

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Melissa Soileau
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Broadmoor Elementary School
(As it should appear in the official records)

School Mailing Address 1010 Broadmoor Avenue
(If address is P.O. Box, also include street address.)

City Houma State LA Zip Code+4 (9 digits total) 70364-1930

County Terrebonne Parish

Telephone (985) 303-4806 Fax _____

Web site/URL https://www.tpsd.org/schools/brd/index E-mail melissasoileau@tpsd.org

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Aubrey "Bubba" Orgeron E-mail bubbaorgeron@tpsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Terrebonne Parish Tel. (985) 876-7400

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. MayBelle Trahan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 18 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 30 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	54
K	70
1	80
2	83
3	68
4	85
5	74
6	72
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	586

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 5.2 % American Indian or Alaska Native
 - 2.2 % Asian
 - 23.7 % Black or African American
 - 5.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 63.5 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 27%

If the mobility rate is above 15%, please explain:

Hurricane Ida hit Terrebonne Parish on Sunday, August 29, 2021. Many of our students were displaced and moved in with relatives who lived in other parishes and states. Once school reopened and houses and apartment buildings were repaired, families started moving back into our community. Even today, several apartment buildings and homes are being repaired and families are moving back into the school community.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	85
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	86
(3) Total of all transferred students [sum of rows (1) and (2)]	171
(4) Total number of students in the school as of October 1, 2021	630
(5) Total transferred students in row (3) divided by total students in row (4)	0.27
(6) Amount in row (5) multiplied by 100	27

6. Specify each non-English language represented in the school (separate languages by commas):
Vietnamese, Arabic, Spanish, Chinese-Cantones

English Language Learners (ELL) in the school: 2 %
14 Total number ELL

7. Students eligible for free/reduced-priced meals: 55 %
 Total number students who qualify: 320

8. Students receiving special education services with an IEP: 18 %
Total number of students served 103

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>10</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>27</u> Developmental Delay	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 15 %
Total number of students served: 89

10. Number of years the principal has been in the position at this school: 9

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	85%	88%	91%	91%	91%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

All students will be lifelong learners.

17. Provide a URL link to the school's nondiscrimination policy.

<https://tpsd-la.schoolloop.com/file/1516177517818/1441262943382/8931109205745011532.pdf>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Broadmoor Elementary is located in the deep bayou country called Houma (pronounced "Home-uh"). We are known for our strong Cajun roots and love for family and food. Since we are simply miles away from the coastline, we have endured much devastation from storms but always seem to come back stronger than before. Our Broadmoor Community includes a friendly and inviting school building that is nestled toward the back of an oak tree lined neighborhood. Our area is largely populated by small families that have attended Broadmoor for generations. We are surrounded by homes on all four sides which allows many of our students to walk or ride their bikes to school. We have a variety of cultures that encompass our school which include American, Vietnamese, Muslim, and Chinese. The median household income sits at about sixty to seventy thousand dollars a year in which both parents work. Overall, our hardworking community is also known for its resilience and ability to come together as a team. Our curriculum strategies involve backward design and digesting the desired end result. Our teachers are involved in professional development in which they are immersed into their subject area and the content. The state standards are reviewed and a path through instruction to assessment is created. Test analysis is used to identify strengths and weaknesses which leads to small group instruction to either remediate or enrich our students. Another strategy that is used to promote student growth is our 10% appointments. Teachers in 4th-6th grade analyze past LEAP standardized test results and select 10% of the students they teach based on their ability to score in the highest achievement area, Advanced. Once the students are identified, the leadership team meets with students to discuss current scores and instill the ability to push forward. Goals are set with the students as we follow up with them and their progress. Teachers also use the past LEAP data to determine which students are within a few points of their growth target. They develop a plan to pull these students in small groups to provide remediation and close academic gaps. Teachers develop effectiveness through professional development activities, Professional Learning Communities, and collaboration with other teachers. This climate of continued growth for school leaders and teachers models growth mindset for our students. Students grow academically through standard aligned core instruction using high quality curriculum materials. At risk students receive additional instruction through after school tutoring programs as well as in school tutoring in which both target closing gaps and teach current on level instruction. Socially, our students are encouraged to be involved in the Kids Club during recess. This club teams upper grade students with our lower grade students to encourage modeling appropriate behavior, sharing, taking turns and team building. The club is led by our school counselor who models appropriate behaviors and replacement skills when needed. Another behavioral strategy that is used to motivate students is our Why Try group. Students who lack motivation are met with and create goals as well as choose rewards to earn when they are successful. Students engage in grade, behavior, and attendance motivators. Other clubs and opportunities promoting leadership come in the forms of 4-H club, Beta club and Student Council. Each grade level attends field trips to enrich students' background knowledge. This year students attended a play performed by our local high school drama club, visited the pumpkin patch, alligator farm, the career institute, and attended the aquatic center.

