

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Lauren Kennedy

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

Official School Name Juban Parc Elementary School

(As it should appear in the official records)

School Mailing Address 12555 Brown Road

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

City Denham Springs State LA Zip Code+4 (9 digits total) 70726-6931

County Livingston Parish

Telephone (225) 665-4079

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Web site/URL <https://www.jubanparcelem.org>

E-mail Lauren.Kennedy@lpsb.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. Alan Murphy E-mail alan.murphy@lpsb.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Livingston Parish Public Schools Tel. (225) 686-7044

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. Cecil Harris

(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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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

Data should be provided for the current school year (2022-2023) 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):
- 23 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 8 High schools
 - 2 K-12 schools
- 43 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, 2022 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 Students
PreK	32
K	84
1	68
2	69
3	73
4	68
5	70
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	464

*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
 - 3 % Asian
 - 18 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67 % White
 - 4 % 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 2021 - 2022 school year: 9%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2021	464
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

Spanish, Mandarin, Portuguese, Vietnamese, English

English Language Learners (ELL) in the school: 3 %
12 Total number ELL

7. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 308

8. Students receiving special education services with an IEP: 16 %
Total number of students served 73

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>16</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>29</u> Developmental Delay	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 5 %
Total number of students served: 23

10. Number of years the principal has been in the position at this school: 5

11. 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.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. 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 21:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	94%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. 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.

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

Juban Parc Elementary School will create a dynamic learning environment focused on the academic, social, and emotional growth of each child.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.lpsb.org/our_district/notice_of_nondiscrimination

18. **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

When Juban Parc Elementary (JPE) opened its doors in 2010, it was considered a rural school in the middle of the woods. Over the past 13 years, our school has seen many changes. A major intersection and bustling shopping centers are now just a few miles away. Our school has grown in diversity and population. JPE is known throughout its school district for its dynamic learning environment and impressive assessment scores. Even though Juban Parc Elementary is continually growing and changing to meet the unique needs of its community of learners, its mission has remained the same. "Juban Parc Elementary School and its community will join in action to grow and support life-long learning." Our mission has served as a guide through all the changes and challenges. It is a constant reminder of the commitment that Juban Parc Elementary and our school district have for one another.

Every teacher, paraprofessional, custodian, bus driver, secretary, nurse, therapist, counselor, and administrator bring unique strengths to our team at JPE. We have built an all-encompassing team of educators who are confident and willing to take risks because they value the opportunity cost of success and understand the importance of failing forward. Failing forward became a deliberate process to meet our students' educational needs when unexpected challenges arose. Vulnerability was one of the many unseen benefits that emerged from The Great Flood of 2016 and the Coronavirus pandemic. Sharing our struggles and relying on the unique strengths of each team member made our successes so much sweeter. Establishing an environment that celebrated all successes, big and small, while giving grace to meaningful mistakes, created the Jag Family.

In addition to establishing a safe learning and teaching environment, a shared vision must be consistently implemented for a school to foster growth and challenge its learners to reach their full potential. Many changes came and stayed after The Great Flood of 2016 and the Coronavirus pandemic; therefore, we decided that our vision needed to change as well. As a result of community and world-wide changes, we believed that Juban Parc Elementary needed to refocus our attention on the whole child. Our vision at Juban Parc Elementary is to create a dynamic learning environment focused on the academic, social, and emotional growth of each child. Our students are growing up with an abundance of information at their fingertips. It is crucial for us to encourage proper boundaries for the young minds in our care all while maintaining the integrity of the Louisiana State Standard's. This is being accomplished through the provision of developmentally appropriate content and activities.

Culture, Engagement, and Innovation are the three pillars that help us accomplish our school's mission and vision at Juban Parc Elementary. We are completely dedicated to each pillar but decided to primarily focus on one each year to ensure progress. The first year (when returning in 2020-2021 after Covid quarantine) we focused on student engagement. Our entire world changed so much in just a few short months. For that school year, we were committed to finding ways to make learning relevant and interesting. Critical thinking and collaboration opportunities were neglected during our time away from each other. As a staff, we were determined to make our moments with students meaningful.

The second year, 2021-2022 we joined the LSU STEM Initiative and began to focus on innovation. We were committed to seeking out student creativity and talents outside of traditional academics. We updated our Makerspace and began integrating STEM throughout our campus. As our students began to think critically, it became important to foster a "keep going" attitude when something was not working properly. Resiliency through trials does not come easy, but it is an essential life skill.

We moved into 2022-2023 feeling excited and empowered as our focus shifted to culture. Our hope has been that the culture of JPE leads to feeling like you are part of something bigger than yourself. Through dedicated Social Emotional Learning (SEL) time and a commitment to communication and relationships, we are seeing transformative moments in the lives of staff and students happen daily.

