

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Angela Brown

Official School Name: Douglass School

School Mailing Address:
1650 Ash Street
Memphis, TN 38108-1997

County: Shelby State School Code Number*: 155

Telephone: (901) 416-5946 Fax: (901) 416-8085

Web site/URL: http://www.mcsk12.net/schools/douglass.es/site/index.shtml E-mail:
brownangela@mcsk12.net

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. Kriner Cash

District Name: Memphis City Schools Tel: (901) 416-5946

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: Mr. Martavious Jones

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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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)	108	Elementary schools (includes K-8)
	<u>45</u>	Middle/Junior high schools
	<u>48</u>	High schools
	<u>0</u>	K-12 schools
	<u>201</u>	TOTAL

2. District Per Pupil Expenditure: 10394

SCHOOL (To be completed by all schools)

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

- 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. 5 Number of years the principal has been in her/his position 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	14	10	24	6	31	29	60
K	22	12	34	7	25	26	51
1	21	18	39	8	28	22	50
2	20	26	46	9			0
3	14	22	36	10			0
4	20	26	46	11			0
5	15	20	35	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							421

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
99 % Black or African American
1 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
 % 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: 7 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1.	409
(5)	Total transferred students in row (3) divided by total students in row (4).	0.068
(6)	Amount in row (5) multiplied by 100.	6.846

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 96 %

Total number students who qualify: 404

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: 12 %

Total Number of Students Served: 51

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>35</u>	<u>4</u>

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 21 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	94%	95%	95%	94%
Daily teacher attendance	97%	98%	98%	97%	98%
Teacher turnover rate	3%	8%	7%	3%	0%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

Although student daily attendance is below 95% in 2004-2005, it was up from 92.1 % in 2003-2004.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

In July, 2004, a new principal was appointed to Douglass Elementary School, a public Title I School. The new, first time principal walked into a quaint, well kept building that was built in 1957, located in a once prominent African-American neighborhood, not realizing that she was the fifth principal in a seven year period, nor that the school's academic achievement scores had declined over the past three years. It was also not known that the PK-6 school was categorized as high priority under No Child Left Behind Legislation. However, that was then, because change occurred at Douglass.

Currently, our grade configuration ranges from Pre-K through eighth grade with an average enrollment of 421 students, in which 99% are African American students. There are 96% percent of our students on free or reduced lunch. We are a school who believes that success begins at Douglass. Our vision that Douglass' students develop the knowledge and skills to become competent thinkers, problem solvers, decision makers and communicators who are able to compete in the global society and contribute effectively to the growth of the community permeates the building and guides the practices in the school. Our committed teaching staff is comprised of 85% black and 15% white. At Douglass, we offer instructional support classes like enrichment classes, speech, occupational services, physical therapy services, and instructional resource. In addition, we offer exploratory classes such as: art, Orff music, physical education, vocal music, and spanish. Students are provided opportunities to participate in extra-curricular activities like: clubs, school-age care, gender-based groups, and a variety of athletics.

Our school is located in northern area of Memphis, TN and serves as a neighborhood school for the Douglass Bungalow-Crump community. A neighborhood once noted as one of the top twenty most dangerous communities in the nation, yet student achievement continues to increase. Each day, students are greeted with a smile and provided high quality teaching instruction to meet their needs.

At Douglass, all instructional personnel use data to influence pedagogical practices. For example, teachers operate as research practitioners, who consistently implement and analyze the results of the practices. Also, the staff attends specified training sessions in a professional learning setting, and foster innovation of proven practices. In addition, parents are provided supplemental and informational support to enhance relationships that promote academic success. Students also utilize academic and non-academic data to influence their behavior. Such practices are supported by our organizational structure and professional dialogue concerning student achievement.

