

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 50 Elementary schools (includes K-8)
12 Middle/Junior high schools
14 High schools
1 K-12 schools
77 Total schools in district
2. District per-pupil expenditure: 12416

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	19	21	40
K	30	34	64
1	33	19	52
2	35	29	64
3	25	32	57
4	27	24	51
5	30	29	59
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			387

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
29 % Black or African American
26 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
39 % White
3 % 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 2011-2012 school year: 24%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	53
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	94
(4)	Total number of students in the school as of October 1, 2011	398
(5)	Total transferred students in row (3) divided by total students in row (4).	0.24
(6)	Amount in row (5) multiplied by 100.	24

8. Percent of English Language Learners in the school: 12%

Total number of ELL students in the school: 45

Number of non-English languages represented: 5

Specify non-English languages:

Chinese/Cantonese, French, Spanish, Sudanese, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 77%
 Total number of students who qualify: 297

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: 17%
 Total number of students served: 64

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>12</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>4</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>4</u>
Total number	<u>53</u>	<u>10</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 daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	94%	93%	94%	92%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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

Ella Dolhonde Elementary qualifies to be a National Blue Ribbon School under the stated criteria of Exemplary Improving Schools. Throughout the past five years Ella Dolhonde has demonstrated sustained academic growth. The Louisiana Department of Education named Dolhonde a School of Exemplary Academic Growth in 2009, and a School of Recognized Academic Growth in 2010. Ella Dolhonde Elementary has most recently been acknowledged as one of 27 “Top Gains” Schools in the Jefferson Parish Public School System. A “Top Gains” School has met or exceeded its State School Performance Score by a pre-determined growth target.

Located in Metairie, Louisiana, a suburb of New Orleans, Ella Dolhonde Elementary has been an anchor of the community since its founding in 1926. Originally known as the Eighth Ward School, in 1941 the school was renamed in honor of its first principal. She was an asset to her community who inspired everyone around her to be life-long learners.

Our school serves Pre-Kindergarten through Fifth Grade, with an enrollment of 387 students from various cultural and socio-economic backgrounds. In addition, we serve a substantial number of students on the autism spectrum, students with health impairments, specific learning disabilities, and mild to moderate learning disabilities. We also have a significant English language learner population. Our teachers focus on creating a learning environment that addresses the ever-changing needs of our diverse student population.

Our mission statement is: *Through a collaborative effort among administrators, faculty, students, parents, and community, Ella Dolhonde School prepares all students to be good citizens and lifelong learners.*

The Ella Dolhonde family believes in sponsoring events that promote awareness of and pride in our unique Louisiana heritage. Our school engages the community in various events through-out the school year, such as Literacy Day/Night, Speech Night, Family Math Night, Spelling Bee, Science Fair, Social Studies Fair, and iLEAP/LEAP Parent Information Night. Weekly grade level presentations provide additional learning opportunities, both for the students presenting and the rest of the school community. Fifth grade students dressed as pirates and presented a slide show resulting from research on Jean Lafitte. They then sang a song about pirates. These presentations reflect this year’s theme “We Believe in Louisiana” which is based upon the State Department of Education's motto, "Louisiana Believes". Our belief in our mission is visually apparent when one tours the halls of our campus. For example, student made maps, state symbols, art projects (designs made from Mardi Gras Beads, shoe box floats), and writing samples are displayed outside of classrooms.

In an effort to bridge the achievement gap between socioeconomic and cultural groups, Ella Dolhonde provides enrichment services: Each One Save One mentors, a 10-week life skills program sponsored by our full-time social worker, anti-bullying groups targeting grades 3rd-5th, and Why Try groups for conflict resolution. We have several enrichment programs such as: talented art, talented drama, gifted education, third grade recorder orchestra, fourth and fifth grade band, ballroom dancing, cheerleading, Very Special Arts Week, and the 21st Century After School and Enrichment Grant.

One source of pride is that we have achieved great success in meeting the goals of our facility’s five-year-plan. We have constructed a state of the art library, a functional Life Skills Center, and a multipurpose auditorium. The cafeteria has been upgraded and a designated art/music center has been established. In addition, we have installed new fencing and security measures which have allowed Ella Dolhonde School to become a single point of entry facility. Our partnership with CISCO, a technology company, has provided us with state of the art technology including: Wi-Fi access, interactive smart boards, interactive hand-held voting devices, grade level laptop carts, a school-wide phone network, and up-to-date computer

software. On-going staff development and technology training ensures that staff and faculty are fully able to use these technology assets.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. In the state of Louisiana, all third, fourth, and fifth grade students are required to take a standardized test, to ensure students have met a minimum standard of achievement. Fourth graders take the Louisiana Educational Assessment Program (LEAP) and are required to meet minimum standards for promotion. Third and fifth graders take integrated Louisiana Educational Assessment Program (iLEAP), to measure their progress toward meeting grade level expectations. Student results are categorized into five groups: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. Students achieving Basic, Mastery, or Advanced levels are considered proficient in that subject area. Tests are given in English language arts, mathematics, science, and social studies. The tests are aligned with our grade level expectations in each subject area.

