

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Forked Island/E. Broussard Elementary School
(As it should appear in the official records)

School Mailing Address 19635 Columbus Road
(If address is P.O. Box, also include street address.)

City Abbeville State LA Zip Code+4 (9 digits total) 70510-0250

County Vermilion Parish

Telephone (337) 642-9100 Fax _____

Web site/URL https://fieb.vpsb.net/ E-mail patricia.gaspard@vpsb.net

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. Thomas Byler E-mail tommy.byler@vpsb.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vermilion Parish Tel. (337) 740-5910

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. Kibbie Pillette
(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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 (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 9 | 9 | 18 |
| K | 15 | 7 | 22 |
| 1 | 14 | 15 | 29 |
| 2 | 9 | 10 | 19 |
| 3 | 18 | 9 | 27 |
| 4 | 14 | 15 | 29 |
| 5 | 12 | 12 | 24 |
| 6 | 12 | 15 | 27 |
| 7 | 24 | 15 | 39 |
| 8 | 23 | 16 | 39 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 150 | 123 | 273 |

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.4 % American Indian or Alaska Native
 - 0 % Asian
 - 1.5 % Black or African American
 - 1.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96.3 % 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 2018 - 2019 school year: 4%

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, 2018 until the end of the 2018-2019 school year | 0 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year | 11 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 11 |
| (4) Total number of students in the school as of October 1, 2018 | 304 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.04 |
| (6) Amount in row (5) multiplied by 100 | 4 |

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

Spanish

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 37 %

Total number students who qualify: 100

8. Students receiving special education services: 25 %

69 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>19</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>1</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: 7

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

| | Number of Staff |
|--|------------------------|
| Administrators | 1 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 18 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 11 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 5 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 10 |

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 17:1

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

| Required Information | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 94% | 95% | 94% | 95% | 94% |
| 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 2019.

| 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.

Working hand in hand to create high achieving life long learners.

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

PART III - SUMMARY

Forked Island E. Broussard is an educational institution that provides services to students who reside within three rural communities, Forked Island, Cow Island, and Pecan Island. It is a vast area but our school is the center of the community which ties all of the members together. To give you an idea of how vast the area is, one bus driver drives a total of 42 miles picking up students on their route and transporting them to school. Many of our other bus drivers are on bus routes for hours as well. Our school averages about three hundred students a year from grades Pre-Kindergarten to eighth grade. Although our school is located approximately 30 miles from the Gulf of Mexico, some of our students live within just 5 miles of the gulf. We have had our fair share of dealings with natural disasters such as floods and hurricanes. Our students have built a resilience due to the fact that we have flooded not once, but twice in the last fifteen years. If they were too young to experience the natural disaster, their parents remember and have told them stories about it. Most would view these natural disasters for what they are, disasters. However, our community rallied together and put in the work to get our school up and running to enable students to get back on track with learning as soon as possible. Considering that our community consists of mostly farmers, cattlemen, and people who depend on the land to provide for their families, we consider ourselves blessed that they took the initiative to make our school a priority while they were faced with their own catastrophe. This serves as yet another example of how our school and community share the same heart, making our students, the future of this community, a priority. I think deep down inside everyone knows that without FIEB our sense of pride would be lost forever. This is the engine that keeps us going.

Our school prides itself on setting high academic expectations and working together to support students in meeting or exceeding these goals. We expect them to successfully complete a rigorous curriculum and become responsible citizens within society once they leave our school. We encourage them to be leaders and exhibit appropriate behavior, for they are a reflection of our school and community. We believe in providing everything that we can for our students in order for them to achieve success. Our students are never faced with wondering how to function without supplies or basic necessities. If they are lacking in any area, someone always steps up and donates to meet their needs, hence that phenomenal community in which we live. It has been proven that if students have the essentials, learning will follow. We are proud to say that from our staff to our community, students receive the appropriate amount of nurturing in order to succeed.

We also take pride in the way our students accept each other for who they are. Rich or poor, smart or struggling, no matter the disability, the majority of our students are very accepting of others which is rare in today's society. It's so special to watch a new student arrive and see their faces light up in anticipation of making a new friend. It is not often we get new students because we live in such a remote area with very little rental properties especially since the hurricanes; it is a treat for our students. For any student who is looking for a loving place to call home and wants to put in the work, it is the perfect place to be. Some students think when they come to our school that we are just a country school and it will be easy, but they soon learn that our teachers love you too much for that. FIEB teachers want students to have the very best education possible! All faculty members believe in providing a high quality education to all students. Many of the students that finish from FIEB graduate in the top 10 at the local high school in which they attend.