The organizational structure at Douglass is designed to maximize professional knowledge and promote teacher leadership. One process we use is clustering. As a PK-8 program, we deemed it necessary to formulate three grade level clusters such as PK-2, 3-5, and 6-8. Each cluster has a cluster leader, who serves on the leadership team. Clustering affords productive dialogue between vertical grade teacher-groups and horizontal grade-groups. Also, there is common planning by grade level in elementary grades and by content areas in middle school grades.

Today, our coined phrase, "From at risk, to off the list" has held true, in that we are making steady progress to fulfill our vision and we are no longer on the state identified list. Presently, Douglass is used as a model school for vocabulary instruction, quality student work, data driven instruction, other district exemplars, and a school of choice. The faculty, students, and parents embrace the belief that "Every day, Every child, College bound" can be attained if we "Imagine. Believe. Achieve...Success Begins at Douglass.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Over the past five years, the proficiency level of Douglass students in grades 3-8 has shown an overall increase across content areas. In determining the trends of gains and losses over the last five years, the reading and math results of the Tennessee Comprehensive Assessment Program (TCAP) are analyzed. The state performance levels are referred to as below proficient, proficient, and advanced. It should also be noted that the performance level that demonstrates proficient during 2004-07 for reading was 83% and 79% in math. However, in 2008-2009, it was 89% in reading and 86% in math. The data discussed is reflected in the following tables for grades 3-8 in reading and math. Results of our school's TVAAS assessment data can be found at <https://tvaas.sas.com/evaas/signin.faces>.

In third grade, there is an overall average of 36% increase in the number of students scoring proficient or advanced from 2005-2009 in reading. This percentage represents a steady increase in reading scores with the exception of 2008 where there was a decline of 6% due to inconsistent reporting of subgroup, economically disadvantaged. Likewise, in the area of mathematics, the data reveals the percentage of students scoring proficient or advanced has an overall average increase rate of 23% from 2005-2009.

In fourth grade, there is a 19% increase in number of students scoring proficient or advance from 2005-2009 in reading. Likewise, in the area of mathematics, the data reveals the percentage of students scoring proficient or advanced has an overall average increase rate of 24% from 2005-2009. In 2008, there was a significant increase of 20% reporting that 90.9% of the students test scored proficient or advanced in math. We believe this gain resulted due to teacher placement.

The fifth grade data indicates there is an average of 18% increase in number of students scoring proficient or advanced from 2005-2009. This percentage represents a steady increase in reading scores. Likewise, in the area of mathematics, the data reveals the percentage of students scoring proficient or advanced has an overall average increase rate of 16% from 2005-2009. However, 2008-2009, the report shows an increase of 16 percentage points in a single year. We believe this was the result of the math teacher looping up with the students from fourth to fifth.

In sixth grade, there is an overall decrease of -4 percent in reading. During 2004-2007, there had been a steady increase in reading. However, in 2007-2008, we added middle school grades. Although we previously served grade 6, the middle school concept required a different organizational structure for sixth grade than that of an elementary setting. As a result, there is a significant decline by 28.6% in reading. On the other hand, math scores show an overall increase of 14%. However, in 2007-08, there was an 8% decrease as we converted to K-8 school.

Over a two year span, our school acquired middle school grades, seventh and eighth, giving us only two years of comparative data for seventh grade and one year of summative scores for the eighth grade. The data reveals that there is a 19% increase in the number of students scoring proficient or advanced in seventh grade reading and a 5% increase in math. The following year, 2009, as eighth graders, 97.4% achieved proficiency or advanced scores.

In conclusion, these data show our greatest gain in reading is in grade 3 of 36%, and the greatest challenge area in reading is in grade 6. Sixth grade was the only grade that shows a decline over the last five years. As a result, we have had new teaching assignments and additional professional development. On the other hand, in math, fourth grade has the highest gain of 24% and fifth grade has the lowest gain of 16%. All in all, the data show a steady increase in achievement scores.

