

@ HEALTH & WELL-BEING ISSUE

a publication of the rapides foundation summer 2000

FOCUS: EDUCATION

Rapides Foundation Grants Encourage Educational Innovation, New Partnerships

"It's been such a blessing to our teachers to get training they desperately needed," explained David Smith, a special education teacher at Olla-Standard Elementary School in LaSalle Parish. He bubbles with enthusiasm when he talks about how a collaborative effort between his and another elementary school has made a dramatic difference in teachers' grasp of computer technology.

From technology training to middle school management, innovative educational programs and teaching methods are spreading throughout Central Louisiana, thanks to the joint efforts of school administrators, teachers and the Rapides Foundation.

The Rapides Foundation launched this unique partnership a year ago when it awarded the first grants under its new Education Initiative program. Fifty schools collectively received \$998,000 in Foundation funding to undertake new projects aimed at improving student achievement or improving the learning environment through an investment in teacher training and new program development.

Now those initial "Cycle One" grants are beginning to bear fruit. Exciting new partnerships among schools have developed, and school personnel are discovering the rewards of working together to enhance children's education.



David Smith, special education teacher at Olla-Standard Elementary School in LaSalle Parish.

Schools are reporting preliminary data that indicate promising results from some of these new teaching strategies.

For example, in Natchitoches Parish, a partnership between Cloutierville Elementary/Junior High and Lakeview Junior/Senior High has helped improve reading skills among students there. Cloutierville is already reporting a 30 percent decrease in student office referrals for behavior.

In Rapides Parish, new classroom management strategies implemented by teacher teams at Brame Junior High School have resulted in a 50 percent decline in referrals, suspensions and expulsions for classroom misconduct. Also in Rapides, two schools, W.O. Hall Primary School and Walter D. Hadnot Primary School, have effectively networked to redesign the math curriculum and train teachers.

A Reading Renaissance project at South Grant Elementary School has generated great enthusiasm among teachers, students and parents, and has significantly increased

(continued)

Rapides Foundation Grants Encourage Educational Innovation, New Partnerships (continued)

reading time and test scores at that Grant Parish school. A popular component of the program, Family Reading Nights, has improved parental involvement and interest.

There are also promising new projects that have just recently begun in schools receiving funds under the Foundation's second round of grants. Among these "Cycle Two" schools, E.C. Hayes School in Rapides Parish is working on a staff development program to help teachers integrate regular education curricula into its special education population.

Another recent Foundation grant is allowing teachers at the NSU Elementary Lab School in Natchitoches to utilize new brain research to develop improved teaching strategies in the classroom.

In these and other Foundation-funded projects, giving teachers the support and training they need is central to the Foundation's goal of enhancing student achievement. In most of the schools receiving grants, Foundation funding has enabled teachers to get valuable training they could not otherwise have received.

The idea is to help close the gap between policy and practice through professional development of teachers. "The best new educational programs in the world will not work if teachers are not fully equipped to implement them," said Joe Rosier, Foundation president and CEO.

There is a growing realization among researchers and policy makers nationwide that professional development for teachers and administrators lies at the core of educational reform, instructional improvement and improved student achievement.

"Giving teachers the resources they need to learn new and more effective ways of teaching children will, we hope, result in significant improvements in student achievement and learning environments," said Greg Nesbitt, board chairman of the Rapides Foundation.

Foundation grants have also provided technical support to schools to help them develop goals and strategies, maintain focus and organize their plans. Understanding the complexities of the change process, the Foundation provides technical assistants who help schools steer through the turbulent waters of such change. Technical assistants – outside consultants with broad educational expertise – have helped schools "stay the course" as they pursue their projects.

"As external persons to the schools, we technical

assistants help the staffs think through the change process," explained Kathleen Ware, who has served as a technical assistant for the Foundation. "The starting point is to assist in the data analysis to determine needs, then facilitating their deciding what they want to accomplish, how to do it, and how to measure it. The people in Central Louisiana have been wonderful to work with, making this one of my most rewarding experiences."

"Our technical assistants have been wonderful," said Laura Clark, supervisor of curriculum and instruction for grades 3-6 for the Vernon Parish School Board. Ms. Clark has worked closely with the technical assistants for schools in her parish that have applied for and/or received grants from the Rapides Foundation. In this liaison role for the Vernon school district, Ms. Clark serves as a "go-between," motivator and facilitator to ensure grant applications get in on time and projects move forward.

"I just make sure everything is in place, helping wherever I can to keep everybody on track and motivated," she explained. The services of a liaison at the school board level can be particularly valuable to teachers and principals who have limited time to spend on grant and program development. By helping the school staff implement their plans successfully, a district liaison allows teachers to stay focused on the students.

This first year of the Rapides Foundation's Education Initiative program has been a learning experience. Some approaches have worked better than others. Schools have learned the benefits of working together, and they are learning how to change.

Additionally, some school districts are increasing their support of new programs as hard data emerges. Through the help of grant funding, teachers trained in new, innovative techniques are now equipping their colleagues with the same knowledge and skills.

"Our Education Initiative does not attempt to get schools to do something new. It is philosophically organized to provide the means for schools to take their own improvement priorities and achieve them through the use of outside resources," said Dr. Kenneth J. Jewel, educational consultant for the Rapides Foundation.

