

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: Mr. William Childers

Official School Name: Grundy County High School

School Mailing Address:
24970 SR 108
Coalmont, TN 37313-9998

County: Grundy State School Code Number*: 0025

Telephone: (931) 692-5400 Fax: (931) 592-5403

Web site/URL: http://www.grundyschoolsystem.com E-mail: willie.childers@k12tn.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*: Mr. Joel Hargis

District Name: Grundy County Schools Tel: (931) 692-3467

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: Mrs. Jenny Roberts

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)
- | | |
|----------|-----------------------------------|
| 6 | Elementary schools (includes K-8) |
| | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 7 | TOTAL |

2. District Per Pupil Expenditure: 8619

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. 1 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			0	6			0
K			0	7			0
1			0	8			0
2			0	9	122	92	214
3			0	10	93	91	184
4			0	11	80	79	159
5			0	12	72	81	153
TOTAL STUDENTS IN THE APPLYING SCHOOL							710

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 100 % 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: 9 %

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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	51
(3)	Total of all transferred students [sum of rows (1) and (2)].	64
(4)	Total number of students in the school as of October 1.	710
(5)	Total transferred students in row (3) divided by total students in row (4).	0.090
(6)	Amount in row (5) multiplied by 100.	9.014

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

Total number limited English proficient 2

Number of languages represented: 2

Specify languages:

Chinese and Spanish

9. Students eligible for free/reduced-priced meals: 69 %

Total number students who qualify: 491

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: 150

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>116</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</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>42</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>70</u>	<u>0</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 14 :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	92%	84%	96%	95%	98%
Daily teacher attendance	92%	90%	90%	90%	90%
Teacher turnover rate	25%	15%	15%	15%	15%
Student dropout rate	2%	8%	6%	7%	4%

Please provide all explanations below.

Daily student attendance has decreased over the last three years. Much effort has and are currently being implemented to correct this problem. Efforts are centered around incoming freshman and making sure they are getting a solid foundation for them to begin their high school career.

Over the last several years GCHS have had several teachers that have taken maternity leave and also have had some teachers get seriously ill and have had to take extended leaves.

Due to being in a rural county, some teachers that start at GCHS go to other surrounding counties due to possible higher pay or closer to conveniences.

The 08-09 school year had a lot of teacher turnover due to budget cuts in which five positions were not filled. If five was taken from the total number the percentage would be 17%.

For the past several years, programs have steadily brought the dropout rate down. Some students do leave to begin jobs early or do not receive that solid foundation early on and would graduate late and so some chose to go ahead and drop out rather than graduate one year or a half year later than their peers.

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	174	
Enrolled in a 4-year college or university	15	%
Enrolled in a community college	20	%
Enrolled in vocational training	15	%
Found employment	10	%
Military service	3	%
Other (travel, staying home, etc.)	12	%
Unknown	25	%
Total	100	%

PART III - SUMMARY

The vision of Grundy County High School is to encourage students to develop to their highest potential by completing a rigorous course of study while becoming life-long learners and contributing members of the community. Traditionally, members of the community favored Friday night football and other sports activities over academics. Today, while the community enjoys the successes of their sports teams, it is supportive of the academic successes experienced by our students. Community support is shown through the volunteerism of its members and its financial support from businesses and individuals as supporters of the school's Renaissance Program that recognizes students for good grades, behavior, and attendance. Approximately ninety percent of the students who take the state mandated end of course and Gateway exams score proficient or better. Seventy-five percent of the current faculty graduated from Grundy County High School.

In the past eleven years, Grundy County High School has experienced several milestones, including moving into a new building at a new location. Prior to the move, teachers did not have access to copy machines or internet access and were fortunate to have an overhead projector and a computer. Today, all faculty members have computers and an overhead or LCD projector, and several classrooms have Promethean boards. All mathematics classrooms have sets of graphing calculators for student use. The school has two mobile computer labs, each containing thirty laptop computers for student use and making it possible for every student to have access to a computer and the Internet.

Having been named as a *High School That Works* site, Grundy County High School received the **High Schools That Work Gold Improvement Award** for achieving significant gains in reading, mathematics, and science on the High Schools That Work Assessment Examination for the years 2004-2006. The school's yearbook, *The Mountain Laurel*, has received several national awards from the University of Columbia. The Building Trades classes build a house every year on campus that is auctioned off each summer with proceeds going to purchase materials for the construction of a new house the following school year.

