

PART I - ELIGIBILITY CERTIFICATION

12TN4

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12TN4

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 12112

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	53	29	82		7	0	0	0
1	39	25	64		8	0	0	0
2	33	24	57		9	0	0	0
3	33	39	72		10	0	0	0
4	32	25	57		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								332

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
17 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
71 % 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 2010-2011 school year: 19%
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, 2010 until the end of the school year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1, 2010	297
(5)	Total transferred students in row (3) divided by total students in row (4).	0.19
(6)	Amount in row (5) multiplied by 100.	19

8. Percent of English Language Learners in the school: 5%
Total number of ELL students in the school: 15
Number of non-English languages represented: 4
Specify non-English languages:

Spanish, Chinese, Bengali, Russian

9. Percent of students eligible for free/reduced-priced meals: 60%
 Total number of students who qualify: 197

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 18%
 Total number of students served: 58

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>6</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>12</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>1</u>
Classroom teachers	<u>19</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>7</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>11</u>
Total number	<u>41</u>	<u>20</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: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	95%	96%	95%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

- No
- Yes

If yes, what was the year of the award?

Glenwood Elementary School is a K-4 school located in Oak Ridge, Tennessee. Oak Ridge is known as the “Secret City.” During WWII, Oak Ridge was the production site for the Manhattan Project – the massive U.S. government operation that developed the atomic bomb. The Oak Ridge School System was established as a high performing system, and this has continued to be the tradition.

Glenwood School, established in 1944, was originally a one-story frame constructed building with a capacity for 555 students. Growing enrollment and the advanced aging of the facility resulted in the construction of a new building, which opened in 1991 for students in kindergarten through fifth grade. Currently, we serve 331 students in kindergarten through fourth grade. Most students come from a blue-collar background. The Glenwood school population consists of 29% minority students, 60% economically disadvantaged students, and 18% special education students. During the 2010-2011 school year, our mobility rate was 19%, and the attendance rate was 96%. Our average promotion rate for the last three years is 98%.

Glenwood’s motto is “Glenwood is a learning place where everyone can be their best.” We believe that providing a safe, supportive environment, a highly skilled, dedicated staff, and a strong partnership with our community enables our students to become successful and engaged learners. Glenwood Elementary has an organized and responsive PTO (Parent Teacher Organization). Parent and staff interactions are positive and supportive with both groups working together to give the students the best possible education. The PTO provides monetary grants for teachers, honorariums for visiting authors, physical education equipment, and resources for classrooms. The PTO supports two book fairs each year and provides a free book for every child. It also creates a free yearbook for every student, writes a quarterly newsletter, and assists teachers with clerical duties.

We have cultivated partnerships with many local businesses and community organizations: Roger’s Group, Children’s Museum of Oak Ridge, Boys and Girls Club, Girls Inc., Rotary Club of Oak Ridge, NucSafe, Oak Ridge Fire Department, Life Touch, Chick-fil-a, Double Tree Hotel, First Methodist Church, Oak Ridge Police Department, and St. Stephen’s Episcopal Church.

It is Glenwood’s vision that our students will become competent, productive, caring, and responsible citizens in their community and the world. Our school continues to meet the needs of our students and community through active communication with stakeholders, professional development, scholastic achievement, and a positive learning environment.

In 2010, the Quality Assurance Review Team of AdvancED (formerly SACS) commended Glenwood Elementary for the following strengths and accomplishments:

- The faculty and staff are actively utilizing multiple sources of data, collaboration, professional development, and their individual dedication in order to help each student reach his or her individual potential as stated in the school mission statement.
- The school is dedicated to creating an atmosphere of equity among its students in terms of social, economic, and academic instruction.
- The school is committed to enriching the educational experiences of its students through their participation in fine arts, physical education, health/wellness, hands-on Mathematics and Science, and technology.

- The school's innovative extended school hours program combines educational support and exposure to a variety of enrichment opportunities.

In addition to these strengths, the staff has become a Professional Learning Community. Glenwood teachers have constructed authentic, standards-based formative assessments to make data driven instructional decisions, ensuring that all student educational needs are met. We establish SMART (Systematic, Measurable, Attainable, Realistic, and Timely) goals to focus our instruction.

In 2004, Glenwood was awarded the Lottery Education Afterschool Program (LEAPS) grant. For eight consecutive years, Glenwood has applied and received this grant. Funds are used to provide before and after school academic small group instruction and cross-disciplinary enrichment activities. These include piano lessons, morning fitness exercises, library, karate, ballet, and extensive tutoring. In addition, labs in computer, Science, Mathematics, writing, and life skills are offered. These activities are consistent with the 90/90/90 research findings that show collaboration and involvement of music, art, PE, and technology improve academic results for all students (Reeves, 2000).

Glenwood is an exemplary, high performing school, as measured by our students' performance on the state assessment and district-wide benchmark assessments in Mathematics and Reading. The state of Tennessee identified Glenwood as a Reward School because we are in the top ten percent of schools throughout the state with the highest achievement and overall growth.

1. Assessment Results:

A. During the academic years of 2006-2009, the achievement test that was a part of the Tennessee Comprehensive Assessment Program (TCAP) provided three performance levels. These were Advanced, Proficient, and Below Proficient. Tennessee's accountability system included the AYP requirements. The Reading/Language Arts target for the elementary level was 83% proficient for the year 2006-07. The Mathematics target was 79% proficient for that same year. For the years 2007-09, the targets were 89% for Reading/Language Arts, and 86% for Mathematics. The plan is that 100% proficiency will be met by 2013-14.

Tennessee adopted revised academic standards for 2009-10, to better prepare our students for the expectations of college and employment. That year, Tennessee teachers implemented those standards. At the same time, Tennessee revised their academic standards on the achievement test, raising the bar higher for the Proficient and Advanced levels of achievement. In addition, Tennessee went from three reporting categories to four: Advanced, Proficient, Basic, and Below Basic. There was great anticipation that scores would drop significantly due to the increases in academic rigor and testing standards. This anticipated decline was realized statewide and at Glenwood. Tennessee, working with the United States Department of Education, revised new stepping-stones toward the 2013-14, 100% proficiency requirement.

B. Glenwood has consistently met all AYP Benchmarks. We have scored A's on Academic Achievement in Mathematics and Reading/Language Arts each year since the new trend data became available from the State in 2009. Our Value-Added Growth scores in Mathematics and Reading/Language Arts were C's (the State's expected growth) the first two years after the State redefined the grade scale for Value-Added. In 2011, those scores were raised to A's in both areas.

Glenwood's third grade Reading/Language Arts and Mathematics scores were in the 90-100% proficient range during the academic years of 2006-09. During that same time period, our economically disadvantaged, African American, and special education students' subgroups scores were within the 90-100% range in Reading/Language Arts. In Mathematics, the subgroups improved to 100% proficient by 2009. As anticipated, in 2009-10, our third grade Reading/Language Arts scores dropped to 57%. However, this score remained 15 points above the state average. Our economically disadvantaged proficiency rate dropped to 46%. Glenwood's third grade Mathematics proficiency rates dropped to 64% that year. This was a significant decline but was 16 points above the average for Tennessee. The economically disadvantaged subgroup dropped to 50% in Mathematics.

Glenwood's fourth grade Reading/Language Arts and Mathematics proficiency rates were in the upper 90% from 2007-09. Our economically disadvantaged students' scores were similar. Our African American subgroup remained 78% or above through those three years. Our special education subgroup improved to 100% by 2009. The assessment results in 2009-10, showed a decline in both academic areas due to the increased rigor. Our proficiency rate in Reading/Language Arts was 54%, which was 12 points above the state average. Our economically disadvantaged group matched our overall grade level proficiency. In 2009-10, our proficiency rates dropped to 48% in Mathematics. This was 15 points above the state average. Our economically disadvantaged proficiency rate was 42%.

Glenwood School has been very focused on the academic success of all its students. During the academic year of 2010-11, we reorganized our approach toward Mathematics by providing a dedicated school-wide block of time, including all staff members in instruction. This allowed further differentiation in Mathematics. In addition, we began our Professional Learning Communities work of writing common assessments and reflecting on assessment data to drive our instruction, thus meeting the needs of students. This resulted in improved scores. The third grade Reading/Language Arts proficiency rate went up 18 points. This was 20 points above our school district and 31 points above Tennessee's average. The

Economically Disadvantaged subgroup increased by 31 points to 77%, which was higher than our overall third grade score. In third grade Mathematics, our scores increased by 26 points. Our score was 21 points above the district, and 39 points above the state. Our Economically Disadvantaged subgroup went from 50% proficient to 90%, which matched our overall third grade Mathematics score.

Our fourth grade scores improved as well. In Reading/Language Arts, scores increased 12 points, which was 22 points above the state and 18 points above the district. The Economically Disadvantaged score was similar to the overall fourth grade score. The Mathematics proficiency rate increased 36 points. This was 33 points above our district, and 46 points above the Tennessee average. Our Economically Disadvantaged subgroup was 74% proficient which was 10 points below our overall fourth grade Mathematics score. However, this score represented an increase of 32 points in one year. To address the gap, we adjusted our Mathematics plan to improve differentiation. District Benchmark and grade level common assessments are used to provide intervention and enrichment for essential learning skills.

2. Using Assessment Results:

A variety of assessment tools are used to collect and analyze data to meet the needs of all students. All Glenwood students are assessed. Instructional decisions are based on appropriate assessments and aligned with the Tennessee Department of Education standards. Teachers consistently use best practices in assessment, analysis of data, and its application for student progress. Benchmark assessments are utilized for Mathematics and Reading in order to track student progress, based on the recommendation from the 90/90/90 research report (Reeves, 2000). Grade level common formative assessments provide data that is used to develop instructional strategies for student success. This provides a consistency of expectations and commitment to school-wide equity.

Assessment data are used systematically to improve instruction and student learning. Glenwood embraced the district-wide initiative to implement collaborative teams through professional learning communities. This initiative has been instrumental in furthering the use of data to improve instruction and student learning at Glenwood. Within our collaborative teams, data from assessments are shared and analyzed, and results are used for targeted instruction. Results are used for tracking student growth, intervention, and extension. Information is shared through the use of a school-wide electronic data wall, grade level spreadsheets, portfolios and student journals, and student profile folders, which follow the student from kindergarten through fourth grade.

We promote clear expectations for student learning based on a comprehensive summative assessment system that includes the state mandated TCAP, Fountas & Pinnell Benchmark Assessment (F&P), Boehm, Brigance, subject specific unit tests, district writing assessment, district benchmark assessments for Reading and Mathematics, NEAT (Norris Educational Achievement Test), and ELDA (English Language Development Assessment).

A wide range of formative assessments is utilized with an emphasis on student improvement and learning. These include Study Island, My Skills Tutor, Accelerated Reader, teacher created common assessments, exit tickets, quick checks, running records, RAFTs (Role Audience Format Topics), rubrics, informal observations, word study assessments, performance assessments, and Words Their Way spelling inventories.

These assessments are used to improve student learning. For example, all students are given the Fountas & Pinnell reading assessment twice a year. A trained test administrator assesses each student individually. The results are entered into an electronic database, analyzed, and shared with school personnel through school-wide, grade level, and classroom data reports. During the collaborative team meetings, information is used to construct small, leveled reading groups based on individual student reading and word study levels. These flexible groups are based on continuous teacher observation and assessment. As students show growth through running records and word study assessments, their instructional levels are adjusted. The same procedure is used across the curriculum to analyze and improve student learning.

Feedback to students is timely, accurate, and specific with an emphasis on student improvement. Oral and specific written feedback is given throughout class time by using quick checks, exit tickets, teacher-student conferences, and student self-progress monitoring reports. Students participate in the charting of their progress so they can monitor their own growth. Sharing assessment results has been a powerful tool in student achievement.

Assessment information is communicated to parents in a variety of ways, and in Spanish as needed. Progress is reported to parents through daily communication folders, student agendas and planners, weekly progress reports, daily reading folders, parent conferences, report cards, phone calls, and emails.

The Oak Ridge community is informed of our progress through the local newspaper reports of TCAP information. Glenwood's state report card grades are available in the local newspapers, our school website, and the state website. TCAP reports for individual students are mailed to parents. Glenwood's principal presents updates at monthly PTO meetings, and school events are posted on our outdoor marquee. The monthly newsletter also shares information with our school community.

3. Sharing Lessons Learned:

Glenwood has taken the leadership role in our district for presenting research-based strategies in literacy that have been successfully implemented in our school and are a part of the district initiative. Teachers from across the district have come to Glenwood to observe instructional strategies and collaborative team meetings. Our principal shares those strategies with system administrators. In addition, Glenwood teachers continue to be instrumental in developing system-wide essential learnings and pacing guides.

Glenwood's reading specialist conducted a workshop on the Fountas and Pinnell Benchmark Assessment for all district elementary teachers. In addition, all new teachers entering the school system were in attendance. An emphasis was placed on how to score running records and analyze student miscues. Strategies for compiling and sharing data were discussed.

Representatives from Glenwood assisted in the research and writing of the Oak Ridge Schools' balanced literacy framework. The framework is a vital part of Oak Ridge Schools' literacy initiative, ensuring that all students receive the same quality instruction.

Grade level literacy leaders modeled best practices in teaching all components of balanced literacy for teachers across the district, administrative personnel, and the Literacy Consultant. Observers saw small group reading, whole group reading, vocabulary, word study, and writing instruction. Some Glenwood classroom teachers provided training for all district elementary grade level teachers in the implementation of small group word study strategies.

In addition, leaders from each grade level modeled best practices in differentiated instruction for teachers across the district, administrative personnel, and a national differentiated instruction consultant. Observers saw lessons and activities differentiated based on interests, readiness, and learning styles in Mathematics, Science, and Social Studies.

In the process of sharing our learning with others, we have grown and improved as professionals. Our school media specialist has presented sessions at the Tennessee Association of School Librarians and at the American Association of School Librarians on cross-curricular approaches to motivating readers.

Principals and teachers from other schools in the district have observed our collaborative teams for guidance in implementing the collaborative process in their own schools.

4. Engaging Families and Communities:

Funding from the LEAPS grant provides an extended school program for tutoring called Glenwood Acceleration Program (GAP). GAP provides assistance for students who do not have sufficient academic support at home and for students struggling with academic skills. Glenwood families appreciate the opportunities GAP provides, which strengthens the link between school and home.

Due to the socio-economic status of many Glenwood students, some children are unable to participate in extracurricular activities. Our LEAPS funding enables us to enrich students' overall experiences with classes in ballet, karate, and piano. Research has shown that these types of activities improve academic performance and levels of concentration for children with Attention Deficit Disorder.

Excellence for Children in Early Literacy (EXCEL), our three-week summer academic and enrichment program, is in its sixteenth year. It is a theme-based program where students participate in activities involving Mathematics, Science, Reading, fitness, cooking, community exploration, art, and technology. Students receive a healthy breakfast, lunch, and two snacks. The goal of the program is to prevent summer attrition of skills learned during the school year. All costs for this program, including transportation, are paid for with LEAPS grant funding. In the summer of 2011, over one third of our students participated, and every year there has been a waiting list for the program.

We engage our families and community in a variety of activities. Each year, we host five family events including Family Reading Night, Family Mathematics Night, Santa Around the World, Super Science Saturdays, and Family Health and Fitness Saturday. During these events, parents interact with their children through engaging academic activities in a fun, relaxed atmosphere. Students see their parents and teachers interact in an informal setting. These interactions build a strong partnership between school, home, and the community.

Every year Glenwood hosts an Open House for the entire school and grade level orientation meetings for parents. Four afternoons are devoted to parent conferences each year, and parents or teachers may request a conference at any time.

Family members are invited to visit our school for special occasions such as Grandparents' Day, Thanksgiving and Christmas lunches, Spring Picnic, Boo Hoo Breakfast for Kindergarten parents, Field Day, and grade level musical presentations. Glenwood School partners with home and the community to support student success.

1. Curriculum:

Glenwood's curriculum is high quality and standards-based. The curriculum focuses on Reading/Language Arts, Mathematics, Science, and Social Studies. Students receive weekly instruction in Music, Art, Library, Physical Education, and Technology. Using Common Core State Standards and Tennessee standards, teachers use collaboratively agreed upon essential learnings to develop instructional activities. Standards are posted in classrooms in student friendly language. Highly qualified teachers connect prior knowledge to content, incorporate district resources, and provide meaningful, relevant, and challenging learning experiences.

All instructional staff share grade level developed curriculum maps and pacing guides to ensure that each student receives standards-based instruction. Instructional resources are selected by Oak Ridge Schools from the state adoption plan, as well as from other sources. Grant funding provides additional resources to enhance standards-based curriculum instruction.

The master schedule provides blocks of uninterrupted instructional time for Reading and Mathematics. Common planning time allows collaborative teams to analyze assessment data, plan best practices for instruction, and develop assessments for student learning.

Our Reading/Language Arts block addresses essential learnings and standards through a balanced literacy approach. Instructional time consists of one hour of whole group instruction and one hour of small group reading/word study. Additional time provides for writing instruction. The Fountas & Pinnell reading assessment is administered biannually along with a quarterly writing assessment. Collaborative teams review data determining instructional steps to meet individual student needs.

Literacy by Design, the adopted reading program, is used as a resource. A vital part of the reading program is an extensive collection of leveled trade books that incorporates Science, Social Studies, Mathematics, and literature, allowing teachers to integrate reading across content. Accelerated Reader and Junior Great Books encourage and enrich the reading program.

Our Mathematics block addresses essential learnings and standards through one hour of whole group and small group instruction. A school-wide initiative allows our media specialist, physical education, music, art, technology teachers, special education staff, and teaching assistants to provide additional support to each classroom teacher during this block of time. Research from the 90/90/90 schools supports this approach to Mathematics instruction (Reeves, 2000). *EnVision Math*, the adopted Mathematics program, manipulatives, and technology ensure that the NCTM and STEM principles and standards are being met.

A cross-curricular approach is used to teach Science and Social Studies standards. This is supported with an interactive Science lab taught by certified staff. Curriculum maps guide the lab instructor in planning hands-on activities and experiments. Community resources support student learning in Social Studies. In addition, our media specialist art, music, and physical education teachers support the Science and Social Studies standards. A state-of-the-art computer lab staffed by a full time instructor gives students an opportunity to explore concepts through virtual representation.

Students receive weekly instruction in art based on state standards. The art teacher collaborates with classroom teachers to reinforce academic standards. A unique component is a kiln for clay and sculpture projects. Student artwork is displayed throughout the school and community, and students have received numerous awards.

The music curriculum provides music appreciation, technical instruction, stage performance, cultural diversity, and cross-curricular standards. Students learn to read music by playing the recorder and then

transition to the piano lab. Our fourth grade students participate in orchestra instruction twice a week, and present three concerts to the community each year.

The physical education curriculum is structured to encourage students to develop healthy habits and lifelong physical fitness. This is accomplished through a variety of activities such as soccer, bowling, archery, dance, gymnastics, volleyball, tennis, and t-ball. In our before-school fitness room, bikes and mini trampolines provide exercise, while karaoke allows children to practice reading fluency.

2. Reading/English:

The Glenwood balanced literacy curriculum provides daily opportunities for students to develop skills in reading, writing, and word study. Teachers use whole group, small group, and individual instruction. As the teacher meets with a small group of students or individual students, other students are actively engaged in independent reading, writing, and word study. Teachers develop standards-based units with lessons that target research-based components, as outlined by the 2000 National Reading Panel.

All students, including special education students, receive Tier I instruction, participating in whole group, small group, and independent reading and writing. Those students who need more focused instruction receive Tier II intervention, either with our reading specialist or another teacher. Students with an Individual Education Plan meet additionally with their special education teacher.

In whole group instruction, teachers select a balance of fiction and cross-curricular nonfiction texts to read aloud. These selections are above grade level and represent a variety of genres and cultures. The rationale for this instructional activity is to motivate students, expose them to rich text, and teach them listening vocabulary and comprehension.

Shared reading is another whole group instructional strategy. Fiction and non-fiction grade level texts are chosen. The rationale for this activity is that it actively engages students while the teacher reads or choral reads text and teaches grade level academic vocabulary. In addition, shared whole group reading allows the teacher to model reading strategies, thought processing, and comprehension strategies.

Whole group instruction also includes word study. The components of word study are: phonics, phonemic awareness, spelling, decoding strategies, vocabulary, dictionary, and grammar. Teachers, meeting collaboratively, analyze data based on district-wide and teacher constructed common assessments, and place students in enrichment or remediation groups.

Glenwood utilizes research-based small group instruction (Tyner, 2009). The rationale for using small groups is that it allows students to work within their zone of proximal development (Vygotsky, 1962). Guided reading is teacher-scaffolded reading of a text. Within guided reading groups, the teacher provides systematic, explicit instruction on phonics/phonemic awareness, vocabulary, comprehension, and reading fluency. These small groups of four to six students are flexible. Student grouping is determined by student performance on the Fountas & Pinnell Benchmark assessment, running records, word study assessment, and informal observation.

3. Mathematics:

Glenwood's Mathematics curriculum is based on the Common Core State Standards and Tennessee Standards. District-wide pacing guides and grade level curriculum maps are aligned with the standards. Essential learnings are developed to guide instruction. Pre-assessments determine the length and depth of instruction to meet individual needs. Continual formative assessments are used to monitor student progress and to plan differentiation. Data gathered from teacher created common formative assessments and quarterly district assessments are used to make instructional decisions. SMART goals are derived from collaborative evaluation of student assessments. Vertical discussions across grade levels transpire to enhance essential learning. Students monitor their own progress toward reaching the goals using teacher developed rubrics, checklists, and graphs.

Whole group instruction is used to introduce the targeted skill for the day. Learning targets and essential questions are communicated in student friendly language. All students are exposed to a district-wide common academic vocabulary. Students engage in modeled instruction and guided practice through the use of interactive Mathematics activities on classroom Promethean boards.

Our main resource is *EnVision Math*, which requires a variety of thinking skills, and incorporates whole group, small group, guided practice, remediation, enrichment, daily assessment, home activities, constructive response, technology, and manipulatives. Other resources include web-based subscriptions to My Skills Tutor, Study Island, and BrainPop, along with various Mathematics practice web sites. Students access these sites through grade level laptop carts, classroom computers, and weekly visits to the computer lab. Students can also access Mathematics practice links at home via Glenwood's Student Resources section of our web site.

Common formative assessments are used to establish flexible small groups where differentiated instruction provides opportunities to practice, remediate, and extend Mathematics concepts. A school wide initiative, beginning in 2010-11, provides an additional instructional staff member in each classroom during the uninterrupted Mathematics block. This allows students to work at their instructional level for each skill. The groups are flexible, so students receive more appropriate instruction as identified by daily formative assessments. Students are made aware that Mathematics is a relevant life skill through the incorporation of Mathematics in special areas.

The needs of all learners are also addressed through Response to Intervention (RTI), which is an extra half hour of Mathematics instruction during the day. Additional opportunities for accelerating students include after school tutoring, before school tutoring, Smart Time in Kindergarten, Math Munchers, and Math Olympiad.

4. Additional Curriculum Area:

Our students gain insight of their roles in society, responsibilities as citizens, and appreciation of their world through Social Studies. Standards-based instruction spirals through the strands of economics, history, culture, geography, government, and civics.

Through the use of big books, leveled readers, trade books, and an adopted Houghton Mifflin text, we use a cross curricular approach to teach Social Studies. Leveled readers, which support the standards, are purchased and housed in a common library for all teachers to access. Students connect to Social Studies concepts through guided reading and "writing to learn".

The classroom is a community with teachers fostering roles and responsibilities emphasizing good citizenship daily. Each morning, school-wide announcements include the Pledge of Allegiance, as well as our school motto, led by the Star Student of the Week. Glenwood students also serve their community through projects such as making holiday cards for members of the military, collecting food for Second Harvest Food Bank, collecting shoes for Soles for Souls, participating in Jump Rope for Heart, Cubs on Track, and collecting donations for the Oak Ridge Animal Shelter.

Classroom visits from community citizens such as the Mayor, firefighters, and police officers provide real world examples of government in action. Junior Achievement volunteers teach economic concepts through hands-on activities, making complex ideas attainable for all students. Field trips to local museums such as the Museum of Appalachia, the Sequoyah Museum, and Oak Ridge Children's Museum, along with cultural events, give students a broad perspective of their region. These experiences enrich all Glenwood students.

Many classes outside the regular classroom integrate Social Studies standards in a variety of learning modes. In music and art, students explore historical periods and people. In physical education, folk dances are taught, enhancing cultural enrichment. In the library, students explore various genres, holidays and

customs, read biographies, and write about famous Americans. During Black History Month, students study the contributions of African Americans. Third graders participate in various activities involving geography, literature, culture, and foods from around the world. Fourth graders complete a research project on Famous Tennesseans. English Language Learners' teachers and our language pathologist strengthen language skills using units on community and occupations. The counseling program promotes good citizenship with an emphasis on decision making, taking responsibility, and understanding others and ourselves.

5. Instructional Methods:

Under the umbrella of our motto, "Glenwood is a learning place where everyone can be their best," teachers devote time getting to know their students while setting rigorous academic expectations. Proven researched-based instructional strategies are used consistently throughout the curriculum with differentiation as a key component.

Glenwood's shift in pedagogical philosophy from teaching to student learning has led to a marked growth in student performance. An essential piece of meeting the diverse needs of our student population is small group instruction. Reallocation of staff (i.e., reading specialists, media specialist, special education, music, art, PE, and computer teachers, and teacher assistants) during small group instruction allows for more groups and a broader range of differentiation. In Mathematics and reading, students are placed in flexible groups based on assessed skills. Targeted instruction provides remediation and enrichment. This practice has been especially effective with our student subgroups.

Classroom interactive boards are used to provide differentiation. The interactive nature of the technology allows students to stay focused and to participate in their learning. The ability to manipulate images and incorporate sound accommodates English Language Learners and students with learning disabilities, visual impairments, and attention deficits. Teachers utilize student laptop carts, classroom computers, and the computer lab to enhance differentiation. Students are directed to web sites that are developmentally appropriate for them. This approach is useful for student research, and for Mathematics and language arts activities. Students with fine motor skill deficits use word processing to publish their work more easily. Due to the large population of Economically Disadvantaged students at Glenwood, technology resources bridge the digital divide.

Collaborative teams set proficiency levels that exceed the state and district expectations. To ensure student success in attaining high proficiency levels, activities are differentiated through manipulatives, critical thinking games, academic vocabulary practice, computer-based practice, individual instruction, and peer tutoring. These practices guarantee that students are given repeated opportunities for success. LEAPS grant funding provides extended school hour programs with bus transportation home for students. This is particularly helpful for our subgroups of students who would not be able to participate otherwise. A combination of these instructional methods has proven to be successful as reflected in our improved state scores.

6. Professional Development:

Professional development and the implementation of ideas are the driving forces for positive academic changes at Glenwood. The district provides time for professional development every Wednesday afternoon. In addition, the master schedule allows weekly common collaboration time. There have been three professional development initiatives that have impacted our teaching and student achievement.

The first initiative began in 2007. Dr. Beverly Tyner's small group differentiated reading instruction was implemented as a district directive toward a balanced literacy program. Instructional staff and four assistants were trained in Dr. Tyner's word study program. Dr. Tyner worked with the Glenwood staff for two years modeling and coaching teachers. The result of implementing these instructional strategies was a positive growth in students' reading scores as evidenced by the TCAP and individual reading assessment scores.

The second initiative began in 2009 with Dr. Wil Parker, a consultant with Association for Supervision and Curriculum Development. Dr. Parker provided differentiation training to district staff and mentor leaders. The training enhanced teachers' diagnostic capabilities and provided additional strategies to meet the needs of learners. A significant part of this training was examining the standards and unpacking them by determining what we want students to Know, Understand, and Do (KUD). Mentor teachers from every grade level modeled and trained team members in the use of strategies such as student learning style inventories, RAFTs, think dots, and other approaches that allow students to express their learning in different ways.

The third professional development milestone began in 2010 with the establishment of our Professional Learning Community. With a series of training provided by Solution Tree and based on the research of Marzano (2001), and DuFour and Eaker (2008), teachers learned the value of collaboration and data analysis in making instructional decisions. Grade level teams were established, norms were developed, essential skills were defined, and SMART goals were written to address specific student learning needs. Collaborative teams meet weekly to evaluate assessment data and determine the next step in the instructional process. In addition, vertical teams meet to share current research on best practices that support student learning. Sharing ideas has helped us learn from one another and grow professionally. Students have benefited from focused and refined practices in the classroom.

Glenwood has embraced the three major district-wide initiatives. We attribute the marked improvement in all areas of TCAP performance and other benchmark assessments to these initiatives.

7. School Leadership:

The philosophy of the principal is to keep the students' best interests at the forefront of decision-making. The principal recognizes and understands that in any organization it is the workforce that brings about success. The leadership team was developed to be co-principals ensuring continuity in all areas of the school. Monthly collaborative leadership meetings are held for discussions about student learning, strategies, and goals. Information from the district is also disseminated and discussed, and ideas are shared. The principal respects and supports the staff as professionals and utilizes classroom walk-throughs to assess learning and the climate of the school. Emphasis is placed on standards-based instruction, collaboration, and data driven decisions. The principal's strong connection to staff and the community is maintained through an "open door" policy that leads to broader support and commitment for our school. District-wide initiatives are embraced and resources of time, people, and limited funds are creatively used to promote student learning. The leadership team, along with the principal, develops a master schedule in a collaborative atmosphere focusing on maximizing student-learning time.

Our school leadership team is composed of the Principal, the Administrative Assistant, the School Counselor, the Reading Specialist, the Media Specialist, a special education teacher, and representatives from each grade level. Members of the leadership team have been involved in every phase of the district-wide initiatives. This level of commitment leads to a stronger school devoted to professional growth and student learning. The leadership team has the responsibility to ensure that agreed upon policies and programs are shared with their collaborative teams. Mutual respect, a clear directive, and a shared desire for student success have led to a strong professional learning community. The shift in philosophy has taken persistence and patience fostered by strong leadership. Every teacher accepts the responsibility of student learning. Students are the priority; therefore, Glenwood is willing to explore new strategies and take risks to promote student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TCAP

Edition/Publication Year: 2007-2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	90	64	100	99	91
Advanced	27	32	65	67	54
Number of students tested	51	44	49	75	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	2	1
Percent of students alternatively assessed	5	2	0	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	90	50	100	98	87
Advanced	23	25	57	57	43
Number of students tested	30	24	23	42	23
2. African American Students					
Proficient & Advanced				100	80
Advanced				67	20
Number of students tested	8	2	6	12	10
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	3	4	2		
4. Special Education Students					
Proficient & Advanced				100	80
Advanced				58	40
Number of students tested	6	5	5	12	10
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	3	0		
6. White					
Proficient & Advanced	95	68	100	98	92
Advanced	31	35	67	70	64
Number of students tested	39	37	40	54	39
NOTES:					
<p>The 2009-10 data reflects changes made at the state level. The state adopted revised stronger academic standards. They also recalculated the proficiency scales on the achievement test, shifting the thinking from proficiency to mastery. Some special education students qualified to take an alternative assessment, either the MAAS or the TCAP Alt Portfolio, according to their IEP. Some subgroups were too small to have data reported to us.</p>					

12TN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: TCAP

Edition/Publication Year: 2007-2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	75	57	98	100	96
Advanced	14	18	59	59	46
Number of students tested	51	44	49	75	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	2	1
Percent of students alternatively assessed	5	2	0	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	77	46	96	100	91
Advanced	13	21	48	48	35
Number of students tested	30	24	23	42	23
2. African American Students					
Proficient & Advanced				100	90
Advanced				50	20
Number of students tested	8	2	6	12	10
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	3	4	2		
4. Special Education Students					
Proficient & Advanced				100	90
Advanced				42	30
Number of students tested	6	5	5	12	10
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	3	0		
6. White					
Proficient & Advanced	79	62	100	100	97
Advanced	18	22	56	63	54
Number of students tested	39	37	40	54	39
NOTES:					
<p>The 2009-10 data reflects changes made at the state level. The state adopted revised stronger academic standards. They also recalculated the proficiency scales on the achievement test, shifting the thinking from proficiency to mastery. Some special education students qualified to take an alternative assessment, either the MAAS or the TCAP Alt Portfolio, according to their IEP. Some subgroups were too small to have data reported to us.</p>					

12TN4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: TCAP

Edition/Publication Year: 2007-2011 Publisher: CTB\McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	84	48	96	96	96
Advanced	32	21	53	55	70
Number of students tested	44	48	72	53	56
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	6	3	2	0	1
Percent of students alternatively assessed	12	6	3	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	74	42	95	96	90
Advanced	17	13	53	46	52
Number of students tested	23	31	38	26	21
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	5	5	9	8	8
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	2	4		
4. Special Education Students					
Proficient & Advanced	67	0	100	86	80
Advanced	33	0	36	14	30
Number of students tested	3	4	11	14	10
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	0	1		
6. White					
Proficient & Advanced	86	43	96	95	98
Advanced	36	22	49	59	82
Number of students tested	36	40	55	41	45
NOTES:					
<p>The 2009-10 data reflects changes made at the state level. The state adopted revised stronger academic standards. They also recalculated the proficiency scales on the achievement test, shifting the thinking from proficiency to mastery. Some special education students qualified to take an alternative assessment, either the MAAS or the TCAP Alt Portfolio, according to their IEP. Some subgroups were too small to have data reported to us. In 2010, one student was absent during testing due to doctor's order.</p>					

12TN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: TCAP

Edition/Publication Year: 2007-2011 Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	66	54	97	94	98
Advanced	16	21	54	51	57
Number of students tested	44	48	72	53	56
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	6	3	2	0	1
Percent of students alternatively assessed	12	6	3	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	61	55	95	96	100
Advanced	9	19	42	27	48
Number of students tested	23	31	38	26	21
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	5	5	9	8	8
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	2	4		
4. Special Education Students					
Proficient & Advanced			100	79	100
Advanced			27	14	10
Number of students tested	3	4	11	14	10
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	0	1		
6. White					
Proficient & Advanced	67	55	100	93	100
Advanced	19	17	58	56	67
Number of students tested	36	40	55	41	45
NOTES:					
<p>The 2009-10 data reflects changes made at the state level. The state adopted revised stronger academic standards. They also recalculated the proficiency scales on the achievement test, shifting the thinking from proficiency to mastery. Some special education students qualified to take an alternative assessment, either the MAAS or the TCAP Alt Portfolio, according to their IEP. Some subgroups were too small to have data reported to us. In 2010, one student was absent during testing due to doctor's order.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Advanced	87	55	97	97	93
Advanced	29	26	57	62	62
Number of students tested	95	92	121	128	110
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	9	4	2	2	2
Percent of students alternatively assessed	8	4	1	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	83	45	96	97	88
Advanced	20	18	54	52	47
Number of students tested	53	55	61	68	44
2. African American Students					
Proficient & Advanced	77		93	100	83
Advanced	23		39	55	16
Number of students tested	13	7	15	20	18
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	5	6	6	0	0
4. Special Education Students					
Proficient & Advanced			100	92	80
Advanced			37	34	35
Number of students tested	9	9	16	26	20
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	3	1	0	0
6.					
Proficient & Advanced	90	55	97	96	95
Advanced	33	28	56	65	73
Number of students tested	75	77	95	95	84
NOTES:					

12TN4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Advanced	70	55	97	97	97
Advanced	14	19	56	55	51
Number of students tested	95	92	121	128	110
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	9	4	2	2	2
Percent of students alternatively assessed	8	4	1	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	70	51	95	98	95
Advanced	11	19	44	39	41
Number of students tested	53	55	61	68	44
2. African American Students					
Proficient & Advanced	69		80	100	89
Advanced	0		46	40	16
Number of students tested	13	7	15	20	18
3. Hispanic or Latino Students					
Proficient & Advanced				0	0
Advanced				0	0
Number of students tested	5	6	6	0	0
4. Special Education Students					
Proficient & Advanced			100	88	95
Advanced			24	26	20
Number of students tested	9	9	16	26	20
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	3	1	0	0
6.					
Proficient & Advanced	73	58	100	96	98
Advanced	18	19	57	59	60
Number of students tested	75	77	95	95	84
NOTES:					

12TN4