

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 540 South Huntington  
(If address is P.O. Box, also include street address.)

City Sulphur State LA Zip Code+4 (9 digits total) 70663-4434

County Calcasieu Parish

Telephone (337) 217-4550 Fax (337) 217-4551

Web site/URL https://www.cpsb.org/frasch E-mail kristi.russell@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\* Dr. Shannon Lafargue E-mail shannon.lafargue@cpsb.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Calcasieu Parish 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 Ms. Annette Ballard  
(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, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

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

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

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

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	9	11	20
K	51	36	87
1	35	43	78
2	38	41	79
3	56	34	90
4	37	30	67
5	35	45	80
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
<b>Total Students</b>	261	240	501

\*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):
- 0.6 % American Indian or Alaska Native
  - 0.7 % Asian
  - 9.7 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 83 % 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 2020 - 2021 school year: 15%

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

Our mobility rate is traditionally not this high. One of the reasons our mobility rate was so high that year was the Covid- 19 Pandemic. Many of our families who were here working, left when businesses were shut down and many students remained in homeschool after we returned to school. Another reason for our high mobility rate was that we were hit by two catastrophic hurricanes. Hurricane Laura hit in August of 2020 and Hurricane Delta hit in October of 2020. Fransch did not open that year until the middle of October. Many of our families lost homes and were forced to move away. Many families consolidated homes which contributed to a small influx of new students.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	48
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	38
(3) Total of all transferred students [sum of rows (1) and (2)]	86
(4) Total number of students in the school as of October 1, 2020	563
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

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

The only non-English language represented in the school is Spanish.

English Language Learners (ELL) in the school: 1 %  
4 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 501

8. Students receiving special education services with an IEP or 504: 20 %  
99 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. 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>2</u> Other Health Impaired                 |
| <u>21</u> Developmental Delay    | <u>33</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>27</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>5</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 the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
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.	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 15:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	98%	97%	97%	97%
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 2021.

<b>Post-Secondary Status</b>	
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.

Promoting excellence in education for all students through quality teaching and learning.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.cpsb.org/jobs>

The Calcasieu Parish School Board is an equal opportunity employer and does not discriminate against any individual on the basis of race, color, religion, gender, national origin, age, or disability.

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

## **PART III – SCHOOL OVERVIEW**

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Frasch Elementary School was established in 1910 during an industrial boom to service the families moving to Sulphur for new career opportunities. Our community is primarily composed of industrial workers and businesses that support our industry. Over one hundred years after the establishment of Frasch Elementary, industry still remains the lifeline of our economy. Our community is home to some of the best fishing and hunting spots and other recreational facilities in the state. The majority of our students participate in extracurricular activities like fishing, hunting, dance, and sports. While we do live in an area with many job opportunities, we are home to several economically disadvantaged families. Frasch is a Title I school with one hundred percent free and reduced lunch. After taking a direct hit from Hurricane Laura in August of 2020, then Hurricane Delta in October of 2020, many of our families lost their homes and belongings. Our school family worked to ensure that our students had uniforms, supplies, and anything else they might need to return. Our school finally opened in October of 2020. Though we faced many challenges, we returned to our building with grateful hearts. The faculty, students, and families at Frasch Elementary are supportive, encouraging, and resilient. This resiliency and commitment to each other is what has fueled our excellence in education and enabled us to provide a quality education for all our students.

There are several things that are instrumental in ensuring that all students reach their maximum level of achievement in all areas of learning. We have a core belief that if we teach the whole child, all students can and will achieve at their highest personal level. We have high expectations for all of our students. Students at Frasch Elementary are given every support they need to succeed. All students in kindergarten through second grade are equipped with an iPad, and all students in third through fifth grade have laptops. Teachers and students have been trained in the use of technology and how to use it to enhance the rigor of the Tier I curriculum used in every subject. Our district and school are rich in professional development opportunities for teachers. Follow up supports to that learning are given in Professional Learning Communities (PLCs). Teachers also use those meetings to map out curriculum units and assessments, create differentiated lessons, and track student data. Teachers and staff meet monthly to discuss students who may need support in their academics, behavior, or emotional health. Those students are identified and placed in tiered learning, social skills meetings with our counselor, or computer based social and emotional lessons. In our quest to develop the whole child, we have backpack blessings for those in need and partner with Dewanna's Closet to provide students with uniforms, supplies, and basic needs. Frasch students are given the opportunity to flourish through academic and service clubs, as well as those that incorporate the arts and STEM.

