U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mrs. Tisa Day

Official School Name: Isaac Lane Technology Magnet Elementary

School Mailing Address:
746 Lexington Street
Jackson, TN 38301

County: Madison State School Code Number*: 0805700038

Telephone: (731) 423-4720 Fax: (731) 423-4797

Web site/URL: http://www.jmcss.net/schools/lane/ E-mail: trday@jmcss.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Nancy Zambito

District Name: Jackson Madison County Schools Tel: (731) 664-2500

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Joe Mays

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

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school‘s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.

3. To meet final eligibility, the school must meet the state’s Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. 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.

9. 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.

10. 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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

14	Elementary schools (includes K-8)
4	Middle/Junior high schools
5	High schools
4	K-12 schools
1	Other
28	**TOTAL**

2. District Per Pupil Expenditure: 8337

   Average State Per Pupil Expenditure: 7794

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 2 Number of years the principal has been in her/his position at this school.

   5 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	61	48	109	**6**			0
K	26	25	51	**7**			0
1	22	23	45	**8**			0
2	38	21	59	**9**			0
3	36	28	64	**10**			0
4	21	25	46	**11**			0
5			0	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					374

6. Racial/ethnic composition of the school:

_____	% American Indian or Alaska Native
_____	% Asian
84	% Black or African American
2	% Hispanic or Latino
_____	% Native Hawaiian or Other Pacific Islander
14	% White
_____	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 8 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	14
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	374
(5)	Total transferred students in row (3) divided by total students in row (4).	0.080
(6)	Amount in row (5) multiplied by 100.	8.021

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

English

9. Students eligible for free/reduced-priced meals: 86 %

Total number students who qualify: 322

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 21 %

Total Number of Students Served: 77

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	11	Specific Learning Disability
2	Emotional Disturbance	37	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
4	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	20	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	25	0
Special resource teachers/specialists	11	1
Paraprofessionals	13	0
Support staff	10	0
Total number	60	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **15 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	96%	95%	96%
Daily teacher attendance	97%	97%	96%	97%	97%
Teacher turnover rate	12%	16%	8%	4%	12%

Please provide all explanations below.

We had several teachers to retire during the 2006-2007 school year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

The mission of Isaac Lane Technology Magnet Elementary School is to meet the individual needs of all students with a broad and balanced curriculum in a positive environment with a special emphasis on technology as a learning tool.

Isaac Lane is named after Bishop Isaac Lane, an early Madison County minister. In 1882 Bishop Isaac Lane purchased land in Jackson on which he established one of the state's few secondary schools for African Americans. In 1896, with the expansion of its college department, the school became known as Lane College. A close partnership has developed between Isaac Lane Elementary and Lane College. This collaboration has enhanced the educational growth of both campuses.

Isaac Lane Technology Magnet Elementary School opened its doors in August of 2002. It is located in the East Jackson Industrial Area with a large population of students coming from low socio-economic backgrounds. The property is adjoined with the Boys and Girls Club of Jackson and Jackson Careers and Technology Intermediate School. The Boys and Girls Club utilizes the Isaac Lane facility for its after-school program. The boys and Girls Club staff members collaborate with the teachers to provide additional technology and homework support for the students of Isaac Lane. Jackson Careers and Technology Intermediate School serves as a feeder school for our students entering 5th grade. Students are given opportunities throughout the year that will help to provide a smooth transition between elementary and intermediate school.

Entering the foyer of Isaac Lane, career-based magnet themes are depicted through hand painted murals. The themes include Journalism/Media Production, Medical/Nutritional Science, Agricultural Science, and Engineering/Math. Isaac Lane has a technology rich environment that offers an engineering/math laboratory, a journalism laboratory, and a state of the art television studio, IL-TV.

Since its opening in 2002, Isaac Lane has received many honors and recognitions. In 2004 Lane received both The Magnet School Assistance Program Grant and The Reading First Grant. The Reading First Grant was renewed in 2006 allowing the school to continue providing teachers with professional development and materials necessary to meet the needs of all students. Isaac Lane was awarded the Sites M Grant (Strengthening Instruction in Tennessee Elementary Schools-Focus on Mathematics) in partnership with Lane College (2008), Coordinated School Health Grant (2007), Education Consumers Foundation's Valued-Added Achievement Award (2007), and the Tennessee School Board Association's (TSBA) Excellence in Education Award for Isaac Lane Technology's IL-TV Program. Isaac Lane has met AYP (Adequate Yearly Progress) for the past 5 years.