As teachers create lessons, they focus on creating dynamic learning opportunities for their students. From the planning phase to application and assessment, every aspect is important. We must be intentional with our instruction, and we must provide our students with the best possible learning environments.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Juban Parc Elementary (JPE) focuses on teaching each Louisiana State Standard to the mastery level. By focusing on the standards, our educators demonstrate greater consistency and commonality across content areas and grade bands. The focus on standards-based education helps the teachers at JPE concentrate on instructional alignment. When teachers target the standards first, they are able to teach Tier I curricula with integrity, incorporate rigor and relevance, and ensure equity with our English Language Arts (ELA) curricula.

The ELA teachers at JPE incorporate their knowledge of Science of Reading into daily lessons to develop proficient readers. Phonemic awareness begins in Pre-K and builds into phonological awareness and word recognition skills like decoding and sight recognition in kindergarten. Language comprehension skills (vocabulary knowledge, background knowledge, language structure, literacy knowledge, and verbal reasoning) are incorporated daily into lessons across all grade levels to improve student outcomes.

JPE's Tier I phonics curriculum, Core Knowledge Language Arts (CKLA), is aligned with the Science of Reading framework and Louisiana State Content Standards. In grades kindergarten through second grade, it is crucial to teach explicit phonics instruction through a two-strand approach in which skills in decoding and listening comprehension are equally important. The supplemental materials utilized such as chaining boards, letter cards, and sound cards support each aspect of reading development. The Language Strand taught in grades K-2 focuses on comprehension skill development through complex text, themed units, vocabulary acquisition, and varied text types. The Skills Strand enforced in grades K-3 consists of comprehensive, explicit, and systematic phonics instruction. Students focus on daily decoding, fluency, and writing skills through grade level appropriate decodable books.

For grades K-5, Wit and Wisdom is the primary curriculum used for reading comprehension. Educators at Juban Parc Elementary focus on standards-based text, scaffolding of cross curricular content, and the spiraling of writing throughout units. Our teachers focus on overarching themes, essential questions, framing questions, and focus questions, which are designed to encourage further investigation about a particular subject. To ensure growth in writing development, JPE uses our district-wide, writing framework to ensure terminology and processes are consistent across grade-bands. In addition to both Tier 1 curricula, our third through fifth grade teachers implement a standards-based, adaptive intervention program into their daily lessons to focus on daily skill development, gap prevention, and standardized test practice.

Students are assessed in ELA three times a year using DIBELS (Dynamic Indicator of Basic Early Literacy Skills) and Ready Reading diagnostic tests. The data collected from these assessments is used to determine academic groups in need of remediation or acceleration. Teachers also assess students on standards-based assessments frequently to determine which students have mastered the skills and which students will need further reteaching. Our goal is to ensure the literacy success of all students.

Students track their own data after each assessment on schoolwide data tracking forms in order to set personal learning goals for ELA and other subjects. These forms include quarterly grades, LEAP (Louisiana Educational Assessment Program) scores, DIBELS scores, and Ready Reading diagnostic data.

1b. Mathematics curriculum content, instruction, and assessment:

Math education at JPE is conveyed through the iReady Math curriculum. Our teachers focus on automaticity, fluency, conceptual thinking, procedural application, and mathematical reasoning to fortify standard mastery. The educators at JPE use clear, thoughtful instruction in their classrooms daily with emphasis on step-by-step guidance. Students participate in a variety of activities for remediation and acceleration based on each individual student's prerequisite knowledge, which is determined through a

standards-based diagnostic test.

Each week our math department employs the gradual release model in which teacher-led, whole group or small group lessons are conducted. Throughout the lessons, students are asked higher-order thinking questions which require them to discuss and interpret multiple mathematical concepts. Students then participate in daily practice lessons completed in class and at home. These lessons focus on different cognitive strategies as students respond to problems of varying difficulty levels. Application is measured through multiple representations and strategies used as students explain their reasoning, critique the reasoning of peers, and generalize their results. Teachers encourage students to use visual representation to help them define or describe a problem or relationship, or to depict a real-life situation. This can be done through a student illustration or the use of manipulatives such as base ten blocks.

Problem solving is a main component of instruction. During the problem solving position of a lesson, teachers encourage students to analyze the problem, determine the best strategy to solve the problem, and evaluate the rationale of their solutions. As students work through problems, they are encouraged to discuss the problems, draw conclusions, and make generalizations as a whole group, small group, pair, and/or individual to ensure students are engaged during the gradual release of responsibility. For example, students will be required to critique arguments presented by characters and justify their own solutions. The regular, verbal exchange of information and understanding that occurs during collaborative learning leads students through the discussion of key ideas, prompts them to identify misconceptions, and strengthens academic vocabulary usage.

