U.S. Department of Education
2015 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 Dr. Kimberly Lynn Cummins
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 4039 Crowley Rayne Highway
(If address is P.O. Box, also include street address.)

City Rayne   State LA   Zip Code+4 (9 digits total) 70578-4047

County Acadia Parish   State School Code Number* 020

Telephone 337-334-9501   Fax 337-334-9517
Web site/URL
                http://www.acadia.k12.la.us/MPES
/   E-mail kcummins@acadia.k12.la.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

                                        Date_____
(Principal's Signature)

Name of Superintendent*Mr. John Bourque
(Specify: Ms., Miss, Mrs., Dr., Mr.,
Other)   E-mail: jbourque@acadia.k12.la.us

District Name Acadia Parish   Tel. 337-783-3664
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

                                        Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Douglas LaCombe
(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 that it is accurate.

                                        Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>17</u> Elementary schools (includes K-8)
   (per district designation):   <u>4</u> Middle/Junior high schools
                                                <u>5</u> High schools
                                                <u>0</u> K-12 schools

                                                <u>26</u> TOTAL

SCHOOL (To be completed by all schools)

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

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. <u>9</u> Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	71	79	150
2	76	52	128
3	76	56	132
4	0	0	0
5	0	0	0
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 Students	223	187	410

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 0 % Asian
                                           44 % Black or African American
                                           3 % Hispanic or Latino
                                           0 % Native Hawaiian or Other Pacific Islander
                                           45 % White
                                           7 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 24%

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 *to* the school after October 1, 2013 until the end of the school year	48
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	50
(3) Total of all transferred students [sum of rows (1) and (2)]	98
(4) Total number of students in the school as of October 1	412
(5) Total transferred students in row (3) divided by total students in row (4)	0.238
(6) Amount in row (5) multiplied by 100	24

7. English Language Learners (ELL) in the school: 2 %
                                                       6 Total number ELL
    Number of non-English languages represented: 1
    Specify non-English languages: Spanish

8. Students eligible for free/reduced-priced meals: 80 %

    Total number students who qualify: 324

Information for Public Schools Only - Data Provided by the State

The state has reported that 91 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: __9__ %

                                                           __39__ Total number of students served

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

__3__ Autism	__1__ Orthopedic Impairment
__0__ Deafness	__4__ Other Health Impaired
__0__ Deaf-Blindness	__5__ Specific Learning Disability
__0__ Emotional Disturbance	__21__ Speech or Language Impairment
__0__ Hearing Impairment	__0__ Traumatic Brain Injury
__0__ Mental Retardation	__0__ Visual Impairment Including Blindness
__0__ Multiple Disabilities	__5__ Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. 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   __23:1__

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No <u>X</u>

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

15. Please summarize your school mission in 25 words or less: Our school mission is an acrostic poem using our school initials: Martin Petitjean Elementary School: Making learning a Priority Everyone Succeeds and leads.

PART III – SUMMARY

Martin Petitjean Elementary (MPE) is a public school located in rural south Louisiana. The school was established in 1978 as a central campus for first through third grade students living in and around Rayne, Louisiana (population 8,000). The public schools in Rayne are grade level centers: Pre-K/K, Martin Petitjean (1-3), (4-5), (6-8) and (9-12). Rayne encompasses five government subsidized housing complexes. Eighty percent of the MPE students are eligible for the free or reduced meal program. MPE now participates in the federal Community Eligibility Provision so all breakfast and lunch meals are free.

Rayne has changed in the last 10 years; consequently, the MPE community of learners changed also. Rayne has experienced significant increases in illegal drug activity and crime, thereby increasing the at-risk nature of the living conditions of students. Many MPE students' parents either work multiple jobs, or they engage in illegal activities preventing them from being attentive to their children. Several MPE students, despite their young ages, get their siblings up, dressed in the morning and continue as surrogate caregivers after school.

