2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charter   [X] Title I   [ ] Magnet   [ ] Choice

Name of Principal   Ms. Gay Triplett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Mountain City Elementary School
(As it should appear in the official records)

School Mailing Address   301 Donnelly Street
(If address is P.O. Box, also include street address.)

Mountain City   Tennessee   37683-1509
City   State   Zip Code+4(9 digits total)

County   Johnson   State School Code Number* 0025

Telephone (423) 727-2621   Fax   (423) 727-2631

Web site/URL www.mce.k12tn.net/index.htm   E-mail   triplettg@k12tn.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Mr. Morris Woodringnone
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Johnson County   Tel. (423) 727-2640

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Howard Carlton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1.   Number of schools in the district:

5	Elementary schools
1	Middle schools
0	Junior High Schools
1	High schools
0	Other
7	TOTAL

2.   District Per Pupil Expenditure: 9060

      Average State Per Pupil Expenditure: 7790

SCHOOL   (To be completed by all schools)

3.   Category that best describes the area where the school is located
      .
      [　]   Urban or large central city
      [　]   Suburban school with characteristics typical of an urban are
      [　]   Suburban
      [X]   Small city or town in a rural are
      [　]   Rural

4.   5   Number of years the principal has been in her/his position at this school.

            0   If fewer than three years, how long was the previous principal at this school?

5.   Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	22	31	53		7	0	0	0
K	23	24	47		8	0	0	0
1	24	32	56		9	0	0	0
2	38	22	60		10	0	0	0
3	24	29	53		11	0	0	0
4	32	19	51		12	0	0	0
5	19	25	44		Other	0	0	0
6	28	26	54					
TOTAL STUDENTS IN THE APPLYING SCHOOL								418

6. Racial/ethnic composition of
    the school:

	%	American Indian or Alaska Native
1	%	Asian or Pacific Islander
1	%	Black or African American
1	%	Hispanic or Latino
97	%	White

    100 % TOTAL

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea ____13____ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	27
(2)	Number of students who transferred from the school after October 1 until the end of the year	29
(3)	Total of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	418
(5)	Total transferred students in row (3) divided by total students in row	0.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: ___2___ %

            ___8___ Total Number Limited
    English Proficient

    Number of languages represented ___1___

    Specify languages: Spanish

9. Students eligible for free/reduced-priced meals ___67___ %

        Total number students who qualify: ___280___

    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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16   %

         68   Total Number of Students Serve

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

1	Autism	1	Orthopedic Impairment
0	Deafness	6	Other Health Impairment
0	Deaf-Blindnes	18	Specific Learning Disabilit
1	Emotional Disturbanc	38	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	**Part-time**
Administrator(s)	2	0
Classroom teachers	23	0
Special resource teachers/specialist	5	3
Paraprofessionals	9	1
Support Staff	10	0
Total number	49	4

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   18   **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	95	%	95	%	95	%	95	%	95	%
Daily teacher attendance	92	%	95	%	95	%	94	%	95	%
Teacher turnover rate	18	%	11	%	18	%	10	%	17	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

Daily teacher attendance showed a slight decrease in 2006-2007 due to medical leaves by three teachers. Certified teachers filled these positions.

PART III - SUMMARY

Johnson County is located on the Eastern Continental Divide in the extreme northeastern corner of Tennessee with Virginia to the north and North Carolina to the east. Mountain City is located in the center of the county and is a regionally isolated bedroom community with no direct access to an interstate highway. Mountain City Elementary sits on twelve acres in the middle of the county seat of Mountain City. The facility was constructed in 1950 and a gymnasium was added in 1952. A major renovation and a 34,000 square feet addition were completed in 1984.

One hundred percent of the faculty is teaching within their areas of certification and is highly qualified. Advanced degrees are held by 52 percent of our teaching staff. The years of experience range from one to thirty-two, with the average being 18 years. Mountain City Elementary School is fully accredited by the State of Tennessee and the Southern Association of Colleges and Schools.