Teachers monitor student understanding throughout the course of a lesson by using student discourse and in-class progress checks. The constant monitoring of students' understanding allows the teacher to establish each students' mastery of math concepts or skill. Teachers use ongoing formative assessment opportunities to correct misconceptions throughout the lessons and provide student support when needed. The constant teacher assessment allows the teacher to assess mastery of the skill, identify specific misconceptions, and remediate on the spot if necessary. Teachers also assign computer based lessons through iReady to help accelerate students by providing explicit instruction along with systemic practice and scaffolding that helps promote a healthy growth mindset. Diagnostic data is also used to help provide students with individualized remediation lessons to fill gaps and enhance conceptual understanding. The diagnostic test results also help teachers correlate students' ability with the LEAP 2025 assessment indicators. This is done through a breakdown of grade-level standards mastered.

Students have the opportunity to complete learning games, participate in fluency practice using Reflex Math, and participate in fantasy role playing games on Prodigy to participate in game-based learning. Each of these online systems helps students master curriculum standards in an engaging game-like environment.

1c. Science curriculum content, instruction, and assessment:

Juban Parc Elementary uses the Amplify Science curriculum that was adopted by our district and approved as one of the appropriate curricula to deliver the NGSS standards for science in the state of Louisiana. The NGSS standards integrate disciplinary core ideas, crosscutting concepts, and science and engineering practices. These standards address earth, life, and physical science. The standards build upon one another each year providing stepping stones to deepen understanding and broaden understanding.

Each unit of study within the K–5 science curriculum combines phenomenon-based instruction and hands-on investigations. Our teachers infuse literacy and technology throughout units. Students are given opportunities to explore and discover a desired phenomenon through inquiry and investigation. When students are allowed to think critically and collaboratively, we see improved engagement, productive struggle, and STEM based learning. Students must use problem solving strategies and build resiliency through trials. At the end of each lesson, students are able to evaluate their original hypothesis and explain their findings.

Videos, simulations, and basic vocabulary review are used to provide background knowledge and deepen understanding. Students are also given the opportunity to perform simple and complex ongoing

investigations in class. Regardless of the investigation's outcome, students are prompted to solve and explain why in a scientific manner. Mistakes are expected and encouraged, as we learn new things even when mistakes are made. Building resiliency and continued effort is a social benefit of teaching science with a hands-on approach.

Teachers use an investigation notebook, allowing students to have a quick reference as needed, and to allow for informal assessment. Student investigations, class discussions, and group presentations are all assessed by the teacher. All formative and summative assessments are standards-based and correspond with the phenomenon of study. Unit tests are given as a summative assessment in a standardized format which assesses the knowledge and application of the related standards taught, and gives the student practice on how test questions may look during standardized testing.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Juban Parc Elementary teaches the Louisiana State Standards for grades K-12 Social Studies to mastery in order to guarantee instructional alignment across grade levels. We focus on four strands: economics, civics, geography, and history. Our teachers strive to provide concrete, content knowledge to provide a foundation for students. However, as they learn, students are expected to apply that knowledge to the world around them. Our teachers ensure activities are standards-based and interactive. Each unit requires the students to research, provide evidence, use problem solving strategies, and build upon prior knowledge. Each unit of study is designed to prepare our students for success as a citizen of Louisiana, the United States of America, and the world.

Our teachers' main goal is for the students at JPE to have broad knowledge of Louisiana, United States, and world history. Our students must understand our past in order to prepare for a better future. Teachers also expect an in-depth understanding of our government system and its civic principles from the local level to the national level. Economic success and collapse throughout history are also infused through chronological units. Finally, intentional discovery of human and physical geography are expected throughout the course of study to ensure that students have a better perspective of the world around them – and their role in it.

Students are introduced to key terms and concepts through a series of primary and secondary sources. As students explore these sources, they build content knowledge, activate critical thinking, and rely upon background knowledge to master conceptual thinking. Students are asked to synthesize information and develop claims by utilizing sources to evaluate the prompts, compare and contrast the sources, and support their thinking with evidence-based reasoning.

Students in grades 3-5 are assessed at the end of each unit through the use of a district created benchmark exam. Students in grades 3-5 are assessed on all Louisiana State Standards for K-12 Social Studies at the end of the school year on LEAP 2025.

1e. For schools that serve grades 7-12:

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

Louisiana Birth to Five Early Learning and Development academic standards are used in accordance with Mathematics, Language, and Literacy subdomains to ensure alignment with Kindergarten Standards. JPE's preschool teachers use Creative Curriculum as their core curriculum and Heggerty as a supplementary curriculum. Each four-to-six week unit includes math, literacy, social-emotional, cognitive, science and/or social studies, motor, and art concepts based on Teaching Strategies (TS) Gold's widely held expectations. Each unit also consists of essential questions, framing questions, and focusing questions. Our preschool students are currently exploring the question "What grows in gardens?" JPE teachers do not focus on a traditional "letter of the week" but instead focus on letters and letter sounds as they arise in everyday learning. This has been very meaningful to our students because they are able to see how letters and sounds arise in everyday use.

Creative Curriculum is based on student interest; therefore, it is considered a student led curriculum. The students ask questions about their everyday world, and the class works together to find the answers. The preschool teachers and paraprofessionals use feedback loops, peer models, and small group time to help ensure all students are learning. Center time deliberately focuses on the overarching question which encourages independent learning, cooperation, and critical thinking. Our preschool educators also send home instructionally aligned, family involvement activities. The early Literacy and Numeracy skills are closely aligned with K-3 standards, and are taught on a daily basis.