The current principal was appointed in 2006. From 2006-2009, the focus at MPE was maximization of instructional time and alignment with district curricular requirements. The lack of these components had been evidenced by failing test scores and high teacher turnover. In order to restore structure in a struggling school, the principal monitored curricular and instructional practices, resulting in increased scores. However, the idea of educating the whole child was the new vision for MPE, and stakeholders were not satisfied with just improved test results. Students demonstrated a willingness to work for extrinsic motivators, but they exhibited little intrinsic motivation. In spring, 2009, the school-wide program, Leader in Me (LIM), was initiated by the principal. LIM is a full-school transformational process steeped in the underlying belief that ALL students and staff are leaders. LIM was exactly what the students and staff needed in order to bring the school to the next level. The stakeholders jointly took ownership of implementing LIM. The positive results of this initiative are obvious in all aspects of students' growth at MPE. The vision of educating the whole child is now an intentional practice at MPE.

MPE is a school of leaders. Staff and students are empowered, and, as a result, they excel. Students are told they are exceptional, and despite any circumstances they may face outside of school, they will succeed and lead. Smiles on the faces of MPE students reflect the self-confidence and sense of self-worth they feel about themselves and their accomplishments as they meet and exceed personal goals in and outside of the classroom. The LIM program established a common platform from which all aspects of educating MPE students begins. A comprehensive master plan that encompasses the education, socialization, and emotional and physical well being of students has been formulated to ensure opportunities which maximize individual growth.

The LIM program provides the tools and strategies for educators to tap the leadership potential of each child through four key research-based processes. First, all MPE stakeholders share the school vision: All students are leaders. The staff makes all curricular and instructional decisions through this shared lens of student leadership.

The second process is the staff-created implementation through Professional Learning Communities (PLC) best practices. The staff develops and refines the program in monthly action team meetings to monitor the implementation. Third, all staff and students are trained in and use daily the 7 Habits of Highly Effective People (Covey, 1989). This is the shared language and practice of the school. Students then bring these habits home and out into the Rayne community, allowing for city-wide impact.

The final process involves student demonstration of leadership. Students are not only told they are leaders; they practice leadership skills. Students maintain Leadership Notebooks for personal data tracking and goal setting. They present at annual student-led parent conferences. MPE students are responsible for many of the major school functions, including dismissal announcements, school data tracking, and media equipment set-up. Students host and direct weekly Synergy Assemblies for their peers, family members, and friends in

attendance.   From Fall 2012 - January 2015, MPE hosted over 1000 visitors, including both educators and community leaders, from Louisiana, Texas and Mississippi.

Something incredibly special is happening at MPE, and it all started with a group of teachers who simply wanted to improve the lives of the children they taught. In May 2013, Martin Petitjean received global recognition when named a Leader in Me Lighthouse School, an honor bestowed upon only 110 schools world-wide. MPE is a special place, featuring exceptional students and outstanding staff who work together to consistently demonstrate superior learning and living. In putting students first, and in telling students that no matter their personal barriers, they can succeed, the staff at MPE has unleashed the learning and leading potential of every child.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

MPE teaches to the Common Core State Standards (CCSS) in Reading/English language arts (ELA) and math and the state Grade Level Expectations (GLE's) in science and social studies.

The teachers at MPE plan integrated instructional units addressing all elements of the CCSS reading standards, including reading foundational skills, reading informational texts, reading literature, speaking and listening, writing and language. As a first-third grade school, MPE teachers consider it essential to ensure their students read on grade level before moving on. Through a structured reading program, the teachers teach the foundational skills, including phonemic awareness, phonics and fluency for 70-90 uninterrupted minutes each day. Students progress through this structured multi-sensory program starting in first grade to ensure they master the fundamentals of reading. Students learn how to apply sounds to letters and chunks of letters, so when they encounter a new word, they decode with automaticity as proficient readers.

