

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: Dr. John Dalton, Ed.D.

Official School Name: Townsend Elementary

School Mailing Address:
140 Tiger Dr
Townsend, TN 37882-0140

County: Blount State School Code Number*: 00050-125

Telephone: (865) 980-1202 Fax: (865) 980-1205

Web site/URL: http://www.blountk12.org/Tnsndweb/Home.htm E-mail: john.dalton@blountk12.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Rob Britt

District Name: Blount County Schools Tel: (865) 984-1212

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. Rob Webb

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)
- | | |
|-----------|-----------------------------------|
| 13 | Elementary schools (includes K-8) |
| 4 | Middle/Junior high schools |
| 2 | High schools |
| | K-12 schools |
| 19 | TOTAL |

2. District Per Pupil Expenditure: 8117

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. 2 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	6	6	12	7			0
1	18	11	29	8			0
2	15	6	21	9			0
3	11	9	20	10			0
4	13	14	27	11			0
5	15	10	25	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							134

6. Racial/ethnic composition of the school:

	0 % American Indian or Alaska Native
	0 % Asian
	2 % Black or African American
	0 % Hispanic or Latino
	0 % Native Hawaiian or Other Pacific Islander
	98 % White
	0 % 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: 18 %

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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1.	147
(5)	Total transferred students in row (3) divided by total students in row (4).	0.177
(6)	Amount in row (5) multiplied by 100.	17.687

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: 66 %

Total number students who qualify: 88

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: 16 %

Total Number of Students Served: 22

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>7</u>
Paraprofessionals	<u>1</u>	<u>6</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>14</u>	<u>18</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 13 :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	95%	95%	96%	95%	95%
Daily teacher attendance	96%	97%	92%	92%	93%
Teacher turnover rate	39%	8%	33%	8%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate for 2006-2007 included a new principal and 3 new teachers due to retirements.

The teacher turnover rate for 2008-2009 included a new principal and 4 new teachers due to transfers to a new school.

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	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

Townsend Elementary School is located in Townsend, TN, a river and mountain community that serves as an entrance to the Great Smoky Mountains National Park. Townsend is nick-named “The Peaceful Side of the Smokies” for its quiet nature and natural views, even though thousands of tourists visit the area each year. It is a beautiful area that is continuously growing and changing.

Small one-room school houses existed throughout many of the Townsend communities in the early 1900’s. The original Townsend School building was located on what is now the current parking lot for the present Townsend Elementary School. This original building was wood frame and was constructed in the 1920’s. In 1948, a new building was built with a brick veneer just a few feet away on the same property. In 1993, the current, state-of-the-art brick and steel building was built on the original school site. After half a century of service, including community use after 1993, the dated two-story structure was demolished in the late 1990’s to make room for the current playground area.

The mission of Townsend Elementary School is “to provide a learning foundation through curriculum that is challenging, research based, and considers all individual skills and abilities. The purpose of the educational community is to provide a safe and positive environment for students to attain their highest potential and to cultivate the desire to be lifelong learners.” The vision of the staff at Townsend is to “promote continuous personal success for all students and encourage every child to become a responsible citizen.” Our beliefs encompass the ideals that every child is important; education is a collaborative effort and the responsibility of the entire community; exceptional teaching yields excellence; character development is vital to success; and learning is a life-long process.

Townsend Elementary began the 2009-2010 school year with 134 students in Kindergarten through 5th grade. Over the past 3 years, Townsend has averaged approximately 145 students per year. An independently operated Headstart preschool program operates at Townsend with 20 students enrolled. The attendance rate at Townsend averages 95% daily, and the promotion rate averages 97% yearly. The 9 classrooms at Townsend have the following number of students: Kindergarten – 12, 1st grade – 29, 2nd grade – 21, 3rd grade – 21, 4th grade – 29, and 5th grade – 26. All students at Townsend speak English, with 98% of the student population Caucasian and 2% African-American. The economically disadvantaged student population is 66%, and 16.8% receive special education services. Townsend has a supervised afterschool program that averages 6 students daily.

