

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Cheryl G. Miller

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

Official School Name Baton Rouge Foreign Language Academic Immersion Magnet

(As it should appear in the official records)

School Mailing Address 802 Mayflower Street

(If address is P.O. Box, also include street address.)

City Baton Rouge State LA Zip Code+4 (9 digits total) 70802-6307

County East Baton Rouge Parish

Telephone (225) 343-6630 Fax (225) 344-4962

Web site/URL http://ebr.oucoursesystems.com/web E-mail cmiller@ebrschools.org
sites/11504812

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.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Warren Drake E-mail WarrenDrake@ebrschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Baton Rouge Parish School District Tel. (225) 922-5400

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.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Evelyn Ware-Jackson
(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.

Date _____

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

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, write N/A in the space.*

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. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 49 Elementary schools (includes K-8)
 - 14 Middle/Junior high schools
 - 14 High schools
 - 0 K-12 schools
- 77 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
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	37	22	59
K	34	47	81
1	38	43	81
2	35	36	71
3	26	34	60
4	31	26	57
5	24	26	50
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 or higher	0	0	0
Total Students	225	234	459

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 68 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 22 % 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 2015 – 2016 school year: 4%

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, 2015 until the end of the 2015-2016 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2015	277
(5) Total transferred students in row (3) divided by total students in row (4)	0.043
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 1 %
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 52 %
Total number students who qualify: 145

8. Students receiving special education services: 4 %
17 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 conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 0 Specific Learning Disability
- 17 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 20
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	26
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 18:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	99%	99%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2016.

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

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

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

The school mission, "Expanding Minds Through World Languages" endeavors to create citizens who seek excellence via exposure to a bilingual/bi-cultural environment building respect and tolerance.

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

In October the district magnet portal is opened online for parents to apply for any magnet school.

Computers are available for parents to use at the school site. Parents must complete the application and then turn in the school documentation verifying that application has been made. From that point on, the district magnet office controls the process. Through the lottery process students names are picked for eligibility to be tested for the program. Names are submitted to the school and an appointment is scheduled for students to be tested. Since most of our applicants are for Kindergarten, we test developmental readiness for entering Kindergarten. We do not require any prior knowledge in the immersion language for students beginning the program in Kindergarten that will be taught in another language. Students who apply for other grades must be tested in their chosen language to make certain that their level of fluency is adequate for the grade level they are entering, as well as academically ready for that grade.

PART III – SUMMARY

Baton Rouge Foreign Language Academic Immersion Magnet (FLAIM) celebrates diversity with appreciation for the faculty/students from many different cultures. FLAIM serves families from every district of the East Baton Rouge Public School System. Students from low and high socio-economic groups merge, forming bonds of friendship that last a lifetime. Likewise, teachers from nine different countries form a cooperative team to meet the needs of every child. FLAIM is a family that teaches respect for self and others through the pursuit of excellence. Each year, new teachers and students are welcomed before school begins. Parents and families are able to visit the school and are introduced to the teachers. New teachers are supported by current teachers, administrators, and the district's world language coordinator. Assistance is given with setting up basics like housing, transportation, and preparing the classroom, as well as with more complex things like getting involved with local culture. FLAIM families show new teachers around town, invite them to festivals and other outings, and help them connect with other community members. This allows teachers to get to know students personally right from the start. Throughout the year, the school holds wonderful activities to bring the students, families and teachers together. Some of our many events are: Fall Fest carnival to raise funds for the library, an Immersion Excursion which is a fun way to give families and community members a chance to see what it is like to be immersed in language, Back to school night to bring parents and teachers together, Specific grade level meetings to educate parents on how they can best help their students at home, Holiday shows for parents and community, Creole Christmas festival where students perform songs in the immersion languages at Magnolia Mound plantation, a popular tourist attraction, Mardi Gras/Carnival Celebrations, Read across America Day Activities, Field Day, and International Festival Week. FLAIM also hosts performers, artists, and authors from around the world for workshops and showcases for the students. The school has welcomed Chinese acrobats, a Haitian author, French Canadian folk musicians, French storytellers, and Spanish flamenco dancers and their band.