2. Using Assessment Results:

Douglass School uses data as a means to drive change in student and school performance. Assessment results are analyzed by the teachers and administrators alike to develop and implement effective lessons. The previous year's TCAP results are used to determine which areas need strengthening for all content areas. The teachers begin the school year by identifying and categorizing their students by minimal risk to severely at risk. Professional Learning Communities are held by grade level and the teachers have to disaggregate the assessment data for their class(es). In addition to identifying their level of performance, the teachers determine which students are five points above or below the cutoff score of 40, while identifying which reporting categories are areas to strengthen and the strategies used during the previous school year. This serves as a guide to address the strategies that are working and/or not working. The students' performance is compared to other students' performance in the district and state. After compiling all of this information, the teachers construct a Self-Directed Improvement System (SDIS) to address the data and present their findings to the staff.

Similarly, various assessment tools are used in the primary grades. Teachers disaggregate the reading progress and math benchmark results to determine which students are advanced, proficient, or non-proficient. The test results are compared and stored in the AIMSWEB database and Student Teacher Academic Report (STAR) folders. Teachers identified which content areas and skill clusters average scores are above fifty percent to ascertain areas of strength.

Afterwards, the teachers have to reflect on their own teaching practices. The data is reviewed for their areas of strength and those that present challenges. They also determine which strategies to continue to employ based on the results. Likewise, they have to compare themselves (based on their students' performance) to other teachers in the school, system and state. Proper analysis of this data aids in moving the teachers to think about what support is necessary for their professional growth.

Weekly team meetings are held to discuss summative and formative assessment scores. The purpose for this analytical process is to enable the teachers to determine priorities for improvement and to plan the action to bring about the needed change in results. Hence, the teachers align the curriculum with the data. The overall focus is to assist the students in achieving the best outcome possible.

3. Communicating Assessment Results:

Student performance is communicated at Douglass School to parents, students, and the community on a consistent basis. Our aim is make sure that we report the results at a level of understanding appropriate for those receiving the results.

Performance results are relayed to students continuously. The teacher and/or principals meet with each grade level and provide them with a copy of their assessment results. The results are broken down for easy interpretation. This enables the students to have an in depth view of their results and focus on areas in need of improvement. Teachers also hold individual conferences with students to discuss their results from standardized assessments and in class assessments. Universal challenge areas are charted and tracked by class and students in graph and chart form.

The parents of Douglass School are informed throughout the year of their child's academic performance. Weekly folders are sent home to show progress of student work. Parent meetings are held to communicate test results where parents are provided with test dates and invited to schedule a conference for a personal overview to discuss how to interpret the results as well as understand where their child falls performance wise. High priority students have a Student Teacher Academic Report folder where parents are informed of their child's progress including the interventions provided. These meetings are held three times during the school year: beginning, midyear, and end of year. This information is also presented during the Site-Based Decision

Making Council meeting where parents who are members are informed. Additionally, progress reports are distributed mid-quarter and report cards each nine weeks. Lastly, our achievement data is posted on halls, on our webpage, and distributed throughout the community via our school profile sheet.

4. Sharing Success:

In the past, school representatives have presented at local conferences, Staff Development for Educators Midwest Conference, and National Elementary School Principal's Conference to share successes of progress at Douglass.

In addition, success is shared through memos from the Regional Superintendent's office and district website. During regional leadership meetings, administrators share data and strategies with their feeder schools. As a cluster leader, the principal leads other principals in the region by recommending ways to achieve academic success based on proven practices from Douglass. In addition, as a mentor principal, steps are taken to assist the mentee principal in implementing effective practices to promote a culture of high student achievement and success. Additionally, we host subject area professional development meetings that are open to other schools to show how we use data to drive instruction as well as actively participate in various district-wide network meetings.

Our teacher leaders also serve as active practitioners for the school district. They conduct model lessons, serve on various planning committees, and lead training sessions for other educators in the district. We host monthly new teacher meetings to guide the teachers in creating meaningful and productive lessons where new teachers from other schools are invited to attend and often do. Professional Development is hosted by the principal where other leaders are trained on how to facilitate PLC's.