We believe what makes our school unique is its family-oriented environment. Our school community works hard at building relationships with all stake-holders and students. We are a close-knit community and we build upon this asset. Everyone that comes in contact with students is vested in supporting the educational journey of all students in one way or another. The entire staff at FIEB believes that the needs of all students' is a priority. Every student matters! The things that beam most from our belt of success are our FIEB family, our students, and our community.

At FIEB we believe that building relationships is the foundation for student success. Our teachers get to know each child and therefore gain insight to their strengths and weaknesses. Standards drive our instructional process. Formative and summative assessments are used to assess student performance. Benchmark and assessment data provide key information as to how to focus attention on each child whether that be intervention or enrichment. Students participate in 30 minutes of either intervention or enrichment

daily and are progress monitored every 1-2 weeks. To make sure we do not miss anyone our school counselor runs a possible failure report every 4 weeks. Our middle school has an advisory team that tracks student progress every 4 weeks. Each teacher is assigned about 13 students to mentor and discuss grades or other problems that may arise. Teachers work with these students and guide them on how to improve grades or encourage them to do better. Walk-throughs conducted by our Principal is done often and her guidance and compliments are welcomed. Majority of our classrooms are equipped with Promethean boards, computers, or chomebooks to aid our teachers and students in instruction. We also use a variety of technology programs such as, Achieve 3000, Smarty Ants, Zearn, Freckles, Readworks, Commonlit, and Khan Academy to reinforce our success. Reading is fundamental at FIEB and we promote Accelerated Reading throughout the year. Rewards are constantly promoted to provide incentives to keep students driven to become better readers. We believe that better readers make better learners. Our SBLC team meets often to discuss student needs. This process keeps everyone on the same page and keeps all eyes on our struggling students throughout the school. When students struggle we make sure they get the help they need in whatever deficit they have. Every nine weeks students are rewarded for honor roll, attendance, AR, and in PBIS if they earn zero infractions. Students in grades 4-8 are allowed to participate in BETA if they maintain 3.0 GPA or higher. Academic awards are given at the end of the year for, Principals List, A honor roll, and AB honor roll. We also host an honors breakfast for all honor roll students at the end of the year and students get to invite their family. Because FIEB is a school that binds our rural community students work hard for these rewards. It gives a chance for our community to come together and take pride in our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Forked Island E. Broussard Elementary we use a Tier I curriculum which is aligned with Louisiana Student Standards and grade-level expectations. The thing that makes FIEB so successful is that all teachers believe in and faithfully utilize the standards aligned curriculum. Because we are both an elementary and middle school, master scheduling takes careful planning to ensure that all students receive an appropriate and equitable education. Our middle school consists of 6th-8th grade and runs on an eight period day which includes a ninety minute block for both ELA and Math. Our PK-5th grade runs on a different schedule to ensure that required minutes are being met for all subject areas. Planning is very important due to having ten different grade levels and a small faculty. The beauty of having a PK-8th school is that our students build knowledge each year having been taught in the same way, using the same strategies and terminology, and become comfortable with the rigor that is set before them. Our teachers are very conscious of all students' strengths and weaknesses because they get to know the whole child.

1b. Reading/English language arts

FIEB Elementary incorporates a rigorous course of study that is aligned to Louisiana Student Standards for English Language Arts. Louisiana Student Standards begin in pre- kindergarten and progress through twelfth grade. These standards identify what proficient students should know and be able to do to be college and career ready. The goal for our students is to be able to access on or above grade level text and express understanding of those texts through writing and speaking.

