

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

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

School Mailing Address 669 Highway 363  
(If address is P.O. Box, also include street address.)

City Washington State LA Zip Code+4 (9 digits total) 70589-4138

County St. Landry Parish

Telephone (337) 826-3391 Fax \_\_\_\_\_

Web site/URL https://www.slpsb.org/o/gpes E-mail rsuire@slpsb.org

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Patrick Jenkins E-mail pjenkins@slpsb.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Landry Parish Tel. (337) 948-3657

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. Albert Hayes  
(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):
- 16 Elementary schools (includes K-8)
  - 8 Middle/Junior high schools
  - 7 High schools
  - 0 K-12 schools
- 31 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	15	17	32
K	30	22	52
1	24	21	45
2	25	18	43
3	16	20	36
4	31	18	49
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	141	116	257

\*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 % American Indian or Alaska Native
  - 0 % Asian
  - 45.7 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 52.3 % 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 2020 - 2021 school year: 19%

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

The COVID pandemic had a great effect on our mobility rate during the 2020-2021 school year. Many students were kept home out of fear of illness. There were also many cases of families moving from one area to another to be with extended family.

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	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2020	298
(5) Total transferred students in row (3) divided by total students in row (4)	0.19
(6) Amount in row (5) multiplied by 100	19

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

Arabic

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

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 142

8. Students receiving special education services with an IEP or 504: 10 %  
25 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>3</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>4</u> Other Health Impaired                 |
| <u>5</u> Developmental Delay     | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>6</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
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.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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	93%	95%	95%	95%	95%
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.

Grand Prairie Elementary strives to promote pride, respect, and positivity and to encourage academic excellence in all learners. Our Vision: As a school, Grand Prairie Elementary will work with families and the community to equip our young people with the skills and mindset to thrive and then take on the world.

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

<https://grandprairieelem.slpsb.org/>

Please see the bottom of the website's main page.

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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Grand Prairie Elementary, as a building, is a structure that has many historical aspects. It was built in 1942 to replace the original building, which was built in 1906. The traditional 2-story brick building that stands today was built to house first through twelfth grades. The building and site are a point of pride in the community. The community of Grand Prairie is a sparsely populated area that includes single family homes, both new and timeworn, and many acres of farmland. The population of students comes from a mix of low and mid-socioeconomic families from the surrounding area and from nearby communities, such as Plaisance, Fauborg, and the outskirts of the City of Opelousas. Families in our area are of proud Cajun heritage and celebrate this in their cooking, speech, traditions, and festivities. The community supports the school by participating in po'boy sales, Mardi Gras celebrations, book fairs, religious Christmas celebrations, and other family holiday activities. The majority of our faculty is from the community. Most of our faculty and students attend church services at the same places of worship. There is a Catholic church a half a mile away from the school with a full time priest who knows many of our students from the Catechism classes that take place at the nearby church. Some of our teachers teach these Catechism classes as well. The church and the school work together to promote fundraising events. Most of our parents work as local farmers, at local factories, hospitals, or local government offices.

Students are reminded each morning of the mission of our school: “Grand Prairie Elementary strives to promote pride, respect, and positivity and to encourage academic excellence in all learners.” Each class of K through 4th grade students takes a turn to present morning announcements and recite our mission over the intercom each morning. Each student receives a turn to lead our school in beginning our day on a positive note.

Our PBIS Program (Positive Behavior Intervention and Supports) helps to intrinsically motivate our students to challenge themselves to become better students both academically and emotionally. Our mission is to work toward creating an environment that is safe, supportive, and innovative for students to be active leaders in their classrooms and around the campus. Each month, each teacher picks a “Panther of the Month” to represent their grade level. The Panther of the Month is chosen for portraying our Panther Characteristics of pride, respect, positivity, kindness, safety, and responsibility. This student gets their picture taken and put on our school bulletin board, name announced on the school intercom, and a free kids meal to Raising Cane’s, a local fast food restaurant, who often partners with our school. We also have future plans to become a Leader In Me (LIM) school for the upcoming 2022-2023 school year. We recognize that we already incorporate many of the seven LIM habits into our school culture, so we are excited to have all habits fully implemented soon!

The success of our school is, in large part, a product of our parental and community involvement. As a small rural community, we are fortunate to have parents that are actively involved in the continued success of our school. We have an active parent teacher organization that plans many exciting events for our students and generates funds to help support our school. In addition, all faculty members work to maintain personal relationships with students’ families through constant communication. All of our teachers offer support to our students both emotionally and academically. If teachers notice that students are falling behind in their grades or attendance, they usually report this to the administration and we all work together to identify the problem and remedy it.

In order to provide all our students with the targeted instruction needed to be successful, our school employs highly qualified teachers and full-time, highly trained paraprofessionals that provide intensive intervention in both literacy and math for struggling students. These paraprofessionals and classroom teachers meet with students in small group and one-on-one settings to reteach and reinforce skills. We also have a strong, effective Learning Center program for students who may need extra support in math or language arts. These students are scheduled to attend remedial time in the Learning Center daily to provide the first tier of academic support.