Specific Measurable Attainable Result-oriented Time-bound (SMART) goals are created for the school year based on the previous year's academic and non-academic assessment results. These goals are enlarged and posted on the grade level hall as a daily reminder to the students and teachers and other stakeholders that steps are taken each day as we strive to achieve or exceed this goal.

Moreover, Compstat (Data) meetings are held throughout the year where we report our formative assessment results to the Regional Superintendent and discuss and share strategies with other schools' leadership teams to address the areas of deficiency. In essence, we communicate our successes through various mediums and will continue to impart strategies for success to all stakeholders.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

English/Language Arts -The ELA curriculum is designed for students to demonstrate knowledge of the English language by communicating with and writing to a variety of audiences. Also, the curriculum ensures students can derive information from multiple sources as well as, think logically for specific purposes, and apply skills and strategies to comprehend informational text. In addition, students are able to determine media sources appropriate for entertainment and derive information to create and present with an understanding of various literature forms. Teachers deliver instruction via whole group, small group, and by individual student when needed. Teachers also utilize interactive response systems, Smart-boards, and multimedia lessons. Students' display of learning is displayed by student created books, poetry recitals, dramatization, formal written pieces, graphic organizers/thinking maps, interdisciplinary projects and multimedia presentations.

Mathematics - The mathematics curriculum ensures that students are able to utilize and comprehend five specific strands: mathematical processes, number and operations, algebra, geometry and measurement, data analysis, probability and statistics. Instruction is delivered in whole and small group settings. Teachers utilize interactive response systems, Smart-boards, manipulatives, and multimedia lessons. Students display learning of the mathematics curriculum through student projects, real life math applications math enrichment programs, graphing, and creations financial portfolios, and use of computer software programs.

Social Studies - The Social Studies Curriculum includes Process Standards such as: acquiring information, communication, analysis of data and problem solving, and historical awareness. This curriculum ensures that students develop the social studies skills needed to succeed in school, in the workplace, and in their lives. Teachers utilize interactive response systems, Smart-boards, web-based sites, and multimedia lessons. Students display learning of social studies through dramatizations, reports, power point presentations, graphic organizers, displays, experiential activities, and media arts projects.

Science - The science curriculum ensures that students are able to understand science inquiry and conduct inquiry, apply technology and engineering processes, determine the composite and functions of living things, earth and space science, and the structures of physical science. Teachers provide instruction in whole and small group settings with the use of hands-on experiments, web-based lessons, and multimedia presentations. Student learning is exhibited via experiments, model reproductions, student presentations, science fair presentations and quality work projects.

Wellness - The Wellness curriculum includes Health and PE. This curriculum ensures that students obtain the ability to think critically and become problem solvers who can apply decision-making and goal-setting skills within the context of health. Additionally, it aids in students becoming responsible, productive citizens who avoid behaviors that encourage health risks, hence, producing a lifelong learner. Teachers deliver instruction in whole group, partner and team settings. Students exhibit learning through physical activities and athletics.

Arts - The arts curriculum encompasses music and visual arts. This area promotes the ability for students to communicate ideas, emotions, and judgment musically or artistically. Teachers deliver instruction typically in whole group. When applicable, student work in pairs or in teams and are grouped by ability. Students exhibit learning of the curriculum through song, dance, drama, visual drawings, sketching, paintings, portfolios, waterscape, and project reproductions.

Foreign Language - The Spanish curriculum is taught to middle school students in grades 7-8. Within the Spanish curriculum, students are able to read and write in the Spanish language as it relates to basic personal attributes. The teacher presents information via video, guest speakers, and virtual tours. Students are able to determine the various aspects of the Spanish culture and differentiate between it and that of English. Display of student learning is exhibited through dance, song, rap, dramatization, research projects, and graphic organizers.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our elementary reading curriculum provides student development of reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text. Students become equipped with the necessary skills to develop and sustain a motivation for reading and employ strategies that evoke comprehension. The curriculum affords opportunities for students to communicate to various audiences; apply skills and strategies to comprehend informational text; and discover and experience the literary elements and media genres. This approach to reading is suggested by the National Reading Panel and selected by the district in an attempt to meet the needs of students. However, we continue to refine and modify strategies to meet the needs of the students we serve.