Isaac Lane encourages parent involvement through a variety of workshops with flexible hours to reach all parents. Title I surveys completed by parents at the beginning of the year help to provide topics of interest such as Parent Technology Training, Discipline Strategies, TCAP Prep, Transitioning to Kindergarten, and Understanding New Standards. Other parent activities include Grandparent's Day, Rockin' Reader, School Grounds Clean-Up Day, and Love. Read .Learn.

Isaac Lane has a strong partnership with the community through P.I.E. (Partners in Education). These P.I.E. Partners include, Jackson Energy Authority(JEA), Young Touchstone, Toyos Vision, West Tennessee Business College, Phi Delta Kappa, Advantage Lock and Key, and Lane College. As part of the affiliation with Jackson Energy Authority, students produce a monthly broadcast that is viewed by over 20,000 customers. These partners also provide additional support and funding for annual activities such as the Fall Carnival, Meet and Greet, and Parent/Teacher Conferences. Students are encouraged to give back to the community by making donations to the local food bank and tornado victims, and creating gift bags for local nursing homes.

It is the vision of Isaac Lane Technology Magnet Elementary School to provide opportunities and challenges for each student to succeed as a lifelong learner in a changing world. Isaac Lane values its highly trained and committed workforce, continually evaluating and improving their own performance and the performance of their students. Isaac Lane recognizes its role as a key contributor to the social, civic and economic foundation of the East Jackson community. To achieve this vision, Isaac Lane ignites the hearts and minds of its students, staff, families, the business community and citizens.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

TCAP Results

Test results on the state-mandated Tennessee Comprehensive Assessment Program for Isaac Lane Elementary School show clear evidence of students having met or exceeded the Federal No Child Left Behind (NCLB) standards. Students at Lane have achieved this rate of success for the past five years in both reading and math for NCLB. Additionally, whenever there were sufficient numbers of students in a subgroup (e.g. ethnicity, poverty) for NCLB purposes, all subgroups of students at Lane Elementary met or exceeded the standards.

The website containing the Tennessee Report Card for Isaac Lane Elementary is located at the following URL: http://edu.reportcard.state.tn.us/pls/apex/f?p=200:1:3983305275698105

Gain Score Results
In addition to the TCAP results, the Tennessee Department of Education also provides a unique indicator of growth for students throughout the state. This measure is known as the Tennessee Value Added Assessment System (TVAAS). Essentially, the rate of growth for all students in each grade and subject area is calculated, and the growth rates for students in each school are reported as Value Added scores. If students from a specific school evidence gains greater than those for the state average, that school has a positive value added score. If the students at a specific school evidence gains less than those for the state average, that school has negative value added scores. For the past three years (the longest timeframe currently available via TVAAS), fourth grade students at Lane Elementary have had gain scores above those of the state. This is true for all subjects included in the state tests (i.e. math, English/Language Arts, Science, and Social Studies. Table 2 shows the gain scores (value added) for the past three years at Lane Elementary. All value added scores are positive for all subject areas, indicating that students at Lane made more gains than did students on average across the entire state.

Due to the logistics behind calculation of TVAAS scores, gain scores are reported only for the fourth grade students at Lane Elementary. State-mandated testing starts at the third grade and continues through high school. For gain scores to be calculated, test scores from at least two years must be obtained. Because the first state-mandated test occurs in the third grade, gain scores can be calculated only at the end of the fourth grade. Because the fourth grade is the highest grade at Isaac Lane Elementary, gain scores are available only for the fourth grade.