As a Pre-K through sixth grade school, staff, parents, and the community are able to watch as students develop and progress from a foundation that we build together. Our 418 students are welcomed to our school from across the county with 31% of our students attending Mountain City Elementary as a school of choice. The school houses three Pre-K/Head Start classrooms, which includes three-year olds. In addition, students in grades Kindergarten though four are distributed into individual self-contained classrooms. Fifth and sixth grades are departmentalized to capitalize on the expert strengths of teachers. We are a Title I school with an economically disadvantaged rate of sixty-seven percent. Although our population has a large number of economically disadvantaged students, parents at MCE value education for their children and this is reflected in the attendance rate of 95.1%.

Unique programs at Mountain City Elementary include nutrition classes, Family Life, Boys to Men/Girlfriends, 4-H Club, R.I.F, Character Counts, AmeriCorp Service Learning Opportunities, Safe Touches, 'Be Cool' anti-bullying program, 'Second Step' anti-violence program, Presidential Academic Fitness Program, Book Time with Ronald McDonald, Book Buddies, Walk Across Tennessee, Writer of the Week, STEER Pride Points, ETSU Drug Awareness program, Red Ribbon Week, Math Pep Rally, RAMS Club, Moving Up Day, We the People, Fit Five, Enrichment Class, ELL Intervention, LEAPS intervention and acceleration and Extended Learning opportunities.

With 57 years of commitment to education excellence, Mountain City Elementary School has shaped partnerships with parents, students, staff, and community and we welcome parental participation and the opportunity for families and communities to be involved in the education of children. Family engagement activities are held throughout the year. Opportunities for involvement include: Parent Teacher Organization (PTO), Open House, Stampede Walk-a-Thon, Spelling Bee, McTeacher Night, Food City and White's Receipt Program, American Education Week activities, 'Children's Book Week' activities, Olympic Day, Family Winterfest, Talent Show, Grandparents Day, Parent/Teacher Conferences, 'Hearts for the House' Project, United Way, Read Across America, Book Fair, and various committees. Individual teachers and grade levels plan activities throughout the year to involve parents.

Mountain City Elementary staff are empowered and invested; parents and community are valued and informed; and most importantly students feel supported throughout their learning process. Our mission, values, and beliefs provide focus and direction to staff, students, parents as well as all stakeholders throughout the community. Therefore, it is of utmost importance that our vision is for our school to be a place of high expectations leading to higher achievement for all. We are dedicated to our mission of providing resources, a positive environment, and support for student learning that facilitates high levels of achievement for all students as well as excellence in instruction by teachers.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Mountain City Elementary administers the TCAP (Tennessee Comprehensive Assessment Program) in April of each school year. The state mandates that students in grades three through six be tested; however, grades one through six are tested at Mountain City Elementary. The test is a timed, multiple choice assessment. Fifth grade students are also given the TCAP Writing Assessment each February. First and second grade student assessment scores are norm-referenced tests which compare our students to a national group of students who took the same test items. Third through sixth grade student assessment scores are Criterion-referenced and measure how well a student performs against a set standards that are required by the federal No Child Left Behind (NCLB) legislation.

The Tennessee Report Card is a summary of the assessment results in grades three through six and is available to schools in October. The report card is divided into four parts. The first section provides the school's Adequate Yearly Progress (AYP) summary in Math, Reading/Language Arts, and Writing. AYP is a measure of the school's ability to meet required federal benchmarks with specific performance standards from year to year. Tennessee designed its accountability system so that the benchmarks for the percent of students testing proficient or above in Reading/Language Arts and Math at the elementary level increase in three year increments until 2013 when they reach the goal of one hundred percent. The federal target for 2006/2007 was 83 percent in Reading/Language Arts and 79 percent in math. Attendance rate and NCLB status is also included in this section. Academic Achievement is addressed in section two. The TCAP is a Criterion Referenced Test (CRT) which measures individual student's performance against a predetermined set of standards. The report card summary is a three year average of state CRT Normal Curve Equivalent (NCE). NCE's are the mapping of percentile data into corresponding points in a normal distribution which enables data to be analyzed consistent with the Value-Added Report and the Achievement Report on the report card. Report card grades are based on NCE scores. For example; an NCE of 57-99 in reading/language arts is exceptional status and a grade of A compared to a score/range of 56-99 in math for the same status and grade. TCAP writing summary is also a part of section three. Scores are based on a three year average and are one third of the overall Reading Language Arts grade.