One feature of our reading program is that kindergarten and first grade instruction focuses on mastery of phonics, phonemic awareness and vocabulary. Students learn to recognize and decode printed text in order to develop the fundamental skills needed for independent reading. Primary grade students learn the alphabetic principle that helps them to sound out new words and build a repertoire of sight words to help them read quickly and accurately with comprehension. By the end of third grade, students demonstrate fluent oral reading, intonation, and timing as appropriate for given texts. Students acquire vocabulary through reading books and conversing with adults and peers to develop word analysis skills.

Another feature of our reading program is its focus to acclimate students to the reading process. This process involves introducing students to concepts of print and aiding students in the acquisition of comprehension and self-monitoring strategies. Beginning readers learn how books work and remain engaged with texts while strategic readers learn to self-monitor their comprehension by asking and answering questions about the text, self-correcting errors, and assessing their own understanding. Such strategies are applied to assigned and self-selected texts read in and out of the classroom.

An extension of fundamental reading strategies across disciplines enables students to learn from a variety of text sources. Students learn to apply the reading process to various genres of literature while learning to explain, analyze and critique literary text to achieve deep understanding. The reading process is also applied to various types of informational texts that include essays, magazines, newspapers, textbooks, and instructional manuals. Students learn to attend to text features such as titles, subtitles and visual aids to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of information. These activities, along with opportunities to verbalize the learning, enrich the learning process and build student comprehensive skills. Subsequently, students utilize technology-based curricula to acquire proficiency as an intervention or enrichment.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

3. Additional Curriculum Area:

The mission of Douglass School is to strive toward academic excellence in reading, writing and math to become successful citizens. Meeting this goal means preparing all students to be competent thinkers, problem solvers, decision makers, and communicators who write clearly, perform calculations with accuracy, reason, and use information to solve problems. The curriculum content area that most clearly demonstrates the school's efforts to achieve all facets of the school's mission statement is mathematics because it is imperative that students have the ability to reason, think critically, and make sound judgments. Therefore, we focus our efforts on assuring that students learn to compute accurately and make reasonable estimates using technology-supported and mental methods.

In an effort to prepare all students for the performance-based workplace, the core of our work in the mathematics content area focuses on assuring that all students can pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Likewise, the future workforce will require students to develop and evaluate inferences, predictions and arguments that are based on data. In this respect, it is extremely critical that daily practices of faculty and staff reflect the ideas embedded in the school's mission statement. Such ideas guide our efforts to prepare students for a society that is rapidly becoming increasingly complex. The involvement of students in abstract tasks that involve algebra, geometry and content integration is another example of our commitment of preparing students for the 21st century. Our math curriculum provides opportunities for students to employ spatial reasoning, examine properties of geometric objects, and explore transformations to analyze mathematical situations and solve problems. Students also use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Other mathematical tasks cross academic disciplines, requiring students to analyze, model and solve problems using various representations such as tables, graphs and equations.

4. Instructional Methods:

At Douglass School, teachers employ a number of instructional methods to improve and maintain an environment for student learning. Instruction is delivered in whole group, individualized and small group settings. Teachers deliver instruction in whole group format when new standards are being introduced by using high-order questioning to build and enhance comprehension and communication skills through critical thinking and problem solving strategies. However, in order to maximize student learning and differentiate instruction, teachers typically spend 70-80% of the school day in small group instruction. While in small group, both teachers and students are able to obtain instant feedback as it relates to clarity or support for the learning process. Teacher use instructional strategies such as questioning, brainstorming, reciprocal teaching, discussion, learning centers, hands-on experiences, modeling and the use of nonlinguistic representations and other techniques to ensure that students participate in and help create the instruction.