It is our aim to recognize all children in some way. Teachers turn in the names of students who have done something special each week. The recognition is not always academic. Many times it is to recognize a child's effort, kindness, or teamwork. Each Friday the "fire up" cart goes to classrooms blaring the song "Fire" by the Ohio Players. The principal, assistant principal and instructional content leader dress up in colorful wigs and dramatic glasses and visit classrooms with the "fire up" cart. As students are recognized, they choose treats for their hard work. Keeping the whole child as a focus is a school-wide goal.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Broadmoor (BRD) teachers address Louisiana State Standards (LSS) in every lesson. Students in kindergarten through second grade are taught ELA using a Tier I curriculum called CKLA. The curriculum is determined by the district. This curriculum has a skills component (phonics) as well as a knowledge and writing component. Teachers provide sixty minutes of small group instruction daily in an effort to assure each student masters the day's lesson. Three times a year students take a DIBELS 8 assessment to determine their level of proficiency. The data is analyzed by teachers and leaders in PLCs and groups are formed based on student needs. Each day teachers pull small groups of students based on their needs and provide instruction. Students who are benchmarked on the particular skills assessed still receive some small group instruction weekly. Teachers administer district created assessments to students.

In 3rd-6th grade, teachers address Louisiana State Standards using the Tier I curriculum called Louisiana Guidebook. The district provides the anchor text, novels, and essays, which accompany each guidebook unit. These texts are complex enough in scope that they serve as an anchor for repeated close readings and provide a deeper understanding of standards. Students are required to read and respond to text using text evidence. The knowledge gained is used to write a multi-paragraph culminating writing task. Teachers in 3rd through 6th grade are required to provide small group instruction to both students who need remediation as well as those needing enrichment. Students in 3rd -6th grade are assessed three times a year to determine their reading proficiency. Students in 3rd and 4th grade are assessed using DIBELS 8 and those in 5th and 6th are assessed using STAR Reading and Math. Students who are below proficient are considered Tier II and remediation instruction is provided weekly. Students are pulled in small groups and their progress is monitored to determine if they are improving. Students in 3rd-6th grade take teacher made assessments as well as district common assessments.

Despite the grade level, instructional time consists of whole group, small group, learning centers, enrichment and/or interventions. Teachers engage in test item analysis during PLC time to determine what standards need to be retaught and how students are progressing on certain standards. Teachers use a variety of strategies to assess student understanding during the daily lesson. Teachers ask many questions as a means of formative assessment. They also have students engage in peer and self assessment. Student to student discussions are monitored and specific feedback is provided. Lessons are adapted based on student responses. Teachers in 4th through 6th grade use past LEAP data to determine which students they will pull in small groups. Those students who are at the mastery or advanced level are pulled in small groups at least one time a week. The teacher uses the state achievement level descriptors (ALDS) to determine what skills/standards the students need assistance with. They also analyze the data to see which students are within a few points of their growth target or the next achievement level. Those students are pulled in small groups weekly and provided targeted skill instruction.

