

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Emily Alcock

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

Official School Name T. S. Cooley Elementary Magnet School

(As it should appear in the official records)

School Mailing Address 2711 Common Street

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

Lake Charles City LA State 70601-7382 Zip Code+4 (9 digits total)

County USA

Telephone (337) 217-4680

Fax

Web site/URL http://www.cpsb.org/cooley

E-mail emily.alcock@cpsb.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Karl Bruchhaus

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail karl.bruchhaus@cpsb.org

District Name Calcasieu Parish School District Tel. (337) 217-4000

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 Mr. Mack Dellafosse

(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 35 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 11 High schools
 - 2 K-12 schools
- 59 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	19	33	52
1	22	29	51
2	20	30	50
3	20	27	47
4	22	28	50
5	25	23	48
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	128	170	298

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 8 % Asian
 - 22 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67 % 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 2016 – 2017 school year: <01%

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

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, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2016	308
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 17 %
Total number students who qualify: 50

8. Students receiving special education services: 7 %
21 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.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
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 25:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	98%	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 2017.

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. 2012

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

To foster a love of learning and build a strong foundation for lifelong skills.

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

Registration at T.S. Cooley Elementary Magnet School is open to all students residing in Calcasieu Parish. All applicants that register are administered an entrance test. Open positions are filled according to the ranking of test scores.

PART III – SUMMARY

T.S. Cooley Elementary Magnet School is a public K - 5 school that focuses on academic excellence and artistic achievement. Located in southwest Louisiana, the school has a diverse population of students from all areas of Calcasieu Parish. Students are accepted into the magnet school program at T.S. Cooley based on entrance testing and ranking of test scores.

The magnet program at T.S. Cooley strives to develop the whole child by providing challenging and enriching experiences not readily available in the traditional elementary school setting. These experiences are driven by the mission of fostering a love of learning and building a strong foundation for lifelong skills. A priority among all staff members is creating a safe and nurturing environment that encourages students to learn and take risks. A challenging and enriching curriculum is found in all classrooms. Students form conceptual understanding of each subject and connect what they are learning to their own lives through problem solving, hands-on experiences, technology integration, and listening and speaking skills. Artistic endeavors are integrated into the core curriculum at every grade level, allowing creativity to blossom as students develop new and original ideas. Students are guided to embrace differences and work collaboratively to develop the personal and interpersonal skills that are critical to success. Students are also encouraged to recognize their individual strengths, talents, and abilities, and the staff works to develop these talents into positive outlets that strengthen leadership skills and add to the rich culture of both the school and the community.

Student empowerment is a priority at T.S. Cooley. This is a direct result of the implementation of FranklinCovey's The Leader In Me (TLIM) program in 2013. The implementation of this program began a process that has taught 21st century leadership and life skills to our students and staff that have made a significant impact on the culture of our school. The leadership skills and mindsets that were initially taught in isolation have been integrated into all areas of the school, impacting student-led instruction, events, goal-setting, traditions, and overall decision-making. The core paradigms that make up the framework of TLIM are woven into every aspect of the school setting and have truly been embraced by our school community to empower students and staff to work cohesively as a team to their fullest potential.

Strong instructional leadership, high expectations, and a partnership of staff, parents, and community members working together produce a positive learning environment where all students succeed and permit T.S. Cooley to be a top performing school. One hundred percent of staff members completed the annual Leader in Me Measurable Results Assessment Survey. Results show that 100% of staff members have a 95% and above approval rating in the areas of staff empowerment, staff fulfillment, instructional efficacy, and goal focus and achievement. These results, along with the strong relationships that are evident across campus, keep our school moving forward. An additional factor in the continued growth of the school has been the implementation of tracking school-wide goals through TLIM process. These goals have a direct impact on student achievement, and students are in complete control of the results. Leadership retreats, attended by 99% of staff members, have led to the development of tracking devices and synergy celebrations that are directly tied to the school-wide goals and cascade down to each classroom and each individual student. The percentages of attainment for these goals have increased each year as students and staff continually work hard to meet and exceed the goals. Alignment and shared vision have been the key components to this area of success for T.S. Cooley.