MPE teachers create 90 minute lessons based on the state-created ELA guidebook CCSS literature units for reading literature and informational texts, writing, speaking/listening, and language. The units are thematic, incorporating a variety of science and social studies topics allowing for cross-curricular integration. Within these units, students read a variety of fiction and non-fiction literature using close reading strategies. They create vocabulary journals using evidence from the text to define unfamiliar words. Students engage in multiple discussions and writing experiences requiring them to formulate an argument and to cite textual evidence to support their defense.

Systemic differentiated instruction in reading/ELA is scheduled twice daily. First, during 30 minutes of fluency instructional time, students are working at their independent level. This meets the needs of advanced, basic, and struggling readers. Second, teachers include a 30 minute literacy center time. Students rotate through literacy centers that are differentiated, allowing students to work on reading/ELA concepts on their instructional levels. One-on-one and small group prescriptive and direct instruction is provided by the teachers during both thirty minute periods.

MPE teachers chose to use the Eureka math program to teach math CCSS. Through their daily math instruction, MPE teachers address the standards for mathematical practice along with the specific grade level standards for each math strand. For each math concept, students are taught a variety of strategies to mastery. Following the introduction, students select their strategy of choice for future problem solving. Daily lessons include fluency practice, direct instruction in a concept using concrete experiences with manipulatives, guided practice followed by a formative assessment/closing that allows the teacher to immediately assess whether or not students grasped the concept that day. Throughout the instruction, students verbalize their problem-solving methods. Formative assessment is on-going so teachers can redirect or re-teach as needed. Problem solving exemplars are demonstrated by students who teach the class the strategy they used. This process has been a very rigorous and truly challenging one for MPE students, teachers and parents, but MPE students have developed a deep and lasting knowledge of mathematics that they did not previously have.

Teachers use the final 30 minutes of the 90 minute math block for one-on-one and small groups to differentiate instruction as needed. Formative assessments allow teachers to place students into leveled groups for that particular day's math concept. Students in the "cloudy" group work with the teacher for re-teaching. Students who fall into the "partly cloudy" group work in pairs or in centers to get more practice in the day's concept. Students who are in the "fair" group have mastered the day's lesson, so they can either work on enrichment activities or tutor the "partly cloudy" students.

CCSS for science and social studies instruction have not been adopted by Louisiana, so MPE continues to use the Grade Level Expectations (GLEs) for lesson development. However, the extensive focus on reading/ELA and math CCSS now dictates that these subjects are included thematically in the reading units, allowing for a greater period of time each day to be devoted to science and social studies. Much of the fiction and non-fiction literature is intentionally steeped in topics that match the science and social studies

GLEs. In the third grade, 30 minute science and social studies lessons are taught using resources developed from state comprehensive curriculum guides in addition to the reading/ELA cross-curricular instruction.

2. **Other Curriculum Areas:**

Arts and technology are addressed through the ELA/Reading and Math curricular areas. Through the use of the ELA guidebooks for reading comprehension instruction, students create visual art projects at various points through multiple class activities. During reading foundation instruction, students sing songs in order to learn phonemes and letters. Students access computers regularly each school day in two ways. First, they visit the computer lab weekly with their class. Second, they visit the computer center in their classroom during literacy center time.

During both of these visits, students create documents, presentations and access web-based instructional programs. Foreign language is not taught to students in MPE's district in the lower grades.

Martin Petitjean students experience three additional curriculum programs outside of the core instructional areas. These include daily Health/Physical Education (PE) lessons, daily lessons in the 7 Habits of Highly Effective People and weekly Library instruction.

MPE students attend daily 30 minute PE classes. These lessons incorporate both Louisiana Health and Physical Education standards. Within these lessons, student leaders present science-infused lessons including the bone of the day, muscle of the day, lunch menu items/nutritional guideline information. The student leaders direct the class discussion, thereby incorporating speaking and listening ELA standards, asking peers a variety of questions about their topic. Next, student leaders move classmates through exercise warm-ups, and the PE teacher asks follow-up questions regarding the purpose of each exercise. Students again apply science skills to the taking of their pulse at the completion of the exercises, discussing whether or not the purpose of each exercise was cardio or strength training. Students then participate in a variety of instructional units, including bowling, volleyball, juggling, cup stacking, etc. Throughout the PE experience, students are tracking their lap walking/running on individual cards, and moving their paper tennis shoe across a wall-size marathon scoreboard. Math skills are infused throughout the PE lessons, as students count by 2's, 3's, 5's and practice multiplication facts. One Tuesday per month, students work in the computer lab during PE, integrating technology skills. They set monthly health/fitness goals on a word document saved in their Leadership Notebooks. Students not only identify their goals, but they type a paragraph on their goal sheet stating their action plan for each goal.