Armed with the lessons learned during recent months, Foundation staff, teachers, administrators and technical assistants will continue to work for positive change and sustained educational improvements in Central Louisiana.



Cycle One Schools

Working Together, Schools Help Teachers, Students

Olla-Standard & Jena Elementary

Jean Smith, technology coordinator at Jena Elementary

David Smith had never applied for a grant before in his life, but when he saw the application on his principal's desk, the LaSalle Parish teacher decided to give it a try.

Today, he knows the effort was worth it. A special education teacher at Olla-Standard Elementary School, David teamed his school with Jena Elementary last year to apply for a grant from the Rapides Foundation to provide technology training to all its teachers. Teachers at both schools wanted and needed to improve their computer literacy skills, but didn't have the time, money or local expertise to accomplish it.

Smith and teachers developed a comprehensive plan, submitted it to the Rapides Foundation, and received funding. The schools' collaboration has a unique twist in that Smith and his wife Jean, a teacher at Jena Elementary, work together to coordinate the program. The duo shares a love of technology and has previously taught summer computer classes to teachers in that parish.

The Foundation grant has allowed the two schools to bring in consultants and pay teacher stipends for intensive training sessions. "We are really pleased with the results," said Smith. "We're seeing teachers who previously would not even turn on a computer now use them for many different tasks."

These preliminary results are consistent with the program's objective to effectively integrate computer use within all curriculum areas, and to infuse technology into regular

(continued)

The Rapides Foundation is a philanthropic organization that provides grants to organizations throughout an 11 parish service area that share the foundation's mission to improve the health and well-being of Central Louisiana.



The Rapides Foundation

www.rapidesfoundation.org



Cycle One Schools

Working Together *(continued)*

classroom learning activities. This year's emphasis is on improving student math skills; language arts will be targeted next year.

"We wanted to do something that would be substantial for our teachers," he said. The parish school board has also strongly supported the program by placing computers in every classroom in the parish.

The project is already producing some intangible benefits. "I think it has brought our two schools closer together," Smith added. "I would like to see a great deal more sharing of ideas." Two of the parish high schools – LaSalle and Jena High – observed the success of the elementary school project and have been awarded grants based upon what they have learned.

Like Olla-Standard and Jena Elementary, several Central Louisiana schools are discovering that working together adds up to better educational results. The Rapides Foundation is encouraging such collaborative projects by providing funding and technical support to many schools in its 11-parish service area.

Too often, schools in communities assume competitive relationships. There is little communication that passes between them, little sharing of information about educational programs of value. Rivalries between schools are nothing new, but when it comes to improving student academic achievement it's better to join hands in productive partnerships.

For instance, in Evangeline Parish, Carver Elementary School is working together with Chataignier High School in an innovative program to address character education and violence prevention. Four Catholic schools in Avoyelles Parish have joined in an effort to improve their teachers' computer skills and weave technology throughout the instructional program. Two schools in Rapides Parish, Peabody Sixth Grade Center and Brame Junior High, are jointly sponsoring teacher workshops focused upon the middle school philosophy. Here are more details about some of these unique collaborations:

Peabody Sixth Grade Center & Brame Junior High School

Educators have come to recognize that children in the delicate "middle school" years – sixth, seventh and eighth grades



Peabody Sixth Grade Center Principal Glenda Sue Perkins

– have special needs unlike those of elementary or high school students. There are unique physical and emotional changes typical of pre-teen and early teen children, and these affect behavior and academic performance in the classroom.

With this in mind, leaders at Peabody Sixth Grade Center and S.M. Brame Junior High School in Alexandria have been working to fully organize and implement a middle school program that seeks to meet the needs of students in that age group. The Rapides Foundation has assisted this effort through funding for teacher training and development.

"The middle school philosophy works really well in addressing and helping children emotionally, physically and academically," said Glenda Sue Perkins, principal at Peabody Sixth Grade. "It's a student-friendly program."

The "optimum" structure of the program, she explained, is an eight-period day, in which teachers have six teaching periods coupled with free periods for individual and team planning work. Working closely with specific groups of students, teachers are organized into teams to coordinate curriculum across academic

disciplines. "The team approach in middle schools is great," said Ms. Perkins.

The Foundation grant provided the schools with funding for a three-day teacher workshop last year that focused on middle school strategies; another in-service workshop this summer expanded upon that program. In addition, teachers

(continued)

"The middle school philosophy works really well in addressing and helping children emotionally, physically and academically."

*Glenda Sue Perkins,
Principal at Peabody Sixth Grade*

Cycle One Schools

Working Together *(continued)*

from each school meet from time to time to discuss new ideas and techniques or to observe other schools' programs.

Ms. Perkins said reading and writing components of the middle school strategy have been especially emphasized. Grant funding "has helped us fully implement and train teachers in the Accelerated Reading Program and Writing Across the Curriculum." An encouraging result: students are spending more free time reading and, when given standardized tests last fall and again this spring, showed significant improvements in composite scores, she said. "That's a real success story for us. Now we have teachers training new teachers here at the school. Our faculty is so eager to learn."