The academic strength of T.S. Cooley is reflected in the school's testing data. T.S. Cooley is not only the top performing school in our district, it is also the top performing school in the state of Louisiana. Annual School Performance Scores continue to increase, consistently earning the school an A grade from the Louisiana Department of Education Accountability System. Beyond academics, the school has earned recognition as a model school for character education by earning The Leader in Me Lighthouse Distinction in 2015 and the Leader in Me Academic Distinction Honor in 2018. Earning the National Blue Ribbon School Award in 2012 highlighted our commitment to excellence and provided a platform to advertise the many positive aspects of our school and culture. Teacher recruitment, student recruitment, and increased support from families and the surrounding community have all been enhanced due to the recognition we have received from these honors.

The prestigious honors and accomplishments that T.S. Cooley has received, coupled with numerous artistic and extracurricular awards, provides evidence that our school is successful and deserving of the National Blue Ribbon status. The smiles that are seen daily on our campus show that students and staff are happy to come to school each day and truly value the learning experience. T.S. Cooley is committed to continued growth and providing opportunities to spark imagination, creativity, and high achievement daily in all students that will set a strong foundation for future success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

T.S. Cooley offers a rigorous academic program. Students are challenged with meaningful and engaged learning that focuses on hands-on lessons, technology integration, learning centers, and differentiated learning strategies. The curriculum is aligned to the Louisiana Student Standards. These standards outline the knowledge and skills that students are expected to learn in each subject for every grade level. Teachers use these academic standards to develop lesson plans, assignments, and assessments that enable their students to master knowledge and skills in each subject area.

Reading

Reading is an integral part of the curriculum at T.S. Cooley. Each classroom is a literacy-rich environment where students are exposed to a wide variety of texts. Students obtain foundational reading skills in the lower grades with a focus on phonemic awareness, fluency, vocabulary development, and comprehension strategies. In the upper grades, students strengthen reading and writing skills, enhance creativity and critical thinking, and construct arguments and interpretations. Teachers promote analytical thinking through literary conversations not only to enhance the meaning of a text but also to prepare students to write a text-based written response. Spelling and writing lessons are integrated with sequential and cumulative concepts that include grammar, word usage, word parts, and compositions. Our writing lessons teach students how to write for a variety of audiences through narratives, essays, letters, and journals. Mastering these literacy skills enables our students to become competent researchers that can comprehend complex text and identify important information in a variety of sources.

Mathematics

T.S. Cooley students demonstrate a solid understanding of mathematical content. A strong foundation of number sense is provided in the lower grades with problem solving activities and opportunities for students to demonstrate understanding of numbers and number relationships. As students gain extensive knowledge in the value of numbers they are able to make connections and extend this knowledge to real-world application. This well-developed number sense helps students grasp higher order concepts in the upper grades and assists in the critical analysis of word problems. The strong foundation with number sense also empowers students to clearly communicate their reasoning and provide evidence that demonstrates conceptual understanding. Lessons are taught to whole classes and small groups of students with a large emphasis placed on small group collaboration to help students reinforce learning for themselves and each other. This collaboration, coupled with high quality instruction, builds students' knowledge logically and thoroughly to ensure a deep understanding of mathematical content. Vertical teaming between grade levels ensures that the progression of mathematical concepts for each student is sequential and follows mathematical progressions that are critical for future success.