School size and community support are identified as the major strengths of Townsend Elementary School. Strong faculty and staff relationships, high expectations of students, and a willingness by staff and faculty to go “above and beyond” for students were also identified as strengths. Townsend Elementary has historically achieved high assessment scores. For the past 5 years Townsend has met AYP benchmarks, averaged 95% in attendance, 98% in promotion, received an “A” on the 5th grade writing assessment, and for the past 2 years, and received all “A’s” in value-added for academic growth.

On February 21, 2001, Townsend Elementary School was honored by a visit by the President of the United States, George W. Bush. Accompanied by the Governor of Tennessee, Don Sundquist, and the two U.S Senators from Tennessee, Bill Frist and Lamar Alexander, plus several other government officials. President George W. Bush used the occasion to announce new education initiatives. He concluded his remarks with, “It’s a thrill to be here in Townsend. You’re the heartbeat of America. And you’re the future of America by making sure every single child gets educated.”

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Several trends were identified in a review of assessment data for Townsend Elementary from 2005- 2009. First, since 2005, Townsend Elementary has consistently earned A's in all four tested subjects in value-added scores. Second, although Townsend Elementary has consistently scored above the target for the percentage of students testing "Proficient" and "Advanced," the percentages have declined in recent years, and in 2009 Townsend was below this target in math. Third, 5th grade writing assessment scores for Townsend have traditionally been above the state average, but since 2008 Townsend has dropped just below this average with scores of "B" for the last 2 years. And finally, achievement scores indicate that Townsend has routinely scored slightly below the state average each year in one or more of the subject areas tested.

Value-added results have been the strength of Townsend Elementary since 2005. An error in state reporting provided no value-added results for Townsend in 2005. Since value-added scores are a 3-year average, no scores were reported again until 2008. Going back to 2004 data, Townsend scored all A's in value-added scores. Both 2008 and 2009 data results show straight A's in all four subjects tested.

Students have significantly scored "proficient" or "advanced" in Math and Reading/Language Arts at Townsend. In 2005, 88% of students scored proficient *and* advanced in Math (target of 79%) and 95% of students scored proficient *and* advanced in Reading/Language Arts (target 83%). In 2006, 97% of students scored proficient *and* advanced in Math (target of 79%) and 92% of students scored proficient *and* advanced in Reading/Language Arts (target 83%). In 2007, 88% of students scored proficient *and* advanced in Math (target of 79%) and 88% of students scored proficient *and* advanced in Reading/Language Arts (target 83%). In 2008, 92% of students scored proficient *and* advanced in Math (target of 86%) and 91% of students scored proficient *and* advanced in Reading/Language Arts (target 89%). (It should be noted that the target percentages increased in 2008.) In 2009, only 81% of students scored proficient *and* advanced in Math (target of 86%) and 90% of students scored proficient *and* advanced in Reading/Language Arts (target 89%). It is also important to note, however, that in 2009 Tennessee adjusted its baseline to reflect 2009 scores rather than 1998 scores that were used for the baseline through 2008.

Writing assessment scores were consistently at or above the state average (average of 4.0) at Townsend from 2005-2007. In 2008, the writing assessment score dropped slightly below the state average to a grade of B (score of 3.9). The writing assessment score was also slightly below the state average again in 2009, with a grade of B and a score of 3.8.

Achievement scores for Townsend Elementary have traditionally been at or slightly below the state average since 2005. Math was the only subject area in 2005 that scored below the state average (score of C vs. the state average of B) with the remaining subjects scoring at the state average. In 2006, Reading/Language Arts was the only subject to score below the state average (score of C vs. the state average of B) but on the contrary, Social Studies scored one letter grade above the state average with a B. In 2007, all four subject areas scored one letter grade below the state average. In 2008, only Reading/Language Arts was below the state average with a score of B. Keeping in mind that Tennessee adjusted its baseline in 2009, Math was two grade levels below the state average and Reading/Language Arts and Science were one grade level below the state average.

2. Using Assessment Results:

A variety of assessments are given to students throughout the school year. The types of assessments and the frequency of how often they are given is dependent upon the grade level and the assessment. Before students

begin Kindergarten they are given the Brigance Test. This assesses the students' knowledge of skills such as letter naming, name and address, shapes, colors, and other basic Kindergarten skills. Throughout the Kindergarten year, students are assessed by the KSER test at the end of each nine weeks, the AIMSweb three times a year, and benchmarks tests from the adopted reading series 6 times a year, Grades 1-5 have similar assessments including the AIMSweb three times a year, running records in reading at least twice a year, and a spelling inventory at least once a year. Grade cards and progress reports are sent home once each nine weeks. Grades 2-5 take the TCAP test in the Spring of each year, and the 5th grade takes the TCAP writing assessment in February. Informal assessments, such as observations and evaluations by teachers, are done throughout the year in all grade levels to provide instructional information and feedback for parent conferences.