Diocese of Alexandria & Avoyelles Parish

"The whole thrust of this program is to use technology to enhance the reading and math skills of our students," explained Stella Anderson, technology coordinator for Holy Ghost Catholic School in Avoyelles Parish.

Holy Ghost is working with three other schools -- Sacred Heart School, St. Joseph's School and St. Anthony's of Padua -- in a technology training program for teachers supported by a grant from the Rapides Foundation. Titled "Moving Between Chalkboards and Keyboards," the program seeks to integrate

technology into teacher instructional strategies with the ultimate goal of improving student performance. The schools have shared information and materials, and teachers attended workshops to gain new knowledge about using computers.

"Our teachers are no longer afraid of computers," said Ms. Anderson. Because of this newfound expertise, Holy Ghost School has been able to get Internet technology assistance from a federal program. Through donations and other funding obtained by the school's former principal, Gen. Sherian Cadoria, Holy Ghost also has a new, well-equipped computer lab.

Ms. Anderson believes that all these improvements at her school contributed to the recent success of eighth graders there, who all passed the state's standardized LEAP test. Similarly, St. Joseph's School has reported an increase in student and teacher motivation to use computers in various areas of the curriculum. Teachers at St. Anthony's School have developed a shared knowledge of computer and technology use, enhancing the school's overall progress.

Moreover, the Diocese of Alexandria has been supportive of the Avoyelles schools' efforts by providing time off from the classroom for teachers to attend INTECH training and peer sharing sessions paid for by the district.

Moving Between Chalkboards and Keyboards



Holy Ghost Catholic School technology director, Stella Anderson

Cycle Two Schools

Promising New Plans

Goodpine Middle School



Eugene Fitzgerald, principal at Goodpine Middle School

Goodpine Middle School Principal Eugene Fitzgerald is “ecstatic” about what his teachers have learned this summer, and he is eager to see the work pay off in enhanced student achievement.

Aided by a training grant from the Rapides Foundation, Goodpine in LaSalle Parish recently sponsored workshops for teachers and paraprofessionals to help them burnish their classroom skills.

“We did some research and found that a large percentage of our students were being taught by substitute teachers,” he explained. It became apparent that these substitutes, in order to better serve students, needed additional training and support. In a workshop setting, the substitute teachers received instruction in areas such as classroom discipline, time management for students, policies, procedures and lesson plans.

“We received a lot of positive feedback from the substitutes,”

said Fitzgerald, whose school includes about 300 students in grades 4-6. Another component of the program was to improve communication between teachers and substitutes.

“We asked the substitutes, ‘what could teachers do to make your work, your life in the classroom better?’” After acquiring input from teachers, the school created “substitute folders” which contain general and specific information each substitute needs to function most effectively in the classroom.

Regular teachers also received training in small group learning strategies and discipline techniques. In concert with these activities, the school modified and reorganized its discipline procedures.

Fitzgerald hopes by investing in teacher training now, future student achievement will soar at Goodpine. “We could not have done this without the help of the Rapides Foundation,” said Fitzgerald. “I have all the confidence in the world that this will work well.”

**Substitutes
receive
additional
training
and
support**

Cycle Two Schools

Bolton's Akins Selected Louisiana High School Principal of The Year



Bolton High School's Ron Akins and Penny Toney

Ron Akins, principal of Bolton High School in Alexandria, was recently named Louisiana's High School Principal of the Year. The award, sponsored by MetLife and the National Association of Secondary School Principals, was announced by the La. Association of Principals this summer.

Akins was cited for his "willingness to take risks to help students, ability to anticipate and solve problems and success in improving the school's learning environment."

Bolton High School's assistant principal, Penny Toney, was selected as the state Assistant Principal of the Year in January of this year.

Aided by a grant from the Rapides Foundation, Bolton is in its second year of implementation of "The Bolton Model," an intensive staff development project that targets teacher/student relationships and curriculum development.

Brain Research to Guide Teachers

NSU Lab School

In recent years scientists have made significant breakthroughs in brain research, providing us with detailed pictures of how brains develop at a cellular level. This new body of research has begun to gain the attention of educators as they study more effective ways of teaching children at all ages.

Teachers at the Northwestern State University Lab School in Natchitoches are getting the chance to use some of this new information about the brain through a recently-initiated professional development program supported by a grant from the Rapides Foundation.

"We want to take new information about how students learn and apply it to the classroom," explained Susan Taylor, school principal. "Research shows this can enhance learning in every way."

The NSU Lab School includes about 320 students in grades K-5. Besides employing a team of about 20 teachers, the school serves as a learning environment for prospective teachers and other students in related fields at NSU.

Ms. Taylor said the lab school's unique role means that the new brain research program will benefit these novice teachers who will graduate and take teaching positions elsewhere. "We can affect student achievement in more places than our one school."

The school conducted a two-day retreat for teachers this summer that focused on brain research findings and how to apply that to the classroom. This year's work will include video training, monthly study groups and use of the book *Teaching with the Brain in Mind* by Eric Jensen. Another workshop to address fundamentals for acquiring critical thinking skills, strategies and classroom applications is scheduled for November.