In PE and in all classrooms, students study the 7 Habits (Covey, 1989). This research-based strategy incorporates Social and Emotional Learning (SEL) into the daily routine. They are taught school-wide at the same pace, starting with introductory lessons in each habit. Following these 7 weeks, students experience a deep dive into each habit, focusing on specific components. The upcoming week's lesson is introduced by a student at the Friday assembly, then reviewed daily in PE and taught through direct instruction in each classroom. In addition, the habits are integrated into all subject areas, as students identify how characters in a reading story applied a habit or how the habits are infused into a historical figure's decision in social studies. In literacy centers, students determine which of the 7 Habits applied to a book in the library center. Students write extended responses to literature questions regarding the application of a particular habit to that story. As a result, students not only improve their SEL skills, they also improve their core curriculum skills by applying these high level concepts to core instruction.

Students at MPE go to the library once/week for 40 minutes, and within that time, they are taught lessons on library science, social studies, science, and literature by the librarian. Students learn about a variety of library and research skills, including how best to search for information on a particular topic. The librarian engages students in a variety of both whole group and small group activities in which they get to practice skills necessary for research success. Students also set library goals throughout the year, as the librarian administers a pre-test in library skills, gauging their library skill levels prior to teaching the skills. The skills students acquire during these library lessons apply directly to the reading literature and reading informational text standards in the CCSS.

3. Instructional Methods and Interventions:

Teachers use a three tiered instructional approach in all curricular areas. Tier I instruction is general on-level instruction in all subjects. All MPE teachers use the Whole Brain Teaching (WBT) method. Key WBT instructional strategies are used for Tier I instruction. Tier I instruction in reading/ELA, math and science/social studies incorporates multi-sensory strategies to engage students. These strategies include 'Teach-OK', in which students teach a partner a concept the teacher just introduced and 'Mirror-Words', a strategy that incorporates the use of gestures to correspond to verbal prompts, allowing students a kinesthetic opportunity to engage in the learning. The 'Mirror-Word' strategy is commonly used for phonics blending by first graders to reinforce the sound-spelling-of-the-day. Students repeat the gesture and sound after its introduction. The teacher prompts them to "Teach!" Students enthusiastically respond, "OK!", and then teach their partner using full gestures. This experience not only allows this part of the instructional time to be more engaging, but it also provides students with an opportunity to better retain the information, as the words match gestures. Instruction is intentional at MPE, and students are active participants.

Tier II instruction supports students below benchmark in reading and/or math. Tier II approaches in reading include small group instruction an additional 30 minutes per day at the independent reading level of students through explicit instruction based upon student needs. Tier II instruction in math is focused on daily lesson concepts. Teachers identify struggling students, re-teach and remediate. The Tier II students change relative to performance. Teachers progress monitor student proficiency and progress in reading and/or math respectively.

Tier III intervention is more targeted. Identified students with disabilities and others who score significantly below level in reading and/or math receive an additional 60 minutes of intensive instruction. Tier III students in reading are assigned to an interventionist who provides foundational skill instruction. Students work in small groups or individually for a greater period of time to eliminate achievement gaps. Additionally, homeroom teachers pre-teach these students by previewing the key reading concepts for that day.