1b. Mathematics curriculum content, instruction, and assessment:

Eureka Math is the Tier I curriculum chosen by the district and taught by Broadmoor Elementary math teachers. This curriculum is closely aligned to Louisiana State Standards. Teachers are given time in PLCs to unpack the standards and determine what standards, if any, are not addressed by Eureka as well as those that are included in the pacing guide that do not cover a Louisiana Standard. Math teachers provide challenging instruction that ensures that students grasp a conceptual understanding of the content, build fluency, and solve application problems. Math teachers provide 60 minutes of core math instruction daily, as well as 30 minutes of small group instruction. Students in 1st through 6th grade take a benchmark assessment called STAR three times a year. Teachers analyze the data and determine which students are Tier II and in need of remediation. Those students are provided small group instruction. Teachers use past LEAP data to determine which students they will pull in small groups who are close to scoring Advanced. They also determine which students are within a few points of their growth target or the next achievement

level. Those students are pulled in small groups weekly. The teacher uses state achievement level descriptors (ALD'S) to provide enrichment or remediation to those students.

Teachers use a variety of tools to assess student learning. Teacher created assessments, district created assessments (DCA) and exit tickets are used by all math teachers to assess student learning. Teachers use test item analysis to determine which standards need to be retaught. During instruction teachers ask key questions to ensure student understanding. Student to student discussions are monitored by the teacher, feedback is provided and lessons are adapted if necessary.

1c. Science curriculum content, instruction, and assessment:

The Louisiana Student Standards for Science (LSSS) are based on the Framework for K-12 Science Education. In kindergarten through 2nd grade teachers teach Amplify Science, which is a Tier I curriculum. In grades 3rd through 6th teachers use the Full Option Science System (FOSS) curriculum. Each module, despite the program, requires students to participate in hands-on investigations. The modules are designed to build on students' prior knowledge and reinforce their understanding of science. As a main focus, our lessons focus on student inquiry and the understanding of scientific vocabulary terms. Math, technology and engineering concepts are integrated into science lessons. Students engage in an investigation, record their observations in their science log, and discuss their thoughts. Lessons can be accessed digitally and students use their Chromebooks to do so. Teachers utilize a variety of strategies to assess student understanding such as teacher created assessments, district created assessments (DCA), teacher observations, science notebooks, and investigation checks (I-checks). Teachers of 4th-6th grade students use past LEAP data to determine which students they will pull in small groups who are close to scoring Advanced on the state assessment. They also determine which students are within a few points from the next achievement level. Those students are pulled in small groups weekly as a means of intervention or enrichment. During this time the teacher uses state achievement level descriptors (ALD's) as a guide to provide aligned enrichment or remediation to those students.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Currently we do not have a Tier I curriculum for social studies in our state. Teachers use the Louisiana Department of Education (LDOE) priority content and scope and sequence to aid them in teaching social studies state standards. The standards in social studies are broken into four categories: history, geography, civics and economics. In kindergarten through second grade student projects focus on the community and world around them. In grades 3-6, carefully chosen source documents allow students to respond using their knowledge of social studies content. Instruction includes students analyzing primary and secondary source documents and answering questions. Students complete social studies task and activities as well as practice map skills. Students are asked to read text, look at source documents and then develop a claim, provide evidence to support that claim, and apply reasoning. Teachers utilize a variety of strategies to assess student understanding like teacher created assessments, district created assessments (DCA), teacher observations, and teacher created projects. Social studies teachers have carefully planned schedules which allow time for them to pull small groups. Teachers of 4th-6th grade students' use past LEAP data to determine which students they will pull in small groups who are close to scoring at the advanced level on our state assessment. They also determine which students are within a few points from the next achievement level. Those students are pulled in small groups weekly. The teacher uses state achievement level descriptors (ALD'S) to provide enrichment or remediation to those students.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

The Prekindergarten program goal is to increase and support student achievement of at-risk students. The core curriculum areas provided are social-emotional, physical, language, cognitive, literacy and mathematics, science and social living. The ELA and math curriculum goal is for students to be ready for