Since COVID-19, our teachers continuously attend Professional Development (PD’s) that support our school improvement goals, as well as distance learning modes of education. For example, when COVID-19



threatened our district, teachers began attending more professional development opportunities utilizing Google Classroom, Zoom, SimpleK12, and Kami. Teachers worked together to ensure that they were knowledgeable about delivering sufficient instruction to students both in-person and virtually. Our teachers are prepared to teach virtually in case of whole class or school quarantines. Their Google Classrooms are updated regularly and students are knowledgeable on how to log onto lessons from home.

## **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:**

Grand Prairie’s teachers’ use of tiered instruction has been a beneficial practice to our students. We have found that tiered instruction attends to different learning styles, needs, levels, and intelligences. This form of instruction gives students differentiated work, provides choice, ensures that work is engaging and appropriately challenging, provides for appropriate scaffolding, matches learning styles with students’ interests, just to name a few. We also practice flexible grouping, which allows students to use each other’s strengths to further their learning. Students are given opportunities for collaborative learning often in all subject areas.

Grand Prairie Elementary does not just employ a single method to assess students’ understanding. Daily assessments along with questioning, exit tickets, white boards, technology resources such as Moby Max and Study Island, along with classroom observation and Interim exams are all used to formatively assess students’ comprehension. Summative tests include regular classroom assessments, cumulative tests, and Edulastic exams. Moby Max and Study Island are digital resources that aid in standard specific test prep questions. Students at Grand Prairie Elementary are constantly challenged and given multiple opportunities by which they can show their success in all subject areas.

Since the COVID-19 pandemic, Grand Prairie Elementary has adapted to online learning to enhance student performance. Effective online instruction was appropriately designed and facilitated by knowledgeable teachers who were given opportunities to attend webinars and district-purchased programs, such as Simple K-12, allowing teachers to participate 60-minute virtual, hands-on workshops to learn new skills for personal and professional career advancement while working live in a collaborative environment with peers across the nation. Grand Prairie Elementary uses Google Suite for Education that assists the teachers to save time by easily creating courses, organizing classwork, distributing assessments and sharing rich feedback to the students. Every teacher has a Google Classroom used to post assignments, track student progress in these assignments, and post feedback that students and parents can view.

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

Our Kindergarten through 2nd grade classes use the Core Knowledge Language Arts (CKLA) curriculum. This comprehensive curriculum teaches students to decode at the earliest grade levels and also to build background knowledge, vocabulary, and analytical skills that allow them to understand more complex texts later in their elementary school years and beyond. Previous knowledge is consistently linked for students to acquire understanding and build a base knowledge that deepens their comprehension. Students are engaged in learning for an hour of the LA Skills Strand, which addresses the core foundational skills, and an hour of the Knowledge Strand, which builds students’ knowledge and vocabulary while they learn to read.

Third and fourth grades utilizes LearnZillion Guidebooks for its ELA curriculum. LearnZillion is a program that centers around texts students love. It connects across multiple genres, creating a web of meaning, which is critical to the development of reading and writing skills. LearnZillion supports whole class and small group instruction. Students build understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities. Teachers can adapt their instruction for all students in their classroom, no matter their learning style ability. Extension activities ensure teachers can meet the needs of every learner. Classroom slides aid in learning and teaching notes provide lesson materials and resources at point-of-use to support planning and teaching. Integrated digital assessments are designed to help students retain information from the readings, and help teachers get formative feedback on students’ learning, helping them conduct strategic, data-driven instruction.

Third and fourth grade ELA Guidebooks include informational and literary texts. Each LearnZillion

Guidebook unit is divided into sections and lessons and provides daily formative assessments, several section quizzes and three unit assessments. The three unit assessments assess how well students read, understand, and express their understanding of complex, grade-level texts. For the Culminating writing task students synthesize the topics, themes, and ideas of the unit into a written product such as an essay, narrative or article. For the extension task students extend what they have learned in the unit to make connections between their learning and their lives through a narrative or personal essay or between their learning and the world through research about a related topic. For the Cold-read tasks students read a new text or two related to the unit topic and answer multiple-choice questions as well as respond to a writing prompt.

The third and fourth grades follow Louisiana State Standards. The standards formally assessed in 3rd and 4th grade ELA include standards for reading literature, standards for informational texts, standards for foundational skills, writing standards, speaking and listening standards, and language skills standards.

During the year we take diagnostic and interim assessments to check students' grasp on content and guide future instruction. We utilize Study Island, Freckle, and Moby Max to support and monitor mastery of state standards for students in the subjects of reading, writing, mathematics, science and social studies. We promote Accelerated Reading to monitor reading practice and progress.

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

Grand Prairie Elementary provides students with a variety of math resources to assist students in being proficient in mathematics. Our math curriculum follows the scope and sequence created by our district's math team. The math teachers create daily lesson plans and engaging activities using new skills for the week drawn from the scope and sequence of the district's pacing guide; however it also includes review items based upon the students' performance from the previous week's assessments. Teacher created assessments have standards that are being assessed on the assessments to see if students are mastering the standard that was taught. Students who have not mastered standards are retaught lessons in a smaller group in various ways: some are partnered with a stronger student who excelled in the standard; one on one with teacher (during PE time); and some encouraged to attend after school tutoring. Teacher collaboration among grade levels as well as with other math teachers around the district, discussing students' performances on district made and teacher made assessments and how the standards are being assessed has contributed to student growth.