Achievement data is used for teachers to determine appropriate placement for student learning, whether enrichment or intervention. As an intervention, we use tiering. TIER I identifies students who are at benchmark and successful as a result of good first teaching, thereby students are provided enrichment activities. Likewise, Tiers II and III identify students in need of 20-60 additional instructional minutes to develop skills.

We also practice inclusion for students with disabilities. Depending on the student's Individual Education Plan (IEP), a specified time is spent in the regular education classroom setting, with the assistance of a special education teacher and/or assistant. However, when needed, students are provided individual or pull out instruction. Students also use individualized computer programs to supplement and enrich instruction. Moreover, we utilize educational support personnel to remediate or supplement instruction in before, after and summer school extended learning programs. Lastly, community volunteers aid to modify and/or supplement instructional support.

5. Professional Development:

Our school's professional development program is organized with efforts to strengthen and support best teaching instructional practices that will have the highest impact on student achievement. It includes offerings that will enable teachers to acquire the skills necessary in fulfilling our school's vision and our beliefs that students will be exposed to a highly qualified academic experience. A comprehensive professional development plan is an added document in the appendix of our School Improvement Plan. Our professional development plan begins with analyzing the critical needs for student learning identified in the school improvement plan. Data are compared to state and local standards to develop teacher needs for training and initiate the annual redesign of our professional development plan. This information is also used to develop a focused professional development calendar for the entire year, aligned to the teachers' self assessment and

professional growth plans. Teachers and leadership teams commit to daily, weekly, and monthly collaboration initiatives established around a common, concise set of curricular standards, and assessments to support student learning. The professional development program includes activities that focus on training that equips teachers in all content areas and with skills necessary to implement interventions and achieve academic improvement.

Additionally, teachers are provided training for district initiatives and proven teaching strategies through peer coaching and teacher leader sessions. Training is provided to teachers to facilitate effectiveness such as: standard-based instruction, differentiating instruction, guided reading, small group instruction, interpreting data and various research-based instructional practices. Teachers attend workshops, conferences, and seminars to build an understanding of research-based instructional strategies to promote students' achievement. Then, adequate time is provided for teachers to practice new techniques and skills. Our professional development program operates an individualized training based on teachers' needs, where curriculum material and assessment results are used as the basis to customize meetings and trainings.

6. School Leadership:

The school leadership structure is best described as shared leadership. Our school leadership team is comprised of the principal, assistant principal, instructional facilitator, guidance counselors, and three teacher leaders, one representing each grade cluster. In addition, the site based leadership council is another facet of our school leadership structure. It is comprised of administrators, instructional facilitator, teachers, parents, students, and community representatives. Both groups play an active role in establishing policies, practices, and procedures required for organizational structure. Both groups meet regularly with the school improvement plan as the blueprint for decisions. However, at the forefront of student achievement, the principal is actively and collaboratively involved with the school improvement process. The principal facilitates teacher development, data-driven decision making and open dialog about the teaching and learning process. She also provides support in the areas of standards implementation, ongoing evaluation and professional development. Collegiality, collaboration, inclusion and a sense of community are an integral part of how our leadership conducts business at Douglass. The leadership team makes instructional decisions such as the selection of curriculum materials, identification of benchmarks and selection of effective interventions to meet students' needs. The instructional program, which includes monitoring of teachers, collaborative planning, and curriculum modifications that result in new programs and practices for students who are not reaching the established benchmarks is freely discussed in learning communities. The principal communicates our school vision and cultivates relationships to achieve that vision. In addition, the leadership team incorporates activities to build relationships, foster collaboration, and engage in open dialog in a safe environment. Primarily, the principal motivates the stakeholders to improve student achievement and maintains high visibility in classes. In essence, our leadership teams establish and devise plans of directions for the multiple support systems that make up our school such as student achievement, discipline, continuous learning for staff and student incentives.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2005-P, Spring 2006 - Q, Spring 2007 - Form R, Spring 2008 - Form S, Spring 2009 - Form T