Social Studies

Students at T.S. Cooley gain extensive knowledge of the world around them through social studies instruction. Emphasis is placed on discussions and writing that examine the impact of relationships between ideas, people, and events across time and places. Students in the lower grades gain an understanding of their role in the community, nation, and world by examining multiple sources and participating in rich discussions about content knowledge. Foundational skills are developed through geographical studies and analysis of maps, globes, historical timelines, written documents, photographs, artifacts, videos, and environmental resources. The exposure of a multitude of sources continues through the upper grades and integrates reading strategies with historical inquiry. This interdisciplinary approach provides an opportunity for students to investigate a central historical question by analyzing a set of primary sources and forming an evidence-based claim. These social studies lessons are designed for groups of students to engage in historical discussion, which allows individuals to develop and express informed opinions. Teachers guide students to make connections between what they learn about the past and the present by analyzing recurring themes and patterns in history, geography, economics, and civics. This instruction allows T.S. Cooley students not only to develop a deep understanding of chronological and historical events but also to understand how history affects their role in the global community.

Science

Science instruction at T.S. Cooley provides a strong foundation of how the natural world works. Students analyze multiple sources, gather data, and participate in rich discussions to solidify understanding. Students in the lower grades are exposed to critical foundational skills of science through observations, inference, and experimentation. Student-generated questions centered around key concepts in earth, physical, and life science allow students to use background knowledge, scientific reasoning, and critical thinking to further develop their understanding of the content. The practice of asking questions and identifying problems at all grade levels becomes a critical part of explaining real world contexts and designing solutions. The exposure to natural phenomena, hands-on opportunities, and inspiration for powerful ideas that promote scientific inquiry at all grade levels provide a solid foundation for T.S. Cooley students to understand how science affects the world around them.

2. Other Curriculum Areas:

Creating a challenging and enriching school environment with an emphasis on artistic achievement is part of the T.S. Cooley vision for learning. It is our belief that artistic programs and experiences directly contribute to the high academic achievement of our students.

Our school begins each day with the Brummitt-Taylor Music Listening Program during which students are given information about the composer and the composition of the week before listening to the entire composition during a daily school-wide morning assembly. Each week a new composition and composer are introduced.

We have an exciting music program that offers all students a variety of ways to develop an appreciation for music and expand musical talent. Students in kindergarten through third grade attend music classes daily. The interactive, collaborative, and highly kinesthetic Kodaly method is used for these grade levels to combine several powerful techniques that develop core skills. Our performing choir is comprised of fourth and fifth grade students that attend three block classes weekly. Students in all grade levels receive piano instruction in the piano lab. A small group of advanced students are chosen to represent our school in the District Choir and All-State Choir. We recognize that this type of music instruction stimulates all areas of brain development, which builds foundations for working memory, auditory skills, and cognitive flexibility.

The art program at T.S. Cooley stands out for its innovation and production of dynamic visual aesthetics. All students attend a block art class weekly. The art curriculum is strongly connected to core content areas. Students engage in projects that not only produce quality work, but also include knowledge of art history and a strong focus on the elements and principles of art. Fifth grade students have the opportunity to apply for advanced art instruction. Self-directed learning and critical and creative skills are enhanced through our art instruction.

All students attend physical education class daily. Developmentally appropriate gross motor skills are modeled, practiced, and encouraged through exercise, games, and play. Health, nutrition, and safety courses are infused in instruction throughout the year. Students in each grade level have the opportunity to attend jazz class weekly. All fifth grade students participate in Dancing Classrooms. This program uses ballroom dancing instruction to teach students about honor and respect and how to communicate and cooperate, among other skills. Not only do students benefit from the skill and motor development from this instruction, but they also enhance self-discipline techniques and learn to cooperate with others.

French instruction is taught to all students daily. The curriculum includes the development of a large vocabulary base and conversational skills. Students are exposed to a variety of situational activities in which the French language is understood, demonstrated, and articulated. French vocabulary is incorporated into the school-wide morning assembly announcements and into grade-level programs that are held throughout the year. Exposure to this analytical language assists in the development of critical thinking and communication skills.

All students attend block library class weekly. The librarian and classroom teachers work closely to

incorporate language art instruction in the library for all grade levels. Using literature and informational resources the librarian uses open-ended questions to guide students' inquiry and help them think critically. The librarian encourages students to use information in all formats and seek multiple perspectives when gathering information. The library program at T.S. Cooley positively influences the development of students reading interests and abilities.