Because of the various learning styles, needs, levels and intelligences of each class, teachers present lessons using a wide variety of math strategies. In a typical math lesson, teachers will have an anticipatory set by activating prior knowledge and projecting the standard and/or the objective of the lesson then model, check for understanding, incorporate guided and independent practice and ending with a debrief of the lesson. Teachers also incorporate distributed practice that revisits previously taught concepts which has shown to yield long remembering. Teachers also work with students in small groups, and provide individualized instruction to students that need additional support. Students also receive instruction from paraprofessionals in small groups and even in one-on-one settings. Students are encouraged to have math talk which gives a student an opportunity to share, analyze and make sense of math. Students discuss their strategy for solving a math problem and explain not only what they did but also the reasoning behind their work. They also make observations of their peers' work, pose questions, and express uncertainties. Teachers use innovative, hands-on activities to engage students and deepen their understanding of core concepts. Teachers have implemented Math projects which help students understand a specific math concept or idea, allowing the students to visualize the basic concepts in an in-depth way, improving their problem-solving capabilities and also enabling them to learn in a fulfilling way for their lifetime. For example, students constructed a blueprint of a Santa's Village design utilizing their concepts of area and perimeter. Students were given a budget, then they had to research, sketch, design, and calculate costs. When students were learning about fractions, they were given a Fraction Pizza project. Students were given a donated pizza box to create their own pizza. Using this pizza model, they also had to make equivalent fractions and include two word problems with solutions.

In the lower grades, students use the Zearn mathematical curriculum. This program is a combination of workbook and digital lessons to support instruction. With Zearn, students get face-to-face instruction from

their teachers, then guided concept exploration, visual and interactive manipulatives, differentiated activities, and encouraging feedback from the online component. Students practice fluency and concept development through these digital lessons. It also supplies teachers with access to their students' progress and insight into skills that students may have struggled with.

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

Our school uses the Amplify Science curriculum, which is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. Amplify Science includes hands-on activities, print materials, and digital tools to support online and offline teaching and learning. This user-friendly program gives schools and individual teachers flexibility based on their technology resources and skill levels.

All grade levels have hands-on learning in their classrooms. Students have studied animal life cycles and have hatched out, journaled changes of, and made models of the lifecycle of Painted Lady Butterflies. For Forces and Motion experiments, both third and fourth grades have made Rube Goldberg models, with teachers supplying students with instructions and material but acting only as a facilitator. Students have studied circuits in the Energy unit and attempted to test batteries and wires to make a complete open circuit.

Students from grades Pre-K to 4th grade have gone on educational Science field trips including Louisiana State Arboretum, Swamp tours of wetlands in Lake Martin, Landfill/Recycling Center tours, E & L Sweet Potato Farm, and “Rock Mining” (an on-school site experience).

The school's 4-H Club has made a school flower bed for all grade levels to learn about perennials and annuals and plant structures and functions including the role of insects in pollination. The same club also has had a “recycle” campaign encouraging the whole school to bring in recyclables and have students read rewards of recycling along with detriments of litter to landfills on our school's loudspeaker to the whole school as part of the campaign.

Whole school lessons in Physical Education include lessons about nutrition ([myplate.gov](http://myplate.gov)) and body systems. Formerly in the computer lab, and now on chromebooks in the classroom, teachers can access Study Island for lessons based on the Louisiana state science standards. This online resource supports and monitors mastery of state standards for students in all subjects but now Science is also included.

Weekly formative assessments like quizzes, writings, and diagrams are used for specific material. Summative or end of unit assessments are included in the curriculum, compiled by parish teachers, and included on a shared Google classroom. The data from summative, similar to cumulative, gives the teacher an idea of what students have retained throughout the course. The data from assessments are documented per question and discussed during weekly PLC (professional learning communities). Also different grade level science teachers collaborate on material covered or not covered for the receiving teacher to know what NOT to reteach, so we can reach material most vital to future learning.

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

Utilizing the Louisiana State Standards, teachers engage students in a student-friendly Tier 1 Social Studies curriculum organized thematically to the strands of civics and government, geography, economics, and history. Students interact with both a periodical format and a robust online learning platform that are hands-on, interactive, standards-aligned, and research-based. These standards are taught in an integrated manner, providing students with the opportunity to learn about the world around them. At Grand Prairie Elementary, we hope to create students who will one day become productive members of their communities. To encourage this, each year our school also interacts with our local community helpers such as our firefighters, police officers, local politicians, and business owners. Students visit local businesses and government entities like our local landfill, where they learn about recycling, composting and conservation. They also

learn about the history of our state and its rich culture. Lessons include the three branches of our state government. Students also participate in activities that provide real-world scenarios. For example, our students participate in a mock 4-H officers election where members must register as voters, meet the candidates, and cast their votes using paper ballots.