Ms. Taylor believes the program at the lab school will lead to higher academic achievement by students. Changes may occur in class scheduling, assessment methods, new strategies for teachers, technology and the classroom environment.

The program, said Ms. Taylor, could not have been implemented without the support of the Rapides Foundation. "This grant provides the means to pay our teachers for extra work beyond the classroom."

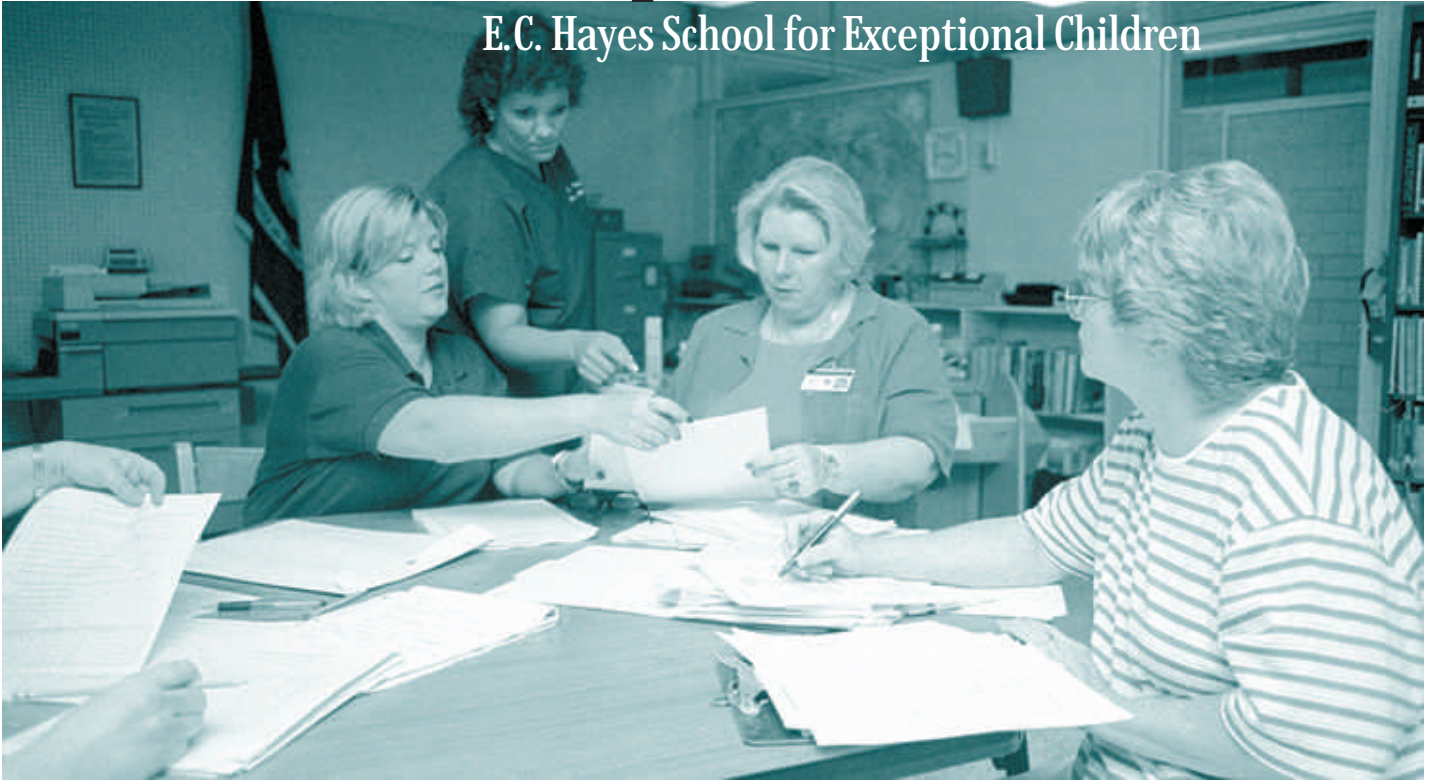


The NSU Lab School grant committee: (l to r) Janie Lawrence, Jodi Shirley, Principal Susan Taylor, Chris Evans and Debbie McBride

Cycle Two Schools

Effective Education for Exceptional Children

E.C. Hayes School for Exceptional Children



(l to r) Lori Plunkett, Sheila White, Principal Linda Young and Ann Weaver work on grant material for E.C. Hayes School for Exceptional Children.

“This grant is allowing us to access experts to help show us how to more effectively provide education appropriate for our children,” explained Linda Young, principal of E.C. Hayes School for Exceptional Children in Alexandria.

Serving the unique needs of about 105 special education students, E.C. Hayes is the only special education school among the 78 programs in the first and second rounds of funding by the Rapides Foundation.

The school is using its grant to introduce new curriculum strategies and provide staff professional training and development to better teach students with various disabilities, who range in age from 3 to 21 years. The project is helping to provide for mandated “curriculum alignment,” integrating regular education skills into the special education program, based upon students’ age and cognitive abilities.

