

Component 2 School Data

Hammond Eastside Upper Elementary is a 4-6 grade school located on the outskirts of Hammond. The facility is shared with another elementary school, Hammond Eastside Primary. Hammond Eastside Upper and Primary share a cafeteria, multipurpose room, and library. There are some barriers to the arrangement such as scheduling use for the multipurpose room for special occasions plus problems with sharing the library. Noise level from one side to the other often disturbs the other side. The two schools share a bus departure area and parent pickup. This arrangement works out very convenient for HEP and HEU.

As demonstrated by the chart below, the faculty and staff are stable. Retirement is the main reason for leaving the school. Low teacher turnover influences student attitudes and helps increase achievement scores.

Teacher Turnover

| Years | Number of Teachers at the School | Number of Teachers Leaving or Retiring |
|-----------|----------------------------------|---|
| 2001-2002 | 18 | 0 |
| 2002-2003 | 19 | 1 (retired) |
| 2003-2004 | 19 | 0 (3 on sabbatical due to illness or pregnancy) |

The district-wide assessment of student achievement was conducted using the Iowa Test of Basic Skills (ITBS) and Louisiana Education

Assessment Program (LEAP) for the 21st Century. Data is collected on both NRT (Norm Referenced Test) and CRT (Criterion Reference Test) factoring in subgroups, attendance, and dropouts. The subgroups require a minimum of ten students within the total student population. The State of Louisiana, incorporating the No Child Left Behind (NCLB) standards has set a required AYP (Adequate Yearly Progress). During the 2002-2003 CRT testing program, Hammond Eastside Upper successfully reached their AYP for all subgroup populations as well as the whole school population. Scores reflecting the results of the NRT did not increase to the necessary levels for the subgroups or whole school data. The results of the testing program, attendance records, and drop out rates caused Hammond Eastside Upper to move into School Improvement I.

The District Assistance Team visited the school in early January to meet with teachers, students and administrators. They observed in classrooms and other school climate criteria such as procedures such as bus arrival or departure. A SAM (School Analysis Model 2000) survey was completed by parents, teachers, and students. The results of the District Assistance Team were not a surprise to the faculty. Hammond Eastside was found to have weaknesses in the areas of language arts and math

academically as well as parental involvement. The school's strengths were found in the areas of curriculum and instruction, school climate, and administration. See the charts below representing the strengths and weakness below.

| STRENGTH | UNDERLYING CAUSE | DATA SOURCE |
|---|--|--|
| 1. School Climate | Student attendance, decrease in behavior referrals, teacher attendance, administrative/teacher fairness, high expectations of students by teachers | Student SAM questionnaire, Attendance reports, ISSP records, Faculty SAM Questionnaires |
| 2. Curriculum and Instruction | High attendance at Professional Development Workshops, school based workshops focus on instructional needs in the classroom, mentor teacher program, teachers observe each other & share ideas, use of hands-on materials in lessons | Faculty SAM questionnaires, Workshop Evaluation questionnaires, classroom observation checklists |
| 3. Administrative Leadership | Administration highly visible throughout school, high expectations for all students, administration emphasizes teacher participation on decision making activities, administration encourages parental involvement, administration sets up meaningful workshops for teachers | Faculty SAM questionnaire, Parent SAM questionnaire, Students SAM questionnaire |
| WEAKNESS | UNDERLYING CAUSE | DATA SOURCE |
| 1. Student Achievement in mathematics | Lack of prior knowledge in certain skills | LEAP Scores, IOWA Scores, end of the year grades, SAM Questionnaire |
| 2. Student Achievement in Language Arts | Low reading levels, | LEAP Scores, IOWA Scores, end of the year grades, SAM Questionnaire |
| 3. Parental Involvement | Socioeconomic status, transportation, working parents | LEAP Scores, IOWA Scores, end of the year grades, SAM Questionnaire |

Low mathematics scores and reading levels have continually been a weakness addressed by the Hammond Eastside faculty and staff. Various strategies have been implemented to help the students achieve academic

success such as Project Prime, Accelerated Reader, Wilson Reading, Thinking Maps, writing across the curriculum, technology, and many more. Student achievement scores in these areas continue to gradually climb with the exception of some ups and downs in the sixth grade classes.

Technology integration plays an important role at Hammond Eastside Upper. The facility has two labs equipped with a minimum of 28 computers, wide variety of software, Internet access, laser printing capabilities, a 32' television connected to a scan converter.

Each teacher has at least two computers and in many cases four computers. Every classroom has a television with a scan converter and quality printers. Many of the teachers have digital cameras, scanners, and flex cams.

Faculty development in the area of technology integration is received well by the Hammond Eastside Upper faculty and staff. Funded through Title I and Title II, after school, Saturday, and planning time workshops have been held on topics such as the use of WorldBook Online, Gale Group, lesson planning, educational websites, and United Streaming. All in-services focus on the integration of technology into regular curriculum with follow up support such as modeling.

The administration actively encourages the use of technology on a daily basis while discouraging the use of "canned" drill and practice programs such as *Compass Learning* or *Cornerstone*. The principal maintains communication with the faculty and staff through daily emails and enjoys participating in a classroom technology lesson with the students. Seventeen of 21 teachers have attended *TangiTech 1* (equivalent to *Louisiana InTech*) and 8 have attended *TangiTech 2*. Both are now being offered as college credit through SLU and the teachers are attending for a second time.

Through a *SchoolTECH* grant, which is state funded program, a technology facilitator was hired to work with teachers. The facilitator works directly with teachers and students to increase the quality of technology integration. Faculty development is provided on a regular basis.

School Ecology and School Culture

Hammond Eastside Upper is a fourth through sixth grade school with a high risk population. The mission statement of the school is: The purpose of school is to provide all students with the educational skills needed to meet the challenges of the 21st century. Student racial population is 89.2 percent Black, 9.7 percent White, and 1.1 percent mixed with Asian and Hispanic. Ninety-two percent of the students receive either free or reduce lunches.

The faculty works well together at each grade level. There are some strong personalities in the fifth grade which caused some friction when the teachers discussed subject changes and departmentalized versus self contained at grade level meetings. It worked itself out and the group is sharing ideas and plans to handle difficult students.

Most rules and policies are set by the administration with input from the faculty and staff. Many policies are set by the parish, for example No Tolerance and discipline policies. On the positive side comes the majority of teachers follow and enforce the rules and policies creating an atmosphere where the students seem to have an easy transition from class to class. The biggest barrier comes from inconsistency enforcement of rules such as

dress code. It is difficult to get students to follow dress code rules without teacher inconsistencies.

The Hammond Eastside Upper faculty and staff revisit the School Improvement Plan on a regular basis. Grade level meetings are held to discuss individual student needs, grade level needs, and strategies for reaching goals. Current strategies are evaluated and determinations are made about continuing implementation. Teachers evaluate the results of testing (ITBS and LEAP) in order to plan lessons that meet the Louisiana Content Standards and ITBS standards. Helping students achieve their potential is foremost in the minds of the teachers.

HEU is a school made up of hardworking educators. They are willing to work hard to help their students achieve and make them productive citizens of the 21st Century. Increasing technology integration is one of the ways teachers have chosen to create a brighter future for their students. Handheld computers are expected to be a positive impact on technology integration at Hammond Eastside Upper.