Our lower grades use Studies Weekly, a Tier 1 curriculum that provides an introduction to civics and government, economics, geography, and history. This curriculum is organized thematically within a student-friendly periodical format and robust online learning platform. It is hands-on and interactive, researched-based, and scaffolded.

The Louisiana Department of Education is currently working on adopting a new set of Social Studies standards that will shift toward an approach that balances disciplinary skills and content knowledge. These new standards will create a more coherent sequence of content, strengthen elementary skills and knowledge and to better integrate historical perspectives of people from all different backgrounds. Our teachers have begun familiarizing themselves with these new standards as part of a district initiative to get a head start on the revitalization of the state's social studies curriculums.

**1f. For secondary schools:**

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

Grand Prairie has a strong Pep-Kindergarten program in the form of two seasoned teachers and supportive paraprofessionals. Our teachers utilize the Teaching Strategies GOLD assessment format which is aligned to the Louisiana Standards for Early Childhood. As a streamline to this assessment program, we also use Teaching Strategies' The Creative Curriculum for Preschool. This curriculum is a comprehensive, research-based curriculum that features inquiry, exploration, and discovery as the foundation of all learning. It is content-rich, developmentally appropriate, and delivers academic rigor alongside social-emotional learning and cognitive development. Pre-K students learn through exploration of different "studies" of things such as trees, boxes, sand, and bugs. These studies lead to a plethora of higher order thinking questions and, with the help of our teachers and paraprofessionals, opportunities for students to dig as deep as they choose into any of these subjects.

Our teachers are evaluated using the CLASS evaluation tool. This rigorous tool utilizes the many aspects of the early childhood classroom, including emotional and instructional support dimensions and as well as the organization of the classroom and its routines. Both of our teachers have scored Excellent on this tool for the past two years. Our administrator has been trained as a CLASS evaluator and a CLASS trainer, so she brings with her a deep understanding of the evaluation tool and uses this as an advantage for our school's pre-K program.

As our pre-K students enter Kindergarten, the data, in the form of their entrance tests and first nine-week grades, has shown that students from our pre-K program are performing higher than students who were not previously part of our program. These students truly acquire a head start into their primary grades by taking advantage of the excellent pre-K program that we are able to provide.

**2. Other Curriculum Areas:**

Grand Prairie Elementary offers our students a wide range of Interests and Opportunities courses. Each week students participate in non-core curriculum classes including physical education, foreign language, art, music, library science, and robotics. The Interests and Opportunities educators meet and collaborate with our classroom teachers in order to create cross-curricular learning experiences that engage students by fostering a variety of learning styles.

In the French enrichment class at Grand Prairie Elementary, the children are taught how to comprehend and speak common words, phrases, and sentences of the Louisiana French Cajun/Creole dialect that was

prevalent and still exists in our state today. The students learn about the influences of French colonization and how the language that many of their great-grandparents and grandparents who lived/live in south Louisiana spoke. Because there are many people who live in the community who still speak French, the children are encouraged to question and engage family members, especially grandparents, to gain knowledge of their own cultural identity and to share what they learned with the class. Teachers and staff members who are familiar with the language are also encouraged to use phrases and commands in their classrooms as well. Confidence and a sense of pride develops as students demonstrate how they are able to comprehend simple commands and questions.

In art class, students are provided with lessons that allow them to explore various genres of art. Students create art using a variety of mediums such as crayons, markers, paints, feathers, etc. Students gain confidence throughout the year as our art teacher fosters creative expression. Student work is then displayed around the school to show off their accomplishments within a new experience.

In our music class, students develop fundamental skills for making and enjoying music. Our music teacher focuses on training students to explore tonality, music construction, beats, and movements. Students are also able to gain a sense of community by creating music together.

We ensure that students receive 30 minutes of well-planned physical activities every day. The physical education teacher promotes health and wellness to our students and staff. The teacher's overall goal is to show students how to be physically fit in multiple ways. By being exposed to a variety of sports, activities, and games, our students are learning the importance of physical fitness and wellbeing. Incorporating programs like Eat, Move, Grow! and partnering with the LSU Agriculture Center's Health Program, our students are learning about healthy eating and physical fitness from many different sources in multiple ways. This time is also often used for mental wellbeing. By providing Social Emotional lessons once a week, our PE teacher also helps to address mental wellbeing, a very important aspect of our students' health.

Our students also participate in the Accelerated Reader program which allows them to read books on their level and interest. Our library has many books ranging from 0.1 book levels to 7.0. This program recognizes students' achievements using computer animated targets that encourage learners to meet or exceed their target. Students that exceed their growth target are given tokens to purchase books out of a book vending machine purchased by our school district. It is very exciting for students when they are given the opportunity to purchase books with tokens.

Students are also given the opportunity to learn about robotics using LEGO Education program kits. These kits enable students to learn about building and engineering tools and machines. This also taps into students' interests and talents in STEM subjects.