on level English Language Arts and math in kindergarten. Teachers use research based state approved curriculum including: Creative Curriculum, Eureka Math, and Conscious Discipline. We use the Louisiana Birth to Five Early Learning and Development Standards as a basis for all curriculum documents chosen. Instructional strategies that will improve language and literacy development will include reading aloud, dramatic play, social interaction, group activities, open ended questioning to promote self-expression, interactive experiences with language and print through nursery rhymes and songs, word games, and encouraging parents to talk and read to their children at home. Instructional strategies that will improve math development will include group activities, cooperative learning, open-ended questioning, and intentional teaching through free play.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students in 4th through 6th grade attend band. Students in 4th grade learn basic music theory, learn rhythm reading, and learn how to play a recorder through a recorder karate system that rewards students with belts as they progress through the program. All 4th grade students attend band at least one day a week. Students in 5th & 6th grade have the opportunity to join the band where students go from playing the same instrument (recorder) to choosing their own instrument. Students can choose an instrument from the Woodwind, Brass, and Percussion families. They meet one time weekly by instrument type and at least twice a week as a grade level band. Students continue their music theory knowledge based upon the repertoire that is covered for the year. Students in 5th & 6th grade perform at a band concert in the fall and spring in order to showcase their talents. The Broadmoor band typically services between 35 and 50 students in fifth and sixth grade each year.

We offer art, talented art and drama for students who qualify for that service through our special education department. We have 11 students currently enrolled in these programs. Brushworks, an outside company, comes to school and offers art lessons to our kindergarten through second grade students at least twice a year. Challenge Island is a program which provides a combination of art and STEM activities to develop a complete mind by integrating science and art. The program fosters fundamental skills like creativity, collaboration, communication, flexibility, and leadership in students as well as promotes deep critical, analytical and creative thinking abilities in kids which promotes academic success. Our 3rd-6th grade students participate in Challenge Island in the fall and again in the spring.

2b. Physical education/health/nutrition

Our PE department is run by a certified physical education teacher. He meets with every student in kindergarten through sixth grade at least two times a week. During the 45 minutes of physical education class, students perform conditioning exercises as well as engage in organized games. At the beginning of the year, students in 4th-6th grade are taught the rules of kickball. Then at least one time a week they play the game with their class to practice skills. During the first quarter of the school year, the PE teacher creates homeroom kickball teams. The students participate in a double elimination competition in which they compete against their grade level as well as other grade levels until a winner is declared. This activity teaches the students a plethora of skills which include team work, gross motor skills, communication skills, moral reasoning, fair play and problem solving. Students in 4th-6th grade also participate in the Presidential Physical Fitness Activities. Students who meet the state average receive an award on awards day. Kindergarten through 3rd grade students participate in a variety of activities. They perform daily exercises to strengthen and condition their bodies.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

All students in kindergarten through sixth grade attend the library at least one time a week. The librarian provides students with literacy and multi-media instruction and teaches them how to obtain information from texts. Students are encouraged to check out books and participate in the Accelerated Reading Program. Students are tested at the beginning, middle, and end of the year with the STAR reading assessment. Results of this assessment determine the students' AR levels. The librarian uses this information to help students select books on their reading levels. The library houses a full set of Chromebooks, which students can use to conduct research and take AR tests.

The school computer lab is visited by all students in grades kindergarten through sixth grade at least one time a week. The computer lab teacher implements technology standards and teaches lessons on typing, digital citizenship, media balance, coding, and online privacy. Students also learn basic skills in word processing programs, digital files, and Google programs. The teacher integrates core subjects through the Achieve 3000 program for students in 3rd-6th grade. Students take an assessment at the beginning of the year which indicates their Lexile level. Throughout the year, students read articles aligned with topics of study in the areas of science and social studies. While in the computer lab, students in 3rd-6th grade receive instruction on how to use the online testing tools to better prepare for the LEAP test.

2e. Any other interesting or innovative curriculum programs you would like to share

Gifted and Talented students are provided 200 minutes of enrichment services by a certified teacher each week. Students in first through sixth grades participate in various enrichment activities such as field trips, coding with SPLATS, 3D printing through project based learning (PBL). Project based learning encourages students to grow in knowledge and skill in primarily two ways: (1) through research-driven investigations into engaging, complex questions; fun challenges; and real-world problems; and (2) through the development of original products and/or formal presentations before real audiences. The gifted teacher integrates all core subjects into the units taught at each grade level. Students are continuously developing 21st century skills such as knowledge construction, real-world problem solving, and skilled communications, collaboration, use of information, and communication for learning, and self-regulation.