In order to promote success in English language arts instruction, we use instructional approaches such as read alouds, accountable talk, shared reading, independent readings, gradual release, and explicit instruction strategies in a ninety minute uninterrupted reading block and thirty minutes of additional writing instruction. Beginning in Kindergarten and continuing through grade 2, a strong focus on foundational skills guides ELA instruction. Students are taught phonemic awareness, phonics, vocabulary, fluency as well as comprehension. Teachers utilize small group instruction to differentiate instruction to support all students in achieving grade level standards. This strong foundation in reading skills allows our students to progress to third grade as fluent readers. In grades 3-8 the instructional focus shifts to reading complex texts and participating in discussions using evidence based responses. All reading and writing lessons are connected requiring students to access complex text and express their understanding through writing. During ELA, students are presented with questions that allow them to make claims about what they read and support their reasoning with evidence from text. In order to enhance students' ELA skills, we utilize technology based supplemental supports including Freckle, Read Works, Common Lit, Epic Books, Achieve 3000, and Smarty Ants. We also take into consideration factors that include students' learning styles, skill levels, learning difficulties, interests, social/emotional development and physical needs. To further support struggling students, we incorporate the Multi-Tier System of Support (MTSS), which is designed to provide intervention services to students who are functioning below grade level.

Teachers determine how to meet the needs of individual learners based on the results from formal and informal assessment data. Assessments mirror grade progression, and build in complexity, which ultimately align to state assessments. Formative assessments used are strategic questioning, think-pair-share, carousel walks, graphic organizers and exit tickets. These formative assessments also provide feedback to students so they can improve their performance. Real time feedback happens throughout the lesson rather than at the very end. Summative assessments are used at the end of a unit of study to assess learning and growth. Examples of summative assessments are true comprehension tests and common parish benchmark assessments taken throughout the year. Furthermore, these two types of assessments are used to guide teacher decision making about future instruction. Based on the assessment data, the teacher utilizes small group instruction to reteach a skill or a concept. High expectations, rigorous activities, and assistance from

our support personnel have been the key to our success in developing students who demonstrate comprehension, fluency and writing skills.

1c. Mathematics

Forked Island E. Broussard Elementary utilizes the Eureka Math Curriculum which aligns with the Louisiana Student Standards for Math. This curriculum allows students to not only be successful in accomplishing our state standards, but also pushes students to have a conceptual understanding of each standard. The lessons allow students to learn through the use of concrete manipulatives, pictorial drawings and finally abstract math problems. The eight mathematical practices are reinforced throughout the curriculum. By instilling these practices, students are expected to make sense of problems and persevere in solving them, along with being able to reason abstractly and quantitatively. The use of common math language across grade levels builds mathematical terminology to ensure success. Written expression is fostered throughout our math program and high expectations are set for students to not only demonstrate persistence in solving to reach an answer, but also explain their thinking and reasoning. This display of reasoning amongst peers allows for students to share and construct viable arguments. Concrete, pictorial, and abstract learning allows for us to observe progression in learning throughout our school from grades Pre-K to 8th.

Through a ninety minute, uninterrupted math block, teachers use explicit teaching. Teachers are allowed to model and support student practice with guidance and then follow up with independent practice. Small group settings allow for differentiated learning based upon student needs. We provide extra support and assistance during small group lessons. In order to expose all students to grade level expectations, scaffolds and supports are utilized while using on grade level materials. This has proven to build both knowledge and confidence in the student. Students are encouraged to collaborate while learning from each other by using a peer tutor which allows for constructing viable arguments and critiquing the reasoning of others. The use of technology serves as a phenomenal supplemental tool to enhance student learning. Some technology based support programs used are ZEARN, Freckle, and Khan Academy. These programs serve one of two purposes. They are either frontloading students with new material, providing a sneak peek of what's to come or providing extra support to enhance what was previously taught.

Formative and summative assessments are used for data analysis. Some examples of formative assessments include, but are not limited to, peer assessment, question/answer, and exit tickets. The use of exit tickets at the close of each lesson is beneficial because it serves as a review of the day's lesson and reflects student knowledge of the material taught. Results drive instruction for the next day's lesson. Summative assessments include module tests at the close of each topic and district benchmark assessments which are both aligned to standardized state testing. These assessments provide feedback to what knowledge was retained and what needs to be revisited for mastery. Utilizing a combination of assessment tools allows for teachers to drive instruction and create Multi-Tiered System of Support groups, while exposing them to the level of rigor expected in order for them to be successful on state mandated tests.

1d. Science

Our primary goal in science is to begin with the Louisiana Student Standards for Science which are multi-dimensional. Science instruction at all grade levels is centered around phenomenon. Providing students with a variety of phenomena allows for students to think like scientists and engineers. Our students are expected to "do" the science through experiments and apply what they have learned.