The Mountain City Elementary Report Card for 2007 reflects the high standards for Adequate Yearly Progress and achievement at Mountain City Elementary and shows the school to be in good standing. We made history locally by being the first school in our county to make all A's in value added and achievement. In student academic achievement in reading/language arts, the school moved from a score of C in 2005 to a score of B in 2006. In 2007, MCE scored an A in Reading/Language Arts demonstrating an upward trend. The percentage of students scoring proficient and advanced in reading/language arts rose from 90% in 2005 to 92% in 2006, and 95% in 2007. In 2007 only 7% of economically disadvantaged students scored below proficient, compared to 12% in 2005 and 2006. 73% of students with disabilities scored proficient or advanced in 2005. In 2006, the percentage dropped to 71% but rose to 88% in 2007. Also, in 2005, 98% of female and 83% of male students scored in the proficient and advanced category. In 2006, 96% of females scored proficient or advanced and 88% of male students scored proficient or advanced.

Academic achievement in three year average writing scores has remained a B for three years. The score of 3.9 in 2006 showed a slight increase from the 3.7 in 2005; however, the letter grade remained a B. In 2007, the three year average remained at 3.9 maintaining a B. The 2005 disaggregation of scores indicated that female fifth graders obtained an overall average score of 4.4, while males obtained an overall average score of 3.2. In 2006, our fifth graders scored a 4.1 on the state writing assessment. There was a slight discrepancy between male and female scores in 2006 with females out performing males. However, the gap has continued to narrow in 2007 with a score of 4 for females and 3.5 for males.

In student academic achievement in math, the school's three-year average score remained a B from 2005-2006, although the score was a 52 in 2005 and a 58 in 2006. A score of 66 in 2007 moved the score to an A. A gain was shown in the annual percentage of proficient and advanced students (84% in 2005 to 98% in 2006, to 99% in 2007). Students with disabilities showed a gain in the proficient and advanced category (67% in 2005 to88% in 2006, and 96% in 2007). In the gender category in 2005, 85% of females and 82% of male students scored proficient and advanced, In 2006, 100% of females scored proficient or advanced and 97% of males scored proficient or advanced . 2007 male/female analysis showed an increase of 2% with 99% of males scoring proficient or advanced while females showed a 2% decline resulting in 98% scoring proficient or advanced. Information on the state assessment system can be found at http://www.state.tn.us/education

2. **Using Assessment Results:**

Mountain City Elementary is a data driven school with an ongoing comprehensive assessment system in place to identify, target, monitor, and improve student performance as well as curriculum and instruction. Several school wide formative assessments are administered throughout the school year to collect data at the building level. The STAR Reading/Math Inventory is used to measure individual student progress throughout the year.   Students in grades 2-6 are administered the STAR Reading Inventory in August, January, and May.   Students in grades 4-6 take the STAR Math Inventory in August, January, and May. The ThinkLink Predictive Assessment monitors student progress in reading, math, and science and is administered in September, December, and February for grades 2-6. The ThinkLink assessments are designed to assess performance indicators in the Tennessee curriculum. The September ThinkLink measures retention of previous year skills while the second and third test measures progress on current grade level skills.   Our school also administers a writing benchmark assessment at the end of each nine week grading period. This involves all students in kindergarten through sixth grade and is instrumental in preparing fifth grade students for the state-wide TCAP writing assessment which is given in February each year. The TCAP Assessment is a statewide summative assessment that measures AYP (Adequate Yearly Progress) and achievement in reading, math, science, and social studies and is administered in grades 1-6 in the spring of each year. Our school's Data Team meets during the summer and on a regular basis throughout the school year to disaggregate data. The data is collected and the team tracks, charts and graphs the information to use at group presentation during staff development meetings, vertical and cluster team meetings, grade level meetings with administrators, PTO and school board meetings, and state conferences. This data directs the focus of instruction at Mountain City Elementary through staff development activities, teacher/support staff placement, scheduling before and after school enrichment and tutoring activities (Extended Learning, LEAPS), and purchasing supplies and materials. The school Leadership Team uses this data to prioritize our areas to strengthen and establish School Improvement Plan goals. Teachers also use this data to individualize student goals for the year. Classroom assessment is also an important factor in our assessment plan. Classroom teachers collect student data through classroom testing, portfolios, rubrics, self-assessment, written projects, journals, hands-on projects, and performances assessments. This data is analyzed by the classroom teacher and used to plan and differentiate instruction. Each teacher decides when to administer these assessments and how to use the data to best address the strengths and needs of the class and individual students.