Daily opportunities for advanced students performing above grade level in reading and/or math are integrated into class schedules. Two separate 30 minute periods allow for extended concept and skill development through project-based learning and hands-on research tasks. These students are also provided extended opportunities to excel through the LIM data tracking/goal setting process. They are intrinsically motivated by competing against themselves, setting higher goals and monitoring their own progress.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

At Martin Petitjean, only third grade students take an annual state high stakes exam. From 2009 to 2014, this test was the iLEAP (Integrated Louisiana Educational Assessment Program). Starting in Spring 2015, MPE third graders will take the PARCC exam. Louisiana started transitioning students to the PARCC in 2011, adding more rigorous test questions and requiring higher-level thinking. Despite the increase in difficulty, MPE trend data indicates three of five years of growth. These trends held true for all subgroups as well.

From Spring 2010 to Spring 2011, there was an increase in students performing at the Basic or Above level of 17 points in math and 24 points in ELA. The following year, as the test instrument changed and a new group of students entered third grade, these scores fell 14 points in math and 20 points in ELA. Scores did not decline to the 2010 levels, but there was a definite decrease. From 2012 to 2014, MPE saw tremendous growth as the tests' rigor increased significantly.

Data disaggregation from 2010 to 2014 reveals students' math proficiency (Basic and above) grew from 56% to 81%, and ELA proficiency grew from 51% to 73%. Numerous school-wide strategies led to this remarkable growth. First, as teachers stepped up the implementation of the student goal-setting and data tracking to even greater levels, student lead data, DIBELS and AIMS Web Math scores, increased, and, ultimately, so did the lag data, iLEAP scores. Second, as students took on more leadership roles throughout the classroom and school while at the same time being viewed as leaders by the adults in school and in the community, their self-efficacy increased, yielding improved levels of student achievement. Finally, as teachers pushed students to greater levels of learning through the focus on increased rigor, students developed strategies to answer questions more effectively, leading to improved test scores.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

All MPE stakeholders, including teachers, support staff, students and parents, access data regularly to support learning decisions. MPE applies a cascading data tracking system, from the school, to the grade level, to the classroom, to the individual student. Two types of data are accessed. First, lag data, including state assessment results, are analyzed by staff twice during the year. Lag data includes that data that can only be analyzed at the end of each learning cycle when it is released. First, testing grade teachers analyze the data to identify areas for teaching refinement. Second, the full faculty/staff analyze lag data at the start of each school year. The staff sets the school goals in each lag data area, developing action plans for contributing to goal attainment.

Second, lead data, including DIBELS reading, Accelerated Reader, AIMS Web Math Computation, daily student attendance, health/fitness data and discipline data, is shared with students, parents, teachers, and administration regularly. Lead data can be tracked often and is impacted directly by students and staff. Two key pieces of lead data, DIBELS Reading Benchmark scores and AIMS Web Math Benchmark scores are reviewed tri-annually by the administration with the teachers. They analyze the growth from one testing to the next, identifying strategies for improvement. In addition, teachers review their data with their grade level teams, sharing best practices and setting goals.

Lead data is cascaded weekly with all stakeholders. Students track their own data in all of these areas, and they set short-term goals for constant growth. Teachers meet with students one-on-one to review their data progress and set new goals. This data is tracked in the classroom on scoreboards, so students see class progress. All of this data is shared with parents through student-led parent conferences. Staff, students, parents, and community guests review weekly progress toward the school-wide data goals during Synergy Assemblies. Attendance, discipline, reading fluency, math fluency, and AR scoreboards are celebrated.

Part VI School Support

1. School Climate/Culture

At Martin Petitjean Elementary, students and staff are celebrated regularly through empowerment. MPE puts students first in three distinct systems. First, MPE staff embrace the vision of all students as leaders, recognizing the leadership potential in all students and helping them to excel in their areas of strength. For example, the school-wide attendance leader in 2012-13 was a student who struggled academically, but for two years, did not miss a minute of school. As attendance leader his self-confidence grew, as he interacted with the secretary daily to post the attendance percentage on the school scoreboard. Second, all students learn Stephen Covey's 7 Habits of Highly Effective People, a curriculum originally taught to corporate executives. These students not only learn these habits, applying high-level vocabulary, but they also create lessons to teach family members. As students learn and live these habits, they internalize a framework for making daily decisions. Finally, MPE students are given daily opportunities to demonstrate leadership through a variety of systems. They maintain their own learning data in Leadership Notebooks and classroom scoreboards. Also, they apply to earn classroom and school leadership positions. Students have been empowered to create clubs, including the "Save the Animals" club and the "Recycling" club. They write their own club plan, submit this to the principal for approval, recruit club members, and run weekly meetings.