The school's Comprehensive Development Classroom (CDC) has been recognized for their accomplishments in academics through the use of music. Members of CDC with the help of their instructor and assistants have formed the Seedy Sea Band and performed at different venues across the state including the 2009 National High Schools That Work Conference in Nashville, Tennessee. The band was formed as a learning technique used to enhance the academic program set forth in the class.

Another milestone achieved by Grundy County High School is that more students have attended the Governor's Schools and are taking college preparatory classes and receiving college credit. Over the past five years students have been offered Advanced Placement courses in English and history, Dual Enrollment courses in statistics, calculus, psychology, English, and computer classes. Several career and technological courses have articulation agreements with Chattanooga State Technical Community College and Tennessee Technology Center of Shelbyville.

Grundy County High School is a GEAR-UP school. Through this program, students have been exposed to and made aware of college readiness measures. The program has afforded faculty and students resources to help get students ready for college. Students have visited colleges on field trips, filled out college applications, received help in filling out FAFSA forms, and have been provided with financial aid workshops. Through GEAR-UP, students have attended ACT programs and tutoring sessions to boost grades.

Grundy County was once a thriving coalmining community whose members valued work in the coal mines over education. Many generations discontinued school after the eighth grade with few members graduating from high school. Grundy County still experiences a sixty-four percent poverty rate with many families existing on government assistance. Sixty-nine percent of the students at Grundy County receive free or reduced lunches. In spite of the poverty level and the once closed-minded atmosphere concerning education, students at Grundy County High School are overcoming the odds that poverty and drugs present and are succeeding academically in all areas.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Tennessee Comprehensive Assessment Program (TCAP), which includes state-mandated, student assessment programs, is designed to improve classroom instruction and student achievement in grades K-12. The TCAP currently includes the Achievement Test (grades 3-8), the Writing Test, the Gateway Tests and the End of Course Tests. The Gateway and End of Courses tests are comprised of three levels of achievement:

Advanced - The student responded correctly to enough questions to show mastery higher than the minimum requirement in that category.

Proficient - The student responded correctly to enough questions to meet the minimum requirement in that reporting category.

Below Proficient - The student did not answer enough questions correctly to satisfy the requirement of the State of Tennessee in that reporting category.

All students are expected to score at proficient or above in reading/language arts and math by 2014. Adequate Yearly Progress (AYP) standards are established yearly as a means to measure equitable progress towards the 2014 goal of 100%. The ACT is administered to all eleventh graders, and the PLAN is taken by all tenth graders.

In addition to the Gateway and End of Course tests, all eleventh graders in Tennessee participate in the Tennessee Writing Assessment. The written essays from each grade level are scored holistically. Holistic scoring goes beyond mechanical correctness to focus on the overall effect of the writing. It measures the effectiveness of the communication. Students are expected to respond to the prompt in an organized, developed format using standard language, but the response is not expected to be a final polished essay. The scores are not considered in meeting NCLB standards; however, this writing assessment provides important information concerning curriculum and instructional decisions.

Gateway and End of Course (EOC) testing five year trend data for GCHS shows an overall rise in achievement in math. Over the last five years, 90.6% of GCHS students scored proficient or better in Algebra I and met the graduation requirement. On the average, 64% of GCHS students scored advanced on the Gateway over the last five years as compared to the state five year average of 48%. A five year average of 9.34% of students scored below proficient as compared to the five year state average of 17.46%. In Math Foundations II over the last five years, an average of 93% of GCHS students scored proficient or better on the End of Course (EOC) test, with an average of 68.4% of the students scoring advanced on the EOC. Only an average of 36.9% of students across the state scored advanced with 80.3% scoring proficient or better.

Gateway and End of Course (EOC) testing five year trend data shows no detectable difference in reading/language arts. Over the last five years, 90% of GCHS students scored proficient or better and met the graduation requirement. On the average, 53% of GCHS students scored advanced on the Gateway/EOC test over the last five years as compared to the state average of 59%. A five year average of 10% of GCHS students scored below proficient as compared to the five year state average of 7.6%. Though no significant gains on the Gateway/EOC were demonstrated in language arts over the last five years, the PLAN showed a very admirable gain this year. While the national average PLAN test score was 16.9, the average GCHS score was 17.1, and 77% of GCHS students were at above the Benchmark.