Three times a year, students are assessed using the virtual assessment tool, TS Gold. The data collected over the course of the year includes videos, photos, or anecdotal notes. JPE's preschool program provides services to students who meet low income requirements, who therefore may not be able to attend preschool elsewhere. Based on the data collected in TS GOLD, there is clear evidence of the impact early education has on school readiness and success in primary grades and beyond.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All students at JPE are required to have an isolated art lesson daily. This class introduces and expands students' knowledge of lines, shapes, color, and even the history of art and artists through age-appropriate activities.

Our teachers utilize visuals when presenting difficult concepts. Some teachers use interactive notebooks that utilize images and concept maps. Many teachers create anchor charts during instruction and display them for students to reference when needed. Teachers also use pictorial representations to help students connect to unfamiliar vocabulary.

Students also have the opportunity to collaborate with their peers for larger art projects. Allowing students to communicate their thoughts and feelings through artistic self-expressions has helped our students' social and emotional growth. Art has been integrated into our STEM projects as well.

Art clubs are offered in first through fourth grades. These clubs focus on the different elements of art and allow students to have a deeper understanding of creativity and self-expression. Students showing advanced talents have the opportunity to be screened for the gifted art program. In gifted art, students have specialized instruction, partner with local art festivals to display their work, and participate in art competitions.

It is with these opportunities that, our students are able to continue to develop motor skills, language skills, social skills, decision making, risk-taking, and inventiveness.

2b. Physical education/health/nutrition

JPE teaches Physical Education to all students five days a week. Through the PE program, our students work on developing gross-motor skills through developmentally appropriate activities.

Students have the opportunity to work on self-discipline by assuming leadership roles, cooperating with others, questioning their actions and regulations, and accepting responsibility for their own behavior. PE also benefits our students with stress reduction, peer-relationships, self-confidence, and self-esteem. At a time when students' perception of themselves has become increasingly negative due to the pressures of social media and their peers, these activities within the PE classroom allow for students to relieve stress and regain the strength to take on the next challenge in their day.

JPE also provides adaptive physical education for those students with physical disabilities. These students work with their teacher on skills that will allow them to participate in activities with their peers making PE

all inclusive.

Our PE teachers have partnered with our local food bank to educate our students on the importance of healthy nutrition. The program highlights the benefits that fruits and vegetables have on the body and the brain.

Our students participated in the Kids Heart Challenge this school year. Our PE staff also hosts an annual 1-mile Color Run to encourage families to walk/run together.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

We believe that a comprehensive school library program has a positive impact on student learning. JPE is staffed with a certified librarian that regularly collaborates with the other teachers on staff. The students are provided with learning experiences that fill learning gaps in curricula and address the student library guidelines to build digital and information literacy skills. Our students are becoming skilled users and producers of information.

Our librarian incorporates a variety of instructional strategies and methods that address the diverse learning needs of students in mastering the concepts of information literacy and the use of information resources and technology. Our teachers are able to access up-to-date technology, a quality collection of books, and electronic information resources selected to support the school's curricula.

JPE's library collection is expansive, diverse, and easily accessed by staff and students. It has become the hub of our school. Our librarian provides access to current, high quality, and high interest resources that address academic needs, reflect student interests, and connect students to community resources. The library program follows the guidelines from the Louisiana Department of Education Digital Literacy Guide along with the Essential Conditions from the International Society for Technology in Education. Both resources support our librarian as she teaches students to use technology through computer workstations or independent tasks.

2e. Any other interesting or innovative curriculum programs you would like to share

Long before the Covid pandemic, we began educating our staff on trauma and the importance of incorporating social and emotional learning opportunities for students. Since the pandemic, this area has become our primary educational emphasis.

We began with scheduling Social/Emotional Learning (SEL) time in our master schedule. Teachers utilize this time to build relationships through age appropriate activities and discussions. We also expanded this outside of our classrooms by incorporating "Buddy Class Meetings" every six weeks. Upper grades are paired with lower grades and are each assigned a buddy. Teachers plan activities for the students to do together. This has connected our students across our campus and has aided in social skills, leadership skills, and even patience and empathy skills.

Our counselor conducts bi-weekly lessons in every class using the Second Step curriculum. She focuses on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. She has implemented a Citizen of the Month program as well. She targets an action word each month for students to practice (empathy, dependability, sportsmanship, etc.). One student per class is rewarded for their actions that relate to the focus word that month.

In addition to supporting students, our counselor works with parents and caregivers frequently. She also sends a weekly email called Weekly Connection that includes activities that parents and students can do at home together.