Each year, every classroom teacher at Townsend Elementary receives a cumulative folder containing assessment results for each student from the previous school year. Folders include assessment results for the teacher's previous class in addition to his/her new class. An in-service day is used to review assessment results for the school, each grade level, and each classroom. Teachers are equipped with the results of their previous class as well as the data for the new group of students that they will have for the next year. We celebrate our successes and plan ahead so that we can focus on areas to strengthen in order to achieve success.

The Blount County School System uses AIMSweb to monitor student progress at three important stages throughout the school year – fall, winter, and spring. Data from the AIMSweb test is used to identify the students who are functioning in the bottom 10% of their class and need immediate intervention in reading. AIMSweb also provides a look at student progress for all students to help teachers monitor achievement. Townsend Elementary's Title I instructor, Mrs. Jane Pate, inputs the AIMSweb scores and meets with each teacher individually and in grade level teams to discuss the data. For students that receive daily intervention, weekly benchmark tests chart student progress and improvement. This data is also shared weekly with teachers to help guide planning and monitor student performance.

3. Communicating Assessment Results:

Student performance is communicated through a variety of methods at Townsend Elementary. Parents receive the previous year's TCAP test results at the beginning of each school year. Scheduled or formal parent conferences are held twice a year in September and February to allow teachers to meet with parents to discuss test results and student academic progress. In the fall of each school year the school hosts the district's testing coordinator, Dr. Jane Morton, during a Title I parent involvement meeting to discuss the school's achievement test data, writing assessment scores, and value-added assessments.

Parent conferences are held twice per school year in September and February. Teachers at Townsend schedule individual conferences with parents to discuss T-CAP test results, AIMSweb test scores, benchmark results, and student academic progress. The September conference date follows closely the return of the previous year's test results. Parent conferences are also held throughout the school year as needed and determined by the teacher or at the request of the parent.

As soon as the Tennessee State Department of Education releases test result data in the fall (usually around the first of November), Townsend Elementary schedules a Title I reading night to discuss the school's test data. Dr. Jane Morton, Blount County Schools testing coordinator, conducts this meeting and guides parents and community members through the data, ensuring that the major strengths and weaknesses are identified and shared. Dr. Morton covers all aspects of testing including achievement scores, value-added scores, promotion, retention, AYP status, as well as writing assessment results.

4. **Sharing Success:**

The Blount County School system was fortunate to host the annual Schools Exceeding Expectations (SEE) conference, sponsored by The Center for Effective Learning, in April, 2009. Townsend Elementary participated in the conference as a model school where conference participants visited and were treated to an overview of the school's programs, curriculum, and teaching methods.

Each fall prior to the start of a new school year, Townsend Elementary participates in a joint professional development session with fellow feeder schools. In 2009, the Professional Development session focused on differentiated instruction techniques. Teachers received instruction from a reading specialist and were given the opportunity to discuss strategies and issues through joint grade level sessions.

Townsend Elementary is one of four feeder schools for Heritage Middle School. Through the feeder school cohort, the four elementary schools participate in shared professional development activities throughout the school year. As a blue ribbon nominee, Townsend has the opportunity to share its success through the feeder school cohort to strengthen not only its own programs but also to assist the other 3 elementary schools in any way possible.

Through the feeder school cohort, Townsend has the unique opportunity to work closely with its neighboring elementary schools to share successes, gather ideas, identify and improve areas of need, and support the academic programs of all four schools. Although this opportunity to share our success is built into our professional development schedule, Townsend also works closely with all 12 of the remaining elementary schools within the Blount County School System. Many opportunities exist throughout the school year and summer for teachers to use optional professional development sessions that, in the past year, have addressed differentiated instruction, Highly Effective Teaching, and reading strategies.