### **3. Academic Supports**

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

Students who are performing below grade level at Grand Prairie Elementary receive Title 1 and Tier 2 intervention services in Reading and Math through the school's Learning Center. These students are identified as early as possible to prevent failure, and to ensure success in Reading and Math by bridging the learning gap among students in kindergarten through fourth grade. Placement in the Learning Center is based on final averages, if the student is a repeater, standardized test scores, teacher recommendation, curriculum-based assessments, attendance, DIBELS, a K-3 grade literacy assessment, and district-provided Math screeners. The Learning Center teacher collaborates with the Reading and Math teachers to correlate standards-based lessons that provide intervention in a small group setting.

Plans for differentiated instruction within small groups are determined by the individual needs of each student. Students are provided explicit, intensive, systematic instruction in both Reading and Math. Reading foundational skills are taught to target specific skills in which students show a deficit. Orton Gillingham, a multisensory approach to teaching Reading, is used with kindergarten through second grade. Instruction involves sight, hearing, touch, and movement to help students connect language between sounds and letters,

and letters and words. Exact Path is a digital program purchased by the district, and is used with third and fourth grades. It personalizes learning in Reading and Math, and is aligned with Louisiana state standards. It targets each student's academic strengths and weaknesses with a computer-adaptive assessment, and then it prescribes a tailored playlist of lessons, practice, and short quizzes at their learning level. After completing each set of skills, a short progress check assesses the student's understanding. Additionally, the teacher will be notified of each student's progress, and lessons can be printed out to be used for small group and individualized instruction by the teacher.

Furthermore, in Math, various strategic intervention materials are used for small group and individualized instruction in which concepts are introduced and taught using visual tools, manipulatives and concrete-pictorial-abstract for the understanding of skills in kindergarten through fourth grades. All students are assessed and monitored for progress using DIBELS, District screeners and probes, and Exact Path in Reading and Math.

Remediation is offered through Accelerated Tutoring time each morning, which consists of a front-loading learning process administered by their content area teachers. Students are exposed to the daily lesson's content before the lesson is taught so that the content is familiar to them when being delivered to the entire class. This prepares students for any questions or problems they may have encountered had they not been introduced to the material beforehand.

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

Students showing an aptitude in any core subject or a talent in the arts are referred for our district's Gifted and Talented program. These nominations may come from the classroom teachers, school support staff, and parents. These students typically perform above grade level and need more challenging tasks that extend their learning beyond the core curriculum. A Gifted and Talented teacher visits the school regularly to offer services to these students.

Our school also offers Interests and Opportunities classes to help all students expand their interests. We ensure that students receive 30 minutes of well-planned physical activities every day and also provide opportunities for students to learn about the French language, art, and music throughout the week. Students are encouraged to foster a love for learning and explore future learning endeavors by exposure to foreign language and the arts. Students are also given the opportunity to learn about robotics using the LEGO Education program kits. These kits enable students to learn about building and engineering tools and machines. This also taps into students' interests and talents in STEM subjects.

Enrichment is also offered through Accelerated Tutoring time each morning and throughout the day for early finishers. Students use a combination of online tools to learn more challenging content and review fluency practices in all content areas. These tools help to develop students' higher order thinking skills and improve their comprehension. Through the use of placement tests, these tools automatically differentiate instruction for students who have mastered their grade level skills and may be working at a higher level. They also include incentives to motivate students to achieve their goals.

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

In order to promote instruction to meet the needs of students with disabilities and make certain appropriate accommodations are integrated into the lesson, our Special Education Department (SPED) staff at Grand Prairie Elementary attends all grade-level meetings to assist and plan for differentiated instruction with the regular education teachers covering different departments.

On a weekly basis, the Special Education team tracks the grades of students with disabilities. Through weekly tracking, progress monitoring, and weekly assessments, the Special Education Department reviews the material the students are struggling with and offers intervention with one-on-one or small group settings with services in ELA, Math, Science, and Social Studies, with a concentration on ELA and Math.

The Special Education teachers work closely with the school's Testing Coordinator to ensure all students

with disabilities receive accommodations on classwork and assessments (according to their IEP plan) in an effort to close the learning gap. Professional Learning Community (PLC) data guides the Special Education teacher to service the children closely and constantly collaborate with the regular education teacher to address the individual needs of each child. When developing an IEP, the needs of each individual student are closely evaluated to make certain each student is provided the appropriate accommodations needed for them to be successful.

In order to further assist our special education students to be successful, trained paraprofessionals are assigned to aid and support our students with disabilities in the regular education classroom setting and in the special education classroom setting as well. Efforts are made during IEP meetings and follow-up meetings to include parent involvement in the educational needs of their children, and provide instructional resources for school and home learning. Consultation and collaboration among the special education teachers, regular education teachers, para-professionals, service providers, and the test coordinator are necessary in order for the special needs student to be successful. The success of this Special Education Program is developing a learning environment that addresses the education of the whole person.

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

The St. Landry Parish School Board utilizes the Content-Based E.L. Program that focuses on content-based E.L. instruction in which English Learners receive language instruction through standards-based content from their content area teachers and explicit instruction of English language structures by E.L. teachers/tutors. Standards-based instruction starts with the Louisiana Student Standards. Then, the Louisiana Connectors for English Learners provides the bridge that supports engagement in the content standards despite the limitations of English proficiency.