3. Academic Supports

3a. Students performing below grade level:

Juban Parc Elementary tailors instruction and intervention to the individual needs of each student performing below grade level. We assess students at the beginning of the school year using diagnostic assessments (Reading, Writing, and Math diagnostics, as well as an Early Phonics Screener). Students starting kindergarten are screened before the start of the school year to determine the strengths and weaknesses of each entering student.

Once all students have been assessed, our Data Review Team, including administrators, teachers, and interventionists, meet to look at all data and create a plan to address the supports needed for each student. This structured approach allows each teacher to plan intentionally from the start of the school year. Purposeful instruction is maximized within the classroom when we have a clear vision of each student's needs. Throughout the school year, teachers give informal, formal, and summative assessments for each skill or standard. They use this data to enhance classroom instruction and small group intervention, as needed.

Teachers reteach skills and concepts that have been identified as areas in need of further support for each student. Besides small group and whole group instruction, students are provided with an individualized learning path toward proficiency through computer-based intervention programs that meet the students where they are academically with an adaptive plan for closing their educational gaps. To maintain the fidelity of the individualized path, students are re-assessed several times throughout the school year. Intervention adjustments are made based on their ongoing performance.

Interventionists are additional stakeholders who meet with students several days each week. These individuals work on targeted skills through face to face instruction. Their intervention strategies are based on academic data in both ELA and Mathematics. Interventionists monitor the progress of their students weekly and use the data gathered to adjust their instruction to meet the needs of the students with whom they work.

With these supports in place, we see continuous growth in our school performance scores and within each subgroup.

3b. Students performing above grade level:

While we respond to students performing below grade level at JPE, we also address students advancing and performing above grade level. All students are assessed at the beginning of the school year using diagnostic assessments, as listed above. These assessments are given regularly to monitor the growth and progress of the students.

Using this data, teachers can provide advanced curriculum opportunities or even compact the curriculum so that students performing above grade level can continue to flourish at a pace that meets their needs. To do this, teachers provide higher-performing students with time for critical thinking and cooperative learning. They also participate in projects in the library and STEM lab. They demonstrate their learning in ways that meet their multifaceted educational learning styles and needs. Saturday School is also offered for those who want to continue challenging themselves over the weekend.

Students who are more in the gifted realm are nominated by their regular education teachers and assessed by a gifted certified instructor to determine their cognitive and academic abilities, creativity, attention to details, and their ability to think divergently. If students meet specific criteria, they can attend weekly enrichment classes.

As mentioned above, students are also given an adaptive diagnostic that assesses their current knowledge of the state standards for their grade level. A plan is then designed with an advanced path that will continue to grow their knowledge not only with current grade level skills and/or standards, but with those of the skills and standards to come. This platform has growth monitoring checkpoints which change as students' needs

change. Having this individualized learning path allows us to provide opportunities for students to continue their educational growth beyond the walls of the classroom.

Learning must be relevant and rigorous to keep our students interested and engaged. Through purposeful learning experiences and opportunities, our students are each challenged at their individual learning levels.

3c. Students with disabilities:

Students at JPE with an identified disability have an individualized educational plan with supporting accommodations and/or modifications to meet their varying needs. We currently have two Early Childhood Special Education (ECSE) classrooms, two Significant Disabilities/Autism (SD/A) classrooms, and three Resource Education classrooms. Paraprofessionals also work with students within the special education setting and in general education classes.

Aside from the data in their Individualized Education Plans (IEPs) and evaluations, we assess the students at the beginning of the school year using diagnostic assessments. When writing a student's IEP, we use this data to determine areas of strengths and support needs. This allows our team to individualize the learning path for each student. Providing students with the most appropriate setting for their learning objectives offers us to support students in the best possible way.

From the initial data, we tailor an assessment that monitors student progress toward the instructional objectives outlined in their IEPs. The data from the assessment helps teachers and other stakeholders plan purposeful instruction to address support needs. We can also make adjustments to setting, accommodations, and support as needed.

Students with disabilities have accommodations which help them access the state standards no matter the environment that they are in. For example, our nonverbal students use hi-tech tablets to communicate their needs and to answer academic questions. Students with occupational writing deficits have assistive technology headphones that they speak into so that they can communicate their knowledge and understanding of ideas. Students who struggle with receptive and expressive language attend speech therapy sessions with our language pathologist. We also have a behavior intervention specialist who meets with students with other health impairments and creates individual plans to address emotional and social areas of concern.

We are fortunate to have a sensory room for any student who has become overwhelmed with anxiety or has become overstimulated. This is a safe place to allow students time to regain control of their emotions. Through this room we have been able to de-escalate situations and allow for the return to class with minimal instructional time lost.

The services offered to students at JPE provide consistent academic and emotional support. This, in turn, allows us the opportunity to close the academic, social, and emotional learning gaps of our special education population.

3d. English Language Learners:

Our English Language Learners (ELL) are provided with several opportunities to support their academic needs and to help them expand their proficiency with the English language. ELL students are given the same assessments as other students at the start of the school year. They are also assessed in their native language when possible in order to have a more accurate picture of ability level. This allows teachers to better understand mastered skills in listening/comprehension, speaking, and writing when using the English language.