Table 1
Historical Gain Scores for 4th Grade Students at Lane Elementary

	Math	English/Language Arts	Science	Social Studies
2006 Gain Score (Lane)	10.9	.9	1.9	7.9
2007 Gain Score (Lane)	8.4	.2	2.3	2.5
2008 Gain Score (Lane)	8.0	.8	3.0	8.5
3 Year Average (Lane)	9.1	.6	2.4	6.3

The website where the TVAAS scores for Isaac Lane Elementary can be found is located at the following URL: https://tvaas.sas.com/evaas/welcome.jsp

Think Link Results

A formative evaluation (Discovery Education), also known as Think Link, is administered to all students (first grade through high school) in the district. The formative tests are a predictor of student performance on the

state-mandated tests that will be administered in the spring of 2009. The first formative test was administered in November 2008, and the results indicated that a substantive percentage of the students at Isaac Lane were already performing at the proficient or advanced level. At the first grade level, the majority (72.5%) of students scored proficient or advanced in English/Language Arts; however, a lower percentage (59.0%) scored at that level for Math. In the second grade, 89.5% of the students scored proficient or advanced in Math, while only 80.0% scored at that level in English/Language Arts. Third grade students scored substantively higher, with 91.9% and 82.8% scoring proficient or advanced in English/Language Arts and Math respectively. Finally, in the fourth grade, 89.1% scored proficient or advanced in English/Language Arts, and 91.3% scored at that level in Math.

Table 2.
November 2008 Formative Assessment Results for Students at Isaac Lane:
Percentage of Students Scoring Proficient or Advanced

Grade	English/Language Arts	Math
First	72.5	59.0
Second	80.0	89.5
Third	91.9	82.8
Fourth	89.1	91.3

2. **Using Assessment Results:**

Isaac Lane uses a variety of assessments throughout the school year to ensure students are meeting state and local standards. TCAP is used to assess students in grades 2-4. Teachers utilize TCAP data to understand the gains and areas of non proficiency of students. They also use that data to determine if strategies were effective in meeting the needs of their previous students. This data enables teachers to make appropriate adjustments to meet the needs of their current students.

Students in grades 1-4 are given the Think Link assessments three times a year. Think Link serves as a benchmark diagnostic assessment that mirrors Tennessee's TCAP test. With the data teachers are able to view information that accurately predicts student performance, identify what students know and are ready to learn, and use reports to individualize instruction and monitor growth.

Students in grades 1-4 are given the Star Test to assess their reading progress throughout the year. It determines the reading level of each student, measures individual and class growth, and forecasts results on standardized tests. It helps educators make the practice component of their existing curriculum more effective by providing tools to personalize practice and easily manage daily activities for students of all ability levels.

Teachers administer reading and math unit pre and post tests. These assessments allow teachers to plan their unit of study targeting areas of low proficiency. This process assists teachers in differentiating instruction to address individual student needs.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) has been used to assess reading achievement for all students, grades K-4, at Lane Elementary since September 2003. The data from this assessment is used to make instructional decisions in every classroom. DIBELS identifies who needs help, what goals should be attained as a consequence of the instruction given, and whether the instruction is being effective week to week. Data from groups of at-risk individuals is used to determine whether the instructional support system and curriculum are leading to student improvement.

3. **Communicating Assessment Results:**

Isaac Lane strives to build close relationships with parents by communicating student performance through a variety of means. Each year Isaac Lane holds a Meet and Greet Night that allows parents an opportunity to

meet the faculty and staff. Teachers explain academic requirements and expectations for the school year. This informal meeting allows parents to interact with the staff and gain an understanding of available educational opportunities.

Teachers communicate student performance to parents through progress reports, report cards, and parent/teacher conferences. Other means of communication include e-mails, phone calls, notes, and personal visits. Parents are encouraged to attend academic pep rallies that recognize outstanding student achievement. Monthly newsletters and The Dragon's Din, our school newspaper, promote our school-wide academic success. The local newspaper and news station report achievements of Isaac Lane Students. Il-TV broadcasts students' successes daily. Many student achievements are recognized during school board meetings.

Assessment data (TCAP, Think Link, DIBELS, Star) is shared with parents in a variety of ways. Letters are sent home after each DIBELS Benchmarking indicating the student's results. TCAP and Think Link results are explained during individual conferences to allow parents an opportunity to gain a better understanding of the data. Along with these results teachers indicate the amount of, or lack of progress, and if students need extra tutoring. Isaac Lane presents yearly workshops to assist parents in understanding data.