Each homeroom class rotates through our computer lab on a weekly basis. The homeroom teacher prepares lessons that are aligned with content knowledge. Students are taught to use basic word processing software, spreadsheets, presentation software, communication tools, and online resources in a safe and productive manner. Keyboarding skills are also practiced and enhanced as students' progress from the lower grades to upper elementary. This access to technology enhances learning opportunities for our students and builds essential skills needed to prepare for their future.

All students receive lessons from the guidance counselor on character development and social skills on a quarterly basis. Instruction primarily focuses on The Leader in Me content using The 7 Habits of Highly Effective People. Principles such as responsibility, vision, integrity, teamwork, and collaboration are explored during these lessons. These skills have a direct impact on the success of our students in the academic setting.

3. Instructional Methods, Interventions, and Assessments:

Teachers at T.S. Cooley recognize that no two students enter a classroom with the same abilities, styles of learning, or educational needs. Differentiated instruction is the primary focus to address the individuality of each of our high-achieving students. Meaningful engaged learning practices guide students to intellectual engagement in which teachers facilitate and guide learning for students. Each classroom becomes their own learning community that builds on the strengths of all of its members.

Students at all grade levels are responsible for their own learning. Students set individual academic goals and track their performance in their Leadership Binders. Each student also tracks individual performance data on various assessments throughout the school year and understand individual targets they are expected and encouraged to reach on these assessments. Students also complete self-reflections on a regular basis to track work habits and determine how their individual efforts contribute to our school-wide goals. Student-led conferences are conducted with all students to discuss progress and include parents to form a team that encourages students to reach their goals and reinforce the value of personal responsibility. Our students take pride in this level of ownership of their learning. The accountability that is maintained by both the teachers and the students in this process directly contribute to academic gains.

Data analysis drives instruction at T.S. Cooley. The Leadership Team meets each summer to review the performance of students on the Louisiana Educational Assessment Program 2025 state accountability assessments. The team analyzes trends, identifies strengths and areas of concern, and completes LEAP data sheets for grade levels and individual students. This data is used to determine areas of necessary professional development and creates goals for the upcoming year. At the beginning of each school year grade level teams meet to review previous assessment results and develop plans for improvement. Vertical teams also meet to determine trends and patterns among specific classes. Diagnostic assessment data is gathered from various sources including Dynamic Indicators of Basic Early Literacy Skills, the Developing Skills Checklist, District Common Assessments, Scantron Performance, and LEAP 360 within the first few weeks of school to determine the current ability level of our students. Teachers use a backwards design approach to create lessons and assessments that follow the scope and sequence provided for each subject area and prepare students for the desired results for each grade level. Assessment questions are analyzed in detail by teachers to determine instructional effectiveness as well as areas of improvement for individual students. The data that is collected on a continual basis is considered truly valuable to provide insights that impact decisions and improve instruction.

Collaboration is also an integral key to our success. Teachers and the administrative team meet weekly in Professional Learning Communities. Grade level PLCs are held for kindergarten to grade 2 classes, and content teams meet for grades 3 - 5. Vertical teams also meet quarterly to ensure alignment. Teachers lead

and plan the PLC meetings to share data collected from assessment results. The administrative team equips teachers with various techniques and research based strategies to teach the skills the students need to acquire for success. Teacher strengths are highlighted in the PLC process as best practices are shared and team approaches are used to address areas of concern. Teachers willingly share and accept feedback during these collaborative meetings, resulting in a supportive environment and continued student growth.

Data analysis is also used during PLC meetings to determine groups of students that require Response To Intervention (RtI) instruction. Individual teachers conduct RtI for students that need additional assistance with specific skills. RtI is conducted individually or in small groups and primarily consists of additional exposure to the Tier 1 curriculum being used in classroom instruction. Instruction is individualized based on data gathered from assessments and classroom performance. Progress and mastery of skills are closely monitored to assess the learning rate and level of performance for each student.