ELL students take two standardized assessments each year. The state standardized assessment is used to assess growth on state standards and the standardized assessment for ELL students is used to measure growth in proficiency of the English language. Teachers use the data collected from these assessments, as well as district created assessments, to create a plan to help students access general education most

effectively.

Teachers can provide many texts digitally in different languages. This allows the students to understand the text and concepts before applying that knowledge in English. We have specialized teachers who meet with our ELL population weekly on targeted skills identified through beginning of the year assessments. Vocabulary acquisition, comprehension, writing, as well as speaking/listening are skills that all teachers assist students with. Collaboration between interventionists, regular education teachers, parents, and ELL support staff is crucial for our students' continued progress.

This year JPE was chosen to pilot an adaptive literacy program with our ELL population. This program assesses students continuously and creates an individualized reading proficiency path for them. Students will be able to speak/read into a microphone, and the digital, artificial intelligence will recognize skipped vocabulary and mispronounced words spoken, remediate phonemic awareness and phonics, and will help the students "code switch" linguistically. Teachers are able to monitor the number of minutes students use the program, the number of minutes students are on task, and are able to listen to recorded readings by the student throughout their individualized daily activities within the platform.

Our ELL population is growing, and it is imperative that we support each learner in every way possible. Through direct instruction, collaboration, and enhanced technology, we have been able to assist our English Language Learners towards proficiency with the English language.

3e. Other populations, if a special program or intervention is offered:

Over the last five years, Juban Parc Elementary's population has increased from 35% Economically Disadvantaged (ED) students to 69%. Due to a catastrophic flood and the world-wide pandemic, families have had a great deal of trauma to overcome. Over this time, we began to see a decline in student preparedness and engagement in school.

When focusing on academic growth of students, we quickly learned that some of our student's basic needs were not being met. As we began to better understand the needs of our changing population, we created a plan to best serve our students.

Our first course of action was to ask permission to allow a social worker to work in our building with our students. This was approved quickly, and we have been able to offer individual, group, and grief counseling in addition to traditional school counseling opportunities. Our counselors have been able to offer suggestions to help us best equip our students who are dealing with loss, emotional trauma, and disabilities.

Our sensory room was created next. This room is a safe-haven for students who are struggling with emotions or sensory issues. Students understand they can ask for a short break and trained staff will assist them with working through their feelings and getting back to class as soon as possible. This option has cut down on discipline referrals by 50% because students have become more proactive with their emotions than reactive to a situation that causes them to feel out of control.

We also requested a PreK program for our disadvantaged students. We are now providing preschool services to our community. This is helping students start kindergarten more prepared for the school setting. We hope to expand this program to serve more students.

We have also partnered with a local charity that provides meals and snacks to our students on the weekends.

Finally, we have utilized federal funding to provide before and after school tutoring for our students. Saturday School is also offered monthly. These free programs target our students who are in need of remediation or acceleration. Our African American and our ED subgroups' proficiency is where we want it yet, however we are making incredible gains each year.

Meeting students where they are and partnering with others to assist with skills for lifelong learning is the goal of each of these programs.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Successfully engaging students has been quite a journey over the last few years. The world has vastly changed in a short amount of time. It has been vital that our staff be creative, connected, and intentional. We must continuously encourage students to take an active role at school.

Our solid, unwavering expectation is that all students should reach the mastery level of each grade-level standard. JPE administration and faculty are expected to fully understand the standards in their content areas. Finding ways to make standards relevant, ensuring high quality instruction, and providing meaningful experiences are critical for student engagement. We quickly realized that we would have to find new ways to engage our students if they were going to meet these expectations.

We have invited RKM counseling services to assist with student anxiety, stress, and trauma. We re-introduced our Check-In/Check-Out program to connect students with accountability partners on campus. We adopted Second Step curriculum and began Social/Emotional lessons in every classroom. Teachers began conferencing with students frequently to find common interests that we could build on during instruction. We knew that to engage students in rigorous learning, we first had to nurture their basic needs.

We wanted our students to be excited about coming to school. We wanted our teachers to feel empowered, and asked them to share their passions with students. We were overwhelmed with what transpired. We had an explosion of new club opportunities for students, including STEM, music, art, travel, and more. Our PE teachers invited the Food Bank in to teach students about healthy snack choices. One teacher led a professional book study on executive function skills for her colleagues. A House System was piloted in fifth grade to promote positivity and teamwork. Our student leadership council was revamped. We joined the LSU STEM Initiative and began integrating STEM in all content areas. Our learning experiences were expanding beyond the classroom. It was a joy to see teachers and students completely immersed in school again.

This year, when students arrive at school, they can tinker in the Makerspace or visit with friends in the library. Our Student Council introduced Buddy Classes and Thank You Days to further improve our school community and ensure that everyone feels connected. Students are excited to arrive at school each morning and are begging to stay in the afternoon. High expectations, loyal connections, and a united focus on students have been our greatest allies in engagement and achievement. Every student on our campus is challenged and belongs to a group. Engagement seems to happen naturally when children feel attached and cared for.