3. **Communicating Assessment Results:**

We value each opportunity to share our expectations for student learning as well as accomplishments. The Mountain City data team analyzes and graphs assessment data. A PowerPoint presentation is used to present this information to the staff. Teachers take this information back to the classroom to share with students and parents. The graphs and observations are posted on data walls which are located throughout the building.   These walls are covered with graphs which provide valuable information on various test scores, teacher and student attendance, and office referrals and serve as a valuable tool in visually sharing data to the staff, students, parents, and visitors. The data walls presence in the classrooms, halls, cafeteria, and workrooms track our progress toward meeting our school, local, and federal goals and benchmarks.

Parents are given the TCAP results at Open House in August. First and second grade parents receive a TCAP Achievement Home Report that uses shaded bars to represent a student's National Percentile Score in each of the content areas measured on the TCAP Achievement Test. The National Percentile score shows the percentage of students who scored equal to or better than the percentage of students in the national norm group. Height of the bar is determined by the student's score. Third through sixth grade parents receive a Criterion-Referenced Individual Profile Report. This report shows how the students performed on test items that measured the knowledge and skills in the Tennessee Curriculum. The report includes a scale score and overall proficiency for each content area, and identifies if the student scored proficient or needs improvement. Student's performance in each reporting category is represented by a graphic. A bar indicated if a student scored below proficient, proficient, or advanced.

A report card celebration for students, staff, and parents   is scheduled as a part of 'American Education Week' activities. The celebration is held in the gym and includes an academic pep rally. The MCE Press is the school newsletter that serves as a positive communication tool. It is published eight times per year and is sent home to parents with mid-term reports and nine week report cards to announce current events and a report card summary. Mountain City Elementary has an active and supportive PTO (Parent Teacher Organization). Parents and teachers along with active community members meet monthly to discuss school issues. A report card summary is presented annually by the administration via a

powerpoint presentation. Local media (WMCT and the Tomahawk) is very supportive. WMCT provides valuable data updates through interviews and daily/weekly reports. The Tomahawk proves to be valuable by providing school reports in its 'Learning Curve' section of the weekly paper.

4. **Sharing Success:**

Sharing successes with other schools begins at the district level with a district data analysis meeting. This annual summer in-service day allows administrators and data teams from all seven schools in the district to come together and analyze and share TCAP report card results as well as other useful data. Teams celebrate the successes of the district and individual schools. Mountain City Elementary is also eager to share our success with the local board of education. This is accomplished through a PowerPoint presentation at a monthly meeting.

The Mountain City Elementary data team was invited to present at the LEAD Conference in Nashville which is an annual event hosted by the Tennessee Department of Education. Team members shared building level assessment data,   instruction and student support strategies, and early intervention programs which have proven to be successful for our school. The faculty and staff are eager to share the school's successes with colleagues. We welcome visits by educators from across the district and the state who are seeking ideas. We have enjoyed visits from representative teachers and administrators in Johnson City, Carter County, Roane County, and a charter school from North Carolina. Our teachers are also eager to share our success by presenting at district grade level meetings and vertical/cluster team meeting at the school level. The local media is very committed to education in Johnson County and takes a very positive approach to sharing school related information to the citizens of the county.

We recognize the importance of sharing successes with the educational community. We utilize newsletters to inform students, parents, and stakeholders of awards and student honors. Mountain City Elementary is also fortunate to have an award winning website which publicizes schools academic achievement, student honors, and Teachers of the Year. An active PTO honors our Teachers of the Year and sponsors a staff appreciation breakfast each year. Local media supports the school system by recognizing students, educators, and the educational community. WMCT provides   local education updates through a monthly school board report. The Tomahawk proves to be valuable by highlighting school events in its 'Learning Curve' section of the weekly newspaper.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Our developmentally appropriate curriculum addresses all core domains on a daily basis. Reading/Language Arts, Mathematics, Science, and Social Studies instruction is aligned with the state of Tennessee's standards and are naturally integrated in everyday school life. Each content area has a strong emphasis on reading and writing as literacy skills are considered to be the foundation upon which children are prepared for full participation in today's society, regardless of gender, race, ethnicity, disability, or socioeconomic status.   At Mountain City Elementary all teachers are considered to be teachers of literacy.