4. **Sharing Success:**

Isaac Lane Technology Magnet Elementary School has opened its doors to other schools and districts in the state to share reading strategies and technology integration. Aligned theme- based curriculum has been shared with other teachers in the Jackson-Madison County District. Isaac Lane test data shows that Lane has been effective in reaching students of low socioeconomic status and those with disabilities. Teachers at Isaac Lane have conducted technology and reading workshops with other teachers in the district and the county. In addition, teachers have recruited new students through magnet fairs and city-wide school parent information meetings.

Isaac Lane has shared classroom strategies at the annual "Technology Day" in which school board members, PIE partners, and community members are personally invited by a letter from the students to tour the school. Through the Isaac Lane website, school information is shared and questions can be answered by the staff. The school administrator, literacy leader and instructional coach attend monthly meetings and share data-driven results. As a Blue Ribbon School, Isaac Lane will continue to invite the community into the school as well as expand the sharing of successful research based methods of teaching to others at conferences and workshops. School tours will continue to be provided to the public.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

A full elementary curriculum is offered to the students at Isaac Lane Technology Magnet Elementary School. Teachers have the state and district pacing guides that address the needs of all students. These standards meticulously align all learning objectives for a year of study with the state's accomplishments. Objectives are grouped into each nine weeks' curriculum with the majority of the tested objectives for grades 3 and 4 presented before TCAP (Tennessee Comprehensive Assessment Program). Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M). Teachers also address District Initiatives that are mandated by the state and district. These initiatives include classroom management, using data to drive instruction, collaborative meetings, Tennessee Academic Vocabulary, Accelerated Reading Program, and a K-12 strategic writing plan.

Daily lesson plans document standards that are taught in each grade. Teachers are given opportunities to horizontally and vertically align standards during bi-weekly grade level meetings to ensure tested areas are being addressed at the appropriate time. Teacher- created Instructional Focus Calendars are used to address low performing skills based on TCAP information, along with a daily spiral review of these skills. Science and social studies thematic units provide hands-on learning and are integrated with reading. In addition, a TCAP Achievement Folder enables all teachers to record when skills are introduced and taught.

Teachers use a variety of instructional strategies to promote learning of all students. The methods used are research-based and have proved to be successful over time. Teachers and staff document instructional strategies that work well with students. Regular and special education teachers meet to share best practices. These include differentiating instruction, modeling, cooperative learning, and student choices. Students are allowed to maintain academic rigor through hands-on discovery. Data, classroom performance, and teacher recommendation are used to identify diverse needs of students. Interventions are implemented through classroom and after-school tutoring based on these sources. Isaac Lane offers after-school enrichment activities in writing, math/engineering, and television broadcasting. Before-and after-school TCAP Round-up prepares students for the state assessments targeting tested skills. Students requiring interventions are identified using Think Link assessment results.

Curriculum standards are reinforced outside of the regular classroom during physical education, art, music, guidance, and library. Students attend guidance classes thirty minutes every other week. These classes promote positive self image and core values. Students of Isaac Lane alternate art/music classes every other week for fifty-five minutes. Physical education classes meet twice a week for fifty-five minutes per class. Non-core teachers are familiar with state and district curriculum standards. Students attend library every other week for fifty-five minutes. The librarian incorporates writing instruction into the lesson to supplement that which occurs in the classroom. Children of all grade levels come to the library to enjoy rich literature and to receive direct instruction in the workings of the library and its many technological resources. Research has demonstrated that students who are exposed to a print-rich environment engage in voluntary reading, and those who read at home tend to develop the habit of reading. Isaac Lane encourages families to take advantage of the resources of our library and share the joys of reading together. Isaac Lane strongly encourages all parents to spend time reading with their children each day. Students use the Accelerated Reader program which supplements the reading curriculum. Students attend Computer Lab once a week for an hour of math and reading skill's practice. These programs provide individualized plans for students to ensure success and eliminate learning gaps.

2a. **(Elementary Schools) Reading**:

As a participant in the Reading First initiative from January 2004 through 2009, Isaac Lane Elementary strives to follow all guidelines related to the Reading First program. Isaac Lane provides the best opportunities possible to ensure that all students are reading at or above grade level by the end of third grade. Isaac Lane implements the Three-Tier Model of reading instruction and intervention.