Baton Rouge FLAIM began as South Boulevard Extended Day Elementary. In the 1990's the school housed a Spanish immersion program, however there was a French Immersion program at another elementary school. Neither of them were thriving so the principal of South Boulevard requested that the French immersion program be moved to her campus and the immersion programs therefore more easily marketed to the community. The school name was changed to BR FLAIM in 2006 which lead to increased enrollment in both languages. In 2014, the Mandarin Immersion program opened, along with a second track of Spanish Immersion. Since that time, the program has grown to over 400 students, and the school is opening another track of French Immersion for the upcoming school year. At this time, the school has grown so large that a change of campus is planned for the near future.

FLAIM is a One-Way Immersion design- English speaking students are immersed in a second language through content instruction in French, Spanish or Mandarin for 65-70% of the day. The immersion theme is integrated throughout the school by native speaking teachers teaching math, science and social studies in the immersion language as well as collaboration by ELA and ancillary teachers to support the language program through projects, and language based events. Immersion teachers use materials in the language and project based learning to facilitate language acquisition/oral fluency progression. Teachers each choose a country from around the world to study for the duration of the year and follow the FLAIM International Studies Curriculum to teach students, through project based activities, about the focus country. Student work is displayed during International Festival Week and Programs created by teachers and students are performed for parents, students, and community members to educate them about the countries studied. This is the biggest event of the year, and students enjoy learning from one another and showcasing their own knowledge. The school does not repeat countries within a six year time frame so that as a child matriculates through the program they are introduced to 24+ countries either through personal study or learning from schoolmates.

Teaching the whole child is the basis of the FLAIM's philosophy. Students receive an amazing music program learning to sing in pitch, read music, and play instruments, along with a strings ensemble for 4th and 5th graders. The physical education program is led by a national board certified physical education teacher who has spearheaded great changes to the school culture through dances that teachers, students, and administrators do each day at morning assembly, Go-Noodle "brain breaks" in classrooms, and BREC-

Baton Rouge Recreation partnerships that bring structured games and sports to recess. She has built a running culture within the school and FLAIM has the highest number of students participating in the local marathons and fun runs. This culture building is done through classwork in PE and the FLAIM Run Club she sponsors. She has written grants for physical fitness over several years and was awarded the Project Fit America grant. The library department at FLAIM inspires lifelong reading through contests and Accelerated Reader parties for students meeting their reading goals.

FLAIM is a Positive Behavior Support Intervention System, PBIS model school. Students earn “Bear Bucks” for being Respectful, Responsible, Friendly, Active Learners, and redeem these for fun monthly activities. The school has Boy/Girl Scout troupes, and a student council that organize philanthropic student events.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At the base of all high performing schools is an excellent, well thought out and successfully implemented core curriculum. At FLAIM, highly qualified teachers are guided by the Louisiana Student Standards and Grade Level Expectations to develop lessons that engage students and provide them with an opportunity for success in all areas of the curriculum. Keeping in mind Marzano’s Instructional Strategies and Immersion Best Practices, teachers (during weekly Professional Learning Communities) develop lessons which include objectives, learning activities, assessments, differentiation and Response to Intervention (when needed). These meetings provide time for interdisciplinary connections. Teachers also participate in monthly cross grade level/vertical team meetings in order to ensure that instruction is properly paced.

Reading

Reading/ELA teachers use the Louisiana Student Standards to guide their instruction. Teachers use a variety of best practices to ensure that students are acquiring the foundational reading skills. For example, Think-Alouds provide direct, explicit instruction of the strategies used by good readers and supports students’ insights into higher level thinking strategies (decoding words, checking for understanding, summarizing or editing while writing. Close reading helps students develop the ability to determine author’s purpose and help them think critically about the details of the text. Teachers also use leveled readers, chapter books and novels to differentiate instruction in their classroom allowing them to teach at the instructional and interest level of the students.