The Reading/Language Arts Curriculum incorporates a balanced literacy program that includes skill and strategy instruction in the context of our students reading, writing, and language. Students are exposed to effective speaking, critical listening, and writing. Our literacy program from Pre-K through sixth grade demonstrate clear and consistent connections. Research based literacy models provide the framework for instruction and secure a common language and bridge between grade levels. Writing across the curriculum is incorporated into instruction. A primary instructional goal is to provide opportunities for students at every level of learning to experience success. Not only does our literacy instruction incorporate research based strategies but also our teachers integrate technology support learning.

The Math Curriculum includes a variety of evidence based mathematical methods to address numbers and operations, algebra, geometry, measurement, and data analysis and probability. Our effective math instruction yields a student who is able to reason and communicate using math vocabulary, as they apply these skills in the world around them.   Integration of math manipulative encourages kinesthetic learners to make connections between computation and concrete application of new skills. A rich knowledge base is developed as students express mathematical thinking in writing. Our teachers also use a differentiated instructional approach to teaching and learning. This approach is carried over into all curriculum areas. Individual and small group addresses the needs of diverse learners as they progress form concrete to abstract application.

The Science Curriculum enables our students to enjoy multiple opportunities to delve deeply into their understandings of scientific concepts. The foundation of this curriculum is knowing about and understanding the natural world, using scientific processes in making personal decision, engaging in maters of scientific and technological concern, and becoming a scientifically literate.   Science is addressed with a hands-on approach as students are guided through the scientific method. Inquiry-based teaching is utilized as students collaborate and engage in experiments. Students are provided with opportunities to investigate and discover answers to questions as they evolve. A focus on vocabulary will prepare all students to become scientifically literate people in their careers.

The Social Studies Curriculum includes communication, data analysis, historical awareness, and acquiring information. Students are exposed to culture, economics, geography, government and civics, history, individuals, groups, and interactions.
To make social studies come alive, teachers involve their students in hands-on projects and fieldtrips. The 'We the People' program is integrated into the 5th grade curriculum.

Specialists in the area of Music, Media, and Physical Education collaborate with general education teachers and integrate Student Performance Indicator in their instruction.

We are a small school system unable to offer visual and performing arts and foreign languages as a part of the elementary curriculum due to budgeting. We are fortunate to have a full time music teacher that provides music instruction to students in Pre-K through sixth grade.   Students perform at P.T.O meeting and special events as well as Christmas and spring concerts at a local theatre showcase our talented instructor and students. We recognize the importance of exposing our student to the arts; therefore, every attempt is made to bridge this gap in our curriculum. The Barter Players perform plays for our students at our school and at a local theatre. Fieldtrips to theatres and symphonies are also planned.   Storytellers from East Tennessee State University visit the school annually during the 'Children's Book Week' celebration. Many of our students participate in music and dance classes which are provided locally.

2a. **(Elementary Schools) Reading:**

Mountain City Elementary uses the Tennessee Blueprint for Learning which identifies the Student Performance Indicators that will be tested. All planning and instruction are aligned to these Student

Performances Indicators and are documented in teacher plan books. Teachers use a variety of instructional tools including the Harcourt text book reading series for kindergarten through 5th grade and Holt, Elements of Literature for 6th grade. This series provides a good variety of supplemental materials which include leveled readers and ELL materials to accommodate readers of various levels. Technology integration is also instrumental and instruction is enriched through SMART Boards, COWS (computers on wheels), United Streaming, and numerous websites. Various research based programs are included in the instructional plan which include Building Blocks (Kindergarten), Four Blocks (Grades 1-3), and Six Traits of Effective Writing (K-6). Direct vocabulary instruction is provided through The Tennessee Academic Vocabulary. A reading specialist provides literacy leadership and consultation for the school and the schedule permits time for whole group, small group, and individual instruction in grades K-4 and provides pre and post testing for the Reading Intervention Program. Diversity in learning styles is addressed in the planning of individual teachers. Teachers modify assignments, provide Ready, Set, Read tutoring, and allow time for one-on-one instruction and small group instruction to accommodate the needs of identified students. Inclusion is provided in grades 4-6 for qualifying students. Student support for learning through a student support process provides early identification of struggling readers. After school intervention and enrichment opportunities are provided through Extended Learning and a LEAPS (Lottery Education After School Programs) grant. Teachers use RTI (Response to Intervention), tiered lesson planning and a variety of instructional aids to address learning styles and levels and to accommodate gender differences. A pull out enrichment class is provided to high achievers. The methodology for our reading curriculum is based on research based programs and interventions. The supervisor of instruction for Johnson County provides the leadership for curriculum and instruction and facilitates professional development of the system's leaders at the site level as well as for teachers and support staff within each school.