There are two programs that directly contribute to the academic success of our students. As stated previously, high academic standards are set for all of our students. Inclusion has been an integral part of ensuring the success of our students in special education. Through inclusion, special education students receive their core instruction in the regular education classroom with assistance from the special education teacher. This model of inclusion guarantees that all of our students are exposed to the rigorous Tier I curriculum. Our students are given extra support with their goals, the curriculum during the lesson, and during their pull-out time as well. Another unique program we use is Accelerate. Our model of Accelerate has directly contributed to the success of our students in need of support and our students who require a more rigorous curriculum. Every student participates in a one-hour block of Accelerate daily. They receive targeted instruction, tailored to meet their needs. Accelerate is run by a team of highly qualified teachers. Through the implementations of this program, we can support our students in need of more help and challenge our students who have mastered their grade level content by exposing them to content above grade level.

When we left school on March 13, 2020, due to COVID, it was unfathomable to think we were not going to return. Within the first two weeks, we began providing paper packet materials to our students. Families were able to come to the school and access grade level carts with work. We reached out to our school community through Facebook and other means of technology. Our staff read bedtime stories on video each night to stay connected with our students and families. After the initial two weeks, we began using our digital platform for instruction. Our families were able to log in and receive lessons for their core subjects. Our enrichment team also had PE lessons, art lessons, and library via the digital platform. We had interactive activities, so our students and teachers still felt connected. Our main goal during the shutdown was to bring some sense of



normalcy to our families. We wanted them to know that we were in this together and that we would come back from this stronger, together.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Frasch Elementary School’s goal is to provide students with engaging and challenging curriculum that enhances the learning of all students. Student growth in the areas of reading, math, science, and social studies is a common discussion point for teachers as they examine ways to meet the needs of individual students. Frasch Elementary School uses Tier 1 curriculum that aligns with the Louisiana Student Standards. Curriculum programs are decided upon by a group of stake holders at the district level. District curriculum leaders provide teachers with training and opportunities to serve on academic committees to help create a scope and sequence and district wide assessments. Our teachers have served on many of these committees across the grade levels and have contributed to the development of resources needed to implement the curriculum. When the curriculum is introduced to the teachers, they play the most important role as they dive deeper into the curriculum, study to understand the standards covered, and implement these curricula aligned to the standards. Teachers from Frasch Elementary take pride in truly learning the curriculum, the standards, and the projected outcomes for students. The model of “begin with the end in mind” is used when developing assessments at our school. Teachers start with the standards they are teaching and the assessment they will give to address these standards. Teachers use formative assessments throughout their lessons to ensure they are on track for an end goal of success for all students.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

At Frasch Elementary, a rigorous and standards-based approach is used for English Language Arts curriculum. Louisiana Student Standards begin with pre-K and align to each grade level showing teachers what students should be able to successfully accomplish at the end of their respective grade levels. Louisiana Guidebooks are implemented in grades K-5th. Students are challenged with rich, text-based learning in reading, writing, speaking, and listening. Teachers use read alouds, shared readings, accountable talk, and explicit instruction with students. Students are encouraged to dig deep into the text, starting in kindergarten. Students are given the opportunity to see the standards multiple times throughout the year as the curriculum is written in a spiral progression in both individual grade levels and across grade levels. Students take the skills they have already learned the previous year and apply them to newer and more advanced texts the next year.

Students in grades K-2nd are also taught phonics and foundational skills through Core Knowledge Language Arts (CKLA). Teachers focus on fundamental skills in the areas of phonics, phonemic awareness, vocabulary, fluency, and comprehension. Using small group learning and learning stations, teachers can differentiate the learning for students. The program also offers an online supplement, called Amplify Reading, that meets students where they are after an initial placement test and helps to supplement missing skills. Teachers utilize reports from the program to guide their small group instruction for students. CKLA instruction utilizes common coding for sounds that starts in kindergarten and progresses through the program, so when students finish 2nd grade, they are proficient in sound coding and spelling the sounds for those codes.