Mathematics

Math teachers are guided by the Louisiana Student Standards. Since BRFLAIM is an immersion school (students are learning math in a second language), explicit instruction is used to teach specific skills in a highly structured environment. Guided by the standards, teachers use the challenging Eureka Math and Singapore Math materials to develop effective meaningful lessons. Manipulatives bridge the concrete concepts to the abstract algorithms for students. They are often used in cooperative groups to encourage working together for a common goal. This also provides opportunities for students to use the immersion language in authentic conversation. Technology is often integrated with the use of Smart Boards which provide a highly engaging, interactive experience. Teachers incorporate information from their focus country into the math class. For example, fifth grade students used population numbers from Cuba to develop timelines and graphs to represent how the population had changed over time. Students in grades three through five also have access to IXL Math, which provides online standards based practice both in the classroom and at home.

Science

Science teachers are guided by the State Grade Level Expectations and teach in the second language. The Science text is a resource to develop lessons that begin with explicit instruction and progress into inquiry and research. Teachers at all grade levels have science kits for hands on exploration (from sunshine and shadows in kindergarten to experimenting with electricity in fourth grade). Third through fifth grade students use laptops to research problems and gather data to test hypotheses. Group projects include putting information from research into PowerPoint or other presentation programs for reporting out to the class.

Social Studies

Social Studies teachers are guided by the Louisiana Student Standards teach in the second language, as well. In addition to the state curriculum, students also engage in an International Studies curriculum. Each class chooses a focus country to study for the entire year. Project based learning is ongoing throughout the year. As they study geography for example: students will develop projects that are based on the geography, history, economy, etc. of their focus country (ex: maps of the country illustrating landforms, agricultural products, etc.)and then use graphic organizers to compare and contrast these features to the United States. The English Language Arts teachers work in conjunction with the social studies teachers to provide reading assignments to support social studies concepts. Achieve 3000 provides Lexile scaled articles covering a wide range of topics which offer the students additional information at their reading level.

Pre-K

The Pre-K curriculum follows the Early Learning and Development Standards set by the Louisiana Department of Education. Early learning and development are multidimensional. These developmental domains are highly interrelated. Teachers utilize the Splash into Pre-K program, an integrated child-centered curriculum, aligned with the Louisiana State Standards which embeds Science, Social Studies, Math, and Literacy into the daily lessons. This assures a smooth transition from Pre-K to Kindergarten. As a school, it has been found that students who attend Pre-K demonstrate a higher level of readiness for Kindergarten than their non-attending peers. This concurs with the Center for Public Education's finding, "Pre-K has emerged as an important strategy to promote school readiness and close achievement gaps from elementary school and beyond".

2. Other Curriculum Areas:

Foreign Language Immersion is a method of learning a second language in context which is the most natural way. At FLAIM, language is not taught as an ancillary, but is the focus of the academic program. Students learn academic subject material using the second language as the language of instruction. FLAIM students are taught math, science and social studies in either French, Spanish or Mandarin. This promotes faster language acquisition and higher levels of fluency. All students, K-5 are immersed in their language of study. FLAIM offers students an abundance of curricular offerings outside of the core content areas. All students, K-5, participate in the arts based projects though we do not have a specific art teacher. The teachers have participated in the Arts Integration Project (a partnership between the Arts Council of Greater Baton Rouge and the EBR school system) and assimilate art into their everyday instruction. As part of our International studies curriculum, each grade level designs art projects relative to their focus country and these are displayed throughout the year in the classrooms and at the end of the year during the International Festival. Student artwork is a permanent fixture of the program, from the large "Postage Stamp" display on the outer walls (part of a collaboration with a visiting French high school students) to the FLAIM mural (created in conjunction with the Red Stick Project -a non-profit organization that focuses on neighborhood renewal through the arts), student art is everywhere.

Along with the art projects, students are introduced to music and dance from their country of study. Our music teacher is a valuable asset to our program. She teaches the students to sing in pitch, read music, and play various musical instruments. She also assists the teachers by arranging the music selected for the performances so that it is in the correct key for the children and rehearses with the students throughout the year. She organizes music (Christmas carols in French and Spanish) for the students to perform at Creole Christmas, a community event sponsored by BREC (Baton Rouge Recreation Council) and for our annual school Christmas Program that is also open to the community.