In order to align instruction with state standards, students must apply content knowledge while investigating, evaluating, and reasoning scientifically. Our ultimate goal is to make connections across the disciplines. During instruction, content and vocabulary are introduced at the point of the lesson when a direct connection to learning can occur. It leads to purposeful learning instead of disconnected concepts. Students must communicate scientific reasoning. Each time investigations occur, students are expected to discuss what was learned and how it is connected. Material is not pre-taught; students are allowed to make discoveries and connections as the lesson progresses. Written expression is also encouraged within our science classrooms. Students use the writing strategy of Claim, Evidence, Reasoning to better enhance their writing

skills within science class. Students approach a prompt by stating a claim, providing evidence to support their claim, and finally stating reasons which is the science behind the evidence. This has opened many doors for further discussion and allowed students to view and respect perspectives of their peers as science is all about discoveries.

We use common assessments that were created by our district, along with benchmark assessments that align to our state testing. Interactive notebooks have also proven to be beneficial for note taking for experiments and other valuable knowledge that was learned in class. Utilizing a variety of assessment resources allows for teachers to create a Multi-Tiered System of Support grouping to further enhance differentiated learning amongst students.

1e. Social studies/history/civic learning and engagement

FIEB utilizes the Louisiana Student Standards for Social Studies for all grade levels. Teachers plan for instructional units based on these standards and the Louisiana Scope and Sequence Document provided by the Louisiana Department of Education. Social Studies instruction is centered around students using sources regularly to learn content, make connections, and express opinions supported by evidence. Document based questioning is a skill building strategy in which students must examine authentic sources to build knowledge then explore questions about sources to build understanding. Students have to make connections between people, ideas and events across time and place. They need to be able to express their understanding of the content through evidence and background knowledge.

Students are taught how to make real world connections in social studies in order to understand current social, economic, and political issues. Teachers challenge students to take on different perspectives and to critically think about what it means to be informed, responsible citizens. Teachers differentiate instruction to cater to a variety of learning styles, as well as provide time for students to work collaboratively with peers, ensuring all students have an equal opportunity to learn.

Technology is integrated to make the material more interesting to the students and to provide yet another opportunity to learn from a different source. Achieve 3000 and Readworks are both utilized to support and reinforce the topics being taught. These technology resources also incorporate cross curricular goals that all students are expected to master.

Each grade level uses a variety of assessments to monitor students' learning. These include formative assessments such as document based analysis, exit tickets, group discussions, review questions, peer assessments, and graphic organizers. Summative assessments include Vermilion Parish benchmark tests aligned with end of year state assessments, content related projects and LEAP 2025 state assessment.

1f. For secondary schools:

The Pre-Kindergarten program at Forked Island/E. Broussard Elementary uses Creative Curriculum. We have been implementing this curriculum in the classroom since the beginning of the 2017 school year. This curriculum has a strong focus on science and social studies units with mathematics and literacy embedded inside of the curriculum. Many of the studies that are covered throughout the academic year are Balls, Trees, Insects, Clothes, Reduce, Reuse, Recycle, Buildings, Signs, and Sand. Students are able to explore and investigate different ideas throughout the study through hands-on experiments and whole group discussions. Each study includes a variety of books and book discussion cards, intentional teaching cards for small group instruction, centers activities, or whole group activities, and mighty minute cards that have specific objectives that align with our PreK academic standards.

The Creative Curriculum is directly aligned to our assessment tool which is Teaching Strategies Gold. Each mighty minute activity and instructional learning card has the objective attached to it for assessing. Teaching Strategies Gold focuses on a range of objectives in development for Pre-kindergarten students. We assess the following objectives every 12 weeks: social-emotional, physical, language, cognitive, literacy, and mathematics. Being that Teaching Strategies Gold fits into and is directly correlated to the Creative Curriculum we are able to assess our students during centers, whole group, dialogic reading, and small

groups.

Our Pre-Kindergarten program also implements Second Step. The skills and concepts are taught through short, daily activities. Through Second Step, our students learn the foundations for self-regulation and social-emotional competence that help them succeed when entering into the primary grades. Second Step teaches students to listen, pay attention, manage behavior, and to get along with others, all important skills and strategies that they will use throughout their school life and adult life.

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

2. Other Curriculum Areas:

At Forked Island E. Broussard, we offer a variety of co-curricular activities.