In the Three-Tier Model, all students in grades K-4 receive 90 minutes of direct, explicit reading instruction daily from their classroom teacher using the core reading program, Macmillan/McGraw-Hill. This constitutes Tier I. The classroom teacher addresses all five essential elements of reading daily through explicit and systematic instruction. During phonemic awareness instruction, students are taught to manipulate sounds, words, and spoken language. Direct phonics instruction involves explicit correlation between letters and sounds leading to rapid word naming. Vocabulary development is taught systematically, particularly in the early grades when oral development activities are most important. Teachers use graphic organizers and context rich instruction extensively to build student vocabulary in the upper grades. Teaching of fluency is grounded in modeling fluency in all daily reading activities, as well as in the use of repeated practiced readings, choral reading, partner reading, including the use of whisper phones and recorded reading to develop fluency. Teachers directly explain comprehension strategies and model how and when to use these strategies.

Data from DIBELS is used to identify students needing extra help. These students are placed in Tier II or Tier III intervention groups, outside the 90-minute reading block. Tier II instruction is provided by classroom teachers from 8:30-9:00 daily using Wright Group materials. Tier III instruction is provided daily by trained teacher assistants using Voyager Passport. These programs are explicit and systematic with a scripted delivery that is especially designed to increase student comprehension, vocabulary, and fluency. DIBELS data is analyzed to make adjustments to meet individual student needs. Students are progress monitored every two weeks to track their gains.

3. **Additional Curriculum Area:**

Isaac Lane provides technological opportunities for the development of essential skills, as well as reinforcement and application of skills used in other fundamental learning areas. Skills reinforced through technology include, but are not limited to, the following: problem-solving, numeracy, information and communication. Teachers utilize several software programs, such as PowerPoint, Excel, Word, Publisher, Orchard and Kidspiration to integrate and emphasize these essential skills throughout the curriculum. Study Island, Voyager, and Riverdeep are web-based software programs employed to develop foundational and advanced skills and concepts throughout the curriculum along with providing assessment and monitoring tools.

The technology education that is offered at Isaac Lane allows the student to draw on knowledge and skills developed in other areas of the curriculum and from other sources. These activities contribute to students' educational development by providing practical and authentic contexts in which knowledge and skills can be used. Assessment strategies are devised to suit the purpose of the activity. Teachers are responsive to the different learning styles of the student by selecting strategic assessments including rubrics, performance based, and project based assessments.

Isaac Lane incorporates several research-based hardware devices that have a proven direct positive impact on student achievement. Each room is equipped with two Lightspan stations which provide strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and text comprehension. LeapFrog Literacy Centers and LeapFrog Quantum devices are utilized in respective grade levels as reinforcements to teacher-directed instruction. Isaac Lane has one main computer lab consisting of 24 desktop computers and one instructor. Each class is assigned a computer lab time once a week with additional time available when no classes are scheduled.

A wireless mobile lab is assigned to third and fourth grade classes. Teachers rotate the mobile lab within their grade level on a weekly basis depending on the nature of the project. Each classroom is equipped with an interactive whiteboard, LCD projector, two desktop computers, and a mounted television for closed-circuit broadcasting. The combination of these items, along with highly-qualified teachers, allow Isaac Lane Technology Magnet Elementary School to meet the individual needs of all students with a special emphasis on technology as a learning tool.

4. **Instructional Methods:**

The teachers at Isaac Lane Technology Magnet Elementary School understand that the method to teach each student differs. Teachers utilize differentiated instruction, whole/small group activities, direct and explicit instruction, reteaching of concepts, and computer technology to address all learning styles and needs. They are motivated to utilize higher level thinking questions to involve all students in class discussions.

Instructional delivery is integrated through thematic units, which organize a curriculum around themes that connect standards-based materials to authentic learning context. The themes are enhanced through Project-Based Learning, Problem-Solving, hands-on learning activities, and the Media Production Lab. Additionally, cooperative learning methodology is utilized as students develop projects in all of the career areas studied at Lane. These instructional strategies ensure that the needs of diverse learners are met.