Lessons and instruction in both Guidebooks and CKLA begin with the end goal and work in backwards design to get students to that goal. End of unit assessments are looked at first, and teachers determine their path for success for students. Formative assessments are given along the way, including writing, in which students express their understanding of various skills being taught. Fluency practice, as well as cold reads, are also used to assess students in ELA. When assessments are complete, teachers meet to analyze the data for their students. At these meetings, teachers are able rearrange small groups based on the needs of their students, as well as determine the mastery of standards. These meetings after assessments are a key component to successful ELA instruction as teachers make sure that all students have mastered the standards addressed. If only a few students need help, teachers utilize their Accelerate time to reteach skills to these

students. Accelerate is Frasch Elementary’s multi-tiered approach to interventions that allows flexible grouping for students to fill in gaps in their learning.

### **1c. Mathematics curriculum content, instruction, and assessment:**

Our primary goal in mathematics instruction is a conceptual understanding that allows students to apply their learning to successfully complete math problems. Students must persevere to demonstrate understanding both quantitatively and through written expression. Frasch Elementary School uses Eureka Math Curriculum which is aligned to our Louisiana Student Standards for Math. Students develop a deep conceptual understanding of math and are then expected to apply their understandings to complete multi-step word problems. Number sense is the focus of instruction in the early grade levels. Students are taught many different ways to complete a problem in order for them to fully understand key concepts. By 3rd grade, students are choosing how they want to solve problems with their own number sense and understanding and showing a deep understanding of mathematical skills. Some technology-based support programs are used including ZEARN, Xtra Math, and Prodigy. Students are challenged to always show their work and explain their thinking through writing and pictures. Student discussion and group work is prevalent in the mathematics classroom. Students work together to discuss various ways to solve problems and are frequently seen learning from each other. Teachers facilitate learning instead of lecturing. Each day starts with an application problem that gives students the chance to apply their previous learning. Through concept development, teachers give students new strategies and knowledge. Individual practice comes next. Several teachers at Frasch have added a technology component here by having students enter their results into ClassKick in order to provide immediate feedback. Each lesson is concluded with a student debrief, the most important part of the lesson. Students are asked various questions about their problem set and their learning from the day in order to discuss with each other. Finally, students complete an exit ticket to show what they have learned and help guide future planning.

The process for formative and summative assessments in mathematics is very similar to that of ELA instruction. Teachers begin with the end goal and work to make sure that standards are properly addressed. The exit tickets that students complete daily are very important as they drive the instruction for the next day. Teachers are fully aware of which students need more help either whole class or during intervention time.

### **1d. Science curriculum content, instruction, and assessment:**

Science consists of a thirty-minute block for grades K-2 and a sixty-minute block for grades 3-5. Students interact with hands on learning that allows them to discover, evaluate, and investigate. Teachers use Amplify Science to guide their instruction. Students as young as kindergarten are learning how to create pin ball machines and the effects pushes and pulls have on objects. Science simulations are used for students to be completely involved in the learning. We want our students to “do” the science and be able to discuss and write about their discoveries.

During daily instruction, science vocabulary and writing are used. Students are expected to apply the vocabulary they have been taught and write about their ideas and investigations. Many experiments are completed throughout the year, in every grade level. STEM projects are often used to get students to think outside the box. Science learning at Frasch Elementary is very hands on and fun.

Assessment in science mirrors that of other subjects. Teachers begin with the assessment and work backwards to make sure that all of the standards are taught. Science assessments are created in a way that will mirror the final summative assessment that students will take, called LEAP (Louisiana Educational Assessment Program). The LEAP test takes place in spring, and students have been working all year to understand the format of the test and how questions will be asked. Students are going to apply their knowledge, not just recall knowledge, and they see this in the expectations on their science assessments.

### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Frasch Elementary utilizes the Louisiana Student Standards for social studies in all grade levels. Teachers use district created scope and sequences along with sources as their primary means for teaching. ELA and

social studies teachers collaborate to make necessary adjustments that will enhance student learning as specific content is covered in both subjects. At times, students do not even realize they have moved into social studies learning because teachers do a seamless job of aligning ELA and social studies instruction. Our social studies curriculum is centered around four core disciplines including geography, civics, economics, and history. Students learn what it means to be a good citizen and how they can show this even at a young age. These core disciplines can be seen each year as they build upon each other.

A variety of assessments are used in social studies including hands on projects, written assessments, and standards-based source tests. Formative assessments include group discussions, exit tickets, review questions, and graphic organizers. Sources are the biggest focus of summative assessments in the social studies curriculum. Teachers teach students how to use primary and secondary sources to find answers. Students are also assessed this way on the LEAP test at the end of the year. Students use sources and the information they have gained throughout the year to show a level of mastery in social studies.

#### **1f. For secondary schools:**

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

Pre-Kindergarten at Frasch Elementary School plays a vital role in students being prepared for kindergarten. Students come and learn not only curriculum content but also many social skills needed to be successful in the classroom. The pre-K classroom is a place where students learn through play time. Through teacher directed centers, free choice centers, and small group instruction, students are fully engaged in learning without ever knowing it.

The pre-K program uses the DIG curriculum which stands for Develop.Inspire.Grow. This is exactly what the pre-K program does. Students are challenged with eight themes that give them opportunities to learn and apply previous knowledge they have gained throughout the year. The themes include At School, All About Me, Our Community, Health and Nutrition, the Earth, Living Things, Science is Everywhere, and Technology in our World. The DIG program offers a specific time for daily robust vocabulary, integrated mathematics and language components, daily opportunities for active literacy and assessment, as well as a chance to meet and work with the Letter People. The Letter People are the students' favorite part. They are introduced throughout the year and students make connections to the letters and their sounds.

Success in pre-K directly correlates with success in the early childhood grades. Students that learn the routines and behaviors expected in pre-K have a successful kindergarten year behavior-wise and most pre-K students also show higher academic success in the kindergarten classroom as well.

#### **2. Other Curriculum Areas:**

Frasch Elementary School offers an art program to all students in kindergarten through 5th grade. Students visit the art classroom once a week for 45 minutes. Students are taught the fundamentals of art and the artists that mastered these techniques. Students complete various art projects throughout the year including painting, coloring, drawing, and sculpting. During the shut down for COVID, and for the two hurricanes that effected our area last year, art lessons were put online for students to complete at home with simple supplies they would have lying around.

Physical Education is offered to all students in grades pre-K through 5th grade twice a week. Students are immersed in a physical program that also teaches about health and nutrition. Students participate in many games and activities that teach them teamwork and other life skills, as well as the fundamentals of many different sports from basketball, to soccer, to bowling. Teachers incorporate extra P.E. in the classroom with GoNoodle and recess time. 5th grade students are also offered the opportunity to participate in a hockey league at school during recess time. Students that want to play are divided into teams, taught how to play hockey, and participate in a tournament of champions. Students really enjoy this fun time with the P.E. coaches and learn through active play.

Frasch Elementary School is a Spanish immersion school with a class of students in each grade level that complete all of their math, science and social studies instruction in Spanish. Spanish as a second language is also offered to fourth and fifth graders that do not need additional support in their core subjects. Students in second language are challenged to speak and learn Spanish vocabulary in a 30 minute block each day.

Technology integration to enhance teaching and learning happens daily at Frasch Elementary. Teachers use technology to engage students in inspiring activities utilizing live webcams, robots, Promethean boards and science simulators. Students in K-2nd grade each use an iPad, while students in 3rd-5th are one-to-one with laptops. Students learn how to properly type and use the device as well as participate in various activities using their individual devices. This year we have seen our Spanish immersion students Skype with students in another country, watched our 4th and 5th grade students participate in Amplify Science simulations, and listened to 3rd graders zoom with rangers at Grand Teton National Park as they broadcasted from actual snow desks. Students also use their devices daily for educational programs such as Zearn and Amplify that enhance the curriculum. Technology can positively impact the learning of students as they are provided with new and exciting opportunities. Frasch teachers integrate various technological components into their daily lessons and watch as students are highly engaged in learning.

Suite 360 is used to teach social and emotional lessons to students in weekly lessons online. Students log into their devices and participate in the program. Students that are struggling with certain areas can be assigned specific lessons in order to help them grow and learn skills to be successful.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Teachers at Frasch Elementary recognize that students come to school with various needs, abilities, and styles of learning. It is a primary focus to differentiate core instruction to meet the needs of all students by means of inclusion, leveled activities, rich technology, authentic assessments, and engaging lessons.