The dynamic MPE staff is celebrated for its ability to continuously reflect upon and improve the various systems at the school. The LIM process was institutionalized by the staff through systemic PLC best practices. Staff Action Teams created the initial implementation plan, including assemblies, student notebooks and scoreboards. A leadership team, called the Lighthouse Team, was selected by the staff to steer the process annually. Each Lighthouse Team member is responsible for an Action Team. The monthly Action Team agendas are set by the Lighthouse members, and, as such, goals are set and timelines determined for action items. Although the principal is an integral part of the process, she does not determine the action items on her own. It is a collaborative effort.

The staff and students at MPE are empowered to chart the school's course. Morale is high, and students achieve. Expectations are high, but this is not only because the principal sets a high bar for the staff and students, it also reflects an environment of mutual respect wherein staff encourages one another to excel, and collectively, they lead students to greater heights.

2. Engaging Families and Community

Martin Petitjean has become a regular stop for many parents, community, and business leaders due to the exceptional work of the staff and students. From August 2012 – January 2015, over 1000 guests visited MPE, representing schools, community groups, non-profit organizations, and businesses. As a result of these visits and the exceptional reputation of the MPE students and staff, the school has been featured in area newspaper articles and TV news stories.

MPE engages parents in three key ways. First, all homeroom teachers make home visits to meet their new students in August prior to school opening. This allows for the teachers to see firsthand where each student lives, and also sends the message to parents that the MPE teachers care enough to reach out to them. Second, parents are welcome to attend the weekly Synergy Assemblies. Class mission statements are featured at assemblies. Parents are specifically invited to attend the assembly where their child's class is celebrated. Third, parents are strongly encouraged to attend the annual student-led parent conference day. The first set of invitations goes out two months in advance, allowing parents the time to request leave from work. Students write personal invitations to let parents know they are leading the conference. Additionally, teachers are always available to meet with parents throughout the year. School-to-home communications include student papers and school news.

MPE works with community partners, both from Rayne and from other nearby towns. Community members are invited to attend the weekly assemblies. One such assembly featured two area police chiefs.

Each received student created artwork to hang in their offices. The mayor of Rayne has been a regular attendee. He enlisted help from students in the "Stop Littering" campaign. Various political and community leaders from Rayne and nearby communities have visited MPE to see the student-led school. A local newspaper reporter interviewed a student group regarding their use of the 7 Habits and their life goals. She said, "Their answers filled me with joy and hope." The mayor of a nearby community with similar demographics to Rayne marveled at the students' ability to answer questions in front of a group of adults with such confidence and with the use of complete sentences and correct grammar.

As parents and community members have become more involved in the MPE community, students have expressed pride. "I feel proud that they come to see all the great leaders we have here," said one third grade student.

3. Professional Development

MPE features a three tiered professional development (PD) approach, steeped in PLC best practices. During the first tier of PD implementation, a variety of sources is used to determine areas of need for staff training. First, the upcoming state and district initiatives are considered. When it was determined that Louisiana would implement CCSS, the MPE principal organized trainings for all classroom teachers in the implementation of these standards. Some of these trainings were redeliveries of those presented at the district level, and some were created by the principal based on her research. Second, student/staff test score and observation/walk-through data drive PD decisions. In Spring 2012, the principal identified through test and walk-through data that student engagement was lacking. This need led to the implementation of Whole Brain Teaching (WBT) at MPE. This strategy was selected by the teachers, who reviewed a number of potential processes before selecting WBT. Once all teachers completed the WBT training, they determined it should be a school-wide initiative used in all classrooms and in full-school assemblies for consistency. Third, PD decisions are made using up-to-date research regarding instructional best practices. The administrative staff keeps abreast of the latest research in education through professional readings and coursework. Once a research-based PD opportunity is identified that fits the needs of the school and that the teachers embrace, it is implemented.