3. Academic Supports

3a. Students performing below grade level:

At the beginning of every school year all students are given a benchmark assessment. Students in kindergarten through 4th grade are given the DIBELS 8 benchmark assessment in ELA. Students in 3rd-6th grade are also given the STAR benchmark assessment in ELA. Students in 1st -6th grade are given the STAR assessment in math as well. Teachers in 4th - 6th grade also analyze the student's previous LEAP scores. This process of providing a benchmark assessment occurs three times a year. Teachers and the leadership team analyze all of this data and determine which students are performing below grade level. Teachers then meet with the principal and instructional content leader and small groups are created and action plans are made to address each students needs. Remediation is provided in a variety of ways. Teachers provide (RTI) to all students who are identified Tier II and III through small group instruction. After school tutoring is offered in the fall, the spring, as well as two seasonal tutors who provide targeted remediation to students during the school day. Due to our homeless population, a homeless tutor pushes into the classes of those students and provides academic assistance and remediation.

3b. Students performing above grade level:

Our Gifted and Talented (GT) students are provided 200 minutes of enrichment services each week. Students in 1st -6th grade participate in various enrichment activities such as field trips, coding with SPLATS, and 3D printing through project-based learning. The GT teacher integrates all core subjects into the units taught at each grade level. Students are continuously developing 21st century skills such as knowledge construction, real-world problem solving, skilled communication, collaboration, use of information, and communication for learning and self-regulation. The GT teacher also provides enrichment opportunities to high achieving students who have not qualified for the gifted program. The enrichment services she provides relate to all core subjects and are usually project based.

3c. Students with disabilities:

At the beginning of the school year, the special education team meets to review the Individual Education Plan (IEP) of each student with disabilities. Schedules are developed which meet the minutes prescribed on these IEPs. Also, this process is completed when a student with an IEP enters the school during the year. Inclusion teachers utilize such methods as team teaching and grouping methods in order to provide individualized instruction in various settings throughout the day. Testing accommodations are also provided along with modifications to assignments, as needed. Academic assistance is provided in a different setting for those students who are functioning below grade level in a specified subject area on their IEP. These students are administered the LEAP assessment in the spring. Students with significant disabilities (functioning at least 3 standard deviations below the mean) are provided instruction in the self-contained setting. The self-contained teacher provides individualized instruction to these students through the use of the UNIQUE curriculum. These students are administered the LEAP Connect Alternate Assessment.

3d. English Language Learners:

When a new ELL student enters a school, they are identified and given the language proficiency screener. A program is developed for each individual student in order to support and/or supplement mainstream instruction. Teachers develop academic accommodations plans to assist ELL students in the main stream classroom. Students with very limited English proficiency are graded on a rubric which measures their cooperation and participation in classroom activities. Instructional resources for EL students include Imagine Learning, electronic translators, and dictionaries in a variety of languages. The Imagine Learning program is administered to students in grades 3-6 and is a benchmark assessment. The test identifies where in language acquisition the student falls and then tailors the lessons automatically for individual instruction. At the end of the year another benchmark assessment is given which will show us overall growth.