Students PK-4 along with 5-8 grades are taught Physical Education through two curriculum models (Fitness Gram and Movement Academy.) Grades PK-5 receive 30 minutes of instruction twice a week while grades 6-8 receive 50 minutes daily. Both models focus on strength, endurance, and flexibility. Fitness Gram is a testing tool, while Movement Academy follows SHAPE America Standards. FIEB focuses on improving student's strength, balance, coordination, endurance, and flexibility by incorporating focused movements into fun exercises and age appropriate games. Also, FIEB participates in heart healthy activities during Jump Rope for Heart week. Selected 3-5 grade students participate in the Louisiana Physical Fitness meet.

Students in grades 6-8 visit our computer lab 48 minutes daily to complete assignments required for Journey to Careers, Quest for Success, Word Processing, or Keyboarding depending on their grade level. Students also work on various programs to complete assignments that correlate with their classroom skills and standards, such as: Freckle, Khan Academy, Readworks, and Achieve 3000. Technology skills are reinforced through Edutyping and Microtyping.

Library offers a web-based catalog that allows students to locate and select a variety of materials that teach and entertain. Students have access to Accelerated Reader (AR) program, which determines students' independent reading levels (IRL). This allows teachers to track student progress and set appropriate goals to motivate them to improve their reading ability. Each week, our students visit the library for 30 minutes (Elementary) or 45 minutes (Middle). Our librarian extends lessons being taught in the classroom. In grades pre-kindergarten- eighth, specific ELA standards are focused on. These skills include: recognizing the parts of a book and story, predicting outcomes, retelling stories using the five-finger strategy, drawing conclusions, identifying genres, and using reference materials. Student engagement and learning is achieved through read-aloud, direct instruction, book talks, author studies, technology, and videos.

FIEB offers Band to 4th - 8th grade students. 4th-5th grade students meet for 30 minutes daily, while 6th-8th meets for 50 minutes. Students play an instrument of their choice, with the guidance of our band director. They perform for various activities such as Grandparents Day, Veterans Day, Band Day, and our Christmas Program. Our 8th grade students earn a Carnegie unit in band and sometimes are invited to perform at our local high school football games.

Our music teacher sees grades PreK - 3rd & 5th twice a week for 30 minutes. In the PK-1, we use Dr. Feierabend's curriculum, First Steps in Music. In this curriculum we focus on the students becoming Tuneful, Beatful, and Artful. Tuneful, meaning the students can think tunes and sing comfortably in their head voice, and that they can sing in tune with beatful, healthy tone. Beatful, meaning the students can feel and move to the big and small beats in music, and that they can feel and move to music in groups. Artful, meaning the students can respond to the expressiveness in music, and that they can sense the beauty and emotion in the music they hear. This is accomplished using an eight part "workout" in each class period involving singing, movement, listening, and beat keeping activities. In the upper grades (2-5), we use Dr. Feierabend's music literacy curriculum, Conversational Solfege. The students learn to read and write music and compose simple musical patterns and ideas.

Students who excel in academics and art are eligible to participate in our district's gifted and talented

programs and attend classes once a week.

4-H is a co-curricular club whose motto is “Learn by Doing”. Our 78 members learn about healthy lifestyle choices, leadership, self-confidence, teamwork and group building skills through hands-on learning activities and contests. Students are taught character and how to give back to their community through service-learning projects.

The Vermilion Parish Sheriff’s Office offers the Drug Awareness Resistance Education (DARE) program to all fifth graders. Over fifteen weeks, a DARE officer teaches a 45 minute lesson on the importance of staying drug free. At the completion of the semester, students take a final exam, write an essay, and graduate.

Some of the clubs that are offered but do not require state standards are: 4-H, DARE, Beta, Student Council, Cross Country, Basketball, Baseball, Softball, and Track.

Because our school is so small, our junior high athletics program includes 5-8 grades but that does not make us any less competitive.

3. Academic Supports:

3a. Students performing below grade level

FIEB uses the Multi Tiered System of Support (MTSS) to support students performing below grade level. MTSS is a tiered framework that uses data to support academic, social, emotional, and behavioral needs of students. Tier 1 instruction is universal and is provided to all students in the general education classroom. If a student is performing below grade level, the student is moved to Tier 2 of the framework. The student is recognized as having a specific deficit and receives additional instructional time based on individual needs. Tier 2 interventions are provided 20 minutes a day 5 days a week. Interventions done in this tier are implemented in small group settings and progress monitoring is completed every two weeks. Interventions and progress monitoring data are used to drive next steps. When Tier 2 interventions are exhausted and students are not showing progress, students are moved to Tier 3. Tier 3 supports more frequent, intense, and individualized interventions.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Standardized Test for the Assessment of Reading (STAR) and classroom assessments are used to determine students’ reading performance levels. Once students are identified as below level in reading, interventions are started. Interventions provided include small group instruction on foundational skills and computer based programs that allow students to work on their instructional level while being exposed to grade level content. Classroom assessments and iReady Diagnostic are used to determine students’ math performance level. Math interventions include teacher directed lessons and computer based programs that target a student's area of need.