Digital tools are also used across grade levels to conduct formative assessments and elicit evidence of knowledge in a variety of formats. Tools such as Plickers, Kahoot, and Nearpod are used to gather data within minutes and allow teachers to adjust teaching to what students know at that point of instruction. This provides quick feedback and an interactive way of learning that is fun for the students. Eagle, LEAP 360 Interim assessments, and web-based programs also assess students in a digital format and provide valuable data and reports that are utilized to drive instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students and teachers thrive in the culture and climate of T.S. Cooley. The sensation one feels when walking in the door is nearly indescribable. The atmosphere is calm and orderly, but one can quickly realize they are in a special place. A glance down the halls showcases vivid positive messages painted on the walls, student work of all types displayed on boards by each classroom, and teachers and students interacting joyfully and respectfully.

The entire school community meets in the cafeteria each morning for assembly. The assembly is completely student-led and includes announcements, a weather report, inspiration from a morning motivator, a patriotic song, and a variety of highlights that are inspired by the students. The smiles that can be seen when everyone sings the Cooley Leadership Song during this assembly are truly contagious. This is a favorite part of the school day for many as it allows everyone in the school community to start the day off on a positive note as a school family.

Students' academic, social, and emotional needs are supported through TLIM implementation. Results from TLIM Lighthouse Re-certification document received in the spring of 2018 highlight our culture of leadership for students by stating, "In Leadership Environment, a language of leadership is visible across your campus. In addition to the 7 Habits vocabulary, words of positivity, respect, and encouragement are frequently seen and heard. Relationships and trust are key components in your efforts. Morning motivators share guides to promote character and communication skills. It is clear you value a clean and well maintained physical environment. Your 'Earth Keeper' club aids in maintaining this environment and helped earn clean campus awards. In Shared Leadership, your school has implemented an annual Job Fair to recruit student leadership positions for the upcoming school year. The application, interview, and training process help enhance student voice, and capitalizes on individual interests, strengths and potential. Students of all grade levels also have specific classroom roles."

Strengths of each student are showcased on SHINE boards for each grade level. Students have the freedom to choose anything they are proud of to hang on the board and fill out a small tag to state why they are proud of this accomplishment. Both academic and personal highlights are showcased to recognize that our students are well rounded, not just academically successful.

Equity of voice is considered a key component of our positive culture. Teachers serve on the Leadership Team and play a vital role in the decision making process. Students proudly serve on the Student Leadership Team and provide input and feedback on decisions, as well as inspire ideas that add to the environment. Doors are always open to encourage positive interactions and to establish and maintain open lines of communication.

Genuine relationships are ultimately the key to our positive culture. Students and teachers feel valued, supported and motivated, and parents feel appreciated to be included as a part of the learning team. Our teachers are passionate about what they do, and truly enjoy coming to work each day. We have a high-trust environment in which each person feels that their voices can be heard and topics can be discussed at ease. Students are considered "ours" and not mine/yours, and everyone accepts the challenges and successes as a team. We are more interested in solving problems if they arise than complain about them. Collaboration occurs constantly, both formally and informally at all levels. Our shared vision enables everyone to focus on mutual growth and improvement, and clear-communication between all involved keeps everyone "in the loop" so that we are all on the same page. This environment is not only a pleasure to experience each day, it allows leadership to flourish in the most creative ways.

2. Engaging Families and Community:

Parent support is a vital component in the success of T.S. Cooley. Parent volunteer forms are sent home the first day of school asking for assistance with various projects and offering opportunities to be involved in

programs during the school year. Since 1998 T.S. Cooley has had 100% participation in PTO. Parents can volunteer in the school library, take part in the annual career day event, serve on PTO committees that directly help teachers with day to day tasks, and assist with the many events that are hosted on our campus throughout the year. Our school is fortunate enough to host events such as Fun Day, Louisiana Day, and a Scholastic Book Fair for our students. Our parent volunteers share a tremendous amount of time toward planning and organizing these programs. PTO members can be seen working in some capacity on our campus daily and offer familiar smiling faces to our staff and students. Members of the PTO also serve on the Leadership Team and provide input and feedback that promote the school vision and assist in the refinement of current processes. The support provided from this organization is truly valued in all areas of the school.