Scores for the students with disabilities demonstrate improvement on Gateway/EOC. In 2005 testing data, 55% of students scored proficient or advanced in math; whereas, in 2009, 85% of students with disabilities

scored proficient or advanced. In language arts in 2005, 81% of students with disabilities scored proficient or advanced; whereas, in 2009, 83% of students with disabilities scored proficient or advanced.

More information concerning state assessment may be found at the state website.
www.state.tn.us/education/index/shtml

2. Using Assessment Results:

Assessment data is thoroughly and continually utilized to improve teaching and student performance through various testing. KUDER assessment is administered at the 8th grade level to determine proper placement and focuses in high school. The EXPLORE test determines placement in English and mathematics courses. End of Course and Gateway test results drive English and mathematics curriculum. ACT test results encourage incorporation of reading in all content areas. WorkKeys assessment measures the students' abilities in entry-level jobs. This assessment allows counselors and teachers to focus on specific student skills and reasonable employment opportunities. Upon achieving satisfactory scores, National Career Readiness Certificates are awarded to verify that students have necessary core employability skills in Reading for Information, Applied Math, and Locating Information. These certificates provide students better chances of being hired into the workforce.

Teachers use assessment data in individual classrooms to determine specific needs of student learning. Use of scope and sequencing and continual reassessing of pacing guides determine areas in need of improvement. In-school tutoring is offered three days a week in 30 minute intervals.

Action research projects are conducted through the use of Prometheans (smart boards). Testing the effect of this technology on student motivation and learning is completed by comparing pre and post unit test scores and pre and post motivation surveys from one unit to another. Also, students complete evaluations at the end of each semester on ways to improve teaching and learning.

Special programs and labs are offered to enhance student learning following evaluation of assessment data by faculty members. The Credit Recovery program offers classes to remediate and recover failed classes. Tutoring and Mentoring Program offers intervention and remediation time with teachers. Supplemental Reading and Language labs are offered on individual basis.

Teachers at GCHS continually evaluate data to boost student achievement by implementing changes to instruction and curriculum when needed.

3. Communicating Assessment Results:

The administration, faculty, and staff of Grundy County High School make every effort to communicate assessment results through a variety of means. This communication includes written media, journalism media, and oral communication. For standardized tests, such as ACT and the Writing Assessment, the guidance office sends pamphlets and letters of explanation home for parents. Progress reports and report cards are sent home to explain individual progress in each class. To highlight successful results, local newspapers print our honor roll. In order to communicate our finest in the graduating class, local TV stations, yearbook, the Tennessee Magazine, and newspapers all report on Tennessee Honor Scholars. On a more personal level, homeroom teachers call each student's parent(s) and invite the parent(s) to parent/teacher conferences. Often, teachers contact parents to report how a student performed on a standardized test. To communicate and celebrate success, the Rotary Club works with the school Renaissance Program to recognize five-point improvement in overall grade averages of individual students. At the end of each year, there is a student awards day to recognize outstanding students. Gear-Up contacts parents by sending letters to the homes of students who have failed a class. To keep students, parents, and community informed of activities at the school, we have a recorded hotline people can call. Whether communicating good results or to inform of the

need for improvement, the administration, faculty, and staff of Grundy County High School, try to keep parents, students, and the community informed about the progress of their students.

4. **Sharing Success:**

The faculty at GCHS has always made a concerted effort to share our educational success stories with other schools. We were a charter member of the South Cumberland Rural Teachers Network and have participated in annual conferences at The University of the South for the past three years. At this conference we meet with teachers from two nearby rural counties. We break into departmental groups and all share effective lesson plans focusing on acknowledged “best practices” in our respective fields. We also display student generated projects related to curriculum standards.

Grundy County High School currently has one math and one science teacher that have been selected to be Master Teaching Fellows through a program funded by the NSF and Middle TN State University. These teachers are partnering with MTSU faculty mentors and twelve other math and science teachers from five other school districts to create action research projects in the classroom. These teachers all meet annually for a week long summer institute to share the results of their research projects from the preceding year and to discuss action research proposals for the upcoming year. This program is funded for the next five years and after next year the plan is for the current high school teachers to recruit and mentor more science and math teachers in additional action research projects.