B. An analysis of our LEAP and iLEAP data for a five-year period showed a significant upward trend for all content areas on both assessments. Many factors contribute to these gains. The administration and faculty of our school use formative and summative data to design instruction (data-driven instruction). Teachers plan rigorous lessons to challenge students. Professional development needs are established by observation data, student data, and teacher input. Professional development is planned and differentiated based on these needs. Teamwork, data studies, and administrative feedback are used to drive instruction, resulting in improved student achievement. Technology is used to differentiate and individualize student instruction. A variety of programs are available to meet students' needs. First in Math, A+ Learning, Lexia, Kurzweil, and other programs are used regularly in classrooms. Cooperative learning strategies (Kagan structures) are used for greater logical input, natural contexts, negotiation of meaning, peer support, improved motivation, and greater language use. Special education students are included in regular education classrooms. Certified reading interventionists are hired to address reading and math concerns and to facilitate the Response to Intervention (RTI) best practice technique. A reading specialist is hired to provide job embedded staff development, model lessons, and professional development. Physical education teachers provide reading and math interventions to third, fourth, and fifth grade students.

Third Grade

Data for the entire third grade population over the past five years indicate an upward academic trend. The third grade English Language Arts scores increased from 40% basic or above in 2008 to 74% basic or above in 2012. The third grade Math scores increased from 34% basic or above in 2008 to 78% basic or above in 2012.

Two subgroups showed a gap of 10% or more for the most recent year. They were our Black or African American subgroup with an 18% gap in ELA and a 17% gap in Math and our Hispanic or Latino subgroup with a 10% gap in ELA. Before we could address how to close the achievement gap we had to be knowledgeable about which students belonged to which subgroup. Teachers collaboratively analyzed students' scores in each subgroup and their achievement levels for the prior year. As we put names to students at each achievement level we planned and initiated support for those students. The faculty then brainstormed and then selected ways to differentiate the needs of our Black or African American and our Hispanic or Latino subgroup. Some actions included were: effective use of exit tickets, monitor progress on Lexia, use 6+1 Trait Writing.

Fourth Grade

Data for the entire fourth grade population over the past five years indicate an upward academic trend. The fourth grade English Language Arts scores increased from 64% basic or above in 2008 to 86% basic or above in 2012. The fourth grade Math scores increased from 62% basic or above in 2008 to 94% basic or above in 2012. Two subgroups showed a gap of 10% or more for the most recent year. They were our

Black or African American subgroup with a 27% gap in ELA and a 18% gap in Math and our Hispanic or Latino subgroup with a 22% gap in ELA. In order to address this achievement gap, teachers collaboratively analyzed individual student scores included in each subgroup and their achievement levels for the prior year. The faculty then brainstormed and selected ways to address each student individually. Some actions included were: effective use of exit tickets, increase time on Louisiana Pass (academic skills and test preparation website sponsored by the state), use of 6+1 Trait Writing. As we identified students at each achievement level, we planned and initiated specific support for each of those students.

Fifth Grade

Data for the entire fifth grade population over the past five years indicate an upward academic trend. The fifth grade English Language Arts scores increased from 31% basic or above in 2008 to 90% basic or above in 2012. The fifth grade Math scores increased from 36% basic or above in 2008 to 80% basic or above in 2012. There were no subgroups with a 10% or greater achievement gap in fifth grade.

2. Using Assessment Results:

Research has shown that using data in instructional decisions can lead to improved student and school performance. The teachers and administration at Ella Dolhonde use multiple data sources to make instructional decisions.

In October, teachers completed projection sheets for each student: standardized test scores, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmark scores, classroom tests, administrative and teacher observations, and other formative assessments were used to project a performance level for each student. In January, these projections were revisited and revised with updated data to monitor student progress. Teachers and Interventionists then collaborated to design instructional strategies for individual students based on the data.