Subject: Reading

Grade: 3 Test: Tennessee Comprehensive Assessment Program

Edition/Publication Year: See notes

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	91	82	89	59	65
% Advanced	9	15	12	14	6
Number of students tested	52	33	52	54	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	1	1
Percent of students alternatively assessed	2	6	2	2	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	81	88	54	59
% Advanced	9	16	12	10	5
Number of students tested	52	32	51	54	40
2. African American Students					
% Proficient plus % Advanced	91	81	88	58	65
% Advanced	8	15	10	15	6
Number of students tested	51	33	51	53	50
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				50	
% Advanced				10	
Number of students tested				12	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2005-P, Spring 2006 - Q, Spring 2007 - Form R, Spring 2008 - Form S, Spring 2009 - Form T

Subject: Mathematics

Grade: 4 Test: Tennessee Comprehensive Assessment Program

Edition/Publication Year: See notes

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	86	82	75	55	62
% Advanced	17	13	29	8	10
Number of students tested	35	55	55	52	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	2	0	0
Percent of students alternatively assessed	9	4	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	82	74	55	62
% Advanced	17	13	28	8	11
Number of students tested	35	53	53	50	41
2. African American Students					
% Proficient plus % Advanced	86	82	74	54	61
% Advanced	17	13	28	6	8
Number of students tested	35	55	54	51	49
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			43		
% Advanced			14		
Number of students tested			14		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing.

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2005-P, Spring 2006 - Q, Spring 2007 - Form R, Spring 2008 - Form S, Spring 2009 - Form T

Subject: Reading

Grade: 4 Test: Tennessee Comprehensive Assessment Program

Edition/Publication Year: See notes

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	83	91	71	62	64
% Advanced	20	16	18	6	12
Number of students tested	35	55	55	52	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	3	0	0
Percent of students alternatively assessed	9	4	5	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	83	91	70	61	64
% Advanced	20	17	17	6	13
Number of students tested	35	53	53	50	41
2. African American Students					
% Proficient plus % Advanced	83	91	71	62	63
% Advanced	20	16	18	6	10
Number of students tested	35	55	54	51	49
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			29		
% Advanced			14		
Number of students tested			14		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing.

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2005-P, Spring 2006 - Q, Spring 2007 - Form R, Spring 2008 - Form S, Spring 2009 - Form T

Subject: Mathematics

Grade: 5 Test: Tennessee Comprehensive Assessment Program

Edition/Publication Year: See notes

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	98	81	79	78	82
% Advanced	16	17	14	14	9
Number of students tested	43	49	43	45	44
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	2	1	5	5
Percent of students alternatively assessed	0	4	2	11	11
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	98	83	79	80	78
% Advanced	15	17	14	13	6
Number of students tested	41	48	43	40	36
2. African American Students					
% Proficient plus % Advanced	98	81	79	78	81
% Advanced	16	15	14	13	7
Number of students tested	43	48	43	43	43
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		50			70
% Advanced		20			10
Number of students tested		10			10
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing.

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2005-P, Spring 2006 - Q, Spring 2007 - Form R, Spring 2008 - Form S, Spring 2009 - Form T.

Subject: Reading

Grade: 5 Test: Tennessee Comprehensive Assessment Program

Edition/Publication Year: See notes

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	91	85	86	86	73
% Advanced	7	13	9	16	9
Number of students tested	43	49	43	45	44
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	2	1	5	5
Percent of students alternatively assessed	0	4	2	11	11
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	85	86	87	67
% Advanced	5	13	9	16	6
Number of students tested	41	48	43	40	36
2. African American Students					
% Proficient plus % Advanced	91	85	86	85	72
% Advanced	7	11	9	15	7
Number of students tested	43	48	43	43	43
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		90			70
% Advanced		20			10
Number of students tested		10			10
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing.

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2005-P, Spring 2006 - Q, Spring 2007 - Form R, Spring 2008 - Form S, Spring 2009 - Form T.