FLAIM also offers strings ensemble to students in fourth and fifth grade. Kid's Orchestra is available to all students as an after school enrichment. Students in grades K-5 have music scheduled twice a week.

Physical Education at FLAIM is led by a National Board Certified teacher and avid supporter of physical fitness and healthy eating. She encourages the students to be active learners and can be seen leading by example in every class. Students have physical education at least twice a week in grades K-5. The PE teacher has developed several ways to encourage activity throughout the day. Students start the day with fifteen minutes of walking followed by short dance and aerobic activities for students and teachers prior to announcements. She encourages the teachers to use Go Noodle to give students a quick burst of physical activity set to music which can help them focus throughout the academic day. She sponsors the FLAIM Run Club-an after school running group open to all students to train for local races and fun runs, thus linking our students to the community. Our students are also introduced to Smart Choices (sponsored by a LSU) which addresses nutritional needs and encourages students to make better food selections. An extension of our physical education program is the FLAIM Bike Club, sponsored by the PTO which offers bike safety classes and group rides throughout the year. The PTO built bike racks at the school to encourage those who are in the area to bike to school.

The integration of technology in student learning is evident throughout FLAIM. Teachers use the Louisiana

Student Digital Literacy Standards to guide their students acquisition of digital literacy skills. Each classroom in has a bank of four to six student computers which are used daily as a center, for independent work, remediation, or enrichment. Students also use the computers for research based projects, both individual and collaborative. The projects may consist of writing papers on assigned topics or presenting projects using PowerPoint or some other presentation method. Each classroom is equipped with a Promethean (or other smart board). These allow for interactive work in the classroom and are powerful tools in promoting second language acquisition within the curriculum. There are also two laptop carts that teachers may reserve for 1:1 use in their classroom. Teachers provide instruction in a variety of programs such as scratch.mit and Code.org, used to teach students the basics of coding, and also Edmodo, Achieve 3000, and IXL for classwork and homework.

3. Instructional Methods, Interventions, and Assessments:

At FLAIM, developing meaningful, engaged learners is the cornerstone on which we base our foundation. Since the four core content areas are taught in a second language, innovation is the key to our success. We use our academic curriculum as a base from which we develop real world opportunities for skill application.

Teachers use various instructional methods to ensure student learning. One of the most unique to the immersion process is TPR (total physical response) in which the teacher uses many different physical actions and repetitions as cues to assist in language acquisition. This is most critical in the early years to make certain that the basic academic vocabulary is in place.

Teachers also use the Gradual Release Model-a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students. It consists of the I DO- where the teacher models the lesson objective in a focus lesson, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners and YOU DO ALONE- independent practice. This allows the teacher to check for understanding as she walks about the room during the small group and independent portion of the class. Grouping of students is grounded in Kagan strategies and is based on the purpose of the group or partner situation.

Project based learning is another key strategy utilized by the teachers at FLAIM. This is the primary strategy included in the International Studies Curriculum. The projects, based on math, science, or social studies are created in collaboration with the English Language Arts teacher. Students are provided with content standard based rubrics that foster their skill mastery.

Students maintain Interactive journals in math and science as well as reading. Journals are reviewed in class and corrected as needed. These journals serve as a resource for teachers to show student growth as well as identify students needing assistance.

Many types of assessment are utilized to assess student progress and guide future instruction. EADMS (Educator's Assessment Data Management System) benchmark tests (designed by the district) are given at the beginning of the year, mid-year for the upper grades and end of year for all students. These provide an overview of where students are relative to the state standards in the major content areas. Teacher-made common formative assessments provide a more accurate picture of what the students have mastered on a biweekly timeline. These assessments are developed by the grade level team at PLC meetings and focus on the big idea from the current focus standard. This allows the teachers to develop intervention groups and determine the strategies necessary to reteach. The teachers often use manipulatives to assist with math instruction and leveled readers to assist with reading. Our teachers have access to several educational websites that offer intervention as well as enrichment for students. These include IXL and Achieve 3000. Achieve 3000 provides a connection to science and social studies curriculum by providing leveled reading in almost any context.