Data analysis plays an integral role in ensuring academic needs are met and identifying groups of students that may need interventions to help them reach individual academic goals and perform at grade level. Collaboration is a major part of this process. Teachers and the administrative team meet weekly in Professional Learning Communities. Data analysis is used during PLC meetings to determine groups of students that require Response to Intervention (RTI) instruction. DIBELS, Scantron, writing samples, and formative/summative assessments are examples of data that is analyzed during meetings.

Along with the school RTI team, stakeholders work together to group students based on learning needs. RTI is conducted in small groups and primarily consists of additional exposure to Tier 1 curriculum being used in the classroom. Flexible grouping allows for regrouping of students based on content, ability, and weekly progress monitoring of key skills.

Students may receive up to 60 minutes of intervention each day with our Accelerate model in the areas of Core Knowledge Language Arts remediation, Language Arts Guidebook supports, and Eureka Math. However, Accelerate is not limited to identifying only students for RTI. It allows teachers to place additional students within groups that will support their learning needs through practice with phonics, comprehension, writing, math computation, and word problems. Collaborative and individual review of ELA and Math student data leads teachers to review low scoring areas and match skill specific interventions to each child.

The school RTI team and administration provide support to classroom teachers by examining innovative strategies and curriculum resources. Teachers willingly share and accept feedback during these collaborative meetings, resulting in a supportive environment that fosters student growth.

#### **3b. Students performing above grade level:**

The Frasch mission statement, “Providing excellence in education for all students through quality teaching and learning,” is truly reflected in its Accelerate model for meeting the diverse needs of higher achieving students. The school leadership team meets each summer to review the performance of students on the LEAP 2025 state accountability assessments. The team analyzes trends and determines areas for growth to further build on the skills students have. Alongside the school RTI team, and with the use of DIBELS, Scantron, and other meaningful assessments, teachers in each grade level identify students excelling in ELA and/or math and form instructional groups to accelerate their learning. Teachers also meet vertically with other grade levels to examine assessment criteria and allow for discussion on how all stakeholders can work together to provide rigorous academic opportunities.

While lower achieving students receive intervention according to their needs, students performing at, or above grade level, are working toward goals of their own. Using Tier 1 curriculum as the basis for instruction, teachers build highly engaging lessons that challenge students intellectually. They incorporate rich technology and critical thinking activities that take learning further. Students in ELA groups may work with texts above grade level, produce creative writing samples, and participate in novel studies. Students in Math groups work to build models, utilize robotics, and work with programs such as Minecraft, Prodigy, and Zearn.

A particularly special aspect of the Accelerate model is that students may have a need for remediation in ELA, but also have a strength in Math. All learning goals are addressed, allowing students to have access to both. Students receive the support they require but can excel in an area that brings confidence and pushes them to achieve at a higher level.

High expectations are a critical focus at Frasch for students and teachers. The dedication to go above and beyond filters into our Spanish immersion program and after school programs such as robotics, art club, student council, and 4H club. Through these opportunities, students are actively involved, eager to learn, and driven to succeed. The commitment to excellence makes Frasch a great place to learn and grow.

### **3c. Special education:**

Frasch Elementary teachers differentiate instruction to meet the needs of all students and the diverse needs of student subgroups by means of inclusion, self-contained, resource, RTI, leveled activities, and Accelerate.

All stakeholders play a role in determining areas that can be adapted to differentiate instruction with appropriate challenges in the major concepts and skills that students should learn through the Tier 1 curriculum and grade level expectations.

Regular and Special education teachers work together in PLC meetings to review curriculum materials and examine ways to provide accommodations and modifications that meet Individual Education Plans (IEPs) for special education students. Support staff and administration provide feedback and technology resources that can further aid teachers in their efforts to provide quality educational opportunities for all students.

Frasch values the learning that takes place in mainstream classrooms, so it is important to protect the opportunity for special education students to learn in the regular education classroom when available and with proper supports in place. The special education teachers work with regular education teachers to provide opportunities for inclusion with core curriculum alongside their peers when most suitable. Then, in a small group setting, students receive individualized support to remediate concepts, modify tasks, or reteach foundational skills needed to be successful in the classroom.