“We are addressing language arts this year,” said Ms. Young, with math, science and social studies to be emphasized in future training. She said teachers loved the first consultant-led workshop held in July. “It was wonderful.” Teachers were introduced to new activities, strategies and games that can be used to teach their students, most of whom are very “low functioning,” she said. Additional follow-up training sessions are forthcoming.

One of the goals of the program is to develop resource books for each teacher, complete with benchmarks and suggested resources and activities.

Such intensive professional education for teachers and aides at the school would not have been possible without grant monies from the Foundation, added Ms. Young. In addition, it was important to be able to bring in outside experts knowledgeable about curriculum alignment.

Education Initiative Schools:

These seventy-seven Cycle 1 and Cycle 2 schools are participating in the Rapides Foundation Education Initiative. This program aims to provide teachers and principals with the resources needed to upgrade the skills of the teaching corps and to improve the environment for teaching and learning. The schools are eligible to receive up to \$25,000 annually for a period of five years.

ALLEN PARISH SCHOOL BOARD CYCLE 1 SCHOOLS

Oakdale Junior High School

To support a whole school reform effort to reorganize the school class schedule, institute interdisciplinary team teaching, and improve class management.

Oberlin Elementary School

To address low reading performance through expanded professional development in assessment techniques, identifying student weaknesses, and development of individualized interventions.

Reeves High School

To upgrade content knowledge and teacher skills that will enable the implementation of a comprehensive school to career program of studies. The initial focus will be on math and language arts.

CYCLE 2 SCHOOLS

Fairview High School

To enhance student learning achievement in reading and math through Reading Renaissance and Math Renaissance.

Kinder Middle School

To improve student performance in math through new teaching strategies and the expanded use of technology.

Oakdale High School

To implement a career education program. Included will be a change in the school's schedule to longer instructional blocks.

Oberlin High School

Beginning in grades 7-8, use the Accelerated Reader to improve the ability of teachers to respond to student needs and to develop appropriate intervention strategies.

AVOYELLES PARISH SCHOOL BOARD CYCLE 1 SCHOOLS

Avoyelles Parish School Board

To support program development, organization and staff training on new curricula to meet the needs of at-risk students involving the integration of technology at a proposed agriculture alternative high school.

Bunkie High School

To support training for integration of technology into curriculum to improve reading achievement.

Lafargue Elementary School

To improve student performance through a multi-year school restructuring project addressing teacher content knowledge, teaching strategies, and integration of technology into instruction. Teaching collaboratives, team teaching, and a re-conceptualization of curriculum changes will be involved.

Marksville Elementary School

To improve student reading performance through the use of Spalding and Reading Renaissance strategies in language arts instruction and to institute technology training for students and their parents.

Riverside Elementary School

To restructure the school educational program with a formal, on-going professional development program that will include new teaching methods, new content and problem solving activities to engage students as active learners.

CYCLE 2 SCHOOLS

Avoyelles High School

To provide teacher training in use of technology throughout the curriculum.

Bunkie Elementary School

To improve student test scores through the integration of technology into the curriculum, developing interdisciplinary units and thematic teaching.

Mansura Middle School

To assist teachers in effectively utilizing state mandated benchmarks to improve instruction. The focus will include content knowledge and use of technology.

Education Initiative Schools:

Marksville High School

To provide the training necessary for teachers to incorporate technology into curriculum and instruction.

Plaucheville Elementary School

To integrate the use of technology into daily lessons and to develop and then implement the use of thematic units as the foundation for curriculum.

CATAHOULA PARISH SCHOOL BOARD

CYCLE 1 SCHOOLS

Martin Junior High School

To improve reading skills in grades 5-8 through a comprehensive professional development program addressing diagnosis and individualized improvement plans based upon student need. The program will include teacher training to integrate reading skills throughout all subject areas, collaborative teaching, classroom management, motivational teaching strategies, etc.

Sicily Island High School

To develop standards-based, career oriented student instruction and learning through a staff training program addressing teaching methods, strategies, integration of technology into curriculum and interdisciplinary lessons and collaborative teaching.