Every member of our staff works together to eliminate achievement gaps. Along with the classroom teacher, the physical education teacher and librarian monitor groups and provide small group instruction when needed in both reading and math. Free after school tutoring is offered to all students.

3b. Students performing above grade level

Students performing above grade level are identified based on both formative and summative assessment data. These students are provided with opportunities to participate in enrichment groups that focus on above grade level texts, the arts, mathematical reasoning, and technology. Within Tier I universal instruction, the strengths of the students are taken into consideration and lessons are individually tailored to each student. Students are given the opportunity to step into leadership roles in collaborative settings within the classroom. Students performing above grade level are encouraged to peer tutor and facilitate discussions among peers. These positive learning environments are the product of a non transient student and teacher population, which fosters the development of relationships. As a result of this, students performing above grade level are given the opportunity to express their knowledge and take risks. In addition to core

instruction, every student is provided with thirty minutes of enrichment daily. Above level students use technology software such as Freckle, Zearn, Achieve 3000, Smarty Ants, Readworks and Common Lit. These programs allow students to progress beyond the on grade level standards.

At FIEB, students who excel in academics, art and/or music are referred to the Vermilion Parish School Board Special Education Department for a talented and/or gifted screening/evaluation. Based on the evaluation, students who are classified as Talented or Gifted begin receiving enrichment services which include 210 minutes once a week. This curriculum is geared to engage and excel the students in creative, critical, logical and lateral thinking. Every year, a theme is selected by our parish for our students to create hands-on projects and demonstrate their abilities to think outside the box. Our academic enrichment program also provides opportunities for the students to explore concepts during field trips that take them outside of traditional school walls.

3c. Special education

The special education department tailors instruction to meet the diverse and individual needs of our students by building personal relationships with students and parents, having open communication between teachers and support personnel, and ongoing support from administration. Two methods that our special education department uses to differentiate instruction are inclusion in the regular education classroom and additional instructional time outside of the regular classroom with a special education teacher.

All classrooms at FIEB are filled with diverse learners with different needs. Communication and collaboration between regular education and special education teachers are vital to achieve excellence in the inclusion setting. Our school has an open line of communication where teachers implement co-planning and co-teaching. This allows us to bridge the gap of students' deficits while still keeping the rigor of the coursework intact. Some examples of inclusion practices include: station teaching, peer led groups, and using assessment in instruction. Inclusion looks different in every classroom depending on the students' needs and the topic being taught.

Special education pull out services are provided daily to meet the individual needs of students. The Individual Education Plans are aligned with the grade level state standards and are implemented to help remediate regular education content. Our special education teachers are knowledgeable of the general curriculum and are able to front load the students with material that will be presented in the future, as well as reteach content as needed. Being in a small group setting allows the special education teachers to assess how the student learns and apply the appropriate accommodations and modifications to fit each students' needs. All of our service providers including our speech pathologist, paraprofessionals, and special education teachers provide instruction related to the Tier 1 curriculum to ensure all students perform at the National Blue Ribbon School level of excellence.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We believe in creating a positive, safe learning environment. Our students receive unconditional support from all staff on our campus to ensure that every child's needs are met. In doing so, we attempt to remove all barriers for students while they are in our care so that they may strictly focus on learning. Students are motivated to be their absolute best by working and pushing through rigorous curriculums knowing that they will be rewarded for their efforts.

As a rural community, we have many students who may not have what is needed to function throughout the school day. Our school has created an Eagle Depot which houses spare uniforms, school supplies, and other materials that are needed by students. This depot is funded through various partnerships within our community, staff members, and other students who generously donate to keep this depot well stocked throughout the school year. Being able to provide students with these basic necessities enables all students to have an equitable learning opportunity.