With tiered intervention groups, students in need of Tier Two intervention are grouped according to need and meet outside of the regular class time three times a week for thirty minutes. Intervention groups are fluid. As students master the skills with which they struggle, they move out of the intervention group and other students may then move into a group.

Differentiated instruction is also an important practice for FLAIM teachers, An example of differentiation is seen in the Reading program. Analysis of students' EADMS test scores as well as other reading assessment scores allow the reading/ELA teachers to group students according to their reading level. One group may be reading using the basal while the other group is using a novel. In kindergarten through second grade, chapter books are utilized to read at a more challenging level. Novels are used in third through fifth grade. The immersion teachers also work with reading groups to develop reading comprehension skills and vocabulary in the immersion language. Immersion and ELA teachers work together to choose the skills and materials they will teach.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The climate and culture of FLAIM is one of support for all students. Within Baton Rouge FLAIM this occurs through ingenuity and active engagement. The instructional curriculum is a foundation from which real world opportunities for skill building develop. Students are engaged from the moment they arrive on the campus. Motion activities commence our day which helps our students to concentrate and focus. In the gym students exercise to music. Each morning during assembly, a student in the designated class for the month will read the "Thought of the Day" along with the menu and school announcements in the immersion language, all of our students will say the pledge, our PBIS school motto and sing a Patriotic song. These opportunities to lead the assembly assist in the character building of our students. Students are involved in project based learning throughout the year. In our International Studies Curriculum, students actively engage with projects blending art, music, research and presentation. In conjunction with this, our teachers use Interactive journals on a daily basis so students can record their learning, both in their ELA and Immersion classes. Students perform frequently outside of school at a variety of places throughout our city. Inside the classroom, teachers use "Go Noodle" during the day to get students up and moving. We have "Smart Choices" once a month to discuss healthy choices sponsored by the local university. Students engage in a challenging Accelerated Reader program throughout the year. The use of Achieve 3000 links Science and Social Studies to the reading program. Achieve 3000 builds confidence in students, through articles that are leveled for each individual. The school counselor provides character building lessons from Manners of the Heart. Teachers incorporate the strategies from these lessons to help students cope with things throughout the day. Students receive RTI in all subjects, so that they can be successful in school. Teachers work in a team environment at FLAIM. It is the key support for teachers. Each grade level team works together to plan their lessons and analyze data throughout the year.

Shared planning time is provided for collaborative planning (aligned with immersion best practices) between ELA, ancillary and immersion teachers which creates continuity by allowing reinforcement of concepts throughout the day across the curriculum. Co-literacy is a daily 30 minute block of time where ELA and immersion teachers work with small reading groups to reinforce literacy in English as well as the immersion language. Teachers feel empowered and supported by administration who provide opportunities for them to attend off site professional development, both presenting and redelivering what they have learned, and by listening to their ideas and incorporating them into the academic plan of the school. Administration allocates funds for materials that teachers request for their instruction. Teachers are honored for their achievements and recognized at faculty functions and celebrations held throughout the year. Teachers are encouraged to pursue leadership roles within the school and district, as well as, the many organizations to which the faculty belong. Several teachers serve on the boards of their professional organizations. Likewise, administration also pursues opportunities to continue learning and presenting at regional and national conferences. Because of the high level of value placed upon the faculty of FLAIM the school continues to retain its teaching staff with very little turn over.

2. Engaging Families and Community:

Baton Rouge FLAIM continues to build relationships within our school family and with our community. The school works diligently to provide open communication between the school, the families we serve, and the community. FLAIM provides an environment that encourages parents and teachers to work together improving the school campus and immersion program. Each year Open House allows parents and families to meet with teachers and other school faculty. This opportunity allots parents the chance to form relationship with the teachers ensuring success for every child.