After identifying student subgroups and reviewing assessment data, it became evident that our African American subgroup showed a large discrepancy in achievement, particularly in language arts. Additionally, we identified students who scored Basic or above, but were not achieving their academic potential. This school year, actions to address this need include: the administration hired a reading specialist to provide job-embedded training through grade level meetings and during professional development days. This need for support has guided the topics of our weekly grade level meetings and enabled us to bring in materials and research-based best practices covering differentiated instruction, cloze reading, formative assessment, improving quality of teacher-made tests, and writing.

As we move through a school year, our administration and faculty meet weekly in small learning communities to gather information, reflect on student and teacher performance, facilitate understanding of curriculum changes, analyze the use of assessment, and build deeper content knowledge along with instructional strategies to meet student needs. These meetings provide ample time for the staff to participate in formal, structured collaboration and reflection. This also creates a professional learning community that fosters a school culture of continuous learning and promotes an environment in which professional collaboration is valued and emphasized.

Benchmark tests mimicking the LEAP and iLEAP assessments are used four times a year to pinpoint grade level expectations that need to be strengthened. After each benchmark test, data is recorded on an Excel spreadsheet to analyze the responses to each test item. The results of this analysis is shared with students, brought to grade level meetings, sent home to parents, and discussed with all stakeholders to determine the proper course of action based on the knowledge gained.

As a method of early intervention DIBELS benchmark assessments and progress monitoring are administered regularly to our K – 3 populations. Students who are found to be at risk are in turn remediated by certified interventionists and classroom teachers who plan lessons and closely monitor the progress of these students.

Lines of communication are opened between parents/guardians and the school at the beginning of the school year. Parents are invited to an open house where established methods of communication are discussed. The principal displays data from previous years, clarifies goals, and opens the floor to questions and concerns. She also relays information about websites to access our state education news and grade level expectations. Newsletters are sent home monthly and “Cardinal Comments” are sent home weekly to update and remind parents of weekly activities. Benchmark test scores are sent home after each test period and DIBELS parent letters are sent home to explain each child’s scores. In addition, a list of classroom phone numbers is sent home with each newsletter, so parents can call or leave a message for their child’s teacher. Our Jefferson Parish Public School System handbook serves as a framework for our school policies and expectations. Third, fourth, and fifth grade teachers conduct a “LEAP/iLEAP and IOWA Information Night” to acquaint our parents with resources available to assist their children for test preparations.

3. Sharing Lessons Learned:

Our school has been recognized as one of 27 “Top Gains” schools in Jefferson Parish. Over the past three years our school has made recognized improvement in school performance. The administration and staff have shared strategies that led to these marked improvements with other schools in our district.

Teachers at Ella Dolhonde are active in many professional organizations that allow an exchange of information between members. Faculty members have served as officers in state organizations such as Louisiana Reading Association where they have shared information about strategies used in our district and schools. Several faculty members are state-certified trainers for a variety of assessments, foundational skills, and curriculum enhancing strategies such as: DIBELS, LETRS (Language Essentials for Teachers of Reading), Thinking Maps, 6+1 Traits Writing, and Deep in Math. Two faculty members have given numerous workshops at the district level on analyzing and using DIBELS data. One faculty member has trained several schools in our district on the use of thinking maps, 6+1 Trait Writing, and LETRS.

Ella Dolhonde teachers have applied for and received many prestigious grants including: Target Field Trip Grant, 21st Century, and Healthier Choices. Our staff includes National Board Certified Teachers, reading specialists and extensively trained math professionals who have presented at district, state, regional, and national conferences.

The administration supports professional development and provides opportunities for teachers to attend staff development activities that increase their content and strategy knowledge and enable networking with other professionals. This year teachers have attended a Kagan conference and a three day Smithsonian Institute conference.

The Times-Picayune, our local newspaper, often reports school news and has written several articles about the special programs, accomplishments, and noteworthy events at Ella Dolhonde.

4. Engaging Families and Communities:

Ella Dolhonde is truly a community of learners joined for the common good of our students. Parents are encouraged to participate in many exciting events at our school. On a weekly basis, parents are present at our morning meetings and weekly presentations which set the stage for parents to view, discuss, and enrich exciting learning activities. Monthly, a newsletter is sent home informing parents of classroom learning and upcoming events with opportunities for volunteering. Yearly activities that provide opportunities for family engagement include: library volunteers, snack sale volunteers, Literacy Night, Math Night, LEAP/iLEAP and IOWA Night, Awards Days, Halloween Fun Day, Spelling Bee, and Speech Night.