We have several teachers who have presented at state and national conferences in their respective fields. This will only increase if we were to achieve the honor of being acknowledged as a blue ribbon school. Through our experience with the “High Schools That Work” program, we have learned the importance of sharing successes with other institutions and we would be honored to carry on in that tradition.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Grundy County High School is guided heavily by the objectives set by the State of Tennessee Board of Education. All teachers organize their lesson plans based upon the state performance indicators. These lesson plans also consist of instructional procedures that meet all levels of students' needs. Also in checking for understanding of the objectives, different avenues are used. Teachers are encouraged by the administration to look for various and the latest means of delivering their subject matter based upon the types of students they have in their classrooms.

The science department at Grundy County High School uses cooperative learning in teaching laboratory work but then requires projects to be done individually. Science teachers have written grants for and received Promethean boards for their classrooms. Currently there are four of these boards which are the latest of the smart board technology. There is a board in our physical science classes, biology classes, chemistry classes and physics classes. By the end of each semester each student is required to produce their own Promethean board presentation. Again this is a way of using higher order thinking skills in these classes by having our students bring together concepts they have learned throughout the semester.

Grundy County High School's English department has been very successful at meeting state standards as evidenced by their high test scores. Not only are the state test scores high on the Gateway and End of Course tests, but also on the ACT Plan and the actual ACT exam. These teachers use some lecture but also incorporate the question and answer method, and the methods of project based learning and the Socratic seminar. Students are engaged with significant content which is based on high standards. As in the science department, the English teachers at GCHS use higher order thinking skills; for example, they require a synthesis of the concepts presented in a writing assignment. With the method of project based learning, simulations are used.

Along with the English department, GCHS has a wonderful fine art department and foreign language department. Spanish, French, and Russian have been taught in order to encourage the learning of different cultures. Field trips are taken to multicultural events in order to not only learn the language but also to discover the geography of an area, the food, the major religions of the area, and other pertinent components that develop the culture of an area. Another example is our French class having a "sister school" located in France. Art, chorus, and drama are offered to give all students an avenue to express their talents. Art class consists of not only painting with paints but with oils also. Drawing is done with pencil and also with charcoal. These are displayed in the hallways and in an art show. Chorus has performances at school. They also go out into the community and sing at our local elementary schools and at events such as holiday performances and singing the national anthem at school sporting events. Drama students put on performances in which they discuss and focus on all aspects of putting on a performance. This includes lighting, audio, costumes, make-up, advertising, and acting.

The math department at GCHS has worked cooperatively for a number of years in order to teach students the math skills they need to be successful in life. From Algebra I to dual enrollment statistics, the department takes pride in the high results their students receive on state tests. These teachers use cooperative learning and one-on-one instruction. They continually strive to receive professional development to improve their teaching and one member of the department was selected to participate in the Master Teaching Fellows program at Middle Tennessee State University. Teachers in the math department train their students to use the TI Inspire and the TI 84 graphing calculators effectively and efficiently. Collaborating with each other frequently, the math teachers discuss different techniques, pacing from one section of a course to another, and what motivation techniques have worked for colleagues.

In the Social Studies Department, teachers use methods such as: role play, Socratic seminar, jigsaw, debate, discovery, and lecture to teach material. This department accommodates visual, auditory, and kinesthetic learners by mixing up the different types of instruction. They then promote growth and achievement by trying to give all students both leadership and support roles while completing projects and assignments, one of which

includes a research paper. Students work in cooperative learning groups and are also required to give oral presentations throughout the semester. Two members of the department work closely with the director of Tennessee Center for Civic Learning and Engagement. This department has had much success in students passing the End of Course exam that is required by the state of Tennessee.