In the second tier, initial staff training is conducted. This usually takes place during the summer months, allowing the staff time to digest the information and plan for its implementation. During the last three years, MPE staff has completed initial training in CCSS implementation/PARCC-like test creation, LIM levels one and two training, WBT training, reading fluency/RTI best practices and Eureka Math (CCSS) implementation.

Following the initial PD, MPE staff experiences job-embedded training. Every Wednesday during the school year, students are dismissed one hour early to allow for weekly professional training. These Wednesdays feature Faculty Study Group (multi-grade level teams) meetings for review of student-work samples from initial PD focus areas, LIM action team meetings for implementation of LIM Lighthouse Leadership Team-created action items, data review/reflection in both lead and lag data measures, grade level planning/meetings for sharing of instructional best practices and upcoming curricular plans. In addition, during these sessions, MPE staff also views various PD video clips focusing on a particular area that they are implementing. Professional readings are reviewed from time to time in order to keep the staff up-to-date on the latest research as well.

4. School Leadership

The vision of MPE is one of inclusivity: All students and staff are leaders. Through this paradigm, many decisions are made. The principal has empowered the staff in a number of ways. The staff, in turn, has empowered students. This lens of leadership informs all daily interactions at MPE.

The MPE principal espouses an inclusive model of leadership. The staff has embodied the LIM and other processes at the school, and throughout the year, reflect on and refine these systems to best meet the needs of their students. These systems include school committees (PBIS, Operations, Data, School

Improvement), LIM Lighthouse Leadership Team and corresponding Action Teams, cross-grade level Faculty Study Groups, and grade level teams. All of these systems allow for staff voice, reflecting on current classroom instructional practices and their impact on students. Staff consider a variety of quantitative and qualitative data sources, including DIBELS reading assessment, discipline referrals and student work samples, in order to identify areas of success and need. The principal builds this time into the PD sessions in order to allow this opportunity to reflect on and refine all systems that are in place.

Once the staff identifies areas in need of change, the principal empowers them to make the adjustments. For example, the students were setting weekly Wildly Important Goals (WIGS) in their Leadership Notebooks using a template created by an Action Team. Following several months of implementation, the teachers shared that the WIGS were not being set weekly across all grade levels and classrooms. They were not moving the students forward as intended because they lacked effectiveness. In order to address this concern, the principal asked teachers to brainstorm and present ideas to better use the form. The teachers reviewed what was/was not working, and recreated the form to best meet the needs of their students. As a result of this change, students are setting more realistic goals, yielding greater data growth, moving not only each student forward but, as a result, the whole school forward.