All teachers share weekly lesson plans in Microsoft Teams. Classroom assessments are also shared with special education teachers ahead of time to allow for them to make appropriate accommodations and modifications that meet the needs of their students and to determine when and what setting to give the assessments in.

Frasch Elementary promotes positive, effective communication amongst teachers and families. Grades, teacher notes, assessment data, and progress reports are shared regularly to help families stay informed and

involved in their child's education. Stakeholders meet consistently to review student goals and adjust plans. All involved strive to close the achievement gaps through collaboration, research-based strategies, and with the additional support of Response to Intervention (RTI) and Accelerate.

**3d. English Language Learners, if a special program or intervention is offered:**

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

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

At Frasch Elementary, we believe that high levels of student engagement and motivation contributes to the academic success of our students. Our students are challenged in math through Eureka Math. These lessons are hands-on and require student discussion and a deep level of engagement to meet the demands of the lesson. Each student is equipped with an iPad or laptop for use during instruction. While students are working in math, the teachers are checking their dashboard to provide immediate feedback and direction. The students work on tasks as a team, critique each other's work, and participate in gallery walks during their lessons. In ELA, lessons are equally engaging and challenging. Through the use of Louisiana Guidebooks, our students dig deeply into rich text. They are asked to work collaboratively in writing, presentations, and are often found participating in Socratic circles in class. The students interact on discussion boards daily and can even invite their parents to comment on their work. Our students are also provided with interactive curriculum like Zearn Math, Amplify Reading and Amplify Science. We are program and technology rich to ensure students have all the tools they need to stay engaged, motivated, and successful.

Our students are also rewarded for their successes and growth. Students are able to set their own personal achievement goals and are rewarded and recognized when they meet their goals. Students participate in an Accelerated Reader contest that takes place each nine-week period. Students' names are read over the announcements as they reach certain point levels. At the end of the year, there is a medal award served to the top three in each grade level earning a gold, silver, or bronze. We celebrate a math fluency bracket in March to coincide with March Madness. Our fluency competitors and champions are announced at our family math night. Our students are also given honor roll and banner roll awards, as well as monthly character and citizen of the month awards. Our monthly character trait is spoken daily, and students are encouraged to model that trait. Our ability to celebrate our students and encourage them helps keep them motivated to succeed.

Our Positive Behavior Intervention Support (PBIS) program is another engaging program that ensures our students develop positive traits as they learn and grow. Our system is online, and all of the faculty and staff have the ability to scan a student's badge and give them points for Frasch cash. Points are often assigned for following our Frasch expectations. Those expectations are recited daily and posted throughout the school. Students can use their points to shop in the PBIS store. We have a PBIS party each nine weeks to celebrate those students who earn an "O," or outstanding, in conduct. We also have a PBIS team comprised of administration, grade level teachers and the counselor who meet monthly to discuss supports for those students who need help following expectations. They participate in social skills groups, a check in and check out program, or they may complete a Suite 360 lesson for emotional support. Through PBIS we can meet each student where they are and celebrate both small and large successes.

During our closure for COVID, we used Facebook and our website to keep students and families engaged. Administrator and teachers read a bedtime story each night for our students. We had a book return and check out system to make sure our students were still able to read. We provided instructional materials for those students without technology, and we invited parents to use our parking lot as a hot spot for internet. Our teachers provided video instruction and links on their websites. We also had online office hours to answer questions or provide support to our families. We held virtual contests and a virtual spirit week with activities for families. They were encouraged to post pictures of their participation. It is tradition for graduating seniors to complete a senior stroll through their elementary before graduation. Since we were shut down, we did a slideshow presentation and invited the seniors to submit pictures and memories. When it was complete, we shared the slideshow with our community. We worked tirelessly to adapt as many activities as possible to stay engaged with our school family.

### **2. Engaging Families and Community:**



Frasch families and the community are very important to the success of Frasch Elementary. We value the relationships we have made with parents, as well as community members, and our Partners in Ed. Many things can be accomplished with the support of families and the community.