Teachers utilize a buddy system by pairing up EL students with a peer who assist the EL student and models the English language. An ELL teacher comes to the school once a week and provides pull out services for the EL students to develop reading, writing, listening and speaking in English thorough the Louisiana Connectors for EL's. The EL students typically learn to understand and speak the English language quickly. Each spring the students take the ELPT standardized assessment designed to measure progress towards full English language proficiency.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The day begins with students leading us in the Pledge of Allegiance and our mission statement "All Students Will Be Life Long Learners." The principal then makes the daily announcements and introduces the student of the day. The students of the day are chosen based on the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Teachers nominate students and each day one name is read over the PA system as well as the pillar of character they were nominated for and a description of the act performed. A letter is then mailed home to the child's parents, letting them know that their child was chosen for student of the day and thanking them for raising such a wonderful child. When students are observed following the procedures in place, they can receive a compliment from any school adult. The teacher has a "Compliments Count" chart in her room and she shades in a square. When the class receives, 20 compliments, they turn in their chart for a class treat. They then start over working to attain 30 compliments and so on. This activity builds teamwork and rewards the entire class for following school procedures. Each year students in 4th-6th grade who scored an advanced or mastery on the state standardized assessment (LEAP) the previous year are invited to attend an "Awards Gala". Previous year's LEAP data is analyzed and every student who scores at least one Mastery in any of the four subject areas receives an invitation. We also reach out to our 7th grade students who have moved on to the Junior High School. The students and their families are invited to the "Gala" where covered tables are set with fresh floral arrangements, prizes are given and medals and trophies are handed out for academic success. Our sixth grade students are our leaders of the school and are the ones leaving us for junior high the following year. We provide college and career readiness development for these students. Our counselor and sixth grade teachers bring the 6th grade students to the Louis Miller Terrebonne Career & Technical College on a field trip each year. On this field trip our students learn about the many career paths they have at the school: Carpentry, Food Service, Auto/Diesel, cosmetology, automotive body repair, robotics engineering, HVAC, and nursing assistant to name a few. It is our hope that this field trip, as well as meeting guest speakers from a variety of career paths, will assist our students in thinking about a future career path. Each year our counselor does a variety of lessons to provide strategies the students need in the area of social and emotional growth. She also provides lesson on learning styles and resume writing.

2. Engaging Families and Community:

Each year the parents and students of Broadmoor are invited to a "Meet & Greet," which is held prior to the first day of school. Students are encouraged to bring their school supplies, grab an ice cream, and meet their teacher. Each year we have an open house where all stakeholders are invited to join in the vision of Broadmoor Elementary. Parents are also invited to meet the teacher and learn about the classroom expectations. Broadmoor has an active parent teacher committee (PTC) which hosts several school events like Fall Festival and Sixth Grade Celebration. Broadmoor connects with the community through our school Facebook page and website. The principal sends home a monthly newsletter that informs parents of important dates, updates on the school wide plan, PBIS incentives, and meeting. Parents have access to grades, attendance, and discipline data through the online parent portal. Each week teachers send home red test and conduct folders in an effort to communicate with parents. Parents and teachers communicate through a program called School Status. This allows teachers and parents to communicate through a phone call or text message. It also allows parents direct access to teachers instead of calling the school. This program has increased the parent/teacher communication. Many parents volunteer to work a booth for Fall Festival, host a game for field day, watch classes while teachers attend professional development, and help in the office. Broadmoor hosts a variety of family-involvement activities annually: Family Learning Night, Literacy Night, Fall Festival, Field Day, Awards Day, Honor Roll Receptions each nine weeks and the Testing Gala. Community leaders are invited to read during our Literacy Night. We have had judges, librarians, school board members, police, fire men, and artists to name a few. Each month the homeroom teachers choose a student of the month. The students' names are called over the PA, they are presented a certificate and pin, and their picture is displayed on our school Facebook page. The students are also provided with a yard sign to put in their yard for the month. We have several partners in education who make a variety of contributions to our school: Texas Roadhouse, Papa John's Pizza, and Peppers Pizza just

to name a few. Community businesses have assisted with funding grants, providing school supplies, and assisting with various activities. The local Kiwanis club organizes a coat drive each year and provides coats to our students in need while the Catholic Daughters of America provided a Thanksgiving meal to several of our families. The Junior Auxiliary has a "Sneakers" program which provided new tennis shoes to several of our students. Each year The Haven provides lessons to our 4th-6th grade classes. The lesson topics include: effective communication, anger management, empathy, peer pressure, developing healthy friendships, bullying/cyberbullying, every action has a consequence, and respect.

The District Attorney's office provides a variety of resources which we utilize. Families In Need of Services (FINS) and the Prosecutor's Early Intervention Program (PEIP) are two that we often use to assist families and students. We also work with Terrebonne Behavioral Health, START Corporation, and Magnolia agencies to provide students and families with counseling, medical treatment, and behavioral assistance.