During reading instruction, Tier I students receive 90 minutes of reading instruction. Tier II students receive 30 minutes of instruction above the 90 minutes. Tier III students receive an hour outside the 90 minutes of reading instruction for intervention.

Isaac Lane provides services for special education students. Students are formally assessed several times each year and placed in appropriate, flexible groups. One class contains students who are multi-handicapped. An occupational therapist and a physical therapist service the needs of these students. Each special education class is equipped with highly qualified paraprofessionals. A speech teacher is assigned to Isaac Lane for two and one-half days each week to service students with identified speech needs.

Project Explore provides enrichment classes for students in grades 2-4. GEMS (Gifted Education in Madison County Schools), challenges the gifted students in grades K-8. Participants are identified by standardized test scores, Intelligence Quotient scores and objective surveys. Classes are designed to develop higher order thinking skills, problem solving skills, and academic enrichment. The activities support and supplement instruction in the regular classroom.

5. **Professional Development:**

One of the most critical elements contributing to Isaac Lane's success is professional development. Isaac Lane Elementary School prides itself on providing its staff with high quality, on- going professional development that is systematic and sustainable. In addition to the district's professional development mandates, Isaac Lane conducts its own comprehensive needs assessment to determine the needs of students and staff. After careful analysis of data, a professional development calendar is implemented, which focuses on improving student achievement. Collaborative professional learning leads to the development and implementation of instructional strategies. Some of the professional development training includes:

• Capturing Kids Hearts/Classroom Behavior Management
• Understanding TCAP Data
• Wright Group-Shared/Guided Reading/Fluency
• SITES- M Professional Learning Community
• Five Reading First Cadre Days covering data analysis, five components of reading
• Required 90 hours for Reading First

• Understanding and Using Think Link
• Book Studies: Five Universal Principals of Positive Behavior Support by Dr. Annemieke Golly, Literacy Work Stations by Debbie Diller. How We "Do" School by Karen Morrow Durica, and Integrating Differentiated Instruction Understanding by Design by Carol Ann Tomlinson and Jay McTighe
• On-line Course: The Backward Design
• Differentiated Instruction in Math /Reading
• 6 Trait Writing
• Writing Training with Becky Kolb
• Launching Literacy Stations, Debbie Diller
• Tech Tuesdays for Teachers
• Using Technology to Enhance Learning
• Tennessee Educational Technology Conference
• West Tennessee Title I Conference
• SDE K, 1st, and 2nd Grade Conference
• Authentic Assessment Brain presented by Dr. Marcia Tate, Understanding Poverty, Rita Pierson, and Differentiated Instruction, Carolyn Chapman

As indicated by data, student achievement continues to increase due to the quality of professional development activities. The principal, along with the leadership team, plays an active role by facilitating workshops when needed, reviewing the latest research and trends in education, and continuously looking for ways to make teaching and learning exciting for all stakeholders.

6. **School Leadership:**

The principal's first and foremost responsibility is to ensure effective teaching and learning. As the instructional leader, the principal makes certain that all elements of the school contribute to student achievement. To do this, teachers are empowered to be leaders themselves. As the instructional leader of the school, the principal must spend large blocks of time in classrooms closely monitoring student learning. Beyond the schoolhouse, the principal plays a growing and important role as leader in the larger community, building support for standards, connecting with after-school and summer programs, and taking part in other critical activities that impact the quality of education.

The vision of Isaac Lane is to provide educational opportunities with quality employees, effective and efficient instructional activities, and services and resources for students to demonstrate continuous improvement. The following examples are provided to illustrate how policies, programs, relationships, and resources focus on improving student achievement:

• Impact Team Members: Title I consulting teacher, Technology Facilitator, Reading First Literacy Leader, Instructional Coach, and principal. This team meets bi-weekly to discuss data and develop plans for students that are at risk.

• Grade Group Meetings: These meetings are scheduled bi-weekly. Isaac Lane employs a data driven decision-making process. The team includes teachers, assistants, reading interventionists, literacy leader, instructional coach, and principal.