Frasch Elementary has an Action Team for Partnerships (ATP) committee that meets monthly to discuss various activities throughout the school. The team helps write a one-year action plan that is built around family engagement activities and student success. Parents on this committee help us to plan, get volunteers, and create opportunities for fun family engagement activities. This year alone parents have had the opportunity to participate in two book fairs, Drive and Drop so parents can meet their child's teacher and drop off supplies, an ELA night focused on Christmas Around the World, and Spanish Heritage Night. We also had a math night called Math Madness. This was a basketball themed math night where students showed their parents what they have been learning in their grade level curriculum. After each event a survey is sent to parents to get valuable feedback. Parents are given another opportunity to provide feedback and the end of the year. We gain valuable ideas and parents can feel as though they are contributing and fully invested in their child's elementary career.

Teachers create special relationships with parents as well. Teachers use the REMIND app to make sure parents get valuable information. Take Home Tuesday is a special day each week that parents know to check for important information and notes from the school. Our Tuesday Newsday letter goes home each week with important information for parents along with upcoming dates and activities. Parents can also check our Facebook page in order to stay up to date with things going on at the school.

Partnering with those in the community gives students many opportunities that they may not have otherwise. Our school partners with Care Help, a non-profit organization, to provide weekly Backpack Blessings to our students that may need some extra food during the weekend. Dewanna's Closet is a non-profit organization that provides uniforms and supplies for teachers and students. Our DARE program for fifth graders is put on by the local sheriff's department. It teaches our kids about the negative effects of drugs, alcohol, and bullying and the right way to make choices when they are faced with peer pressure in middle school. Another organization that supports our school is the Office of Juvenile Justice who provides us with the Prosecutor's Early Intervention Program (PEIPs) for students that need extra support in the area of behavior. Our Partners in Ed work with our school to provide awards for students and help support teachers during Teacher Appreciation Week. Turner Industries provides bags each month for our citizens of the month. Having relationships with these community members plays a vital role in the success of students at our school.

### **3. Creating Professional Culture:**

At Frasch Elementary School, all of our staff is valued, respected and encouraged to continue growing professionally. Targeted professional development is offered based upon a survey filled out by the teachers. These professional development opportunities are given during PLCs, in-service days, and after contracted hours. One in-service day each year is utilized to allow teachers to provide professional development for others on the staff. It is empowering for teachers to present to their peers, and teachers enjoy learning from their peers as well. Administration, teachers, and staff participate in district level professional development and book studies to help us better meet the needs of our students. We believe that targeted professional development has greatly impacted our ability to grow our student achievement levels.

Data-based decision making also guides our professional development goals. Each grade level meets monthly to review the data of our students. During these meetings, we discuss assessment data, analyze trends, and look at areas that require extra support. Having these discussions about how we can support our students aides us in choosing purposeful professional development opportunities to drive the decisions regarding our students. Coming together to support our students gives us all a more vested interest in their success.

When we transitioned to remote learning, we tried to ensure our teachers had the best technology and training to support students. Zoom trainings were held to help teachers begin their instructional journey with remote learning. Administration, teachers, and staff participated in trainings together and were readily

available to support one another. We arranged school-based trainings with our tech department to help our teachers gain success with the online platform. Teachers volunteered to give a “tech tip of the week” to other teachers. These were included in our Frasch Focus, and more in-depth training of these topics were held after school.

#### **4. School Leadership:**

The school leadership philosophy at Frasch Elementary is that of shared leadership. The principal believes that when everyone feels valued, respected, and trusted they readily accept leadership roles and rise to a higher level of excellence. The administrative team consists of the principal, assistant principal, and counselor. Our team meets often to discuss any issues that may arise with staff, parents, or students. These meetings are crucial to ensuring that we are prepared to meet the needs of our students academically, socially, and emotionally.

Our school leadership is made up of several teams. Our leadership team is comprised of one teacher from every grade level, an enrichment teacher, and a SPED representative. This team meets every other month to discuss achievement, discipline, morale of teachers and students, policy issues, safety, and anything else brought to the team’s attention. Each grade level representative shares the meeting information with their team to keep them updated on any changes. We have a PBIS team that is led by our assistant principal. This team also meets monthly to discuss discipline issues, student supports, PBIS parties, and any areas of concern. Any changes to expectations, supports, or rules are shared with the principal and their team members. Frasch also has a data team and Accelerate team that focus on student achievement. All of these teams work together under the direction of the principal and assistant principal to improve student achievement and build teacher leaders.