Our school participates in the Positive Behavior Intervention Support (PBIS) program. Through PBIS, our school has set expectations for students in which they are taught how to SOAR like our eagle mascot. Students are taught what it means to Stay safe, Obey rules, Act responsibly, and Respect others, hence SOAR. Those students who comply with these expectations are rewarded at the end of each nine week period, while also receiving smaller incentives during the nine weeks. The smaller incentives are part of our Eagle Pride Fridays in which students may cash in Eagle Wings. These Eagle Wings are awarded to students by any staff member when caught following a previously mentioned expectation. These smaller incentives may vary from out of uniform dress days to a variety of rewards and treats appropriate for all grade levels.

FIEB believes in encouraging our kids to not only be model students but exceptional individuals who demonstrate character traits of true leaders. Teachers nominate two students per grade level to qualify for Soaring Eagle each nine weeks. A Soaring Eagle student demonstrates good character and makes academics a priority. They are recognized by getting a t-shirt, their picture on our Soaring Eagle bulletin board, and a day to dress out of uniform.

Our students find peace in knowing that they are in a safe atmosphere and will have all of the required resources in order to be successful.

2. Engaging Families and Community:

Forked Island E. Broussard is blessed beyond measure when it comes to family and community involvement. Our community has formed an organization called FIEB Backers, and serves as a support system for our staff and students by volunteering their time. Examples include: making copies for teachers, assisting with duties during state testing, and organizing luncheons in order for our staff to dine together during special times of the year. This family-oriented environment is embraced and appreciated by all involved in this demanding profession. When staff feel appreciated, this emotion often spreads appreciation throughout the school and community.

Our teachers keep parents involved in their child's education by setting a goal to personally contact parents at least once a semester. Many of our teachers make bragging phone calls home to parents and mail out positive postcards to elaborate on student progress. Parents are kept up to date through newsletters and our school Facebook page. Parents can access their student's grades at all times through an online program called Student Progress Center. Each nine weeks parents are informed of student progression with progress reports sent out at mid nine weeks and report cards sent out at the end of each nine weeks. Our teachers and parents also communicate through email and the use of the REMIND app.

FIEB hosts a plethora of events that allow our community to join us on campus to celebrate our success.

Meet and Greet allows parents and students to drop off school supplies and meet their new teachers. Parent Night and Parent/Teacher Conferences allow for a formal meeting for teachers and parents to share information or address concerns. Honors breakfast allows those parents who have students on honor roll to join them in a celebration of their academic success. We also host events throughout the year which are all open to our community such as: Veterans Day, Grandparents Day, and our yearly Christmas event.

FIEB prides itself on the cohesiveness of its school and community. The connection between home and school plays a vital role in student success. Through regular two-way communication, parents, students and community members know the expectations set forth by the school and are equipped with the tools needed to ensure academic achievement.

3. Creating Professional Culture:

FIEB staff is a cohesive working force whose mission is driven by always doing what is best for our students. We have established an environment in which all staff members feel that they serve a vital role in the success of our students.

All staff members are encouraged to attend district professional development which includes District led content reinforcing new strategies. This professional development is offered to all core content teachers in grades K-8. The topics and content is determined by the districts needs identified in state and district benchmark assessment data and are directly related to improving student mastery of standards. District professional development is embedded during the school year as well as during the summer months giving all teachers the opportunity to attend and grow professionally. CER, claim, evidence, reasoning has been something our science department has been focusing on in aiding constructed responses. DBQ's, document-based questioning is a strategy that social studies is focusing on in improving student essays. Our administrator believes that participating in professional learning has a positive impact on instructional practices, offers an opportunity for educators to gain knowledge, and directly affects student achievement. FIEB has a faculty of 28 teachers serving 273 students. Because we are such a small faculty, it encourages us to work together and share what we have learned across grade levels. We also meet at the school level to address school goals and student needs. Professional Learning Communities are held twice a month. During this collaborative planning time, teachers meet by subject area and several grade levels are present. We follow our School Improvement Plan which outlines how we will accomplish our yearly goal. Teacher leaders along with administration meet to discuss what our focus needs to be for each group of teachers. Each group meets for 75 minutes. Teachers are given an agenda for the meeting and reminded of the norms that we are to follow for a productive learning community to take place. We start with the objective, share examples, tie it to the Compass Rubric and look at student samples. This time is valued and everyone feels that they are able to express their opinions because we have a safe learning environment in place. This time together focuses teachers on the progression and expectations of students as they move through grade levels and also fosters discussions on ways the school can provide scaffolds or interventions to meet the needs of all students.