3. **Additional Curriculum Area:**

Mathematics is addressed in a multifaceted way at Mountain City Elementary. The math curriculum is taught in self-contained classrooms in Pre-K through fourth grade while grades five and six are departmentalized which allows the students to benefit from the strengths of the teachers. It is taught by implementing best practices, technology integration, use of manipulatives, and practical application. The faculty uses an array of teaching strategies, techniques, and resources to ensure that all individual learning styles are addressed. Differentiation of instruction, Accelerated Math in grades 4-6, and the addition of SMART Boards and websites in the classrooms have been instrumental in supporting student learning. Assistants and parent volunteers work with individual students and in small groups. Otter Creek tutoring is also available to students who need additional assistance on a daily basis. A textbook series is available as a resource. Teachers in grades K-5 use the Scott Foresman Math Series. This series was selected by a district committee composed of teacher representatives from each elementary school. It was selected because the content was closely aligned with the Tennessee State Standards and because of its strong focus on problem solving, which was found to be an area to strengthen. Sixth grade uses the Holt math series. A district level math consultant is scheduled at Mountain City Elementary one day each week to serve as a resource for our faculty as well as provide tutoring to individual and small groups of identified students. After school intervention and enrichment activities are available to at-risk students through the Extended Learning program and a LEAPS grant. Over the past few years we have seen significant improvement in our TCAP math scores. The math curriculum we have in place compliments our mission by providing a learning environment and resources that supports student learning resulting in high quality instruction and high achieving students.

4. **Instructional Methods:**

The following research-based instructional methods are currently being utilized:

Building Blocks/Four Blocks: provides the framework for ninety minutes of research based instruction which include guided reading, self-selected reading, writing and working with words in kindergarten through third grade.
Six Traits of Effective Writing: provides a common language and bridge between grade levels in kindergarten through sixth grade.

Differentiation of Instruction: approach to teaching and learning in all curriculum areas that addresses different learning styles and various levels of learners.
Tennessee Vocabulary: enhances academic vocabulary of students to better prepare them to learn new content across the curriculum.

Accelerated Math: integrated into the math curriculum in grades 4-6.

Ready, Set, Read Tutoring: provided by instructional assistants to targeted students (first through third grade).
Otter Creek Math Tutoring: provided by instructional assistants to targeted students on a daily basis (third through fifth grade).

Inclusion: provides opportunity for special education students to receive instruction in a general education setting.

Service Learning: Students in grades 4-6 participated in Service Learning projects through the AmeriCorps program. All lessons were aligned to Student Performing Indicators and a project was planned to enrich the lesson and to demonstrate how important their volunteer actions are for the common good in a democratic society. For example, a fourth grade class studied recycling and planned a school wide recycling project with proceeds going to purchase American flags for the school and community.

Technology Integration: Eighty-six percent of our classrooms have SMART Boards, a brand of interactive whiteboard.   Teachers use SMART Board technology to make computer based lessons interactive and retrievable for later work.   Instruction across the curriculum is enhanced through internet video streaming (United Streaming) and numerous websites.   Internet ready computers with high-speed fiber optic connections are available in all classrooms and one computer lab.   A set of 30 laptops on a mobile wireless internet cart (COWS-Computers on Wheels) allow teachers to move beyond the classroom and provides an additional resource.