The Career Technical Education Department offers a variety of choices for students. From business programs to welding, this department provides the much needed skills for a student to move on to a technical school or to the job force. Students can choose classes that deal with computers, marketing, cosmetology, family and consumer science, auto mechanics, agriculture, welding, and carpentry. Non-traditional students are encouraged to take classes such as auto mechanics and carpentry. All classes must compete in their areas of expertise. Students go on field trips to various job sites and teachers also invite guest speakers to come and present the latest trends in their profession. Students have been able to not only compete at the state and national level but to also place at those levels as well. Teachers incorporate cross curricular education. They show students that what is taught in an academic class that may be done on paper is exactly the same skills that you will need to do through a hands on project. Working together to encourage the workforce to not only have good results but teachers also demand things be done safely and the correctly.

Teachers are constantly improving their methods and strategies. Even with these changes the state's curriculum still guides them in what is being taught. As the state makes changes so do the teachers at Grundy County High School, and they do so successfully.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

During a 90-minute instructional block, Grundy County High School uses the Prentice Hall *Writing and Grammar* series as well as the McDougall-Littell *The Language of Literature* to address the Tennessee English Language Arts Standards: language (grammar), communication, writing, research, logic, informational text, media, and literature. Class time is also devoted to vocabulary development and improvement of reading comprehension and fluency. Ancillary materials include practice workbooks, audio text, multiple websites, and leveled readers. Test questions are presented in a variety of methods; some are modeled after the Tennessee state assessment format while others are open-ended, requiring higher-order thinking skills.

Five years ago, the staff of Grundy County High School committed to improving the reading skills of all students. A variety of strategies were implemented: Some addressed the needs of our lowest-level readers while others encouraged improved reading skills at any level.

For four years, our school offered a literacy lab, funded by a grant written by a GCHS teacher. This program, a class offered for credit, supported students whose reading skills were extremely limited or even nonexistent. When the grant expired, we modified the program to allow one teacher to maintain a lab for students' utilization during English classes when they need additional support with reading or writing.

Also implemented was a school-wide reading incentive, in which teachers read to each class for twenty minutes per day. The goal was to model exceptional fluency while engaging students with content-related material. Additionally, teachers across all content areas committed to increase reading requirements within their individual courses.

The latest reading program utilized at Grundy County High School is RocketReader Online. This program allows students to improve reading fluency and comprehension as well as break bad reading habits. RocketReader benchmarks individual student progress, and data is available at any time for instructor use.

3. Additional Curriculum Area:

“The mission of Grundy County High School, in cooperation with parents, faculty, staff and the local business community is to empower students to become responsible, productive citizens, and life-long learners in a safe

and nurturing environment, evidenced by their successful completion of a rigorous course of study resulting in the attainment of a high school diploma.”

Prior to 2009, Tennessee required students to obtain three mathematics credits including Algebra II or Geometry. Beginning in 2002-2003 the Grundy County Board of Education required students who were on the university or dual path to take Advanced Algebra/ Trigonometry. Since spring 2008 Grundy County High School, in cooperation with Chattanooga State Community College, began offering Dual Enrollment Calculus and Statistics for those students who met the ACT benchmark score in mathematics. Thirty students have received dual enrollment credit in calculus and nineteen students have received dual enrollment credit in statistics.

Students are using the mathematics skills learned in the mathematics courses in other curriculum areas. Geometry skills are used in the construction of a house that is being constructed on-site by the carpentry classes. Specific skills include using the Pythagorean Theorem to determine rafter length and squaring corners, using measurements in all areas of construction including linear and area measurements to determine materials needed. In Personal Finance, students use calculation and higher order skills to construct a budget and manage personal finances. Measurement skills are used in welding, nutrition, and cosmetology classes. Algebra skills are used in learning to balance chemical equations in chemistry and to convert English units to metric units in health science, chemistry, and nutrition classes. In previous years, ratios and proportions were used in the design and reading of blueprints in Auto CAD. Algebra I, II, and geometry skills are used in physics to determine equations and measurements concerning projectiles, work, mass, acceleration, and force. Herons Formula that is taught in Trigonometry/ Advanced Algebra classes is used to calculate acreage by the landscaping, turf management, and Agricultural Science classes. Surveyors use indirect measurement that is taught in geometry and trigonometry and is used to measure width of rivers or lakes and heights of buildings and towers.

To ensure that students make gains in all areas, the mathematics department designed pacing guides in an effort to guarantee that state and national standards would be met for all courses offered. In addition, a variety of teaching strategies are used to reach a variety of learning styles. Graphing calculators are used daily in the instruction of mathematics topics that encourage students to use higher order thinking skills. TI-NSPIRE calculators, document readers, overhead, and projectors are used to deliver the curriculum.