• Staff Meetings are scheduled for the express purpose of communication, problem solving, information dissemination and input, socialization, celebrations, and decision making. All staff members are part of the ACT team, (Achievement Team, Climate Team, Technology Team). One of the initiatives of the Climate team is to have everyone trained in the Capturing Kids' Heart Model. During quarterly Vertical Team Meetings, grades collaborate with other grades.

• School Improvement Plan Team members include partners in education, community members, faculty and staff members, including the principal.

• Title I Meetings are held quarterly with parents, teachers, Title I consulting teacher, reading first literacy leader, instructional coach, technology facilitator, Title I central office supervisor, and principal.

• Ambassadors' Club is a student-led leadership club that meets weekly to discuss student concerns and organize community service projects.

• The Dragon Club consists of teachers and parents who work to enhance the success of the school.

• SITES-M (Strengthening Instruction in Tennessee Elementary Schools-Focus on Mathematics) the PLC (Professional Learning Community) is comprised of teachers, principal, and Lane College math professors and ETS. The website for SITES-M information can be found at the following URL: www.tnstate.edu/sitesm

Staff development activities are based upon our school's continuous improvement plan, and opportunities are made available for an individual staff member's developmental needs. Adequate time and funds are available to support staff development activities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: TCAP

Edition/Publication Year: 2007/2006/2005/2004 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	82	89	72	69	
% Advanced	35	28	15	21	
Number of students tested	51	50	39	39	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	9	9	8	4	
Percent of students alternatively assessed	18	18	21	10	
SUBGROUP SCORES					
1. Free-Reduced Lunch/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	78	88	71	68	
% Advanced	34	23	10	10	
Number of students tested	42	41	31	31	
2. African American					
% Proficient plus % Advanced	79	87	76	71	
% Advanced	35	26	15	21	
Number of students tested	43	42	33	34	
3. White					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4.					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Value not computed for fewer than 9 students.

Online information not available for 2003-2004.

Alternate assessments were given to special education students.

Subject: Reading Grade: 3 Test: TCAP

Edition/Publication Year: 2007/2006/2005/2004 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	92	96	80	87	
% Advanced	25	32	23	18	
Number of students tested	51	50	39	39	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	9	9	8	4	
Percent of students alternatively assessed	18	18	21	10	
SUBGROUP SCORES					
1. Free-Reduced Lunch/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	78	98	81	84	
% Advanced	34	23	20	6	
Number of students tested	42	41	31	31	
2. African American					
% Proficient plus % Advanced	79	98	79	85	
% Advanced	35	30	21	18	
Number of students tested	43	42	33	34	
3. White					
% Advanced					
Number of students tested					
4.					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Value not computed for fewer than 9 students.

Online information not available for 2003-2004.

Alternate assessments were given to special education students.

Subject: Mathematics Grade: 4 Test: TCAP

Edition/Publication Year: 2007/2006/2005/2004 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	96	85	81	87	
% Advanced	33	29	23	37	
Number of students tested	51	45	43	38	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	7	6	5	5	
Percent of students alternatively assessed	14	13	12	13	
SUBGROUP SCORES					
1. Free-Reduced Lunch/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	95	85	77	89	
% Advanced	31	23	10	26	
Number of students tested	43	33	31	27	
2. African American					
% Proficient plus % Advanced	96	85	81	84	
% Advanced	33	23	22	28	
Number of students tested	44	38	36	32	
3. White					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4.					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Value not computed for fewer than 9 students.

Online information not available for 2003-2004.

Alternate assessments were given to special education students.

Subject: Reading Grade: 4 Test: TCAP

Edition/Publication Year: 2007/2006/2005/2004 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	100	83	80	84	
% Advanced	39	31	27	26	
Number of students tested	51	45	43	38	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	7	6	5	5	
Percent of students alternatively assessed	14	13	12	13	
SUBGROUP SCORES					
1. Free-Reduced Lunch/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	85	74	81	
% Advanced	36	28	10	15	
Number of students tested	43	33	31	27	
2. African American					
% Proficient plus % Advanced	100	82	78	84	
% Advanced	38	28	19	16	
Number of students tested	44	38	36	32	
3. White					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4.					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Value not computed for fewer than 9 students.

Online information not available for 2003-2004.

Alternate assessments were given to special education students.