CYCLE 2 SCHOOLS

Jonesville Elementary School

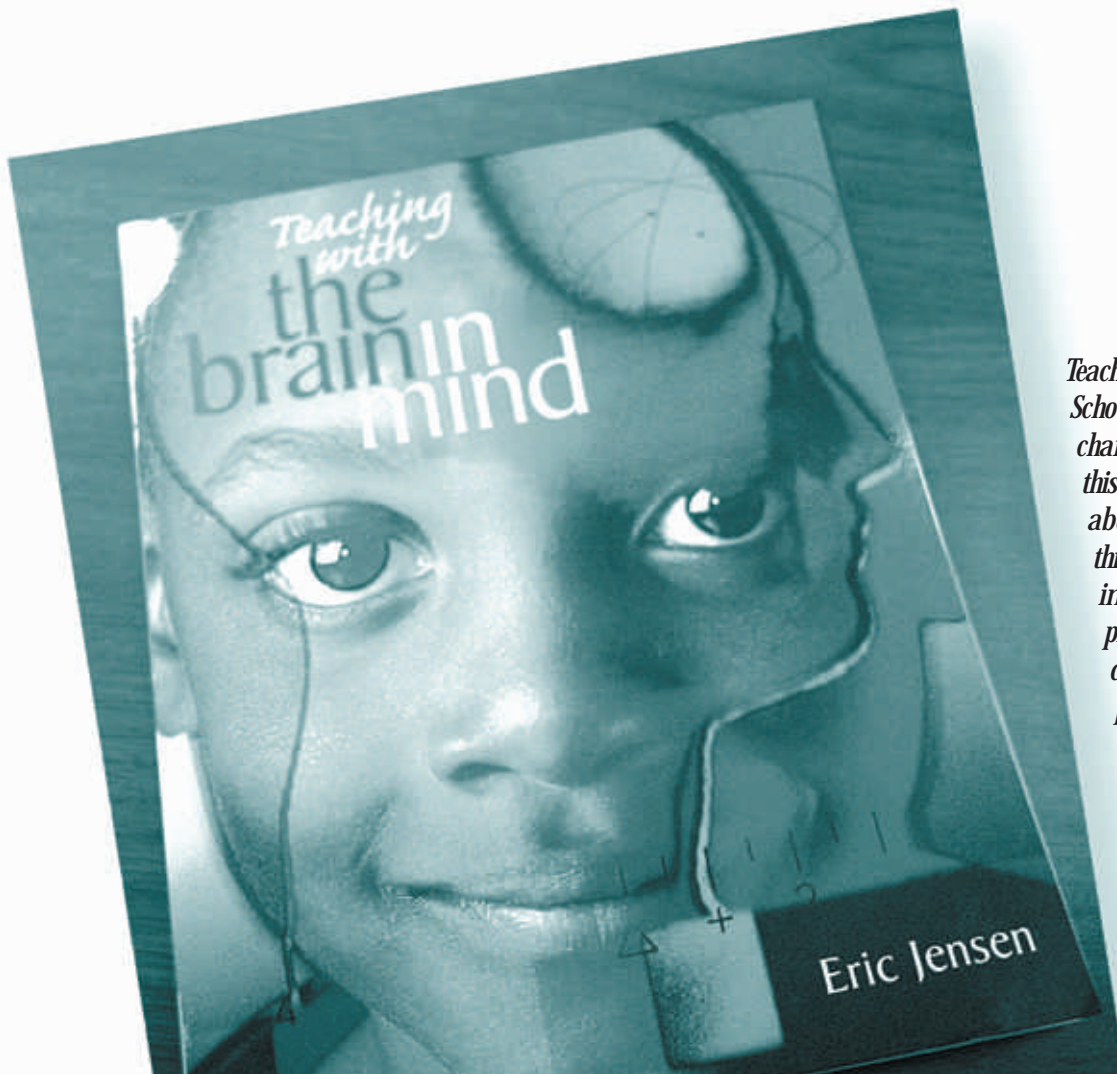
To provide training for teachers for hands-on, minds-on strategies in math, science and social studies.

CATHOLIC DIOCESE OF ALEXANDRIA

CYCLE 1 SCHOOLS

Holy Ghost Catholic School

The school, in a collaborative effort with Sacred Heart School, St. Joseph's, and St. Anthony's, will address the technology training for teachers required to integrate technology into instructional strategies.



Teachers at the NSU Lab School are getting the chance to use some of this new information about the brain through a recently-initiated professional development program.

Education Initiative Schools:

Our Lady of Prompt Succor School

The school will address the integration of technology use into the classroom and curriculum through an intense teacher development and training program.

Sacred Heart School

The school, in a collaborative effort with Holy Ghost School, St. Joseph's, and St. Anthony's, will address the technology training for teachers required to integrate technology into instructional strategies.

St. Anthony's of Padua

The school, in collaboration with Holy Ghost, Sacred Heart, and St. Joseph's, proposes technology training for its teachers to build new teaching strategies and integration of technology use into everyday instructional strategies.

St. Joseph's School

The school, in collaboration with Holy Ghost, Sacred Heart, and St. Anthony's, proposes the technology training for its teachers to build new teaching strategies and integration of technology use into the curriculum.

CYCLE 2 SCHOOLS

Holy Savior Menard Central High School

Development of a comprehensive professional development program that includes standards alignment and integration of technology into the curriculum. It will include opportunities for application, critiquing, and on-going evaluation that is directly linked to improved student achievement.

St. Mary's Assumption School

To train teachers in the use of technology so that students use higher thinking skills in solving problems across all curriculum areas.

St. Mary's Catholic School

To provide teacher skills that enhance student achievement in reading and writing literacy. The school will focus on aligning curriculum and use coaching and project-centered learning activities with a writing emphasis.

St. Rita Catholic School

To improve student achievement through improved instruction in mathematics.

CONCORDIA PARISH SCHOOL BOARD

CYCLE 2 SCHOOLS

Vidalia High School

To provide teachers with training in the use of technology as a tool for more effective instruction in all curriculum areas.

EVANGELINE PARISH SCHOOL BOARD

CYCLE 1 SCHOOLS

Bayou Chicot High School

To begin a major restructuring of the school's education program to include the school schedule (block scheduling) and teacher training in multi-sensory, integrated learning techniques to further involve students in the learning process.

Carver Elementary School

To implement character education and violence prevention through new teaching strategies.