The mathematics faculty attends professional development opportunities in an effort to stay current with educational trends and technologies, thus improving the mathematics skills of students at all levels. Additionally, tutoring is provided four days a week for any students who have fallen below grade level or feel the need to improve their math skills.

Parents are notified of their student’s progress through school wide progress reports, phone calls, and parent-teacher conferences. As a GEAR UP school, the gear up coordinator and guidance office also mails copies of progress reports to parents twice a semester. The school also has a part-time graduation coach.

In a collective effort the community has teamed up with Grundy County High School to recognize those students who exhibit good grades, good behavior, and good attendance. Additionally, students exhibiting academic improvement were also recognized verbally and with a t-shirt in an assembly sponsored by the Grundy County Rotary Club.

Over the last five years, the results on the Foundations II End of Course exam revealed that 93 % of GCHS students scored proficient with 68.4% scoring advanced. Statewide results showed that only 36.9% of students were advanced with only 80.3% of students in the state scoring proficient or better. Similarly, 90.6% of GCHS students have scored proficient or better on the Algebra I Gateway Exam, with 64% of our students scoring advanced. For both Foundations II and Algebra I, value added scores for GCHS students and faculty were consistently above average.

4. Instructional Methods:

Grundy County High School takes great pride in instructional differentiation. From individual teachers to individual academic departments, administrators and teachers collaborate to meet the diverse needs of student subgroups which include, but are not limited to, a range of factors such as age, sex, ethnicity, learning styles, special needs, language barriers, and socioeconomic status. As a result, Grundy County High School is driven by students' success and achievement.

Individual teachers begin the process of instructional differentiation. Teachers allow class subjects to serve as avenues for developing study skills and thinking skills. All teachers focus on cross-curriculum teaching strategies. Students understand their accountability for standards of excellence which include reading, writing, accuracy, and neatness on all assignments. Teachers use various teaching strategies from lecture and discussion to collaborative and cooperative learning groups. Teachers promote student inquiry and investigation while serving as class room facilitators in order to develop hands-on-learning. Teachers exercise flexible understanding of students' extracurricular activities by allowing extended time on assignments, peer tutoring, and one-on-one instruction outside of normal class time.

Academic departments enhance individual teachers' efforts to create instructional differentiation. Students have a variety of choices, concerning schedules, class selection, and career paths. Students have many opportunities to select classes and students that are conducive to their learning styles. Further, teachers within academic departments allow and encourage students to seek alternative instruction from other teachers of the discipline.

Administrators provide alternative programs and class schedules for the entire student population of GCHS to ensure that each student has significant opportunities to succeed. From gifted students to students challenged with disabilities, all students are notified of alternative programs and schedules and encouraged to participate. Such programs include time for time, credit recovery, homeroom tutoring, after school tutoring, home bound teachers, and alternative education. Grundy County High School uses four bell schedules to modify and adapt daily routines to ensure equal opportunity for all subgroups. Bell schedules include an activity schedule for afternoon events, an assembly schedule for longer morning events, a homeroom schedule which provides a thirty minute study hall and tutoring, and an extended class schedule which eliminates all but core academic classes.

Special needs students at Grundy County High School include gifted students, students with learning disabilities, ELL students, and students with physical handicaps. Grundy County High School is completely handicapped accessible and students with physical handicaps are assisted by adult aids. While English is taught as the primary language, Spanish and French classes are utilized to promote a multilingual learning environment. Students with learning disabilities are supported by Individual Education Plans (IEP's) which modify and differentiate teaching and learning strategies for students. Inclusion classes are often offered in order to provide extra teacher assistance while minimizing the risk of excluding equal opportunity for all students. Gifted students are challenged through dual enrollment programs and AP classes. Supplemental Reading and Language Labs, remediation and intervention, language translators, career technical or vocational education, and an honors program are available to all students at GCHS.