2. Engaging Families and Community:

Connecting with the world around us inspires us to grow and push ourselves to think deeper and more critically. We are committed to providing a high-quality education for each student in our care. When we can expand learning beyond the classroom walls, we open up entirely new opportunities. It is important to provide a path for teachers and students to share ideas with our community as well as learn from them.

JPE 5th grade students were recently invited to teach others about their ongoing STEM project at the Livingston Parish STEAM Expo. Our students taught other children and adults about aquaponics. They articulated beautifully and were unafraid to answer questions. We also hosted STEM Day for educators across our parish. Teachers and administrators were invited to travel from classroom to classroom to see the innovative ways that students at JPE were engaging with STEM in all content areas. ECSE classes, SD/A classes, resource classes, PE and Library classes were all involved. Our students and staff were inspired to continue sharing their brilliant ideas with others.

Our PE staff invites the Food Bank to JPE monthly to teach our students about healthy snack choices. They bring fruits and vegetables to sample and explain their health benefits. Students are sharing this information

with their parents and are more willing to try new things.

We host a Senior Walk for JPE Alumni and their families. Our young students are thrilled to cheer for the seniors and to celebrate their accomplishments, as they have expectations to return one day for their own walk. We also host Jag Jog, a 1-mile Color Run, and encourage our alumni to return to run with us.

We have had several parents speak to our students about their journey to become American citizens and what citizenship means to them. We host Veterans Day and Awards Days. We have partnered with local businesses to assist with fundraising and student incentives.

We host many family events at JPE including Family Literacy Night, Family STEM Night, Leap Testing for Parents, and Parent Picnics. We have recently introduced our “Community Connection” program to better serve our families. This is a bi-monthly parent seminar that focuses on equipping parents with tools needed to raise healthy children. Social/Emotional learning, executive function skills, and dangers of social media have been our topics this year. Parents not only learn from experts, but they are able to offer ideas and support to one another. Free childcare and refreshments are provided.

We pride ourselves on providing not only high-quality academics to every child, but instilling life skills to ensure their social and emotional growth. We are now expanding our focus to their families. We could not be more hopeful for the future.

3. Creating Professional Culture:

Every teacher at Juban Parc Elementary is a valued professional who is focused on student engagement and learning. Allowing time for teachers to grow in their practice and to learn from each other has been a priority for our administrative team. Our district designates several days each year for professional learning. Our school also offers additional time for teachers to study, research, and/or collaborate with each other.

Self-reflection is also important to us. In, addition to school level and district level administrator feedback, we encourage our teachers to self-analyze and identify areas of improvement in their classrooms. Opportunities to grow and improve in our field must be relevant to our staff in order for them to fully engage in the process. We must differentiate our time together in order to fully meet the needs of each educator. Listening to concerns and supporting our teachers as individuals has proven to be beneficial for all stakeholders.

We have attended several national and local conferences in order to learn from other schools and districts. Teachers not only gain great ideas and strategies from these conferences, they also share that learning with others. Our staff has taken ownership of their professional learning. Because of this, our teachers are becoming leaders in the profession across our district and state.

A few years ago, teachers were encouraged to develop a Passion Project to share with students or staff at JPE. They were challenged to share their interests (passions) in a fun and interactive way. The results were fantastic! These programs have continued to expand and flourish. By bringing teachers’ interests into our building, each has taken ownership of an ongoing project that encourages leadership and enriches the lives of our students.

“Progress over Perfection” has been the common theme for students, staff, and our families. There is always room to grow, and allowing ourselves to become vulnerable enough to admit our weaknesses is a powerful tool to possess on our way to success. Ensuring that teachers feel trusted and providing opportunities for them to take risks in a safe environment has proven to empower and motivate our teaching staff.

Being intentional with time, allowing teachers' voices to be heard, and providing differentiated, learning opportunities have all created a professional environment at JPE. Each area of growth is noticed and celebrated. We learn so much from each other. Growing together – in an environment that allows you to fail forward - has been the key component of our professional culture.

4. School Leadership:

Our principal and assistant principal work in tandem to support each stakeholder at our school. They have a shared philosophy that students come first in every decision that is made. They are gifted educators who have never forgotten what great teaching entails. They are instructional leaders, culture builders, and consistent communicators who have built meaningful relationships with each stakeholder on campus.

Our leadership team also includes our Instructional Coach. She is the go-to for all things relating to curriculum, technology, and STEM. She is a Reading Specialist and is at the forefront of our literacy initiative. She also runs all School Building Level Committee meetings to ensure that every student has the best opportunity for success.

Our school counselor offers unique insight into the social and emotional needs of our students. In order to best serve our community, we must understand more than academic needs. Together, this dream team has created a learning environment that is stable and equitable for all students and staff.