Our administrator sets expectations for all staff, just as our teachers set for students. She expects all staff members to act in a professional manner and values everyone's input. Our principal exhibits confidence, develops and values relationships, and strives to find the silver lining in each situation. She is a problem solver who is always ready to assist, when needed, and does so with compassion and courage. A team is a reflection of its leadership. Our team believes that success isn't just about what we accomplish individually, but rather, what we inspire others to do.

4. School Leadership:

At FIEB, our leadership philosophy is embedded as a team approach. The principal has a vested interest in our school. She and her children attended this school. When she first arrived she faced a staff of veteran teachers and a new Common Core Curriculum. Her goal was to hire personnel who had our student's best interest at heart and shared our same sense of pride. She transformed the culture of our school by promoting consistency and expectations. These expectations and consistency soon led to love and trust from everyone and with love and trust you can move mountains.

Being the only administrator at FIEB she chooses exceptional teachers for her Leadership Team. The principal still has to maintain her ship by doing walkthroughs and evaluations. They look at data each year to figure out what the weaknesses are and make that the focus for the year. Our principal and counselor work well together and usually tag-team on most things for support. When a child comes to the office for any reason, she speaks as a principal, and the counselor speaks in that capacity. This approach works with our students to establish accountability and builds relationships that foster learning.

One thing she prides herself on is making sure teachers are provided opportunities to be the best version of themselves by supporting them in professional developments and sometimes accompanies them, which shows she really cares. Team and unity are what drives the entire staff at FIEB because no one wants to let any team member down, we are family. Teachers better themselves to better their school and this pride permeates throughout the school.

Because we are rural and do not have big stakeholders, we have to think outside the box when it comes to fundraising. One year we ran a successful campaign "Hunting for Technology", to help fund a computer lab. We knew with the push of computer testing we needed to supply our kids with the capability to keep up with the rest of the parish. Last year we reached out to our Sheriff who donated testing incentives to students who met daily guidelines teachers set for them while testing, along with a donation for the teachers. Other donors include local grocers, Bidy Basketball, and parents. All of these community stakeholders come together when we need anything for our kids and for that we are grateful.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Each year our school focuses on closing the achievement gap for all students. Over the years, our school has gradually made headway analyzing data to create yearly goals to meet the needs of our students and increase school performance scores. We feel that it is the collaborative efforts of our special education teachers, regular education teachers and paraprofessionals through the implementation of a Multi-Tiered System of Support that has impacted student achievement.

For the 2018-2019 school year, our school goal was centered on identifying and monitoring students through the use of MTSS to minimize low academic performance. These efforts began with educating the faculty on implementing a MTSS in order for all teachers to intervene early with their students. In previous years, teachers lacked the knowledge and understanding of the process required for the system of support to be implemented with integrity to improve student success. All special education teachers met with our faculty twice a month and broke down every component of MTSS. They gave examples of appropriate interventions, accommodations, and modifications that teachers could use in their classroom. This collaboration gave our regular education teachers a wealth of knowledge to better support struggling learners in their classrooms.

Through Professional Learning Communities, regular and special education teachers examined student data to identify those at risk of not meeting the standards. Once these students were identified, students were placed in Tier 2 of the support system and a plan of action was determined to support the student in the regular classroom, as well as through additional intervention time. Student progress was monitored through assessments as well as other available data points and adjustments to instruction and interventions were made accordingly. When Tier 2 interventions were exhausted and students were not showing progress, students were moved to Tier 3. Tier 3 supports are more frequent, intense, and individualized interventions. If the student did not show progress, then an evaluation was conducted for special education services. Once students were identified as requiring special education services, through the MTSS process, several supports according to the students Individualized Education Plan were put in place.

Through the process of identifying struggling students and providing appropriate and timely interventions, FIEB regular and special education teachers were able to meet the needs of more students. This success is evident through the increase of the percent of students mastering the standards and the progress of students with disabilities. Between the years 2018-2019 our Math and ELA school index score in students with disabilities went from 53.8 to 83.5. The school score with all students combined went from 80.8 to 101.6. In looking at all the data we were ahead of both the district and state in all categories. Categories included: economically disadvantaged students, non economically disadvantaged students, students with disabilities, and students without disabilities. We take pride in seeing that our collaborative efforts have moved our school to one of the best in the district and we will continue our efforts in moving forward.