3. Creating Professional Culture:

A needs assessment was done this year to gather data from students, teachers, and parents. This data was analyzed and is being used to support all stakeholders. It is our goal to support teachers in every aspect of teaching. New teachers to Broadmoor have a mentor teacher. This mentor teacher provides both academic and procedural support. New teachers are invited to a New Teacher Orientation at Broadmoor where they are provided an overview of our PBIS program, forms used by Broadmoor, school procedures and who to ask for help. Job-embedded professional development is provided at staff development days as well as weekly professional learning communities (PLCs). Throughout the year teachers, paraprofessionals and the administrative team attend PD provided by both the district and outside agencies. This year teachers attended LACUE (the Louisiana Association of Computer Using Educators), ISTE (International Society for Technology in Education), Teacher Leader, and Near Pod PD. Teacher leaders are utilized to provide professional development to other teachers at staff development days. This year teacher leaders presented on a variety of subjects including incorporating Near Pod in lessons and creating assessments in Edulastic. Other supports and professional development within the parish includes curriculum studies, SBLC/504 quarterly meetings, and classroom management presentations. Outside vendors provide specific Tier I curriculum types of professional development. We have had the American Reading Company consult with our administrative team and teachers on the new Guidebook lessons in ELA. A Eureka math coach has joined us in conducting teacher walkthrough observations. She also assists the teachers in navigating the new Eureka Math 2 curriculum. A coach from Amplify (language arts) has attended PLCs and participated in teacher walkthroughs as well. These outside vendors have provided specific feedback to teachers and well as the leadership team on the implementation of the new curriculum. The administrative team also furthers their knowledge by attending professional development opportunities. This year the counselor has attended the I Care Prevention Summit, the Louisiana Counseling Association Conference, and the Executive Functioning & Sensory Processing Training as well several district trainings. The new assistant principal has attended the Secondary PBIS training, the Executive Functioning & Sensory training, Crisis Prevention Institute Training, Amplify Science, Eureka Math 2, PK-3rd Class Training and Teacher Leader as well as other district professional development opportunities. The Principal has attended TNTP (The New Teacher Project) (Recruiting & Retention), PK-3rd Class, Science of Reading, Eureka Math 2, Teacher Leader, and other district trainings. The Instructional Content Leader has attended every curriculum professional development training mentioned above as well as the Science of Reading and PK-3 Class Training. Each leader meets in monthly PLCs with their peer groups to discuss topics that pertain to their administrative duties. It is the philosophy of the Leadership team that all teachers and leaders are also lifelong learners and model that mindset.

Several moral boosters are done throughout the year to make teachers feel valued and supported. Each month a grade level provides a "payday breakfast" for the faculty and staff. At each faculty meeting the principal announces a teacher of the month which is voted on by their peers. Teacher birthdays are announced over the PA system and jean passes handed out.

4. School Leadership:

The philosophy of the leadership team cultivates high expectations for all stakeholders within the school setting. The leadership team, consisting of the principal, assistant principal, instructional content leader and school counselor, oversees important aspects in the school like School Building Level Committee (SBLC), Crisis Team, Positive Behavior Intervention Support (PBIS), testing, and instructional supports. As the instructional leader of the school, the principal oversees all aspects of curriculum and instruction. The instructional content leader provides coaching for all teachers as well as individualized professional development to teachers on an as need basis. She also works closely with the principal to ensure academic success for all students by monitoring RTI data. The assistant principal and counselor work closely to identify behavior concerns and coordinate all aspects of PBIS. All of the leadership team plays an active role in the SBLC process. Teacher leaders are utilized to be mentors to new teachers, provide professional development during faculty meetings, staff development days and facilitate PLCs. The principal's philosophy is to inspect what she expects. This is done through a variety of ways. Teachers place lesson plans as well as small group detailed documents in a Google drive which are reviewed by the leadership team. This data allows the leadership team to conduct walkthrough observations focused on targeted teaching components. Members of the community are encouraged to volunteer at the school and participate in PTC meetings. Input of all stakeholders is gathered through the use of surveys and this information helps to develop the School-Wide Plan and the Parent/Family Engagement Compact.

The administration ensures that both state and local policies are adhered to and support increased student achievement. Curriculum, instruction, and assessments are rigorously aligned to the instructional standards established by the state. The administration conducts informal walkthroughs on all staff and positive, constructive feedback is provided. In addition, two formal evaluations are conducted which include a pre-interview an observation of a lesson and then a post observation where feedback is provided. Teachers with identified areas of improvement are provided support from the leadership team in various ways such as professional development and targeted observations.