Our shared vision to focus on the social, emotional, and academic growth of each student drives the planning and preparation for every lesson, initiative, and event. High importance is placed on aligning all activities to our vision, and to ensure students are at the forefront of every decision. Collaborative decision making and effective communication are the building blocks of our successful team. Our administrators ensure that each stakeholder is valued and has a voice, from our Student Council, to our Teacher Leadership Team, to our Parent Liaisons. Listening and learning about the perspectives of others has helped us serve our community better.

Through continued acknowledgement of success and forgiveness for well-intentioned mistakes, our leadership team has built a safe and exciting learning environment. They foster a true understanding that failure is part of learning. They encourage fearless innovation and initiative and remind our team that much learning happens through trial and error.

We are blessed to work in an environment where administrators listen, teach, and guide. Every stakeholder on campus feels valued, and each has a sense of responsibility for our continued success. Creating a foundation in which each student will master every grade-level standard and each teacher will continue to grow professionally has led to a shared sense of responsibility.

Leadership is not a position, but a disposition. The character and integrity of our leadership team is unmatched.

5. Culturally Responsive Teaching and Learning:

JPE's campus continues to grow in diversity. Being proactive and ensuring equitable experiences for students is a major goal of our teachers and our SEL program. Not only are we offering students diverse learning opportunities, we are expanding those opportunities to our parents as well.

Our school counselor implements the Second Step curriculum, which is a Tier I intervention program. The program provides awareness surrounding cultural diversity in addition to its focus on academic and social-emotional learning. JPE is committed to prioritizing DEI (diversity, equity, and inclusion) in an effort to promote a comprehensive dialogue where all children can feel a sense of trust and belonging.

The lessons and videos presented are culturally inclusive and represent students and people of diverse backgrounds. There are various lessons that teach about cultural backgrounds, languages spoken, diverse ethnic foods and traditions, and the different perspectives and life experiences associated within multiple ethnic groups. For example, the term "abuela" is used in first grade lessons and teaches our students that this term means "grandma" in Spanish, which serves to represent members of the family unit for the main character of the lesson. In a 2nd grade lesson, "lumpia" is introduced to students - a traditional Filipino food. This particular lesson focuses on a little girl learning to make lumpia for the first time with her aunt. The goal is to normalize the concept that we all make mistakes when we are learning something new. This lesson

seeks to foster a growth mindset for children while incorporating diversity throughout the learning process.

This exposure facilitates an equity framework that promotes cultural inclusiveness and respect for those with different ethnic backgrounds than our own. With diversity fully integrated into lessons, students become more culturally aware as well as more culturally competent. Students are beginning to become examiners of their own experiences and have a better understanding of how their upbringing may be different from others.

With this diversified learning process, the ultimate goal for our upper-elementary students is to learn how to solve community problems by being able to demonstrate empathy, understand different perspectives, and utilize collaborative problem-solving when coming up with solutions to social issues. Promoting equity encourages empathy within the school community and helps to reduce marginalization by building an inclusive society that extends beyond the classroom. As educators, we have a responsibility to make certain that all students are represented and to ensure that the social-emotional learning standards we are teaching are rooted in equity.

PART VI - STRATEGY FOR EXCELLENCE

Identifying the one practice that has been most instrumental to the success of JPE is difficult. Each person and project on our campus is vital to our success. It is truly a shared vision for the academic, social, and emotional growth of each student that makes us special. The intentional focus on knowing each student's name – and to be able to consider each one in every program introduced, every data meeting, and every event planned truly sets JPE apart. Our vision is centered on educating the “whole child.” Synonyms for the word, “whole,” are total, entire, complete, and all. When educating each child, we look so much deeper than academics.

To truly understand the needs of our students, we must build relationships with them and their families. We want to know where students live, who they live with, who they spend weekends with, if there have been any recent changes, if there are parent concerns, and more. Connecting with students and their families creates an atmosphere of safety and security.

We also help students make connections with each other. Through Morning Meetings and other dedicated SEL time, students learn more about their classroom community. Buddy Classes have also been incorporated to give each student a buddy in another grade level. Having a buddy to wave at in the hallway and to write letters to makes our large school building feel like a cozy, second home.

Some students need extra supports to be successful. We teach our students that “fair is not always equal.” We have non-verbal students who communicate with devices, we have students in wheelchairs, and we have students who don't speak English. We also have students who struggle to regulate emotions, some that are dealing with health issues or even the loss of a close family member. Some students require individualized supports. Fair is not always equal, and it is crucial for our students to understand that every child will get what they need to be successful. Student empathy and leadership have been a few benefits of teaching students about each other.

Finally, in order to best serve students, we must serve their families. By having meaningful conversations and providing opportunities for them to join us on campus, they are seeing our staff in action. They see the care and concern we have for their children. Having a relationship with each stakeholder is the best way to benefit each child.

Through our shared vision centered on the academic social, and emotional growth of each student, we are accomplishing great things one child at a time.