Community resources that provide support for our elementary school include:

- Speech Night - Sponsored by a city businessman, community members coach and assist our students .
- Literacy Night/Day- This years' theme, "Farming for Good Books," was supported by a local hydroponic farmer, a representative from the Louisiana Department of Agriculture, and high school seniors who came to read to our students.
- Arbor Day - A real estate agent donated trees and participated in activities with our fourth and fifth graders.
- Banking activities - Staff members from a local bank visited our fourth grade students to instruct about budgeting money.
- Literacy activities - Our district school board member talked with second graders about community workers and visited again to read his favorite book to the students. Also, two local chapters of Kiwanis International donate bicycles and sponsor a reading incentive program for third, fourth, and fifth grade students. Local church members volunteer to read to students.
- Sports Events - Dolhonde Cheerleaders perform at local sports events within the community.
- Donations - Local Business Association annually makes cash donations to the school for learning resources. Three neighborhood churches adopted Ella Dolhonde and provide uniforms and school supplies for needy Students and families. Local businesses donate items for Halloween Fun Day.
- Volunteers - Railroad Company comes to present lessons about safety; representatives from Southwest Airlines come to talk to the students about the air travel industry.
- Student Activities - Students collected Mardi Gras beads to donate to military personnel to use in local parades and wrote letters to the Make-a-Wish foundation sponsored by Macy's department store.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ella Dolhonde Elementary is transitioning to the Common Core State Standards (CCSS) through the use of the Louisiana Department of Education Transitional Comprehensive Curriculum. Our goal is to provide a smooth, seamless transition to CCSS that enables students to be college and career ready while continuing to enrich our content and make learning engaging. Our intent is to positively impact a community that has endured several natural and man-made disasters which are still affecting our stakeholders.

The Language Arts curriculum encompasses the strands of reading and responding, writing, speaking, listening, and language use. We incorporate a balanced approach to literacy using the five components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. We do this with support from a reading series, novels, picture books, and non-fiction text. These materials, in conjunction with creative, innovative, and engaging teaching create a learning environment ensuring that the students are challenged by their exploration.

The Mathematics curriculum consists of the strands: patterns, number and number relations, algebra, measurement, data analysis, probability, and geometry. Common Core State Standards are the foundation of our math curriculum. Our students are taught to make sense of problems and persevere in solving them. In addition, our mathematics curriculum provides challenging opportunities for reading and writing across the curriculum and for students to use higher order thinking. We implement teaching through the use of whole and small group instruction. Technology is an important part of our mathematics curriculum.

Our science curriculum focuses on scientific inquiry in order to investigate physical science, life, environmental, earth, and space science. The use of the scientific method drive activities allowing students to use math, reading, and writing in greater depth leading to a more developed understanding of concepts and a real life application of science. Reading standards are embedded in the kindergarten to fifth grade science curriculum.

Our social studies curriculum focuses on these essential strands: geography, civics, history, and economics. They are taught as part of an integrated curriculum that includes standards for reading informational text, writing, and literature, speaking and listening. Through this curriculum, students learn to be good citizens who form a productive community that works towards fulfilling our school's mission.

Ella Dolhonde provides abundant opportunities for participation by all students in school-wide art contests, such as the Mardi Gras float design and Halloween art and sculpture contest. Students may participate in performing arts such as: third grade recorder orchestra, fourth and fifth grade band, ballroom dancing, cheerleading, Very Special Arts Week, and the 21st Century after school Enrichment Grant. Weekly presentations provide an opportunity for integrating music, visual and performing arts in concert with local culture. This year's theme is "We Believe in Louisiana" and centers on Louisiana state history, diversity, and culture.

The Physical Education program emphasizes fitness, nutrition, movement skills, and self-esteem. Making health and fitness part of the students' lifestyle is a major goal of this department. We have been awarded the Healthier Generation and the Fuel up To Play 60 grants, which have contributed to a more in depth exposure to healthy lifestyles.

Technology is integrated into all aspects of our curriculum. Interactive white boards and document cameras are used in daily instruction. Laptop and desktop computers are available to all students in every classroom. Students use programs including Lexia, A+ Learning, First in Math, and Kurzweil, which

individualize instruction and reward student achievement, in addition to websites and applications geared toward both skill review and test preparation.

Ella Dolhonde's diverse student body includes children of many cultures and abilities. Our Special Education program is one of the largest in the parish. Students with special needs are provided with Life Skills training in order to learn to become productive citizens. Opportunities for inclusion are many. Our special education students have found success in working collaboratively with regular education students.