At Broadmoor, the use and distribution of various instructional resources is aligned with the needs of our students. When considering human resources, the leadership team analyzes the strengths within the faculty and teachers are reassigned to grade levels/subject areas that better match those strengths. Funding resources were allocated so that technology could support the many digital platforms presented in curriculum. Touchscreen Chromebooks were purchased for our younger students and other Chromebooks were purchased for upper grade levels assuring that we are 1:1. Each teacher has a new Promethean board and new lap tops were purchased for teacher use. This allows teachers the platform to successfully implement technology across the curriculum in every grade level. The use of technology in today's classroom is essential in motivating students and keeping them engaged in learning.

5. Culturally Responsive Teaching and Learning:

By being culturally responsive, our school has adapted and adopted a variety of cultures, languages, and traditions. Through our PBIS program, all students are taught to respect each other in the classroom and school. Ramadan is the Muslim month of fasting. During this month our faculty and staff is sensitive to the fact that students and families fast and pray late into the night. Faculty members are considerate to the fact that our students may be tired, hungry and dehydrated. Students can be seen walking the campus in their cultural head dress called the hijab. Our local area includes many tribes of indigenous Native Americans. A group of Houmas Indians presented to our second grade students the history of where they originated from and how they came to settle in the town of Houma. They discussed and demonstrated their basket making, music and dance. They wore their typical native attire and explained how they still make their own clothing. To educate our students on our local Cajun culture, several classes have attended field trips to the alligator farm. Our fifth grade students attend a coastal aquatic field trip presented by the Wildlife and Fisheries Agency. They learn about boating safety, invasive plant species that harm our coastal wetlands, and the skill of fishing. Black history is taught in the core curriculum as well as additional mini lesson during Black History Month.

PART VI - STRATEGY FOR EXCELLENCE

Analyzing Data and Responding to it! That is the ONE practice that has been instrumental to Broadmoor's success and has been the driving force of our success over the past few years. After following and analyzing data over multiple years, our leadership team firmly believed that we were not seeing the full potential of our students' performance in our standardized test score results. Therefore, we conducted a deep data analysis in order to help identify the areas of improvement that needed to be addressed. In order to accomplish this, we reviewed data from a variety of sources such as standardized test data, DIBELS, and instructional walk-through results and even discipline trends. Deficit patterns were noted within instructional strands at the various grade levels. We also identified a need to increase emphasis on differentiated instructional strategies, especially within Response to Intervention groups (RTI) including the high performers and engaging students in learning.

In order to increase teacher buy-in, deep data dives were and still are facilitated during Professional Learning Communities (PLC) and staff development days. The teachers analyze individual data results of each of their students and develop action plans to address instructional needs that are identified.

The leadership team provides support to the instructional staff in a variety of ways. Walk-through checklists focusing on small group instruction are utilized to provide constructive feedback and weekly assessments are reviewed prior to administration to students. As a step further, the process of test item analysis was introduced and continues today. This additional data helps to pinpoint instructional needs for the whole class as well as the small groups. In addition, yearly professional development opportunities are provided to enhance the instruction within the classroom (for example, Kagan Cooperative learning strategies, accountable talk, formative assessment, Power of Two). Basically, this emphasis on data analysis opened the door to the areas of need in our school.

We inspected the social and emotional data to find that there is need for additional supports and, classroom management techniques as well as the need to remain focused on the positive growth of our students while reducing undesirable behaviors. After Hurricane Ida in August of 2021, we knew that the adults in the building would have to lead by example and define resiliency in their day to day efforts. Broadmoor did just that. We gathered the resources that were left, doubled up classes when needed, yet kept the focus on our students and allowed the data to drive instruction. We use the Universal PBIS model to put emphasis on positive behaviors and the efforts our students give. Not only are we responsive to our students, but to our teaches and support staff as well in order to promote positivity and emphasize the greatness within our school. As we dig deeper into the data each year, we build plans to address our ever-changing needs in a positive fashion. These plans become the building blocks to our success.