Townsend Elementary School has partnered with the education department at Maryville College for the 2009-2010 school year. Student majoring in Education from Maryville College have visited Townsend during both the fall and spring semesters to observe classes, participate in small group activities, and also have taught a math lesson to students. This relationship has provided Townsend with the opportunity to share its successes with prospective college students who are aspiring teachers and has given the students a chance to watch our teachers in action.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Townsend Elementary provides students with a challenging and comprehensive curriculum which focuses on Reading/Language Arts, Math, Science, and Social Studies. In addition to the core subject areas, students at Townsend also receive weekly instruction in Music, Art, Guidance, Library, Wellness/PE, and Technology. Using the standards set forth by the Tennessee State Department of Education as our guide, teachers plan daily activities and lessons using a curriculum map developed by teachers for all Blount County Schools.

Students attend school 180 days each year. During their school day, at least 90 minutes is spent on Reading/Language Arts instruction. Students whom have been identified for reading intervention spend an additional 30 minutes each day working one-on-one or in small groups to improve their reading skills. Teachers set aside approximately 60 minutes daily for math instruction. Science and Social Studies are taught each day using a theme approach based on the tenets of HET (Highly Effective Teaching).

Students attend one “specials” area class each day in either Music, Guidance, Wellness/PE, Art, or Library. The guidance counselor is a part-time employee who works three days each week. The librarian is also part-time and is available three days per week. Teachers also take students on a daily “Tiger Walk” for approximately 10 minutes in order to promote physical activity as a part of the school’s health initiative. Each class is equipped with at least two computers that students use throughout the school day as needed. The school also has a mobile laptop lab with 25 laptop computers which can be used throughout the school building and are internet accessible via two wireless hubs.

A number of curricular practices are used at Townsend Elementary School on a daily basis. HET (Highly Effective Teaching) focuses on classroom organization, management, and curriculum planning. Kindergarten and 1st grade classes use the Smart Start program for the first two weeks of school. This is a set of brain based strategies that prepare students to learn and succeed in reading. Reading A-Z is a supplemental reading program that provides materials and assessments that aid teachers in teaching and evaluating reading success. Townsend offers the Accelerated Reader program which is web-based and encourages reading and reading comprehension.

Response to Intervention (RTI) targets students that fall below the 10th percentile in reading. Students receive an extra 30 minutes of reading instruction daily, which is in addition to their normal classroom time. Teachers at Townsend work very hard to provide students with a variety of hands-on learning activities. Programs like Brain Gym, which is a collection of brain-based activities involving movement to activate and integrate different areas of the brain, hands-on opportunities allow students to experience learning by using all of their senses. Being There Experiences are also integrated throughout the school year to get students out into their community so that they can experience their learning. These trips include trips to the zoo, planetarium, the Great Smoky Mountains National Park, environmental camps, and local businesses.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Evidence-based instruction for all students and progress monitoring for students needing intensive interventions using a three-tiered model is used in The Blount County School System. Students receive systematic, scientific-based reading instruction within the regular education setting and a universal screening is given three times per year to determine if intervention is needed. Intervention provides the promise of

diagnosing and remediating problems as soon as they occur, so that students can “catch up” with their classmates.

All students receive 90 minutes of core instruction in reading daily. Core instruction includes direct, explicit, differentiated instruction in all appropriate areas of the Reading process (Phonemic Awareness, Phonics, Comprehension, Fluency, and Vocabulary); including small groups, using research based methods and materials.

The 5 pillars of reading (Phonemic Awareness, Phonics, Comprehension, Fluency, and Vocabulary) are taught within the balanced literacy model. Additionally, we believe in making each block as multilevel as possible. In this way, all children’s needs are met without penalizing lower level students.

Reading Blocks:

Self-Selected Reading

Students can choose what they want to read and how to respond to it. This block is multilevel because each child is reading on his/her individual level. Students are practicing their reading by choosing high-interest materials.

Guided Reading

This is the time in the day when comprehension skills and strategies are taught. Vocabulary study is included in this block of time. A variety of types of literature is included to maintain the motivation and self-confidence of all our students.

Writing

This is the block where grammar and composition skills are taught. We believe that the best way to teach grammar is to put into action what has been taught. We believe that writing on your own is the best indication of reading proficiency.