2. Reading/English:

Ella Dolhonde Elementary's Reading Curriculum is based on the district mandated, transitional Louisiana Comprehensive Curriculum and Common Core State Standards. Our goal is to maximize each student's full potential by driving instruction based on data derived from standardized tests and formative assessments: LEAP, IOWA, iLEAP, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Lexia Learning, District Interval Assessments. Teachers collaboratively evaluate this data in order to differentiate instruction.

The framework of Ella Dolhonde Elementary's English/Language Arts curriculum incorporates literature taught in thematic units. For example, third grade teachers are currently using, *Charlotte's Web* with three levels of instruction: independent reading, read aloud and a combination of both methods. In addition, classroom teachers use read-alouds, class novels, 6+1 Trait Writing, and the Macmillan-McGraw Hill Treasures Reading series. Interactive technology resources include interactive white board lessons, A+ Learning, Lexia Learning, Louisiana Pass, and Kurzweil.

Our school uses a unique approach to address the needs of a diverse student body. This method has three tiers. The first tier is class-wide and is used in whole and small group instruction. Tier two recognizes at-risk learners and provides them with intervention designed for and targeting student needs with research-based strategies. Tier three is more individualized and intensive; targeting students who don't meet expected growth in tier two intervention. At each level student progress is assessed, measured, and charted.

The primary grades focus on phonemic awareness, phonics, fluency, comprehension, and vocabulary development through the use of small group instruction. These groups feature well-designed literacy activities that foster, enrich, and remediate student learning. In each classroom, the teacher-led station is flexible and fluid to meet the individual needs of each student.

The curriculum of the intermediate grades continues the foundational skills of the primary grades by focusing on reading and responding, speaking and listening, writing across the curriculum, informational resource skills, and vocabulary development. Instruction is implemented through student- and teacher-facilitated learning groups to promote higher order critical thinking. It also promotes student engagement and improved social skills.

Through teacher consensus, 6+1 Trait Writing was adopted as the school's writing curriculum to help students gain content, style, and mechanical fluency. Lessons are supported with literature from all genres: informational text, science non-fiction publications, news, poetry, and fiction. The curriculum also includes mentor videos, unit benchmark papers, and an online component, called Trait Space.

We enrich our literacy development throughout the year with literary events that encourage community and parental involvement, such as literacy night and day, author visits, Scholastic Book Fair, NBA Hornets Bookmobile, Dawn Buster's Kiwanis Reading Program, Moisant Kiwanis Reading Program promote increased literary achievement and engagement. We also sponsor annual speech and spelling contests.

3. Mathematics:

The Math curriculum at Ella Dolhonde is rigorous and aligned with our state standards. We combine computer programs, Scott Foresman text, hands-on learning activities, as well as differentiated instruction throughout our lessons. Students benefit from having the same teachers for 4th and 5th grades. Students are engaged through the use of cooperative groups, Kagan strategies, technology, and real life experiences. Teachers assess students daily through observations, exit tickets, formal and informal assessments. Math is integrated throughout the school day.

Technology is used daily to engage and enhance student learning. First in Math provides individualized instruction and a risk-free learning environment. It encourages student thinking and problem solving and motivates students to become active learners with a quest for knowledge. Students also learn responsibility for their own learning. Students become more assertive in a risk-free learning program.

Using appropriate manipulatives and small group instruction increases motivation as well as student achievement. Manipulatives are used to introduce concepts, to provide deeper understanding, and reinforce skills. Students learn to relate to their peers as they work together and exchange ideas for problem solving.

At the beginning of the year, teachers review student records and, examine standardized test scores and previous mathematics performance to differentiate instruction. Students also benefit from the use of the Louisiana Pass website, the EAGLE website (an online assessment tool that supports formative assessment in the classroom), Promethean Boards, calculators, the Discovery Education website and Promethean Planet. Targeted students receive peer tutoring and interventions from various staff members. Enrichment is also provided through the Gifted/Talented program and diverse classroom activities.

Teachers participate in ongoing staff development to foster a deeper understanding for themselves as well as for their students. By increasing teacher knowledge and skills, teachers enable students to learn at higher levels. Teachers strive to provide a nurturing, caring, and safe environment where students can develop skills to succeed in life.

4. Additional Curriculum Area:

To quote The National Science Teachers Association, a science program “must provide opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world.” Our mission statement, “Through a collaborative effort among administrators, faculty, students, parents, and community, Ella Dolhonde prepares all students to be good citizens and lifelong learners”, adheres to this philosophy.

By supporting students through well-designed assignments, science teachers demonstrate the importance of reading and writing in science and provide opportunities for students to apply these skills to relevant content. Deliberate, systematic incorporation of writing and non-fiction text into the science curriculum produces increased achievement scores and student understanding. Teachers manage science reading assignments with purpose by providing “I can” statements to focus student understanding of the expected outcome. Science is used to transfer essential skill acquisition across the curriculum.