5. Professional Development:

One of the most successful professional development activities in which our teachers and administrators have participated is the Rural Teachers Network. Educators from Grundy County High School and other area high schools have met on the campus of The University of the South at Sewanee for workshops on teaching strategies, technology applications, and alignment of national, state, and local standards. Participation by our teachers has been very high. Grundy County High School students have benefited greatly from the enrichment of our curriculum through these workshops. For example, English teachers at our school have become much more adept at using the mobile computer labs at our school for student research. Many of them attended sessions on using the Tennessee Electronic Library at the Rural Teachers Network conference and

are now sharing this wealth of research with their students. A full year before our state implemented new curriculum standards, our math and English teachers attended workshops which included presentations of the proposed improvements as well as a time line for implementation. As a result, our teachers were already introducing students to some of the new standards for math and student use of research and media before they were mandated.

Our administrators also encourage teacher participation in conferences dealing with specific academic areas. For instance, our math teachers regularly attend National Math Conferences. English teachers have pursued training in technology and advanced curriculums in order to offer our students courses which address their specific needs. Our staff's commitment to higher standards for our students has led to dual enrollment opportunities for our students in core academic areas as well as increased inclusion in regular classrooms for students with special needs.

Educators at Grundy County High School participate in regularly scheduled professional development sessions at our school. These on-site workshops include school improvement round table discussions, data interpretation, and on-going strategies for implementing the Tennessee Diploma Project at our school. The controlling purpose of all of these activities is to improve the quality and depth of instruction for all students at Grundy County High School.

6. School Leadership:

The administration at Grundy County High School consists of one principal and an assistant principal. Working with others such as the guidance counselor, special education lead teacher, and the Career Technical Supervisor, the administration team combines their experience and expertise to enhance the life and spirit of young people. All parties involved are governed by policies enacted by the local school board as well as directives from the Director of Schools. This administration takes all of these requirements and brings them together to create a safe environment that helps Grundy County High School achieve its mission and that is for a student "to be a lifelong learner and to complete a rigorous course of study resulting in the attainment of a high school diploma."

The principal is in charge of the daily function of the school. Ultimately all things that occur at the school from academics, athletics, maintenance, and cafeteria; as well as, local, state, and federal regulations all are overseen by the principal. Proper record keeping and documentation are a must due to their importance of properly running an educational institution. Bringing all of these facets together is a rewarding experience due to it helping a student better themselves through education.

The principal and the members of the administration team work in committees throughout the year. The principal and assistant principals are involved in IEP meetings and students that qualify under Section 504 of the federal law. Some examples are the principal is a part of the attendance review committee, the assistant principal is part of the school handbook committee, and the guidance counselor is a part of the Job Fair committee, and the CTE Director is a part of the High Schools That Work Committee.

Cooperating with local business within these committees is important and is consistent with the school's mission statement. Rewarding students for academic accomplishments is a high priority for business and clubs such as the Grundy County Rotary Club. Many components must come together each and every day to help the students at Grundy County High School and it all begins with the administration team led by the principal.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: TN Gateway Assessment

Edition/Publication Year: Administration

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	99	90	87	88	95
% Advanced	56	58	57	52	45
Number of students tested	110	175	204	193	174
Percent of total students tested	100	98	98	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	89	88	86	95
% Advanced	53	53	57	50	41
Number of students tested	43	44	111	115	95
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	83	78	79	78	85
% Advanced	36	32	30	22	24
Number of students tested	16	21	33	64	42
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:

Tennessee Gateway Assessment is given to the English II class which is predominately a 10th grade class. Grundy County High School is under a 4x4 block schedule; therefore, Gateway Assessments are given in December & May of each school year.

Numbers are rounded to the nearest percent.

Subject: Mathematics

Grade: 9 Test: TN Gateway Assessment

Edition/Publication Year: Administration

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Dec	Dec	Dec	Dec	Dec
SCHOOL SCORES					
% Proficient plus % Advanced	95	95	87	89	88
% Advanced	67	65	60	69	65
Number of students tested	273	447	398	342	346
Percent of total students tested	99	99	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	96	84	81	85
% Advanced	66	58	53	60	64
Number of students tested	87	131	91	88	154
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	85	95	80	56	55
% Advanced	31	44	41	24	20
Number of students tested	27	38	34	75	86
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:

Grundy County High School is on a 4 x 4 block schedule; therefore, the Tennessee Gateway Assessment is given in December & May. Numbers rounded to the nearest percent. The state test is given in Algebra I which is predominantly a 9th grade class.