Chataignier High School

To implement character education and violence prevention through improved teaching methods and greater student involvement in learning.

Hester Heath Elementary School

To improve reading literacy for students using Write Track and Accelerated Reader.

Ville Platte High School

To improve student performance and attendance through an intense teacher training program focusing on new teaching methods.

GRANT PARISH SCHOOL BOARD

CYCLE 1 SCHOOLS

Colfax Elementary School

The school effort will focus on improving student performance through the development of small adult learning communities that will emphasize instructional strategies, assessment procedures and changing learning environment.

Georgetown High School

To improve language skills in the targeted grades 5-12 using new teaching/learning techniques. Teacher training will focus on reading and writing activities.

South Grant Elementary School

To focus on reading achievement using professional development in assessment and diagnosis of learning barriers, alternatives for the learning disabled students, and improved motivation strategies.

Verda Elementary School

To improve student achievement beginning with a professional development program focused on new teaching strategies/learning techniques in reading.

Education Initiative Schools:

LASALLE PARISH SCHOOL BOARD

CYCLE 1 SCHOOLS

Jena Elementary School

The school, in collaboration with Olla-Standard Elementary, will begin technology training for teachers focused on the integration of computer use within curriculum and classroom learning activities. Training will include classroom management and interactive learning activities.

Olla-Standard Elementary School

The school, in collaboration with Jena Elementary, will begin technology training for teachers focused on the integration of computer use within curriculum and classroom learning activities. Training will include classroom management and interactive learning activities.

CYCLE 2 SCHOOLS

Goodpine Middle School

To equip paraprofessionals in the use of more individual and small group instruction in all subject areas.

Jena High School

To increase student achievement through the use of technology, to provide training for teachers on the full integration of technology throughout the curriculum.

LaSalle High School

To provide training for teachers to utilize technology in instruction.

NATCHITOCHE PARISH SCHOOL BOARD

CYCLE 1 SCHOOLS

Cloutierville Elementary/Junior High School

To refine and focus strategies to improve student achievement in reading and writing, emphasizing evaluation, assessment and classroom management.

Lakeview Junior/Senior High School

To address weaknesses in the language/communications skills of students through the development of skill and strategies of teachers in teaching writing across the curriculum.

CYCLE 2 SCHOOLS

NSU Elementary Lab School

To improve student achievement through the use of new brain research on how young people learn. It will include changes in class scheduling, assessment methods, new strategies for teachers and expanded use of technology.

RAPIDES PARISH SCHOOL BOARD

CYCLE 1 SCHOOLS

Bolton High School

To provide resources to build staff capacity to implement the Bolton Model: training to restructure teaching, broaden the curriculum content for team/multi-discipline use, and infuse technology in curriculum.

J. B. Nachman Elementary

To improve student reading achievement using the Accelerated Reader and to provide professional development for teachers.

Mary Goff Elementary

To provide teacher training related to new and more effective teaching and learning strategies to raise student achievement.

Peabody Magnet High School

To focus on student learning centered around career paths, and to upgrade teaching skills to teach within interdisciplinary clusters.

Peabody 6th Grade Center

To further implement the “accelerated schools” model within this one-grade middle school. Teacher training will concentrate on development of interdisciplinary instruction by multiple teams of teachers.

Phoenix Magnet Elementary School

To improve student achievement in reading literacy and vocabulary through new teaching strategies.

Pineville High School

To improve achievement and standardized test scores in math with an effort involving 8 feeder schools, focusing on new teaching strategies for the math teachers. Secondly, to bring the science department into the project to allow the science and math areas to support and reinforce student learning.

Pineville Junior High School

To implement the “middle school” concept and to provide staff training in team teaching and interdisciplinary learning and project-centered curriculum.

S. M. Brame Junior High School

To reorganize the school using the middle school concept, develop staff skills in team teaching and improve content knowledge.

Education Initiative Schools:

W. O. Hall Primary School

This is a collaborative effort with its feeder school to improve student attainment in math by redesigning the math curriculum and providing professional training and inter- and intra-grade planning that would include new teaching methods.

Walter D. Hadnot Primary School

The project is a collaborative with its feeder school. They will address staff training and curriculum re-design to include alternative, hands-on activities to enhance comprehension of math concepts. Training will be expanded to include parents and other community resources.

CYCLE 2 SCHOOLS

Alexandria Junior High School

To plan for and implement a modified middle school model with an emphasis on improving math and reading scores.

Alexandria Senior High School

To build staff knowledge in new strategies and teaching techniques, develop a relationship with the business community and increase communications with parents all focused on improving student achievement.

Arthur E. Smith Junior High School

To implement the middle school concept with training for

teachers in academic teaching teams, advisory programs, and interdisciplinary teaching.

Buckeye High School

To implement technology instruction and learning strategies to improve student critical thinking skills. The focus will be on math.

Cherokee Elementary School

The project anticipates building upon the school's EDCORE grant for implementation of a 5-year technology plan. The school will define curriculum content and skills by grade level and the connections among them using the Basic School model. The objective is to improve student higher-thinking skills and test scores.

E. C. Hayes School for Exceptional Students

To provide training for special education teachers in new strategies and techniques for special education students.