Subject: Mathematics

Grade: 6 Test: Tennessee Comprehensive Assessment Program

Edition/Publication Year: See notes

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	83	79	88	83	69
% Advanced	17	5	21	10	4
Number of students tested	40	43	43	44	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	2	0	0
Percent of students alternatively assessed	5	2	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	83	79	87	81	68
% Advanced	18	5	21	12	2
Number of students tested	37	42	43	37	33
2. African American Students					
% Proficient plus % Advanced	83	79	88	83	68
% Advanced	15	5	19	10	4
Number of students tested	39	43	42	44	44
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		46	92		
% Advanced		9	17		
Number of students tested		11	13		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing.

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2005-P, Spring 2006 - Q, Spring 2007 - Form R, Spring 2008 - Form S, Spring 2009 - Form T.

Subject: Reading

Grade: 6 Test: Tennessee Comprehensive Assessment Program

Edition/Publication Year: See notes

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	81	79	98	81	84
% Advanced	20	17	19	13	6
Number of students tested	40	43	43	44	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	0	0
Percent of students alternatively assessed	5	2	5	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	80	81	97	81	83
% Advanced	18	7	21	12	4
Number of students tested	37	42	43	37	33
2. African American Students					
% Proficient plus % Advanced	80	79	98	81	84
% Advanced	18	7	17	13	6
Number of students tested	39	43	42	44	44
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		67	100		
% Advanced		9	17		
Number of students tested		11	13		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing.

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2005-P, Spring 2006 - Q, Spring 2007 - Form R, Spring 2008 - Form S, Spring 2009 - Form T.

Subject: Mathematics

Grade: 7 Test: Tennessee Comprehensive Assessment Program

Edition/Publication Year: See notes

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr			
SCHOOL SCORES					
% Proficient plus % Advanced	84	79			
% Advanced	7	12			
Number of students tested	44	43			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	2	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	84	83			
% Advanced	7	12			
Number of students tested	42	41			
2. African American Students					
% Proficient plus % Advanced	84	79			
% Advanced	7	12			
Number of students tested	44	43			
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2008 - Form S, Spring 2009 - Form T.

Subject: Reading

Grade: 7 Test: Tennessee Comprehensive Assessment Program

Edition/Publication Year: See notes

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr			
SCHOOL SCORES					
% Proficient plus % Advanced	96	77			
% Advanced	2	16			
Number of students tested	44	43			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	2	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	78			
% Advanced	2	17			
Number of students tested	42	41			
2. African American Students					
% Proficient plus % Advanced	96	77			
% Advanced	2	16			
Number of students tested	44	43			
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The Tennessee Comprehensive Assessment Program administered in 2009 was published by Pearson Publishing. The publication dates are as follows: Spring 2008 - Form S, Spring 2009 - Form T.

Subject: Mathematics

Grade: Test: Tennessee Comprehensive Assessment
8 Program

Edition/Publication Year: Spring 2009 - Form
T

Publisher: Pearson Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr				
SCHOOL SCORES					
% Proficient plus % Advanced	95				
% Advanced	5				
Number of students tested	38				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94				
% Advanced	6				
Number of students tested	36				
2. African American Students					
% Proficient plus % Advanced	95				
% Advanced	5				
Number of students tested	38				
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

First year testing 8th grade. We converted to K-8 program in 2008-09.

Subject: Reading

Grade: Test: Tennessee Comprehensive Assessment
8 Program

Edition/Publication Year: Spring 2009 - Form
T

Publisher: Pearson Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr				
SCHOOL SCORES					
% Proficient plus % Advanced	97				
% Advanced	24				
Number of students tested	38				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	97				
% Advanced	25				
Number of students tested	36				
2. African American Students					
% Proficient plus % Advanced	97				
% Advanced	24				
Number of students tested	38				
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

First year 8th grade was tested. We just converted to K-8 program in 2008-09.