Working With Words

This is the time every day when we work on phonics and spelling skills. Most words that are encountered in reading are the same 200-400 words so we spend time on high-frequency words. Understanding the patterns used in spelling will help students transfer that knowledge to many other words, so we work with patterns. We spend the first ten minutes or so working on high-frequency words on the word wall. The remaining time is spent on an activity that teaches students how to decode and spell.

3. Additional Curriculum Area:

Since 2005, students at Townsend Elementary have scored well above the state target for the percentage of students scoring “proficient” or “advanced” in math. This percentage fell below the state target in 2009. Achievement scores indicate that since 2005, Townsend Elementary has scored below the state average for 3 of the 5 years (2005, 2007, and 2009). Value-added scores have shown tremendous growth in math for both 4th & 5th grades, especially over the past two years (2008 & 2009) when Townsend received “A’s” for value-added scores. Improving our math scores has been a major goal for the staff at Townsend and will continue to be a focus as an area of improvement.

Teachers at Townsend spend approximately 60 minutes each day on math instruction or activities. Math instruction is one of the primary focuses at Townsend Elementary. The Saxon Math program has been used by all classes at Townsend for several years. Saxon Math is designed to build upon previous learning but it also includes a daily review of concepts and skills that have been previously taught.

Since the State Department of Education in Tennessee revamped its grade level standards in 2009, the teachers at Townsend Elementary have had to quickly adjust their math instruction. Funding has not yet become available for new math textbooks, and the adoption cycle for math will not come around until the 2010-2011 school year. Teachers have to supplement, mix-and-match, and piece together math instruction from a variety of books and resources in an attempt to stay aligned with our school system's curriculum map and the new state standards.

Math is quite often too abstract for students to grasp fully. Teachers at Townsend Elementary use manipulatives and hands-on activities to illustrate math concepts and build upon previous learning. Unifix cubes (as well as plastic bears, houses, or bottle caps) are used in Kindergarten and 1st grade for counting, grouping, and sorting. In 5th grade teachers have created charts and graphs to use as representations for finding perimeter and area of objects. Technology is a need that we are working to improve at Townsend so that teachers can use tools such as a SMART Board during math instruction to give a better visual representation and hands-on learning opportunities for students.

4. Instructional Methods:

A variety of instructional practices are used by teachers at Townsend Elementary to differentiate instruction for students. Response To Intervention (RTI) targets students in need of extra assistance in reading. Teachers use Brain-Gym activities that incorporate movement to stimulate learning. Reading is divided into leveled groups and, with the help of instructional assistants, teachers can work with students of similar abilities in reading. Flexible grouping, hands-on experiences, and Being There Experiences (field trips), in addition to teaching strategies that focus on student needs and ability levels, are designed to improve student achievement.

5. Professional Development:

For the 2009-2010 school year, the professional development schedule for Townsend Elementary included a variety of topics. Prior to the start of school, Townsend spent one day networking with other feeder schools where teachers participated in a joint session concerning writing across curriculum in addition to spending time planning with grade level teams.

At the school level, Townsend used its second day of inservice to disaggregate test data and discuss and review emergency procedures. On the third and final day of inservice, Townsend spent a vast amount of time discussing, planning, and reviewing the State of Tennessee's new grade level standards.

Two days of inservice were also built into the school schedule. Townsend has a few students who have special medical issues that require constant monitoring. Joy Carlson and Robin Cook, two of the school system's registered nurses, provided a refresher CPR course as well as a First Aid course for all staff members. Suicide prevention is also an important component of the school's inservice program, and this year the teachers have completed an on-line course through the Jason Foundation, which reviews the risk factors, signs, and proper responses for educators.

One of the most rewarding professional development opportunities offered by the Blount County School System is its annual reading conference, which is held in May immediately after the end of each school year. In 2009, teachers were treated to a great session by Dr. Marcia Tate in addition to various breakout

sessions revolving around teaching reading. Teachers at Townsend are also required to obtain at least 6 additional hours in optional professional development time each year.

During the 2008-2009 school year, Highly Effective Teaching (HET) was the focus of the professional development plan at Townsend Elementary. Teachers also participated in theme sharing with other feeder schools, differentiated instruction, nutrition/health, an analysis of test records, first aid, conducted a book study, and attended the school system's annual reading conference.