The commitment of community members is also valued at T.S. Cooley. Community Members from various organizations, including The Kiwanis Club, The VFW, and The Lake Area Garden Club are invited for special presentations that are held for our students throughout the year. Volunteers from our Partner in Education judge our Science Fair, Lip Sync Contest, and annual Spelling Bee. Firefighters, television reporters, district personnel, and parent volunteers share their time and talents with our students when called upon for special presentations. Grandparents are invited to read to our students in the library during Grandparent's Week. Faculty and students from the local university share unique musical and artistic performances through the Banners Series. Community members are always welcome on our campus and we are thankful for the time and talent they share with our students in various capacities.

Communication is key to the high levels of family and community involvement we have at T.S. Cooley. Parents are invited to our annual open house and parent night event to meet teachers and learn the expectations for the school year. Classroom newsletters and school newsletters are sent home weekly to keep parents informed of specific assessment dates, homework assignments, and class and school activities. Teachers and the administrative team use Remind to send out helpful, short messages to parents. The school website is updated continuously and serves as a main hub to relay information to parents and the community. School Messenger is used to make calls and send bulk emails to share important information with stakeholders. Social media updates also serve as another tool to share the success of our students and highlight upcoming events.

Our students display high levels of respect for the parents and community members that volunteer on our campus. It is easy to recognize that these volunteers have a vested interest in helping our students achieve academic success through the many extra opportunities that are provided for them. The administrative team works closely with these volunteers and has an open door policy in which input from parents and community members is encouraged and welcomed.

3. Professional Development:

Effective professional development is the key to continuous learning for teachers and the administrative team at T.S. Cooley. All professional development opportunities are directly linked to the school vision and focus on improving current practices and increasing student achievement.

All opportunities provided by the district are attended by the teachers and administrative team. These vary in format, but include workshops, content specific and administrative PLCs, and after-school sessions that address content knowledge and skills. Our district also offers mini-conferences in which extensive choice is offered to attendees to choose sessions based on their target areas of interest and need. District-level PD is beneficial because it is aligned to the state standards and it continuously keeps our staff immersed in the latest curriculum developments.

Sessions focused on effective technology integration have been a priority in recent years at T.S. Cooley. Our students are now required to complete the LEAP assessment online, resulting in a shift in our classroom instruction to ensure students were adequately prepared for this expectation. Attendance at the Louisiana Association of Computer Using Educators conference and the Teaching and Technology Conference were helpful as we gained insight into products and platforms that could easily integrate into the classrooms. Teachers and administration take advantage of classes offered by the district to stay abreast

of current trends and discover how to effectively and creatively use the increasing amount of digital platforms that are available.

The custom sessions we receive through the TLIM Coaching System have made the biggest impact on our school culture, teacher effectiveness, and student achievement. The on-site coaching days allow our staff to combine new learning with feedback and reflection that creates a strong sense of community and enthusiasm to move forward. The community coaching sessions open doors to collaboration that is dynamic to witness as ideas are shared and relationships are strengthened. Virtual access to our consultant aids in our ability to maintain a continuous implementation process that increases capacity and builds on our learning process.

Science and Social Studies sessions have also been a priority to address the rollout of the new standards and the changes in the state assessment for these subjects. Efforts are continuously made to stay informed and proactive by analyzing the new standards and gaining resources that are adequate to teach and assess these standards. Collaboration on all levels ignites as successful resources and strategies are shared in PLCs and informally from teacher to teacher.