Hayden R. Lawrence Middle School

To improve student writing skills through staff training in new standards and approaches for equipping students with writing skills.

Plainview High School

To provide staff training necessary to improve student achievement in math.



Cheryl Pollen, Jennifer Coriell, Laura Clark (standing) and Mona Bennett collaborated on East Leesville Elementary's grant project.

Education Initiative Schools:

VERNON PARISH SCHOOL BOARD

CYCLE 1 SCHOOLS

Leesville High School

To develop and plan the “career academy” as a means of fostering academic achievement, reducing absenteeism and drop outs, and improving test scores. The grant will provide assistance for curriculum development and staff training and support efforts to develop business coalitions.

CYCLE 2 SCHOOLS

East Leesville Elementary School

To create an integrated curriculum plan for science and social studies through extensive writing and problem solving/critical thinking.

Evans High School

The school will address the new teaching methods required in order to make the best use of time under block scheduling.

Leesville Junior High School

To implement the middle school concept, to provide teachers with additional training in understanding adolescent development and learning styles.

Pickering Elementary School

To provide staff training to enhance the writing curriculum.

West Leesville Elementary School

To implement a school-wide focus on literature and reading as a means of improving student achievement.

WINN PARISH SCHOOL BOARD

CYCLE 1 SCHOOLS

Dodson High School

To develop an aqua-culture/horticulture program emphasizing math and science concepts as the method of improving student performance. Grant funding would be used for consultation, curriculum development, staff development costs, training materials, etc.

Winnfield Intermediate School

To develop and implement, in collaboration with the primary and middle schools, a character education/violence prevention effort which will include funding for consultation, staff development, training materials, etc.

Winnfield Middle School

To develop and implement, in collaboration with the primary school and intermediate school, a character education and violence prevention effort which will include staff development, training materials, etc.

Winnfield Primary School

To develop and implement, in collaboration with the intermediate and middle schools, a character education and violence prevention effort which will include staff development, training materials, etc.

PRIVATE SCHOOLS

CYCLE 2 SCHOOLS

Grace Christian School

To implement a professional development program related to technology skills and to integrate technology use within the classroom so that student learning involves higher thinking skills.





Grant Update:

The Rapides Foundation Grants from April-June 2000

American Heart Association	\$150,000	2 yrs
Staffing, training materials and marketing for placement and use of automated external defibrillators(AEDs) in a six parish area. AEDs are portable devices used to provide local and immediate response in the event of cardiac arrest. Also, \$200,000 for purchase of AEDs by local fire departments and other first responders.		
American Lung Association	150,000	3 yrs
Implementation of the N-O-T program. N-O-T is one of the few programs showing success nationally in getting adolescents to stop smoking. To be conducted at seven Rapides Parish schools.		
Cenla Healthcare Ethics Coalition	6,500	1 yr
Support for training and pilot programming for one year old coalition of healthcare, faith community and other leaders examining local policies on end-of-life issues.		
Evangeline Community Action Agency	10,000	1 yr
Start-up funding for a parish-wide medication access program working with local pharmacists and physicians to access manufacturer's indigent drug programs and provide emergency relief for residents with chronic disease.		
Hope Development Center	10,000	1 yr
Board training and support for this faith-based childcare center.		
Refugee Resettlement Center	10,000	1 yr
Training and support on healthcare terminology and healthcare systems delivery for interpreters working with the refugee community.		
True Vine Missionary Baptist Church	10,000	1 yr
Volunteer-led clean-up of vacant lot next to Acadian Sixth Grade Center and conversion to park maintained by local neighborhood group.		

C O N T A C T S

www.rapidesfoundation.org



The Rapides Foundation's website is now online. Located at www.rapidesfoundation.org, the site provides comprehensive grant program information as well as workshop dates and application deadlines.

"Given the vast amount of information that must be made available to potential grantees as well as the general public, the Internet is a natural medium for us to utilize," says Joe Rosier, President/CEO of The Rapides Foundation. "This site makes our foundation and programs more accessible to our 11 parish service area stretching from Texas to Mississippi."

Toll-Free Foundation Number **1-800-994-3394**



The Rapides Foundation has a toll-free number for callers outside the Alexandria/Pineville area. "This is a major convenience for people contacting the foundation, especially for those grant and technical programs requiring contact with the foundation prior to submitting an application," says Allen Smart, Senior Program Officer for The Rapides Foundation.

Health & Well-Being
@issue

is published by The Rapides Foundation

*The Rapides Foundation continues
a legacy of community healthcare
initiated in 1903.*

President/CEO:
Joseph R. Rosier, Jr., CPA, CFA

Editors:
Dr. Kenneth Tewel
Vicki Bernard

Contributing Writer:
Melanie Torbett

For additional copies or to be added
to the mailing list contact:
The Rapides Foundation
P.O. Box 11937
Alexandria, LA 71315-1937

Tel: 318-443-3394
Fax: 318-443-8312
Toll Free: 1-800-994-3394

Internet: www.rapidesfoundation.org
e-mail: info@rapidesfoundation.org

Bulk Rate
U.S. Postage
PAID
Alexandria, LA
Permit No. 65