Confidently, staff turns leadership over to their students. Students assume many important leadership roles in the classroom and school. Teachers have commented on mutually improved discipline and student achievement in their classrooms as a result of student ownership of their learning. Once students accept responsibility for a leadership position, the work gets done. Truly, every classroom is a community in which each child feels ownership. Such individual validation results in student achievement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** iLEAP
All Students Tested/Grade: 3	**Edition/Publication Year:** N/A
Publisher: Data Recognition Corporation (DRC)	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	81	73	59	73	56
Mastery and Above	40	28	24	34	23
Number of students tested	136	125	127	121	119
Percent of total students tested	100	100	100	96	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Basic and Above	79	69	57	68	52
Mastery and Above	39	21	19	29	19
Number of students tested	111	110	111	96	105
2. Students receiving Special Education					
Basic and Above					
Mastery and Above					
Number of students tested					
3. English Language Learner Students					
Basic and Above	100	66	0	0	0
Mastery and Above	0	33	0	0	0
Number of students tested	3	3	2	0	1
4. Hispanic or Latino Students					
Basic and Above	100	75	0	0	33
Mastery and Above	0	25	0	0	0
Number of students tested	5	4	2	0	3
5. African- American Students					
Basic and Above	79	69	52	55	53
Mastery and Above	41	24	14	22	18
Number of students tested	58	67	63	45	62
6. Asian Students					
Basic and Above	100	0	0	0	0
Mastery and Above	100	0	0	0	0
Number of students tested	1	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Basic and Above	0	0	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above					
Mastery and Above					
Number of students tested					
9. White Students					
Basic and Above	81	81	67	83	59
Mastery and Above	42	30	31	42	29
Number of students tested	70	47	58	74	54
10. Two or More Races identified Students					
Basic and Above	0	0	50	100	0
Mastery and Above	0	0	50	0	0
Number of students tested	0	0	4	2	0
11. Other 1: Other 1					
Basic and Above					
Mastery and Above					
Number of students tested					
12. Other 2: Other 2					
Basic and Above					
Mastery and Above					
Number of students tested					
13. Other 3: Other 3					
Basic and Above					
Mastery and Above					
Number of students tested					

NOTES: Alternate Assessment percentage greater than two (2) percent explanation:
Louisiana offers two alternate assessments for students who have Individualized Education Plans and meet specific criteria. The following information is posted on the Louisiana Department of Education website regarding LAA1 Alternate Assessment participation criteria.

LAA1: The LEAP Alternate Assessment, Level 1 (LAA1), is designed of students whose IEPs address the extended standards and functional and life skills. LAA1 was developed for students for whom there is evidence that the student is functioning three or more standard deviations below the mean in cognitive functioning and /or adaptive behavior. Only students with the most significant cognitive disabilities are eligible to participate in LAA1. The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills.

In 2011, five (5) third grade students participated in LAA1. The five students' Achievement Levels in Math were as follows: 3 students - Exceeds Standards; 1 student - Meets Standards; and 1 student - Working Toward Standards.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** iLEAP
All Students Tested/Grade: 3	**Edition/Publication Year:** N/A
Publisher: Data Recognition Corporation (DRC)	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Basic and Above	73	70	55	75	51
Mastery and Above	28	24	18	33	15
Number of students tested	136	125	127	121	119
Percent of total students tested	100	100	100	96	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Basic and Above	73	66	50	73	47
Mastery and Above	28	19	13	31	9
Number of students tested	111	110	111	96	105
2. Students receiving Special Education					
Basic and Above					
Mastery and Above					
Number of students tested					
3. English Language Learner Students					
Basic and Above	100	67	0	0	0
Mastery and Above	0	0	0	0	0
Number of students tested	3	3	2	0	1
4. Hispanic or Latino Students					
Basic and Above	100	50	0	0	67
Mastery and Above	20	0	0	0	0
Number of students tested	5	4	2	0	3
5. African- American Students					
Basic and Above	76	64	44	62	46
Mastery and Above	33	18	6	24	12
Number of students tested	58	67	63	45	62
6. Asian Students					
Basic and Above					
Mastery and Above					
Number of students tested					
7. American Indian or Alaska Native Students					
Basic and Above					
Mastery and Above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Basic and Above					
Mastery and Above					
Number of students tested					
9. White Students					
Basic and Above	69	77	64	83	58
Mastery and Above	25	28	28	38	21
Number of students tested	70	47	58	74	54
10. Two or More Races identified Students					
Basic and Above	0	0	50	100	0
Mastery and Above	0	0	50	50	0
Number of students tested	0	0	4	2	0
11. Other 1: Other 1					
Basic and Above					
Mastery and Above					
Number of students tested					
12. Other 2: Other 2					
Basic and Above					
Mastery and Above					
Number of students tested					
13. Other 3: Other 3					
Basic and Above					
Mastery and Above					
Number of students tested					

NOTES: Alternate Assessment percentage greater than two (2) percent explanation:
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