The administrative team participates in a variety of PD, but also surveys the staff and remains attentive to their needs to know what PD is needed. It is recognized that just as students are not all at the same level of competency, teachers also need individual attention. The strengths of staff members are utilized to address individual needs, and the collaborative environment allows teachers to be open to feedback and seek out ways to improve instruction.

4. School Leadership:

Leadership at T.S. Cooley focuses on what is best for students and their success. The school principal fosters partnerships among students, teachers, parents, and the community. Open communication and shared decision making are the essential elements that have helped T.S. Cooley become the highest achieving school in the state. Leadership development can be seen at all levels of our school with an emphasis placed on cooperation, collaboration, and support. Everyone is encouraged to give suggestions and express opinions, and the school climate is characterized by trust and shared responsibility.

The school has flourished under the influence and proven leadership skills fostered by the principal. She leads by example, allowing her beliefs, values, ethics, and character to influence others and create a positive learning environment. She respectfully carries out the policies and obligations of the school while ensuring that the structure and fundamentals of the learning environment are focused on student success. Instructions and guidance are clearly presented, but any ideas, comments, and suggestions are openly shared and discussed. There is a strong emphasis on utilizing Baldrige practices, Quality Tools, and The 7 Habits to solve issues and allow individuals to take control of their learning to experience success.

Strong foundations to foster a love of learning are achieved through the teamwork of all faculty and staff. Our unique small faculty and low mobility rate for our students allows us to demonstrate consistency across grade levels with our policies, rules, and procedures. Children are our business and the efforts to build strong foundational skills succeed when we all work together as a team toward common goals. Faculty members and the administrator work collaboratively in PLCs and Leadership Retreats to share ideas and work towards fostering a love of learning that continues to lead toward high student achievement.

Student leadership in our school is especially noteworthy. Students have many opportunities to develop their leadership skills and play a central role in helping make decisions within our school. Each student has a unique role in their classroom. Students earn these roles through an application, interview, and training process. Students also have an opportunity to apply for school-wide positions. Nearly one-third of our students are employed school-wide throughout the day. Seeing these students in action continues to amaze staff members and campus visitors as we witness students thriving and developing their own strengths and skills that will lead to future success.

Leadership is visible in every aspect of the school. All members of our school community are committed to

helping themselves and helping others to do the right thing. Witnessing this leadership in action is exciting and inspiring.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one factor that has been the most instrumental to the school's success is the unwavering commitment to a shared vision of high achievement on all levels. This vision creates a familial atmosphere and motivates students, parents, teachers, administration, and all staff members to set a solid foundation, both academically and socially, that will prepare students for future success. All stakeholders truly believe that they are teaching the future leaders of our community.

High expectations are a critical part of the shared vision. All stakeholders are expected to fulfill their duties daily, and accountability measures are in place with each stakeholder taking ownership of their role in the school community. Not only does everyone meet these expectations, but they also do so with a positive attitude because they can see and feel that their contribution is valued and appreciated.

Dedication to go above and beyond is witnessed at all levels. Every single teacher takes on commitments beyond basic instruction. Teachers sponsor clubs, lead student leadership groups, and support students at extra-curricular competitions and events held on weekends. Students are actively involved in many organizations outside of the school day and show up eager to learn and driven to succeed. Dedication is shown by parents through the enrollment and registration process by choosing to send their child to the magnet school rather than their zoned neighborhood school. Parents also generously support fundraisers and are very involved in the school community. Administrators work hand in hand with teachers and students to play an active role in the learning process. They strive to stay connected so that they never lose sight of their "why" and the real reason they are there to lead and guide each day.

This commitment to excellence from all involved makes T.S. Cooley a fun place to learn and grow. Smiles are seen on faces daily, creativity blossoms through encouragement, teachers are feeding off of the success and inspiration of their peers, and students are achieving at levels that were only dreamed about years ago. People are proud to say they are part of the "Cooley family." This "family" unit of stakeholders that works together and learns together daily is making a huge impact on the world by inspiring greatness and building leadership skills that will lead to continued success.