Our English Language Learners program immerses students in the English language for the whole of the school day and expects them to learn math, science, humanities, etc., through the medium of the target language of English. The program teaches content with added language supports and explicitly links concepts to student's backgrounds and experiences. It emphasizes key vocabulary (e.g., introduce, write, repeat, and highlight) for students and uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, and demonstrations). EL students are also provided hands-on materials and/or manipulatives for students to practice using new content knowledge.

English language learners are identified as soon as they register into our school. Parents must complete a home language survey that lets the school know if there is a language other than English predominantly spoken in the home. If another language is predominantly spoken, the administration must conduct an interview with the family to determine whether or not English is the student's primary language at home. If the interview determines that the student's primary language is not English, the student will take the language proficiency screener. This language proficiency screener conducted through the TIDE system will identify if the student will qualify for EL support. If that student does qualify for EL support, then an EL Accommodation plan must be decided upon by the classroom teacher. The student will then receive supplemental support from an ELL teacher two days a week, as well as support within the classroom by way of certain accommodations deemed necessary by the accommodations plan.

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

Grand Prairie Elementary currently has no students who classify as migrant or homeless. In the case of future students, there will be no barriers to enrollment migrant or homeless students as our school works with our district central office to provide homeless and migrant children and youth equal access to its educational programs and an opportunity to meet the same challenging state and district academic standards that all students are expected to meet. Students are protected from discrimination and will not be segregated on the basis of their homelessness. Local district policies and practices will not segregate or stigmatize homeless students in separate schools or in separate programs within schools. Our district supplies a specialist who recruits and advocates for this population of students. It also provides school supplies and summer workbooks for students to enhance their skills and address any learning loss over the summer.





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

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

Our school encourages a culture of positivity, kindness, and pride by reminding students daily that they are a part of our school family. Our walls are lined with our positive behavior practices: Be proud. Be kind. Be positive. Be safe. Be respectful. Be responsible. These practices are reviewed daily with students and examples are given on how students can carry out these practices. At our school we are a family. On the first day of school teachers begin building relationships with students and their families and establish open lines of communication from school to their homes.

The faculty and staff at Grand Prairie Elementary utilize many resources to ensure communication with parents is efficient. Our teachers consistently use two-way communication to update families on their child's behavior or academic progress. Teachers use different approaches such as Google Classroom, phone calls, Class Dojo, Remind, and ThrillShare. Also, teachers send home daily behavior calendars that also report positive and negative behaviors. The communication between the classrooms and families also portrays a united front between parents and teachers. Students always know that whatever happens at school will ultimately be reported to their parents. This is the case for all types of events, whether they are cause for celebration or concern. And even when negative events must be reported to families, students know that they are cared for and supported by the school faculty. All causes and repercussions of disciplinary actions are explained to students when they are reprimanded. Teachers and administrators have been especially sensitive to students' needs since the COVID-19 pandemic. Instances of excessive absences and failing grades are approached with concern and discussed with the students and/or their parents or guardians. We also handle discipline problems in a similar manner, making sure that we understand where the behavior comes from and attempting behavioral interventions before the child is reprimanded any further.

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

At Grand Prairie Elementary, we are proud of the relationships that we have with our families and our community. We have partnered with local community businesses to host fundraisers and provide donations for our school. Many of these companies not only provide commerce to the people of our community, but they have personal and/or family ties to the school whether they be past, present, or both. Community members often visit the school to visit their past teachers, classrooms, offices, etc.

We host a Family Literacy Night and Family Math Night. Parents and students rotate through educational centers set up by each grade level's teachers. These rotations provide the students and parents with games and activities (all materials included) that are grade-specific. These family nights allow teachers to share with our families what skills are being taught in the classroom while providing them with fun and engaging activities to do with their children at home to support their classroom lessons. We provide refreshments and door prizes which are mostly donated by our business partners, such as Pizza Hut, Raising Canes, Little Caesar's Pizza, Coca-Cola, Walmart, and SuperOne Foods. During our Grandparents Day celebrations, we provide breakfast for grandparents and ensure that it coincides with our Scholastic Book Fair so that students can go shopping for books with their grandparents. The students and grandparents appreciate the opportunity to spend time together in the school setting and pick out special books together. Several hundred grandparents come out to spend the morning in their grandchild's classroom. Most of our grandparents are products of Grand Prairie. Each class presents its grandparents with something special. We provide refreshments that are usually donated by our business partners. Because of COVID-19 precautions, we reworked many of our community engagement activities. We made sure to hold family fun days, such as Halloween/Fall Fest, Christmas celebrations, and Mardi Gras, either virtually (during state requirements) or outside on the school grounds.

The success of our school is, in large part, a product of our parental and community involvement. As a small rural community, we are fortunate to have parents that are actively involved in the continued success of our school. We have a wonderful Parent Teacher Organization (PTO) that meets once a month to discuss upcoming school events and how they can help support our school. The PTO works on fundraising,

donations, and volunteer opportunities. One of our largest fundraisers is the “Fall Festival.” Hundreds of people donate time, money, and products to make our festival a success. Every nine weeks we have a popcorn party for students that display excellent behavior. The PTO volunteers their time to assist with these activities.