Our science curriculum focuses on scientific inquiry through which students explore and question the world around them. For example, a second grade science teacher gave her class mirrors and brought students outside on a sunny day to explore how light is reflected and how it could be manipulated. A fifth grade science teacher gave students minerals and assigned them the task of using their senses to document the properties and develop and prove their identification hypotheses. A moderate special education class is growing a vegetable garden. Fifth grade and first grade teachers collaborated to integrate science standards throughout all grade levels. During a first grade recycling unit, first graders constructed robots from reusable resources, after which fifth graders, through a creative writing project, gave life to the

robots and shared their writing with the first graders. This sparked interest in writing for both our first and fifth grade students. A second grade weather project incorporated math into the science curriculum by having students gather meteorological data. Students recorded their information on charts and graphs. Using this data, the teacher then tied in cross curriculum skills with a geography project, “Where Would You Vacation?”

This real-world application is science at its best. Students are prepared and exposed to key acquisition of skills necessary for the wide variety of careers and interests available in math and science. This will pave the way for our productive lifelong learners.

5. Instructional Methods:

Ella Dolhonde Elementary’s educational mission is to prepare all students to be good citizens and lifelong learners. To accomplish this mission we implement many instructional strategies to differentiate instruction. Our school population divides into as many as 25 testing subgroups. The wide range of our subgroups and the need to make sure all children are successful demands that we implement differentiation in order to meet the varying needs of all of our students.

Our instruction is driven by the data we collect through standardized testing, technology programs, teacher-made assessments, and teacher observations during classroom interactions. DIBELS allows us to identify patterns in reading deficits and use appropriate intervention strategies both in and out of the classrooms. Our school utilizes Lexia Learning and First in Math, which not only provide the teacher with students’ individual progress, but also individualizes lessons that address the specific skill a student needs to improve.

Our school uses a variety of technologies to address the needs of auditory, visual, and kinesthetic learners. Our classrooms are equipped with interactive white boards used by teachers and students, laptops, and electronic voting devices which are used for motivation and competition. Many of our students have access to individual laptop or desk top computers during class times to work at their own level and at their own pace. Many of our teachers use assistive technologies such as microphones, communication boards, Kurzweil, and board maker to meet our students IEP, 504 and ESL accommodations. A valuable component of the inclusion process is the use of para-professionals who are present in classrooms to address the needs of subgroups.

We effectively use grouping, team teaching and inclusion to differentiate instruction. Teachers employ the use of homogeneous and heterogeneous grouping. Kagan assists in making heterogeneous groups and also support class- building and team-building. The regular and special education teachers work together in inclusion classes to meet students' individual needs. ESL teachers not only teach small groups but also work cooperatively with classroom teachers to differentiate learning for ESL students.

Dolhonde has many enrichment programs that meet the needs of students. We have had an after school enrichment program, 21st Century, for the last six years and hope to be reinstated for the 2013-2014 school year. Our gifted and talented program includes an itinerant gifted resource teacher, art teacher, drama teacher, and music teacher. Our school has also been selected to participate in a ballroom dancing program.

Highly effective teachers are always assessing and evaluating their students’ progress. Dolhonde teachers are effective because they are equipped with many strategies like Kagan and Conscious Discipline to meet their students’ individual instructional needs. Our positive behavior intervention support system (PBIS) is an incentive system that rewards successful academic and behavior achievement.

6. Professional Development:

As our state moves towards implanting the Common Core State Standards, job-embedded professional development becomes increasingly important. Successful implementation of the new Common Core State Standards depends on our school's ability to provide comprehensive, sustained, rigorous professional development that helps incorporate the standards into instruction. Our administration and faculty meet weekly in small learning communities to gather information, reflect on student and teacher performance, facilitate understanding of curriculum changes, analyze the use of assessment, and build deeper content knowledge along with instructional strategies to meet student needs. These meetings provide ample time for the staff to participate in formal, structured collaboration and reflection and creates a professional learning community that fosters a school culture of continuous learning and promotes an environment in which professional collaboration is valued and emphasized.

Staff development is a critical step towards meeting student learning needs through continuous improvement of teaching. The administration hired a reading specialist to provide meaningful school based professional development in classrooms, through grade level meetings, and during allocated professional development days.

Observation, demonstration, feedback, and collegiality benefit the students of Ella Dolhonde. As our district moves toward school-based management, stakeholders in our school use student data to determine professional development needs and activities. Additionally, data enable the administration and teacher leaders to ensure that professional development is differentiated to target the instructional needs of the teachers in our learning community.

