOTES:					

12LA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: LEAP

Edition/Publication Year: 2010

Publisher: LDOE & Data Recognition Corp

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Mastery	41	40	21	22	32
Advanced	6	2	0	0	4
Number of students tested	49	55	68	65	68
Percent of total students tested	100	100	99	97	97
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					
Mastery	42	36	24	15	29
Advanced	3	3	0	0	4
Number of students tested	33	39	55	46	52
2. African American Students					
Mastery	41	38	20	21	32
Advanced	7	2	0	0	5
Number of students tested	31	53	64	51	62
3. Hispanic or Latino Students					
Mastery					
Advanced					
Number of students tested	0	1	0	0	0
4. Special Education Students					
Mastery					
Advanced					
Number of students tested	1	1	1	2	1
5. English Language Learner Students					
Mastery					
Advanced					
Number of students tested	0	0	0	0	0
6. white					
Mastery					
Advanced					
Number of students tested	4	1	4	2	6
NOTES:					

12LA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: iLEAP

Edition/Publication Year: 2010

Publisher: LDOE & Data Recognition Corp

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Mastery	70	40	15	10	33
Advanced	29	7	2	2	13
Number of students tested	49	61	56	60	55
Percent of total students tested	100	100	95	98	98
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					
Mastery	67	31	18	9	26
Advanced	29	2	0	2	13
Number of students tested	34	45	34	46	39
2. African American Students					
Mastery	70	38	23	11	25
Advanced	30	7	4	2	7
Number of students tested	47	58	53	56	45
3. Hispanic or Latino Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	0	0	0	0
4. Special Education Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. white					
Mastery					
Advanced					
Number of students tested	1	3	3	4	10
NOTES:					

12LA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: iLEAP

Edition/Publication Year: 2010

Publisher: LDOE & Data Recognition Corp

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Mastery	49	33	23	30	19
Advanced	6	5	5	2	4
Number of students tested	49	61	56	60	55
Percent of total students tested	100	100	95	98	98
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					
Mastery	56	31	18	24	29
Advanced	9	2	0	2	8
Number of students tested	34	45	34	46	39
2. African American Students					
Mastery	49	32	23	31	28
Advanced	6	3	4	2	4
Number of students tested	47	58	53	56	45
3. Hispanic or Latino Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	0	0	0	0
4. Special Education Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. white					
Mastery					50
Advanced					10
Number of students tested	1	3	3	4	10
NOTES:					

12LA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Mastery	56	44	27	11	23
Advanced	14	6	8	1	4
Number of students tested	152	180	187	196	190
Percent of total students tested	100	99	97	98	98
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					
Mastery	62	40	32	9	18
Advanced	16	6	4	1	4
Number of students tested	109	134	135	149	139
2. African American Students					
Mastery	60	42	29	12	21
Advanced	10	6	9	1	2
Number of students tested	143	171	176	184	157
3. Hispanic or Latino Students					
Mastery					
Advanced					
Number of students tested	2	1	1	0	0
4. Special Education Students					
Mastery					
Advanced					
Number of students tested	3	3	2	4	5
5. English Language Learner Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Mastery			39	8	47
Advanced			19	8	21
Number of students tested	6	7	10	12	19
NOTES:					

12LA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Mastery	50	40	34	25	30
Advanced	10	4	4	2	4
Number of students tested	152	180	187	195	193
Percent of total students tested	100	99	97	98	98
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					
Mastery	54	38	35	21	33
Advanced	11	4	3	2	5
Number of students tested	109	134	135	148	139
2. African American Students					
Mastery	50	38	33	26	34
Advanced	10	4	3	1	4
Number of students tested	130	171	176	172	171
3. Hispanic or Latino Students					
Mastery				0	0
Advanced				0	0
Number of students tested	2	1	1	0	0
4. Special Education Students					
Mastery					
Advanced					
Number of students tested	3	3	2	4	5
5. English Language Learner Students					
Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Mastery				24	36
Advanced				9	5
Number of students tested	6	7	8	11	19
NOTES:					

12LA3