Administration is responsible for attending meetings with district leadership regarding policy, procedures, and curriculum. We meet monthly to collaborate with other administrators in our district. We are able to share ideas and learn from our peers. We facilitate PLC meetings but encourage teachers to take the lead in those learning communities. We support curriculum by bringing the latest professional development, working with teachers using the coaching cycle, and providing feedback for growth. We believe that when teachers are empowered, they will empower our students.

Leadership is a privilege. Administration knows that it is an honor to serve our faculty, students, and community. By modeling shared leadership, we believe we will grow teachers who will then become future leaders. Our culture is that of excellence in leadership as we grow our students to lead as well.

#### **5. Culturally Responsive Teaching and Learning:**

At Frasch Elementary, all students and families are valued and respected. We know that as our school becomes more diverse, we must strive to provide an inclusive environment for all students. This year we are using Suite 360 to provide daily social emotional learning (SEL) lessons to our students in kindergarten through fifth grade. These lessons address many of the issues our students and families are dealing with. Lessons on grief and loss have been instrumental in helping our students navigate their feelings about the pandemic and the devastation caused by the hurricanes we experienced. Our character education program focuses on kindness, acceptance, and good attitudes. We focus on one trait each month with quotes, lessons, stories, and small groups, all geared on implementing that trait. Our students are encouraged to use these traits to settle conflicts and help others.

Students at Frasch are exposed to a culturally diverse curriculum. Our ELA units often give insight into different cultures and their contributions to society. They also learn about social injustices and the people who created movements that have shaped our present-day laws. It is important for our students to see successful people from their cultures. As a school, each year, we have an opportunity to share family traditions or cultures. One year our families sent in their favorite holiday traditions, and we hung those traditions in the hall for everyone to see. This year we had a snowflake that each family decorated to share the uniqueness of their family. Those were shared with the school as well.

As a Spanish immersion school, we have a very diverse faculty as well. Our teachers of foreign language have been instrumental in helping us communicate with Spanish speaking families. They have helped us provide information in Spanish on our website and other means of communication. We celebrated Spanish Heritage Month in October, and our students and families made projects to line our hallways so we could learn more about Spanish culture. We also hosted Christmas Around the World for our community. Our students studied different cultures for two weeks.

At Fresch Elementary, we know that all children can learn if we take the time to embrace and support their differences. We know it is important to recognize our differences, cultural biases, and the way those biases impact our instruction and learning.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Many strategies are used at Frasch Elementary School, however, we believe that the strategy that sets up the most success at our school is our Accelerate program. Accelerate is a Response to Intervention, or RTI, time when students are met where they are, whether advanced or struggling, and teachers provide individual instruction to students in a one-hour time block each day. In ELA, teachers look at DIBELS data as well as classroom performance on various skills to group students by their needs. For example, students might end up in a fluency, comprehension, or phonics group. In Math, teachers look at pre-module assessments as well as weekly assessments given to see if students need some reinforcement during the next week. Each grade level Accelerate time is broken into two thirty-minute sessions. Students who are advanced are offered programs that will push them even further, including Spanish as a second language, Minecraft Math, and advanced ELA instruction.

During Accelerate, students are grouped according to previous data that has been analyzed by the Accelerate team and grade level teachers. Groups are fluid and students change intervention groups each time the data is analyzed by teachers. Progress monitoring is also used in ELA and mathematics groups to ensure progress. If a student is not progressing, a special team can be called in to take a deeper look at the student to see if special help is needed.

Through this process of identifying student struggles, teachers are able to meet students exactly where they are and fill in gaps that have been created from being away from school. With COVID and two major hurricanes, we have missed several months of in-person instruction, and the gaps are large. We have seen a significant decrease in student learning gaps by providing them with small group instruction during this Accelerate time. Teachers are going above and beyond to meet students exactly where they are, so they see success, and then transfer that success to their grade level curriculum. We believe that this program directly correlates with being awarded a Top Gains Honoree and Equity Honoree by the Louisiana Department of Education.