The administration also funds teachers' attendance at professional meetings to enrich their classroom practices and content knowledge. Several teachers attended a Kagan workshop where they learned new cooperative learning structures to share with their colleagues and use in their classrooms. Another group of teachers attended a Smithsonian Institute traveling tour to enrich their content knowledge.

The administration faculty and staff of Ella Dolhonde recognize the power of professional development and its influence on teaching practices which results in higher student achievement.

7. School Leadership:

The principal of Ella Dolhonde Elementary School understands that shared leadership will create sustainable school improvement. Her beliefs and actions reflect collaboration and collective responsibility. Each morning she gathers the entire school community to celebrate successes, honor our country, promote peaceful interactions, and reinforce our schools' mission.

Our school leadership is driven by the belief that each member of our school community has a necessary and legitimate role to play in developing a common vision. Through continuous administrative support, a professional climate ensures professional growth for all members of the educational community. It is this support that guides the school toward its vision. Each individual stakeholder's skills and talents are valued and applied to work toward a common end, student learning.

All members of our school community know that they are respected and their input is valued. An open door policy conveys a message that community members, parents, students, faculty and staff are important and their opinions are respected. This policy reinforces and builds a collaborative community where open communication is used to inform, inspire, and seek input toward the common goal.

Student achievement is the center of every conversation, action, and decision of our educational leader. New and proven initiatives are explored and supported. This support sends a message that creative and

innovative thinking and ideas are welcome. Once new ideas are put into action, our school leader never hesitates to provide the necessary resources to support and maintain these initiatives.

Our school administrator is committed to action and is visible on our campus every day. She welcomes students each morning, visits classrooms, eats lunch with students on Fridays, and ensures a safe learning environment for all. School committee assignments ensure that all faculty and staff members are invested in the successful attainment of our mission. The principal's participation in each of these committees upholds the message that all efforts are valued. Our school is a better place because of the dedication of our leader.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: i-LEAP

Edition/Publication Year: 2005 - 2012 Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Basic & Above	78	78	69	63	34
Advanced	9	3	0	2	1
Number of students tested	54	58	39	49	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	5	4	3
Percent of students alternatively assessed	4	2	11	9	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic & Above	77	75	69	64	
Advanced	6	4	0	2	
Number of students tested	48	49	26	42	
2. African American Students					
Basic & Above	61	73	62	56	30
Advanced	0	0	0	0	0
Number of students tested	18	22	13	18	50
3. Hispanic or Latino Students					
Basic & Above	100	73	Masked	Masked	46
Advanced	9	0	Masked	Masked	0
Number of students tested	11	11	4	5	13
4. Special Education Students					
Basic & Above	Masked	40	Masked	54	27
Advanced	Masked	0	Masked	0	0
Number of students tested	4	10	8	13	11
5. English Language Learner Students					
Basic & Above	Masked	Masked	Masked	Masked	47
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	4	8	4	2	17
6. white					
Basic & Above	86	82	76	69	33
Advanced	18	9	0	4	6
Number of students tested	22	22	21	26	18
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Socio-economic Disadvantaged Students' data not available for 2007 - 2008.					

13LA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: i-LEAP

Edition/Publication Year: 2005 - 2012 Publisher: Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Basic & Above	74	78	67	53	40
Advanced	4	0	0	0	0
Number of students tested	54	58	39	49	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	5	4	3
Percent of students alternatively assessed	4	2	11	9	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic & Above	73	75	73	50	
Advanced	4	0	0	0	
Number of students tested	48	49	26	42	
2. African American Students					
Basic & Above	56	64	69	44	36
Advanced	0	0	0	0	0
Number of students tested	18	22	13	18	50
3. Hispanic or Latino Students					
Basic & Above	64	100	Masked	Masked	46
Advanced	9	0	Masked	Masked	0
Number of students tested	11	11	4	5	13
4. Special Education Students					
Basic & Above	Masked	30	Masked	38	27
Advanced	Masked	0	Masked	0	0
Number of students tested	4	10	8	13	11
5. English Language Learner Students					
Basic & Above	Masked	Masked	Masked	Masked	41
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	4	8	4	2	17
6. white					
Basic & Above	91	77	67	58	44
Advanced	5	0	0	0	0
Number of students tested	22	22	21	26	18
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Socio-economic Disadvantaged Students' data not available for 2007 - 2008.					

13LA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: i-LEAP

Edition/Publication Year: 2005 - 2012 Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Basic & Above	94	70	65	59	62
Advanced	6	5	6	0	0
Number of students tested	66	44	63	41	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	10	11	5	6
Percent of students alternatively assessed	13	19	15	11	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic & Above	95	74	58	52	
Advanced	6	6	4	0	
Number of students tested	53	35	45	29	
2. African American Students					
Basic & Above	76	67	50	55	44
Advanced	0	0	0	0	0
Number of students tested	17	15	22	20	27
3. Hispanic or Latino Students					
Basic & Above	100	Masked	Masked	Masked	73
Advanced	0	Masked	Masked	Masked	0
Number of students tested	14	9	5	3	15
4. Special Education Students					
Basic & Above	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	9	6	6
5. English Language Learner Students					
Basic & Above	Masked	Masked	Masked	Masked	78
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	9	5	3	4	18
6. white					
Basic & Above	100	74	74	56	68
Advanced	13	5	6	0	0
Number of students tested	31	19	35	16	19
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Socio-economic Disadvantaged Students' data not available for 2007 - 2008.					

13LA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: LEAP

Edition/Publication Year: 2005 - 2012 Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Basic & Above	94	70	65	59	62
Advanced	6	5	6	0	0
Number of students tested	66	44	63	41	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	10	11	5	6
Percent of students alternatively assessed	13	19	15	11	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic & Above	85	72	58	73	
Advanced	2	0	2	0	
Number of students tested	53	35	45	29	
2. African American Students					
Basic & Above	59	60	45	90	67
Advanced	0	0	0	5	0
Number of students tested	17	15	22	20	27
3. Hispanic or Latino Students					
Basic & Above	93	Masked	Masked	Masked	47
Advanced	0	Masked	Masked	Masked	0
Number of students tested	14	9	5	3	15
4. Special Education Students					
Basic & Above	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	9	6	6
5. English Language Learner Students					
Basic & Above	Masked	Masked	Masked	Masked	39
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	9	5	3	4	18
6. white					
Basic & Above	97	79	66	50	74
Advanced	0	0	3	0	0
Number of students tested	31	19	35	16	19
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Socio-economic Disadvantaged Students' data not available for 2007 - 2008.					

13LA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: i-LEAP

Edition/Publication Year: 2005 - 2012 Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Basic & Above	80	63	61	69	36
Advanced	17	10	0	6	2
Number of students tested	41	49	36	36	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	13	8	9	9
Percent of students alternatively assessed	20	21	18	2	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic & Above	84	60	59	65	
Advanced	21	8	0	3	
Number of students tested	33	37	27	29	
2. African American Students					
Basic & Above	82	60	50	67	32
Advanced	9	0	0	0	3
Number of students tested	11	10	18	12	31
3. Hispanic or Latino Students					
Basic & Above	80	Masked	Masked	Masked	29
Advanced	30	Masked	Masked	Masked	0
Number of students tested	10	9	5	9	14
4. Special Education Students					
Basic & Above	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	4	5	3
5. English Language Learner Students					
Basic & Above	Masked	Masked	Masked	60	36
Advanced	Masked	Masked	Masked	0	0
Number of students tested	6	5	4	10	14
6. white					
Basic & Above	79	64	73	71	41
Advanced	11	7	0	14	0
Number of students tested	19	28	11	14	17
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Socio-economic Disadvantaged Students' data not available for 2007 - 2008.					

13LA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: i-LEAP

Edition/Publication Year: 2005 - 2012 Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Basic & Above	90	84	67	67	31
Advanced	17	10	0	6	2
Number of students tested	41	49	36	36	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	13	8	9	9
Percent of students alternatively assessed	20	21	18	2	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic & Above	91	81	63	66	
Advanced	0	0	0	0	
Number of students tested	33	37	27	29	
2. African American Students					
Basic & Above	82	100	72	67	26
Advanced	0	0	6	0	0
Number of students tested	11	10	18	12	31
3. Hispanic or Latino Students					
Basic & Above	90	Masked	Masked	Masked	36
Advanced	0	Masked	Masked	Masked	0
Number of students tested	10	9	5	9	14
4. Special Education Students					
Basic & Above	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	4	5	3
5. English Language Learner Students					
Basic & Above	Masked	Masked	Masked	20	36
Advanced	Masked	Masked	Masked	0	0
Number of students tested	6	5	4	10	14
6. white					
Basic & Above	95	79	55	93	35
Advanced	0	0	0	0	0
Number of students tested	19	28	11	14	17
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Socio-economic Disadvantaged Students' data not available for 2007 - 2008.					

13LA7