5. **Professional Development:**

Teachers and support staff demonstrate the value of life-long learning by seeking professional growth. The goal is directed toward producing a high performing staff that will provide instruction which will increase student achievement. The district supports this initiative by providing a variety of opportunities available for summer as well as throughout the school year. The focus of staff development is determined by a district and building level Staff Development Needs Assessment survey and School Improvement Goals. A minimum of 8 in-service days is required each school year. Stipends and other monetary incentives are provided to staff who attend professional development requested at the district level and that is beyond the eight days of in-service required. All opportunities for professional development are posted on the systems website and instructional assistants as well as teachers are encouraged to attend.

Teachers are provided with one professional day each school year; however, additional days are available. Professional leave time during the school year is allowed to attend local and district in-service sessions as well as state conferences. Countywide grade level cluster meetings, and building level cluster and vertical team meetings are scheduled during the school year. In-service was provided on SMART Boards, Grade Keeper, School Dude, United Streaming, Data Analysis, Social Studies, Internet for Classrooms, GOTAGS (Getting Off to a Good Start), and ThinkLink. COMP (Classroom Organization and Management Program) training for new teachers was also provided locally by trained trainers.

Principals are responsible for planning three days of professional development at the building level. However, ongoing development of teachers and staff is critical to continuous school improvement. Therefore, professional development is also provided at monthly faculty meetings. Grade levels enjoy a common planning time and teachers are encouraged to collaborate with their colleagues to share teaching methods and techniques. Professional development is job embedded as much as possible.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test TCAP Acheivement

Edition/Publication Year 2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	96	94	88		
% "Exceeding" State Standards					
Advanced	56	49	34		
Number of students tested	54	53	50		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	0		
Percent of students alternatively assessed	2	2	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	94	88	85		
% "Exceeding" State Standards					
Advanced	39	27	27		
Number of students tested	36	26	41		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test TCAP Achievement

Edition/Publication Year 2006   Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	96	96	78		
% "Exceeding" State Standards					
Advanced	65	66	24		
Number of students tested	54	53	50		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	0		
Percent of students alternatively assessed	2	2	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	97	92	73		
% "Exceeding" State Standards					
Advanced	50	46	20		
Number of students tested	36	26	41		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test TCAP Achievement

Edition/Publication Year 2006 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient/Advanced	98	88	90		
% "Exceeding" State Standards Advanced	52	48	37		
Number of students tested	50	40	51		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	3	0		
Percent of students alternatively assessed	2	8	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient/Advanced	96	87	86		
% "Exceeding" State Standards Advanced	43	39	28		
Number of students tested	28	31	36		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test TCAP Achievement

Edition/Publication Year 2006   Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	98	98	86		
% "Exceeding" State Standards					
Advanced	76	58	49		
Number of students tested	50	40	51		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	3	0		
Percent of students alternatively assessed	2	8	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	96	97	83		
% "Exceeding" State Standards					
Advanced	64	48	42		
Number of students tested	28	31	36		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test TCAP Achievement

Edition/Publication Year 2006   Publisher   CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	100	98	86		
% "Exceeding" State Standards					
Advanced	74	35	33		
Number of students tested	42	54	58		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	1		
Percent of students alternatively assessed	2	0	2		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	100	97	81		
% "Exceeding" State Standards					
Advanced	68	24	22		
Number of students tested	31	38	37		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 5   Test TCAP Achievement

Edition/Publication Year 2006   Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	100	93	88		
% "Exceeding" State Standards					
Advanced	60	44	28		
Number of students tested	42	54	58		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	1		
Percent of students alternatively assessed	2	0	2		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	100	89	86		
% "Exceeding" State Standards					
Advanced	55	32	14		
Number of students tested	31	38	37		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 6   Test TCAP Achievement

Edition/Publication Year 2006   Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient/Advanced	100	96	98		
% "Exceeding" State Standards Advanced	72	65	47		
Number of students tested	53	57	57		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	4		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient/Advanced	100	94	97		
% "Exceeding" State Standards Advanced	66	53	44		
Number of students tested	38	36	39		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 6   Test TCAP Achievement

Edition/Publication Year 2006   Publisher   CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient/Advanced	98	89	91		
% "Exceeding" State Standards					
Advanced	45	49	28		
Number of students tested	53	57	57		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	4		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient/Advanced	97	83	87		
% "Exceeding" State Standards					
Advanced	37	36	21		
Number of students tested	38	36	39		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					