The school hosts several events and activities throughout the school year, where not only our school family is welcomed but other members of the community are invited to attend. At Immersion Excursion, families participate in a scavenger hunt event where they work together to solve clues written in the immersion languages. Parents work with their child to decipher the clues. It serves as an enlightening way for families and community members to view firsthand the immersion students' unique perspective. This event takes

place at the same time as the school book fair. Also, the holiday program is where students perform holiday songs in the immersion language that they are learning. Besides performing at school, the students also showcase their talents at Magnolia Mound annually. This event is open to the public, and is called “Creole Christmas”. Parents are invited to our campus to participate in the Mardi Gras parades. Pre-K and Kindergarten students parade for the school throwing trinkets and beads to other students. Upper grade students have a design a float project where they create floats that represent the content they are studying in Social Studies. These students parade through classes showing others what they have learned in Social Studies.

FLAIM organizes an International Festival every April. This festival starts in the classroom at the beginning of the year when each class picks a country to study for the whole year. Students create different projects in the classroom and at home. These projects include, but are not limited to: travel brochures and magazines, atlases, 3D models, and actual published books, jewelry, landscape paintings, pottery, and postcards. In April, tables are created by students and teachers to represent their country. The finale is a two day festival that showcases students singing and dancing to represent the cultural impact their country has globally. Members of the community attend along with the families.

The Parent Teacher Organization has played a crucial role in forming a cohort of both educators and parents. The PTO meets at least once a month, providing a platform for improvements to take place within and outside the school. Last year they created an outdoor classroom space, repainted classrooms, and provided teachers with supplies and resources, moved and increased the school garden, and made improvements to the restroom facilities. They also host Muffins with Mom and Donuts with Dads. Both of these events have consistently high attendance which bring most of the families and students together.

3. Professional Development:

At BR FLAIM, professional development (PD) is explicit, continuous, and connected to school initiatives-focusing on teaching and learning specific academic content and building strong work-ing relationships among teachers which generates positive gains in student achievement. FLAIM’s dedication to professional development has expanded the capacity of teachers and administrators to do their jobs more effectively.

PD directly relates to student achievement results and capacity growth of all teaching professionals. Baton Rouge FLAIM leadership supports and promotes the professional development of the entire faculty by planning PD activities that are research based and proven to foster student growth. Likewise, administration participates in a variety of professional learning experiences tailored to the professional growth of the administrators. The faculty regularly attend/present at district, state, and national conferences, as well as, building level professional workshops, and seminars. PD needs are based on immersion best practice, district/state initiatives, student data, and content knowledge building for new immersion teachers to master content at their grade level. PD activities are used by administrators, teachers, and other educators to improve our linguistic effectiveness, competence, skill, and professional knowledge in order to make a greater impact on student growth and learning. For several years, the school has experienced increases in iLEAP/LEAP scores, which is directly related to the professional development of the teachers.

Sharing pertinent information from professional development meetings through collaboration is vital to the success of our immersion program. Teachers and administrators meet every week for PLC meetings and once a month for cross-grade level/ vertical meetings. In these meetings, the teams analyze data and student work for instructional decisions, and reflect on instructional practices, develop instructional plans, and implement common strategies. Some of the professional development trainings that the faculty has participated in are Thinking Maps, Rigor and Relevance, Cultural Diversity and how it Relates to Curriculum, and Achieve3000, for literacy differentiation.

The district and school’s professional development trainings align with academic standards and support student achievement and school improvement. Some of the professional development activities that FLAIM participates in include strategies for immersion teaching and learning, Meaningful Engaged Learning, analyzing data, classroom management, vocabulary development, Depth of Knowledge and Common Formative Assessments, explicit instruction, gradual release, immersion expectations, and reflective teaching.

4. School Leadership:

“One Team. One Mission” is the philosophy of the East Baton Rouge Parish School District. This is the foundation for the vision of the leadership team. The vision is for students to be culturally diverse, independent learners with skills for success in the global community and a tolerance and respect for our world. The philosophy is that all students can learn, and they can learn in all languages. The philosophy and the vision are the building blocks for Baton Rouge FLAIM. The leadership team is comprised of the principal, assistant principal, school counselor, and magnet site coordinator. Other members of the core leadership team are elected members of the faculty and members of the PTO board.