In 2007-2008, teachers took part in ITI model teaching week, sessions on multiple intelligences, reading textbook adoption orientation, joined fellow teachers at the annual reading conference, and took a "Being There" trip in Townsend. For the 2006-2007 school year, professional development focused on ITI training, grade level meetings, balanced literacy, and again the annual reading conference.

6. School Leadership:

Townsend Elementary School operates under a shared leadership philosophy. Since our faculty is very small (only 9 classroom teachers), the entire faculty meets regularly to discuss day-to-day operations, crisis management, and curricular issues.

The principal is the leader of the school at Townsend Elementary. The leadership team is made up of all the classroom teachers at Townsend. The principal guides instruction, manages the building, coordinates activities and events, and provides support to ensure that the vision of Townsend Elementary is achieved. The role of the leadership team is to address areas of need, assist in the design and development of programs, and carry out the day-to-day operations within their responsibilities to ensure that students receive the best educational opportunities possible.

The leadership team meets monthly, or as needed, to address concerns and issues throughout the school year. Input is gathered from teachers and staff through e-mail and leadership team meetings to help guide policies, programs and decisions at the school. The principal works closely with the Parent /Teacher Organization to help support school programs. Teachers and staff represent the school on PTO which strengthens the relationship between the school and the community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TCAP Achievement

Edition/Publication Year:
2005/2006/2007/2008/2009

Publisher: CTB/McGraw-Hill, LLC/TN State Dept. of
Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	57	81	78	97	84
% Advanced	11	19	30	40	11
Number of students tested	28	32	23	30	19
Percent of total students tested	100	100	100	100	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	33	85	63	93	
% Advanced	7	10	25	33	
Number of students tested	19	17	13	18	
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					
% 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:

Subject: Reading
 Edition/Publication Year:
 2005/2006/2007/2008/2009

Grade: 3 Test: TCAP Achievement
 Publisher: CTB/McGraw-Hill, LLC/TN State Dept. of
 Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	86	84	91	100	90
% Advanced	18	22	35	23	21
Number of students tested	28	32	23	30	19
Percent of total students tested	100	100	100	100	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	80	85	88	100	
% Advanced	7	10	25	20	
Number of students tested	19	17	13	18	
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					
% 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:

Subject: Mathematics
Edition/Publication Year:
2005/2006/2007/2008/2009

Grade: 4 Test: TCAP Achievement
Publisher: CTB/McGraw-Hill, LLC/TN State Dept. of
Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	91	83	100	75
% Advanced	11	13	25	18	17
Number of students tested	28	23	36	17	24
Percent of total students tested	100	100	100	100	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	100	0	71	100	
% Advanced	10	0	14	20	
Number of students tested	19	12	20	10	
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					
% 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:

No data reported for Economically Disadvantage subgroup on 2008 Report Card.

Subject: Reading
Edition/Publication Year:
2005/2006/2007/2008/2009

Grade: 4 Test: TCAP Achievement
Publisher: CTB/McGraw-Hill, LLC/TN State Dept. of
Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	96	86	76	79
% Advanced	25	30	25	18	46
Number of students tested	28	23	36	17	24
Percent of total students tested	100	100	100	100	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	100	92	71	80	
% Advanced	20	23	0	30	
Number of students tested	19	12	20	10	
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					
% 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:

Subject: Mathematics
 Edition/Publication Year:
 2005/2006/2007/2008/2009

Grade: 5 Test: TCAP Achievement
 Publisher: CTB/McGraw-Hill, LLC/TN State Dept. of
 Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	100	94	95	94
% Advanced	77	72	61	62	47
Number of students tested	26	32	18	21	17
Percent of total students tested	100	100	100	100	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	89	100	88	91	
% Advanced	67	54	50	36	
Number of students tested	18	17	10	13	
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					
% 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:

Subject: Reading
 Edition/Publication Year:
 2005/2006/2007/2008/2009

Grade: 5 Test: TCAP Achievement
 Publisher: CTB/McGraw-Hill, LLC/TN State Dept. of
 Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	100	94	95	100
% Advanced	46	53	61	57	35
Number of students tested	26	32	18	21	17
Percent of total students tested	100	100	100	100	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	94	100	88	91	
% Advanced	39	46	38	27	
Number of students tested	18	17	10	13	
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					
% 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: