

PART I - ELIGIBILITY CERTIFICATION

12TN6

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

12TN6

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 8 Elementary schools (includes K-8)
 (per district designation): 3 Middle/Junior high schools
3 High schools
0 K-12 schools
14 Total schools in district
2. District per-pupil expenditure: 7991

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 5
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	66	67	133		7	0	0	0
1	53	41	94		8	0	0	0
2	55	49	104		9	0	0	0
3	56	54	110		10	0	0	0
4	56	43	99		11	0	0	0
5	50	35	85		12	0	0	0
Total in Applying School:								625

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
5 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % 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.	65
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	59
(3)	Total of all transferred students [sum of rows (1) and (2)].	124
(4)	Total number of students in the school as of October 1, 2010	642
(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: 1%
 Total number of ELL students in the school: 18
 Number of non-English languages represented: 2

Specify non-English languages:

Spanish and Laotian

9. Percent of students eligible for free/reduced-priced meals: 51%
 Total number of students who qualify: 284

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: 7%
 Total number of students served: 47

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>2</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>0</u>
Total number	<u>69</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show 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	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

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?

Cascade Elementary School (CES) has many strengths; one of which is students who continually score in the advanced/proficient range on the Tennessee Comprehensive Assessment Program (TCAP), no matter their race, ethnicity, disability, or economic status. CES embraces the philosophy of educating the whole child.

When state standards changed in 2009, the Tennessee Department of Education (TDOE) provided a list of students from Tennessee Value Added Assessment System (TVAAS) which was predictive of future test scores. It stated that based on the previous years' test scores, an extremely high number of students had a very low probability of scoring advanced/proficient on the upcoming year's assessment. When this data was shared with teachers in kindergarten, first, and second grades, a program called Shared Tutoring was born. In Shared Tutoring, certified K-2 teachers tutor small groups of at-risk third, fourth, or fifth grade students to boost achievement and confidence. Teachers utilize a variety of strategies and resources to help students reach their full potential and show gains on the TCAP assessment. It is a program that involves the entire school. Support personnel often contribute by supervising recess in order for certified teachers to participate in Shared Tutoring. The whole school pitches in to help ensure that all students get what they need to succeed. The improvement and gains achieved on standardized tests stem, in part, from this new approach. The rewards of Shared Tutoring are twofold. Along with students receiving extra support, all CES faculty members have a direct role in each year's high stakes assessment.

What makes our school Blue Ribbon worthy? CES has ranked among the highest performing schools measured by state assessments in both reading and math for the past two years. Regardless of background or socio-economic status, students perform very well on the TCAP, which makes CES one of America's most successful schools. The gap between scores on state tests by students who have disadvantaged backgrounds and those who do not is virtually non-existent. One goal of CES personnel is to prepare all students to be college and career ready.

"Where Children Experience Success" is the motto of Cascade Elementary School. The mission statement is to provide every child the opportunity to experience personal and academic success! The vision statement is to give multiple opportunities to students so that they can experience success. The CES family strives for students to have the best educational opportunity possible. Expectations are set high for students in areas such as attendance, academics, and conduct. Educators prepare students to become life-long learners in order to live a productive life in an ever changing and challenging world.

An open-door policy exists at CES. People of all ages in the community along with the local business owners value a solid education. From the supportive and compassionate administrators, the loyal and dedicated teachers, the caring and supportive community to the hard-working and high achieving students, it is easy to see why this school is a beacon. The parents and stakeholders of this community are committed to sharing in the educational future of its children. Parents and volunteers are always welcome and give of their time to provide much appreciated assistance to the school and students. CES prides itself on being an integral part of the community. The support of all stakeholders provides a strong educational foundation for our students.

Some of the traditions at CES include Parent Teacher Organization (PTO) Harvest Festival, Parent Participation Day in Physical Education, Dads of Great Students (D.O.G.S.), Grandparents' Day Lunch, and the Accelerated Reader program mystery field trip and banquet. Many of the traditions that are unique to CES are possible, in part, to the loyalty and support shown by parents, stakeholders, and volunteers. You have probably heard the quote, "It takes a village to raise a child..." Cascade utilizes its

“village” to make a positive impact on the lives of children by helping them achieve personal and academic success.

On the outside, CES is a typical elementary school located in rural Middle Tennessee, tucked into the gently rolling hills of the Bell Buckle-Wartrace community. With a brick exterior, American flag flying high out front, and side-by-side glass doors, its appearance does not boast of uniqueness. However, upon entry one immediately feels the welcoming, warm atmosphere that makes CES a very special place. You will find polite and helpful office personnel, administrators leading, teachers teaching, and students learning. Do not let the quiet, clean hallways fool you. Inside each classroom, there are a multitude of teaching strategies being utilized, programs being implemented, and students getting the best education possible.

We cherish the opportunity to highlight Cascade Elementary School through the nomination for the National Blue Ribbon Schools Program. We are honored to be selected to represent Tennessee schools.

1. Assessment Results:

CES students in the third, fourth, and fifth grades are assessed in the areas of reading/language arts, mathematics, science, and social studies each spring. Additionally, fifth grade students are administered a writing assessment each February. These state mandated assessments are part of the TCAP. Assessment results for the criterion referenced achievement test are reported in four categories of advanced, proficient, basic, and below basic for reading/language arts, mathematics, and science. Social studies achievement is reported in three categories of advanced, proficient, and below proficient. CES sets performance goals in three areas: school wide, grade level, and individual student growth. The percentages of students who have achieved proficient or higher in reading/language arts, mathematics, social studies, and science for the current and previous reporting years are averaged in order to determine a baseline for setting school wide and grade level goals. The writing assessment scores for fifth graders are reported using a 6 to 1 scale with 6 being outstanding and 1 being deficient. A score of 4 or greater is considered proficient and is averaged with fifth grade achievement scores using a 1:2 ratio.

Tennessee has an additional reporting layer based on student assessment performance for fourth and fifth grade students who are previous test takers. TVAAS takes data from each student's testing history and uses it to project performance expectations for each student in all four subject areas. The minimal expectation is for students to make adequate yearly progress, which indicates that the projected growth, identified by the TDOE, was met. As a school, CES sets more aggressive goals for individual students. We expect our children to gain more than one year's growth each year in each subject area. This raises the bar each year when new projections are defined.

A comprehensive analysis of CES's reading/language arts and mathematics data tables for third, fourth, and fifth grades shows specific and similar trends. For the past two years, there has been significant growth. These advances are especially remarkable since they occurred after the TDOE's revision of curriculum standards and assessments.

The percentage of CES students who were proficient and advanced in reading/language arts increased slightly each year from 2007 to 2009. These achievement levels of 94% in 2007, 95% in 2008 and 96% in 2009 were higher than the state's targeted proficiency levels. However, the overall school data in 2010 showed 39% fewer students performing at the proficient or advanced achievement levels in reading/language arts when compared to the previous year. This decline was the result of the TDOE implementing new, more rigorous standards for reading/language arts, mathematics, and science. Assessments were revised to measure each student's achievement of the new standards. Although the percentage of students acquiring the proficiency level in reading/language arts declined to 57% in 2010, it was 25% higher than Tennessee's Annual Measurable Objectives (AMO) of 32%. Between 2010 and 2011 CES had a 24% increase for a total of 71 % of students who achieved at or above the proficiency level in reading. This was significantly higher than the state's target of 49% proficiency.

Similar trends were realized in mathematics from 2007 to 2011. In 2007, 2008, and 2009, 95% of CES's tested population was proficient or advanced on the mathematics portion of the state assessment. In 2007, the state's proficiency target was 79%. Students surpassed this target by 16%. A new state target for students who were proficient or higher in mathematics was set in 2008 and 2009. The state's expectations were for 89% of students to achieve at or above the proficient level. The school's data shows our students' level of proficiency was 6% higher than this target. The previously mentioned change in the curriculum standards and assessments accounted for a decrease in the percentage of students who achieved proficiency in 2010. The percentage of students who performed in the proficient or advanced levels on the mathematics assessment was 64%. This decline was still significantly higher than Tennessee's AMO in mathematics of 20%. Assessment results from 2011 TCAP indicated that 74% of

our students were performing in the proficient and advanced categories. These percentages were 11% higher than 2010 and 34% above the state's targeted AMO of 40% proficiency.

The TDOE has designated that there must be forty-five or more students within a subgroup for that particular subgroup to be included as part of that school's accountability. CES has an economically disadvantaged subgroup and a white subgroup. When comparing the percentages of our total students who performed at the proficient and advanced levels to either reported subgroup, there is only a 1% difference in math and a 2% difference in reading.

A number of factors contribute to our steady improvement in the percentage of students who perform at the top two levels of proficiency on state assessments in reading/language arts and mathematics. Achievement data patterns are used to drive a number of school wide decisions. Subject areas and grade levels that are making significant gains in proficiency are identified and analyzed for key components contributing to success. In addition, subject areas and grade levels that are not increasing as rapidly are assessed and tools for improvement are identified and provided.

CES was very proactive in anticipation of the standards and assessment revisions that impacted Tennessee schools in 2009. Understanding the new standards was a key focus of staff development and professional learning community meetings.

2. Using Assessment Results:

CES uses assessment data to guide instructional decisions from the moment a student is screened for kindergarten until his/her fifth grade promotion. Both formative and summative assessments are used as diagnostic tools to measure the effectiveness of our school and its programs. Data is used to identify strengths and areas of need for students and teachers.

Various types of formative assessments are administered in kindergarten through fifth grade. Each assessment has specific purposes, but all are used to guide instruction and increase student achievement. Developmental Indicators for the Assessment of Learning 3 (DIAL 3) is used to screen students entering kindergarten to give teachers an indication of the skills each student has acquired prior to entering school. Students in the first through fifth grades are also assessed on the prior year's skills to identify gaps in learning that need to be addressed. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered school-wide three times a year to measure each student's growth in literacy skills. Discovery Education's ThinkLink reading/language arts and mathematics benchmark assessments are also administered to each student three times a year. This data is skill specific and used in several ways. An analysis of this data assists classroom teachers in determining which skills have been mastered and which skills need reinforcement. It is also used to structure small group instruction that is skill specific for students who need assistance. ThinkLink and DIBELS are identification tools for students who are eligible for placement in Title I Reading Programs, special education resource classrooms, and reading and mathematics intervention classrooms. ThinkLink scores of students in the third, fourth, and fifth grades are used as a performance predictor for the TCAP since there is a correlation between the assessed skills on both tests.

A TCAP achievement test is administered to all students in the third, fourth, and fifth grades. These summative results impact the school's instructional program for the next year. As soon as results are available, school administrators begin to dissect raw data to reveal the effectiveness of the previous year's programs. TCAP Quick Scores are used to drive decisions at four levels: school wide, grade level, classroom, and student. TCAP results, when coupled with TVAAS, can influence school wide decisions. This data highlights the strengths of individual teachers and has guided the administration to make changes in grade or subject placement. Yearly, TCAP data reveals subject areas in each grade that need more emphasis. Daily instructional schedules are adjusted to accommodate these needs. Comparing data from each grade and subject, identifying successful practices, and brainstorming improvement strategies become the focus of professional learning communities (PLC). Classroom decisions based on

TCAP involve teachers creating reports that customize their data for their new classroom of students, revealing which performance indicators were mastered, partially mastered, or not mastered at all for each student. An analysis of TCAP data indicates which students may need remediation of specific skills at the onset of school.

An inner office conference room is dedicated to tracking both summative and formative student data. It is also where grade level or subject area PLCs meet weekly. Reading/language arts and mathematics charts are designed to show benchmark progress for each student throughout the year. Proficiency levels from TCAP are visually displayed the entire year, and performance indicators are graphed as a constant reminder of needs and areas for refinement.

CES wants parents, students, and community members to recognize the importance of assessments and the value of using data to guide instruction, to improve student learning, and to increase achievement. The school uses every opportunity to discuss and compare data from the current and previous year. Communication is accomplished through newsletters, newspapers, and bulletin boards. The annual state report card is linked to the school's web page www.bedfordk12tn.com. Assessment results are always reviewed during parent-teacher conferences, special education Individualized Educational Program (IEP) meetings, and on other occasions when parents and community members meet. TVAAS data derived from TCAP test results is the source of numeric goals for student/parent compacts for the next testing session.

In summary, the teachers at CES recognize the importance of using assessment data as a guide for improvement. As a result, teachers have become classroom data analysts. These two factors have had a positive impact on our school's student achievement.

3. Sharing Lessons Learned:

CES's faculty and staff receive valuable benefits from cooperative learning opportunities with other educators. Teachers and administrators actively participate as members of professional learning communities on the district, state, and national level.

Each year, the Bedford County School District schedules grade level meetings for all teachers throughout the county to discuss best practices. Our district also subscribes to PD 360, a web based professional development program which encourages teachers to network with educators from across the nation. In addition, teachers from CES have hosted professional development opportunities with educators from two neighboring school districts. These sessions focused on brain based learning and provided classroom examples of ways to incorporate visual, auditory, and kinesthetic activities into daily lessons. Several of our teachers have presented programs on how technology enhances classroom instruction in workshops across the state. One of our teachers, who participated in an American History program that integrates social studies with other elementary disciplines, was interviewed in December 2011 by the Public Broadcasting Station.

Staying abreast of new educational policies and legislation is important to the administration of CES. School administrators meet monthly with the leaders of the other schools in the district. Agendas include topics that are specific to district needs. School administrators are very active in regional Principal Study Council meetings where the statewide policies that impact student learning are discussed. The principal at CES is the secretary for the regional Principal Study Council and a representative of the state's Principal Steering Committee. These meetings are collaborative, and improving student learning is the focus of every discussion.

Tennessee was one of two states that were initially awarded Race to the Top funds from the federal government. As a result, there were state level training opportunities for district teams to improve teacher effectiveness. An additional training was aimed at informing districts on how to better use testing

data provided by the state. CES's principal was selected as a district team member in the fall of 2010. Meetings with other district school faculties were held in January 2011 to assist in analyzing data and using test results to improve instruction.

Education is rapidly changing in Tennessee, Bedford County, and CES. It is imperative that we capitalize on every learning and sharing opportunity. CES is moving ahead by collaboratively working with others.

4. Engaging Families and Communities:

The degree of parent and community involvement at CES is above and beyond most schools. It is common to see parents and grandparents assisting teachers and students. Making stakeholders feel welcomed, valued, and appreciated are the key components of CES's community and parent involvement. In addition, by providing effective communication and multiple opportunities for parent participation, CES has been successful in increasing the amount of parent involvement.

PTO and D.O.G.S. are two of CES's parent groups. Each summer, school representatives meet with PTO officers to schedule monthly meetings and activities. At the yearly initial meeting, a parent survey is used to assess needs. Parents and family members volunteer for various tasks that range from weekly reading practice to sending food for Teacher Appreciation Week. School and community activities include an annual PTO Harvest Festival, Family Movie nights, Physical Education Parent Participation Days, Grandparents' Day luncheon and program, and Breakfast with Santa. The CES D.O.G.S. program encourages fathers and father figures to volunteer for an entire school day. There is an annual kick-off event in which the program is described, and a calendar is developed. Each volunteer receives a schedule which includes two opportunities during the day to assist in his child's classroom. The remainder of the time is spent helping in other classrooms, monitoring the cafeteria during lunch, and assisting with school dismissal.

The students at CES also participate in 4-H Club, the Good News Club, Boy Scouts and Girl Scouts, Chess Club, Drama Club, and the Boys and Girls Club of Bedford County. Cascade Youth Football, Cascade Youth Cheerleaders, and Junior Pro Basketball teams are available for all students to join. School wide pep rallies are held to encourage and support involvement in these sport activities.

Building and maintaining positive communication networks with its stakeholders is a commitment of the staff and faculty of CES. We focus on timely responses to parent questions and concerns, and we offer multiple opportunities for parent/teacher and teacher/student conferencing. A phone messaging system is utilized to notify parents of important events and student attendance.

CES strives to make our stakeholders feel valued and appreciated. The last event of each school year is our Volunteer Breakfast. The school's faculty and staff members host this breakfast in appreciation of all our volunteers and the help they provide our students.

1. Curriculum:

CES provides learning opportunities for its students in reading/language arts, mathematics, science, social studies, art, music, and health/physical education. Our core curriculum for kindergarten through fifth grade is guided by the content standards identified by the TDOE. In addition, the Bedford County School District has developed pacing guides for reading/language arts and mathematics. These guides ensure that all standards in those subjects are taught before the end of the school year.

Tennessee's Reading Curriculum Framework lists content standards with specific learning expectations for each grade. Accomplishments are provided for each learning expectation. These accomplishments identify the student performance that is required for skill mastery. Also included in the framework are three levels of performance indicators for the third through eighth grades, which are TCAP assessed grades. The English/Language Arts curriculum identifies eight content standards at each grade level. These standard strands are language, communication, writing, research, logic, informational text, media, and literature. Checks for understanding and state performance indicators (SPIs) are listed for each standard to give teachers guidance on assessment for student mastery. To address these standards, CES provides two hours of reading instruction for each student.

Mathematic standards are categorized into five strands: mathematical process; number and operation; algebra; geometry and measurement; and data analysis, probability, and statistics. Grade level expectations are identified for each strand, and checks for understanding are provided to guide formative and summative assessments of student learning. SPIs are also included for the standards that are assessed by the state mandated test. CES students receive ninety minutes of math instruction daily.

The Tennessee Science Curriculum Framework for kindergarten through fifth grade identifies standards, along with grade level expectations and checks for understanding for Life Science, Earth and Space Science, and Physical Science. Scientific inquiry, technology, and engineering standards are embedded in the curriculum. Guiding questions for each grade level are provided to springboard discussions for each science. Additionally, assessed SPIs are included for the third, fourth, and fifth grade.

The social studies curriculum for kindergarten through fifth grade focuses on six specific themes: culture; economics; geography; governance and civics; history; and individuals, groups, and interactions. Content standards, learning expectations, and accomplishments are identified for each grade level and are progressive in the level of difficulty. Four process standards are included in the social studies curriculum: acquiring information, analysis of data and problem solving, communication, and historical awareness. Examples and explanations are provided in the Social Studies Curriculum Framework.

Students at CES receive physical education instruction and guidance concerning healthy life choices based on state standards. Specific standards for each grade include movement forms, motor skills and movement patterns, movement concepts and principles, physical activity, fitness, personal and social responsibility, and values physical activity.

Instruction in music and art is provided for each student at our school. State standards are based on national fine arts standards. Grade level expectations, along with checks for understanding and state performance indicators, are identified. Both subjects have consistent, but progressive standards, from kindergarten through fifth grade.

CES students receive fifty minutes of daily instruction in art, music, library, or guidance. In addition, physical education meets for fifty minutes twice a week. A daily scheduled recess provides additional exercise and social interactions.

Teachers use the state standards as a focus for their instruction. Easy identification of daily standard instruction is achieved by a required posting of the standards in the classrooms. Teachers also include standards in written lesson plans. State curriculum standards for all grade levels are available on the TDOE's website.

2. Reading/English:

Reading instruction that focuses on the National Reading Association's Five Pillars of Reading is the foundation of the CES reading program. It is the school's belief that emphasis in the primary grades should be on phonemic awareness, phonics, concepts about print, fluency, vocabulary, and comprehension. The acquisition of these required skills ensures successful readers. Reading instruction includes the use of a Scott Foresman basal reader, which is supplemented by a rewarded Accelerated Reader (AR) program and literacy centers. Several opportunities to assist students with the acquisition of reading skills are available.

Reading instruction is taught school wide during a two hour morning block each day. Specific skills are taught at each grade level. Kindergarten students master the beginning skills of literacy, letter and sound recognition, letter and sound associations, and appropriate sight word vocabulary. Rhyming words, word families, and beginning writing are also a focus. First grade develops these skills by adding word rules, practicing and assessing fluency weekly, and using the text to further develop comprehension. Each succeeding grade level builds on these skills. Assessments are used to identify each child's reading level, and leveled readers are used in the first through third grades. Informational text lessons are included in the reading curriculum starting at second grade. Teachers integrate reading skills during the instruction of other content areas.

The AR program supplements our formal reading instruction by encouraging students to practice reading. Goals are set, and students are rewarded when they have reached predetermined benchmarks.

Weekly literacy centers support skills, vocabulary, and writing during small group reading instruction. These include differentiated activities that meet individual student's needs.

CES recognizes that reading is a life skill. Many opportunities are provided for struggling readers. Our school is identified as a Title I Schoolwide school, and students receive additional assistance from a Title I teacher and specialized reading programs. Read Well is utilized for students in kindergarten through fourth grades. Read 180 is used for fifth grade reading remediation. We have a Response to Intervention teacher who identifies areas of need and provides additional small group instruction.

Two years ago, an additional thirty minutes of reading instruction was added to each grade's schedule. During this time, all students are placed with students of similar reading strengths, and instruction is customized to either remediate or enhance each group's skills.

3. Mathematics:

CES's mathematics curriculum is standards based and guided by a pacing plan that ensures all standards are taught each year. The instruction includes a combination of traditional and Singapore strategies with the recent adoption of Math in Focus. It is our belief that the teaching of new skills, along with ongoing review, is the key to math skill mastery. We provide numerous opportunities for the reinforcement and refinement of math skills.

Kindergarten math instruction has recently evolved from primarily teaching number recognition to number associations. Previously, recognizing numbers and counting items were the initial focus of math instruction. With the addition of Singapore strategies, kindergartners are now focusing on number bonds and relationships. This focus continues through the first and second grades, where model drawing to solve word problems is introduced. Third through fifth grade students are provided transitional lessons to bridge the gaps since they were not exposed to Singapore math strategies in previous years. The school's daily schedule accommodates these lessons. Fourth and fifth grade students have ninety minutes of math instruction each morning. Part of each grade's instruction includes calendar math activities which add additional daily skills practice.

In addition to teaching new skills, teachers at CES believe that it is extremely important to review previously learned skills each day. Different grades use different methods of review. Some teachers use Mountain Math while others design their own daily math review activities. Although each grade has access to math manipulative kits, many students make their own.

Students at CES receive extra time and support in their acquisition of math skills through the use of an intervention room. This room is staffed with an educational assistant each day. Students who were unable to grasp a skill during the class instruction time have another immediate opportunity through this resource. Also, classroom teachers formatively assess their lessons and provide skill remediation or skill enhancement activities throughout the school day.

The instructional staff at CES acknowledges that the acquisition of math skills is essential to the success of each student. We also know that math skills build on one another. Therefore, we set our mastery goal at one hundred percent.

4. Additional Curriculum Area:

The mission of Cascade Elementary School is to provide every child the opportunity to experience personal and academic success. Success can be measured in many different ways. The visual arts is a domain that allows students to be creative, expressive, show personal as well as academic growth, and measures success in a non-conventional way. CES embraces the belief in educating the whole child. The special curriculum classes at CES embody this concept.

CES's special curriculum teachers align their curriculum standards with the Tennessee state standards. Special curriculum teachers collaborate with classroom teachers throughout the building to correlate and highlight main target skills and goals that all children can obtain.

The Visual Arts Department at CES uses a variety of researched-based strategies and methods to achieve the highest level of enthusiasm throughout the student body. The visual arts teacher uses methodology from Quantum Learning, Marzano, and Marcia Tate. The Art Department at CES also teaches skills that are cross-curricular. Daily instruction in art class is integrated with concepts that span several content areas at once. A good example of art reaching across the curriculum was accomplished when students were asked to create a large-scale state postage stamp illustrating a variety of state facts. Students researched state information and replicated it into visual form. The completed product was displayed for all CES stakeholders to enjoy.

Art class allows each student to apply target skills in a medium that also encourages creativity, self-expression, as well as fine and gross motor development. Each lesson is designed with the anticipation that students can successfully obtain a growing knowledge of art and the world around them.

CES also supports a performing arts program. Students audition and prepare for an annual drama production. This program gives students the opportunity to express themselves, gain confidence, and provides an outlet for creativeness. Performing arts provide students with the means to learn different

subjects in an alternative setting. Students work on literacy skills, especially phonics and fluency; reading comprehension; language arts, particularly grammar; history; pitch; tone; and how to get along well with others. Participation in a drama production can only enhance other school subjects as well as heighten a student's confidence in social and academic settings.

5. Instructional Methods:

CES utilizes many strategies and programs designed to facilitate learning. The use of technology is prevalent throughout the building. Teachers meet during their planning sessions to brainstorm instructional strategies and share web based educational programs. Children who are identified as needing extra assistance are provided numerous opportunities to close the skill gaps.

As a result of training provided through the TDOE and Battelle for Kids (BFK), teachers at CES are integrating Formative Instructional Practices (FIP) into their daily instruction. FIP involves communicating student- friendly learning targets, teaching the skills, assessing each student's level of mastery, and then responding to the assessment by providing small group instruction customized to their individual needs. This is facilitated by a curriculum pacing guide that adds activity suggestions for three levels: laying the base, mastering the skill, and going beyond.

Teachers use Quantum Learning (QL) strategies to identify students' learning modalities and incorporate classroom activities that address students who are visual, auditory, or kinesthetic learners. QL training has provided CES teachers with a repertoire of instructional strategies that facilitate learning and promote skill retention.

Special Education services documented in an IEP are provided for students with special needs. CES has a Comprehensive Developmental Classroom (CDC), two resource classrooms, and a speech classroom. The CDC classroom utilizes the curriculum Unique, which focuses on a monthly theme and includes two leveled readers with three layers of differentiated activities. Students needing extra skill support receive instruction in a small group resource setting or in the general classroom with inclusion assistance. Web-based software, Lexia and Edmark, are consistently used in the resource classrooms. ELL students and students who qualify for Title I services receive support through Read Well, a research based prescriptive literacy program that integrates science and social studies standards. Read 180 and Lexia are used to supplement Title I instruction.

Technology is used extensively as an instructional tool. Every classroom at CES has a projector and Promethean Board. Flipcharts that address curriculum goals are available through Promethean Planet. Teachers collectively make and share other interactive instructional resources to be used with their boards. Study Island is used for students in the second through fifth grades.

CES extends the school day with before and after school tutoring sessions. Extra-curricular activities such as drama and chess clubs are available. We grow by continuously asking ourselves, "What more can we do for all of our students to promote academic growth?"

6. Professional Development:

CES believes that learning should occur at all levels, and is as important for adults as it is for students. A teacher's professional growth positively affects student achievement when new ideas are implemented in the classroom. The school's administration focuses on staff development opportunities that are customized to the school's needs. These needs are identified through a needs survey and assessment data. The school's staff optimizes its learning opportunities by sharing with each other during monthly faculty meetings and weekly PLCs. The effectiveness of professional development and new programs are evaluated at the end of each school year.

The TDOE provides learning opportunities to assist schools. As a result of being one of the first two states to receive “Race to the Top” funding, Tennessee education is undergoing a brisk transformation. Tennessee contracted with BFK, which provides resources and on-line training. BFK’s main focuses are a Learning Map, which highlights events that precipitate the current changes in Tennessee’s educational programs, FIP training demonstrating how daily formative assessments can guide differentiated instruction, and training utilizing TVAAS data for school improvement. CES has taken full advantage of these learning opportunities to enhance student achievement.

To assist with professional development, Instructional Coaches meet monthly with PLCs to share teaching strategies that address higher order thinking skills using Depth of Knowledge and the new Bloom’s Taxonomy. CES teachers also use the Instructional Coaches as sources for best practices and other resources to improve classroom instruction.

All CES teachers have experienced QL training. QL is evident in all the classrooms throughout the day. QL components include character keys and motivational statements encouraging positive student behavior, instructional strategies or “teacher moves” ensuring student engagement, and brain-based ideas presenting material that addresses different learning styles. QL encourages the use of music; the school day begins with a song playing throughout the building. This is followed by a Champion Chant, which pulls all students’ focus to learning, and a table clap, a motivating movement that signals it is time to learn. This year, CES has implemented QL’s Bedside Five, a home initiative that involves students reviewing key skills before bedtime. This research-based strategy facilitates skill retention.

CES has become an educational leader by implementing programs that complement Tennessee’s First to the Top initiatives.

7. School Leadership:

CES’s administration consists of a principal and an assistant principal, who form a support team for each other, as well as the school. The principal is responsible for hiring and securing staff, scheduling fund-raising events, managing the school’s budget, and researching and implementing school improvement programs. The school’s administration also provides learning opportunities for the students, as well as, the faculty and staff.

Education in Tennessee is rapidly changing, and it is the administration’s responsibility to ensure that CES’s faculty and staff have current information. The principal is persistently learning and sharing information to facilitate the implementation of Tennessee Educators Acceleration Model (TEAM). TEAM is the new evaluation model for teachers and administrators. Both administrators are using the Teacher Advancement Program (TAP) observation rubric, a component of TEAM, as a building tool to encourage the inclusion of research-based practices proven to improve classroom instruction. It is also the administration’s role to direct the school in the transition from its current curriculum standards to the implementation of Common Core State Standards, which will be fully incorporated and assessed in 2015.

CES’s principal and assistant principal model their expectations. It is their belief that an elementary school should be a happy, friendly, and safe environment for all children; therefore, students arriving each morning are greeted at the door by one or both of the administrators. The principal and assistant principal believe that everyone should take responsibility for each student’s learning. In addition to coordinating extended learning opportunities for others, school administrators conduct small group tutoring sessions before and after school. The administration works with fifth grade students each year in preparation for the state mandated writing assessment. Four weeks prior to the TCAP achievement test, both administrators facilitate test prep groups. Students appreciate this special attention from the school administration which motivates them to perform well on the test.

The teachers at CES are dedicated and work very hard. The principal and assistant principal believe that they should make every effort to provide the school with the best leadership. The principal sums it up, “It is our job to do everything humanly possible to provide the students and teachers with everything they need to help each student learn.”

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, 2011

Publisher: 2007-2010 CTB/McGraw-Hill, 2011 Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient & Advanced	78	70	92	90	93
% Advanced	54	26	39	36	47
Number of students tested	93	78	104	110	120
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	5	3	2		
Percent of students alternatively assessed	5	4	2		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient & Advanced	74	62	87	82	90
% Advanced	20	30	30	26	32
Number of students tested	48	38	37	38	41
2. African American Students					
% Proficient & Advanced					
% Advanced					
Number of students tested	7	4			
3. Hispanic or Latino Students					
% Proficient & Advanced					
% Advanced					
Number of students tested	2	2	5		3
4. Special Education Students					
% Proficient & Advanced			72	67	76
% Advanced			14	24	24
Number of students tested	5	6	14	21	29
5. English Language Learner Students					
% Proficient & Advanced					
% Advanced					
Number of students tested			1	1	3
6.					
% Proficient & Advanced					
% Advanced					
Number of students tested					
NOTES:					
Alternative assessments include Modified Achievement Assessment System (MAAS) and TCAP- Alt Portfolio. Data between 2008 - 2009 and 2009 - 2010 reflects changes in standards and assessments.					

12TN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, 2011

Publisher: 2007 - 2010 CTB/McGraw-Hill 2011
Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
%Proficient plus % Advanced	67	50	92	95	92
% Advanced	22	17	39	42	47
Number of students tested	93	78	104	110	120
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	5	3	2		
Percent of students alternatively assessed	5	4	2		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus % Advanced	62	45	97	90	88
% Advanced	20	18	30	32	32
Number of students tested	48	38	37	38	41
2. African American Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested	7	4			
3. Hispanic or Latino Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested	2	2	5		3
4. Special Education Students					
%Proficient plus % Advanced			86	91	79
% Advanced			21	29	24
Number of students tested	5	6	14	21	29
5. English Language Learner Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested			1	1	3
6.					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
NOTES:					
Alternative assessments include students who took the MAAS (Modified Achievement Assessment System) and TCAP-Alt Portfolio. Data between 2008-2009 and 2009 - 2010 reflects changes in standards and assessment.					

12TN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010,
2011

Publisher: 2007 - 2010 CTB/McGraw-Hill, 2011
Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus & Advanced	60	65	93	95	97
% Advanced	30	20	65	46	70
Number of students tested	79	90	112	133	95
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	6	3	1		
Percent of students alternatively assessed	8	3	1		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus & Advanced	56	68	91	94	96
% Advanced	31	15	57	34	58
Number of students tested	36	32	42	50	26
2. African American Students					
% Proficient plus & Advanced					
% Advanced					
Number of students tested	4	1	3		
3. Hispanic or Latino Students					
% Proficient plus & Advanced					
% Advanced					
Number of students tested		9	4	5	
4. Special Education Students					
% Proficient plus & Advanced		38	69	75	
% Advanced		8	38	21	
Number of students tested	8	10	16	24	8
5. English Language Learner Students					
% Proficient plus & Advanced					
% Advanced					
Number of students tested		2		3	3
6.					
% Proficient plus & Advanced					
% Advanced					
Number of students tested					
NOTES:					
Alternative assessments include Modified Achievement Assessment System (MAAS) and TCAP Alt-Portfolio. Data between 2008 - 2009 and 2009 - 2010 reflects changes in standards and assessment.					

12TN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, 2011

Publisher: 2007 - 2010 CTB/McGraw-Hill, 2011 Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
%Proficient plus % Advanced	58	48	97	92	95
% Advanced	23	9	46	59	58
Number of students tested	79	90	112	133	95
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	6	3	1		
Percent of students alternatively assessed	8	3	1		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus % Advanced	61	44	98	86	92
% Advanced	31	6	36	48	42
Number of students tested	36	32	42	50	26
2. African American Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested	4	1	3		
3. Hispanic or Latino Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested		9	4	5	
4. Special Education Students					
%Proficient plus % Advanced		31	94	63	
% Advanced		8	25	25	
Number of students tested	8	10	16	24	8
5. English Language Learner Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested		2		3	3
6.					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
NOTES:					
Alternative assessments include Modified Achievement Assessment System (MAAS) and TCAP-Alt Portfolio. Data between 2008 - 2009 and 2009 - 2010 reflects changes in standards and assessment.					

12TN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, 2011

Publisher: 2007 - 2010 CTB/McGraw-Hill, 2011 Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
%Proficient plus % Advanced	79	57	97	96	96
% Advanced	27	15	70	56	56
Number of students tested	91	112	130	98	121
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	8	3			1
Percent of students alternatively assessed	9	3			1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus % Advanced	81	49	94	89	95
% Advanced	26	10	63	33	29
Number of students tested	30	38	49	26	38
2. African American Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested	1	3	3		
3. Hispanic or Latino Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested	9	4	3		
4. Special Education Students					
%Proficient plus % Advanced	73	62	82		73
% Advanced	46	23	12		9
Number of students tested	10	10	26	8	11
5. English Language Learner Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested	2	2	1	2	4
6.					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
NOTES:					
Alternative assessments include Modified Achievement Assessment System (MAAS) and TCAP Alt-portfolio. Data between 2008 - 2009 and 2009 - 2010 reflects changes in standards and assessment.					

12TN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TCAP

Edition/Publication Year: 2007, 2008, 2009, 2010, 2011

Publisher: 2007- 2010 CTB/McGraw-Hill, 2011 Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	75	52	97	97	98
% Advanced	16	6	52	56	46
Number of students tested	91	112	130	98	121
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	8	3			1
Percent of students alternatively assessed	9	3			1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	74	46	96	96	97
% Advanced	7	3	39	41	24
Number of students tested	30	38	49	26	38
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	3	3		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	9	4	3		
4. Special Education Students					
% Proficient plus % Advanced	82	46	77		100
% Advanced	27	15	6		
Number of students tested	10	10	26	8	11
5. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	2	1	2	4
6.					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
NOTES:					
Alternative assessments include Modified Achievement Assessment System (MAAS) and TCAP Alt-portfolio. Data between 2008 - 2009 and 2009 - 2010 reflects changes in standards and assessment. These scores do not include 5th grade writing scores.					

12TN6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	72	63	94	93	95
% Advanced	37	19	59	45	56
Number of students tested	263	280	346	341	336
Percent of total students tested	99	99	100	100	99
Number of students alternatively assessed	19	9	3	0	1
Percent of students alternatively assessed	7	3	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	70	59	90	88	93
% Advanced	25	18	51	31	37
Number of students tested	114	108	128	114	105
2. African American Students					
% Proficient plus % Advanced	62			0	0
% Advanced	15			0	0
Number of students tested	12	8	6	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	82	56	83		
% Advanced	36	6	41		
Number of students tested	11	15	12	5	3
4. Special Education Students					
% Proficient plus % Advanced	66	51	75	72	77
% Advanced	43	19	19	20	21
Number of students tested	23	26	56	53	48
5. English Language Learner Students					
% Proficient plus % Advanced					90
% Advanced					36
Number of students tested	2	4	2	6	10
6.					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12TN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced	67	50	95	94	95
% Advanced	20	10	46	52	49
Number of students tested	263	280	346	341	336
Percent of total students tested	100	99	99	100	99
Number of students alternatively assessed	19	9	3	0	1
Percent of students alternatively assessed	7	3	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	64	45	96	89	92
% Advanced	20	9	35	41	31
Number of students tested	114	108	128	114	105
2. African American Students					
% Proficient plus % Advanced	32			0	0
% Advanced	23			0	0
Number of students tested	12	8	6	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	82	50	91		
% Advanced	18	3	41		
Number of students tested	11	15	12	5	3
4. Special Education Students					
% Proficient plus % Advanced	70	42	84	76	83
% Advanced	43	16	15	24	20
Number of students tested	23	26	56	53	48
5. English Language Learner Students					
% Proficient plus % Advanced					90
% Advanced					0
Number of students tested	2	4	2	6	10
6.					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12TN6