The administrative team, led by the principal of 20 years at the school, has buy-in into this philosophy from all members of the faculty and staff. Cohesiveness has been built by providing time for teachers to meet throughout the year in PLC’s (Professional Learning Communities), peer observations, and the use of reflective teaching throughout our professional development. Teacher leaders emulate this philosophy in their approach to instruction and their investment in the growth of their fellow teachers proving that the philosophy permeates everything in and out of the classroom. The TILT (Teacher Instructional Leadership Team) meets with the administrative team monthly to discuss progress of PLC’s, concerns, needs, and next steps.

Weekly PLC meetings are held that give teachers time to delve into data that has been gathered throughout the week. At these meetings instructional strategies for intervention are discussed, students are identified for acceleration and intervention, and instructional plans are shared. Cross grade level/vertical meetings are held once a month in all languages to ensure that we are meeting the language acquisition needs of our students. Immersion practices are discussed and projects are planned. The administrative team is in attendance for these meetings. Substitute teachers are provided so that teachers can attend offsite professional development pertinent to their needs throughout the year.

Working with the PTO board as active members of the core leadership team ensures that all stakeholders are working towards our common vision. The parents are very vocal and active within the school. Monthly meetings with board members and the administrative team ensure that school and home are connected. These parent volunteers are invaluable to our success.

Leadership throughout the school community, is what makes FLAIM such a successful school. The FLAIM philosophy is shared between home and at school. Everyone is working toward the same goal...student success. When one walks into Baton Rouge FLAIM, one knows that FLAIM is here for the students- teaching them to be forward thinkers who set goals with growth in mind. The students’ continued success on state and district assessments are validation of commitment of FLAIM faculty day in and day out.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At Baton Rouge FLAIM the primary practice for learning is meaningful engaged learning. When students are engaged in learning, it becomes a part of their very being and lasts a lifetime. Within this practice are many strategies that are incorporated by our teachers for student success. In an immersion program, it is critical that students are fully involved in their learning. Using this practice enables students to not only be successful and fluent in another language, but they become curious, expressive, cooperative learners.

One of the primary strategies that we use is the gradual release of learning...the “I do, We do, You do together, You do”. Using this strategy enables students to become responsible for their own learning through a process that makes certain that students gain the understanding needed to proceed on their own. The teachers must begin with the end in mind...backwards design for their lessons to be successful. Meeting in professional learning communities weekly allows teachers to share methodologies and strategies that are working for student success. Successful students are empowered to take risks and take ownership of their own learning.

Other strategies that are used to have meaningful engaged learning are cooperative grouping, project based learning, and thinking maps. Teachers implement these strategies throughout the curriculum of all subjects. They use the Socratic Method to reach the higher levels of critical thinking from the students. The International Studies Curriculum incorporates all content subjects to teach the culture, geography, and economics of an assigned country through project based learning. Students use interactive journals throughout the day in all subjects. All students have access to technology. Besides learning to keyboard, the software in use enables students to become better readers of nonfiction as well fiction. It also challenges and/or supports student needs in mathematics. Software that supports language learning in all three languages is also used.

Physical education, library, and school counseling services support students in a multitude of ways. In PE students begin each day by walking when they enter the gym. Before going to class we do exercise that is tied to brain research to get them ready to learn. All classes have PE several times a week to learn life skills for keeping them healthy. The school counselor meets classes and works with small groups to help meet the socio-emotional needs of our students. Manners of the Heart is the character based curriculum in place to support students and parents as we progress through the year. Library class occurs once a week for each class and is loved by everyone. The library is opened before school starts during recess time and between classes for students to have access. The Accelerated Reading program is very popular and has become highly competitive.

Meaningful engaged learning happens at Baton Rouge FLAIM. With the successful implementation of a menagerie of strategies we have become the second highest performing school within the district. FLAIM students are truly the best because they not only score outstandingly on assessments, they do it while becoming fluent in another language. That makes Baton Rouge FLAIM really very special!