We work with our feeder school, Plaisance Middle School, to ensure that our students have connections to their future learning institutions. The middle school invites our students to activities such as Black History programs, Easter festivities, D.A.R.E. programs, etc. In turn, our school invites their students and staff to participate in our 4th grade transition program, LEAP pep rallies, and any activities that we feel would be beneficial to our student populations as a whole.

We partner with our local fire department to provide fire safety lessons and experiences for our students. The fire department brings their trucks and equipment to our campus to demonstrate the dangers of fire and ways to escape a dangerous situation involving fire or smoke. We also have a partnership with several restaurants and businesses in our nearby communities that donate products and food to our school functions and hold fundraisers for our school. Businesses such as Pizza Hut, Raising Canes, Coca-Cola, Little Caesar’s Pizza, WalMart, and SuperOne Foods have shown support of our school through advertisements, donations, and fundraisers.

Our school's website and Facebook page are important resources in communicating any updates, reminders, student achievements, information on the teachers and staff working with students, fundraisers, etc. to parents and students. We also use parent/student communication apps like Thrillshare, Remind 101, Google Classroom, and Class Dojo to communicate with and receive feedback from parents and students.

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

At Grand Prairie Elementary, all stakeholders are involved in ensuring that we create an environment in which both staff and students feel safe and supported. Our teachers continuously attend Professional Development (PD’s) that support our school improvement goals, as well as distance learning modes of education. For example, when COVID-19 threatened our district, teachers began attending more professional development opportunities utilizing Google Classroom, Zoom, SimpleK12, and Kami. Teachers worked together to ensure that they were knowledgeable about delivering sufficient instruction to students both in-person and virtually.

We also provide technical support in the form of a technology facilitator on our campus. This staff member acts as a computer technician and repairman for all things technology. She also provides training for staff members who are unfamiliar with the ever changing gadgets and software that the field of education has to offer. Once trained, the staff members are empowered to use this technology and share what they have learned with others needing support.

Teachers are provided with schedules that allow them to collaborate for both vertical and horizontal grade level meetings. One of our goals is to increase ELA scores, which is a great need for our school. For example, through our Professional Learning Communities (PLC) framework, teachers collaborate on writing data and best practices from the classroom. During these collaborative meetings, teachers also share on-going, reflective, and best practices that are working in the classroom. Teachers also feel free to share/reflect during this time on different techniques or strategies that are successful or beneficial. Our teachers also get opportunities to meet and observe other highly effective teachers in our district. This opportunity allows teachers to see best practices in real time.

The principal and assistant perform walkthroughs of classrooms that include feedback of instructional practices. Each classroom receives one walkthrough per week, then an email is sent to the teacher to provide a snapshot of what was observed and any suggestions for improvement and/or encouraging words. This practice has proven useful for PLC meetings in giving us opportunities to share things being done well with other teachers.

consists of the school principal, assistant principal, Learning Center teacher, a Special Education teacher, and a lead classroom teacher. These ILT meetings set up future plans for PLC meetings by disaggregating data and identifying needs of students within this data.

The staff at Grand Prairie Elementary make their homes and send their children here; therefore, teachers have a growth mindset to make our school climate successful. The administration is dedicated to rewarding extraordinary teachers. For example, teachers with perfect attendance for the nine weeks grading period get a choice of free jean days, free lunch, or early dismissal days.

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

As a leader, Grand Prairie Elementary's principal believes in positivity, respect, and leading by example. All faculty and staff are celebrated and viewed as important to the school's success. The principal and assistant strive to create a positive school culture, including teamwork and collaboration, resulting in high morale among staff members. The leadership also provides motivation and school spirit development among students and staff by always reminding them that at our school we have high expectations for all. Administrators set high standards and do their best to honor those standards in their own actions and words. Consistency is key within the school leadership, and fairness is one of our main goals when decisions are being made. Staff input is also very important to our leadership structure. We send out surveys, form committees, and have discussions about many of the decisions that we make on our campus. This helps prove to all of our staff members that they are valued and their opinions matter.

At Grand Prairie Elementary many of our decisions about academics are led by our Instructional Leadership Team (ILT). Our school Instructional Leadership Team is comprised of the principal, assistant, Learning Center teacher, lead special education teacher, and lead math teacher. The team meets to assess data from past state tests, interim state tests, progress monitoring, and any other forms of data provided by our teachers. Using this data, the team is able to plan for future PLC meetings to address any concerns that we find. We also often work with other members of the staff to gain input and feedback on decisions made by our ILT and school leaders.

The principal and assistant perform walkthroughs of classrooms that include feedback of instructional practices. Each classroom receives one walkthrough per week, then an email is sent to the teacher to provide a snapshot of what we saw and any suggestions for improvement and/or encouraging words. This practice has proven useful for PLC meetings in giving us opportunities to share things being done well with other teachers.

Since the COVID-19 pandemic, our school leadership has shifted to be even more supportive of staff members. Providing emotional and mental support has become so important in the past few years. The leaders work with our staff members when they need to take leave for any reason, and are always understanding and noncritical of their requests. Encouragement and affirmation are always offered to employees by our leaders. Leadership provides incentives and rewards for staff members to keep spirits up and to show appreciation. A wellness lounge has been set up for teachers to take breaks during their free time. These strategies have produced happy employees, who, in turn, have been a great asset in our journey to effectively educate the students that attend our school.

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

Because of our district zoning, our school is made up of two very distinct populations of children. Many of our students, in the more rural part of our zone, grow up in single family homes with large yards, surrounded by farmland. The other area within our zone is located on the outskirts of the nearby city of Opelousas. This area is made up of mostly apartment complexes and housing developments. This affords us the opportunity to have a population of students with similar, yet different lifestyles. Since we practice kindness and respect at Grand Prairie Elementary, the differences are rarely an issue. Instead, we celebrate all students' similarities and differences by practicing these values. Students are taught to learn about and respect each other's cultures and differences through life skills trainings, celebrations of national holidays that represent culture, and interests and opportunities classes that spotlight students' interests and talents.

The majority of our student and community population share in French heritage. This means that our school is rich in Cajun traditions. As a school we celebrate customs such as Mardi Gras, Cohon de Lait (pig roasts), Fall Festival with cajun games and food, Christmas Nativity programs, and Easter egg hunts. In our French enrichment class at Grand Prairie Elementary, the children are taught how to comprehend and speak common French words, phrases, and sentences of the Louisiana French Cajun/Creole dialect that was prevalent and still exists in our state today. The students learn about the influences of French colonization and how the language that many of their great-grandparents and grandparents who lived/live in south Louisiana spoke. Because there are many people who live in the community who still speak French, the children are encouraged to question and engage family members, especially grandparents, to gain knowledge of their own cultural identity and to share what they learned with the class. Confidence and a sense of pride develop as students demonstrate how they are able to comprehend simple commands and questions.

In February we celebrate Black History Month for the entire month. Students in our 4th grade classes take turns reading about an influential figure in black history each day. Their readings are presented over our intercom system for the entire school to hear. This allows for all students to participate in this celebration throughout the month. And, in celebration of Women's History Month, we spotlight the women who work within our school faculty. Third and fourth grade students interview all female employees about their families, interests, experiences, schooling, and anything else they found interesting about the subject. The students are also able to present their interview over our school intercom system each morning.

Students are recognized at our end-of-the-year awards ceremony for their outstanding grades, attendance, behavior, character, and improvement. They receive medals, trophies, and certificates in front of the student body and their families and friends. They act as part of the ceremony by performing jobs such as greeting guests and handing out programs. This event is so important to our students and families because it provides an opportunity for celebration of all the hard work throughout the year.

Grand Prairie Elementary also provides a guidance counselor for students who are in need of any additional support. The counselor provides students with life skills lessons, monitors their grades for any major changes, addresses behavioral issues, and provides counseling services for any student who is referred by staff or requests an appointment. The counselor meets with students once per week to keep up with their situation until it is resolved and provides any additional support or resources that they may need.

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

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The most important aspect of our school is the collaboration and cooperation among our strong faculty. A school's faculty could be considered the front line workers of the school community. They provide the very foundation on which the school exists. A strong faculty provides the supports that students and families need to get the most out of their educational experience. We work hard to collaborate often with each other and work to obtain, and maintain, staff buy-in.

For Grand Prairie Elementary, strong faculty building has proven to provide the best return in student achievement, positive campus climate, good classroom management, knowledge of good teaching practices, relationship building with students and families, encouragement of other faculty members, collaboration and support, and continuity across grade levels and classrooms of behavioral and academic expectations for all students. Since all of our faculty members have the same high expectations for their students as they do themselves, they provide examples of these expectations in their daily actions and words.

As shown in Grand Prairie's past test scores, academic achievement is a strong suit of our student population. This comes with the help of highly qualified, hardworking teachers who have excellent classroom management and knowledge of good teaching practices. These teachers choose to collaborate with each other through PLC meetings, cross visits, and professional development to strengthen their professional practice and become more effective. PLC meetings provide time for staff to disaggregate data from weekly tests, unit exams, state assessment interims, etc. Using this data, teachers are able to identify weaknesses, standards that need to be revisited, and work to devise plans to adjust instruction to address any issues. They also use this time to collaborate across grade levels to alleviate any gaps that the next grade level teacher may encounter with their future students.

In addition to our excellent teachers, we have a staff of exceptional paraprofessionals who work hard to support students and teachers. Many of these paraprofessionals not only perform their own duties but many times take on additional responsibilities as they are needed. And all this is done with positive attitudes and 100% effort.

As an entire faculty we provide support for one another. And because of this support, the majority of our paraprofessionals have returned to higher learning institutions and are currently working to obtain their teaching certifications. This is being done with the help of the administration and classroom teachers acting as mentors for our aspiring future teachers. And we all work together to portray positive role models for our students by living our school values of being proud, kind, positive, safe, respectful, and responsible.