U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Ms. Joretha Lockhart
                (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 10050 Oak Seed Lane
                (If address is P.O. Box, also include street address.)

Lakeland   TN   38002-8268
City   State   Zip Code+4 (9 digits total)

County Shelby County

Telephone (901) 867-7071   Fax

Web site/URL http://lakelandk12.org/les/   E-mail   jlockhart@lakelandk12.org

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

                                                Date_____
(Principal's Signature)

Name of Superintendent*Dr. Ted Horrell
                (Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail thorrell@lakelandk12.org

District Name Lakeland School System   Tel.   (901) 867-5412
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

                                                Date_____
(Superintendent's Signature)

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

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

                                                Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be 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.

5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

10. The 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.

11. 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.

12. 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

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):

   1 Elementary schools (includes K-8)
   1 Middle/Junior high schools
   0 High schools
   0 K-12 schools

   2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	2	18
K	97	72	169
1	92	67	159
2	97	104	201
3	104	82	186
4	81	85	166
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	487	412	899

4. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 7 % Asian
        10 % Black or African American
        6 % Hispanic or Latino
        1 % Native Hawaiian or Other Pacific Islander
        72 % White
        3 % Two or more races
        100 % Total

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 13%

If the mobility rate is above 15%, please explain.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2016 until the end of the 2016-2017 school year	78
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	122
(4) Total number of students in the school as of October 1, 2016	968
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 6 %
        52 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Amharic, Arabic, Chinese, Dutch, Filipino, French, Gujarati, Italian, Japanese, Korean, Marathi, Oromo, Panjabi/Punjabi, Portuguese, Russian, Slovak, Spanish, Swahili, Tamil, Telugu, Vietnamese

7. Students eligible for free/reduced-priced meals: 20 %
    Total number students who qualify: 176

8. Students receiving special education services: 15 %

     135 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

14 Autism	1 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	20 Other Health Impaired
23 Developmentally Delayed	3 Specific Learning Disability
0 Emotional Disturbance	70 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
3 Intellectual Disability	0 Visual Impairment Including Blindness

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

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	43
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Lakeland Elementary School is committed to preparing our students to be productive, global citizens by honoring knowledge, respecting individuals, and cultivating excellence in all that we do.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Lakeland Elementary School (LES) is the first and only elementary school in Lakeland, Tennessee. It opened in August 2001 as part of the Shelby County School System, with an enrollment of 650 students in Grades K – 5th. The Lakeland School System (LSS) was established in 2013 as a new school district serving students living within the municipal boundaries of the City of Lakeland outside of Memphis in Shelby County, Tennessee. LES partners with the parents and community of Lakeland to create a safe and nurturing environment conducive to learning.

LES currently serves students grades K - 4th with approximately 899 students. The Tennessee Department of Education named Lakeland School System an Exemplary School System for the second time in as many years of eligibility. This recognition reflects the performance of students at LES, as it was Lakeland's only school in 2016-17. Lakeland School System has now opened a second school, Lakeland Middle Preparatory School, in August of 2017, serving grades 5th – 8th.

Through the application of Tennessee State Learning Standards-based instruction, students achieve opportunities to develop independent learning skills, creative problem solving strategies, and a sense of responsibility while respecting the diversity of others. Our curriculum is designed to infuse literacy throughout the day while incorporating all subject areas - science, social studies, mathematics, art, physical education, and music. Our daily school schedule includes uninterrupted blocks of instruction for reading and mathematics for grades K-4. Teams of teachers work together to plan lessons, review data to identify the area of need for our students, and utilize the best instructional practices through our Professional Learning Communities. The school has implemented a daily intervention/enrichment period at each grade level allowing all students to receive the data-driven assistance they need in order to become successful.

LES provides before school tutoring in reading and math providing an opportunity to take a small group of struggling students and work with them on specific skills in hopes to better meet their needs. To promote the social aspects of students' lives, LES offers a multitude of clubs and programs: School Ambassadors, Spanish Club, Guitar Club, Art Club, Fit Club, Glee Club, Recorder Club, Chorus, Chess Club, Lego Club, National Elementary Honor Society, Student Council, Spanish Club, and Club Invention, all of them providing enrichment-based opportunities for all students.

To celebrate the successes of the students and the school, the administrative team highlights school, teacher, and student achievements. A Teacher of the Year Award is presented annually to a teacher nominated by his/her colleagues. Moreover, student recognition for academic achievement, perfect attendance, and Lion's Pride awards are shared annually. Furthermore, we have implemented many outstanding programs to showcase student success. Our Best Buddies program won the Elementary Chapter of the Year Award at the Friendship Walk for the second year in a row. Best Buddies is a partnership between regular education and special education students. Each month the students participate in various activities, create projects, and enjoy time interacting with each other. Our annual International Night is a culmination of the varied ethnicities represented in our school. Families proudly display their cultures by preparing authentic cuisine, wearing authentic attire, and displaying items from their country. The night is devoted to learning about and focusing on diversity as well as enjoying great music and good food.

Technology has been infused into each classroom. Interactive white boards are being utilized throughout all classrooms along with iPads and Google Chromebooks to reinforce skills, conduct research, and complete classroom assignments. Teachers access various online applications and use a variety of software to enhance their lessons to create hands-on virtual lessons as well as to search for educational videos that correlate with their lesson plans and display them via their interactive white boards. Additionally, we have two computer labs in which every homeroom visits once a week for a lesson delivered by our full-time technology instructors. The school uses various educational websites to assist students in mastering skills in language arts literacy and mathematics. Our computer teachers also integrate time to assess our students through an online testing program called easy CBM. This program assesses the areas of need for each student in order to work on the identified deficit area.

In order to assure that our students feel safe, our faculty has taken a proactive approach to ensure that bullying is not tolerated. Our school counselor and social worker complete classroom lessons at all grade levels to teach students the procedures to identify, report and prevent harassment, intimidation and bullying. This information is also shared with staff and parents through meetings and workshops. Our students also participate in school assemblies to reinforce Anti-Bullying and Character Education.

Parental support is an integral part of our culture at LES. It is literally woven in to the fiber of our school building. Our PTA prides itself on being a powerful voice for all of our children and a relevant source for Lakeland families and the Lakeland community. Strong parental support equates to a well balanced student body.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Lakeland Elementary School (LES) is a comprehensive primary school that leads the way in educational excellence. Our success is due to a set of high-quality academic standards in the core subjects of Mathematics, English Language Arts/Literacy (ELA), Science and Social Studies. These learning goals outline what a student should know and be able to do at the end of each grade. The standards ensure that all students move forward each year with the skills and knowledge necessary to succeed. We strive to meet the challenges of the 21st century in all core subject areas, while providing the best possible education for all our students. Our educational program prepares our students to become independent thinkers and decision makers and to have the ability to readily accept and embrace change in our ever-changing global situation. Our school mission also embraces the idea that our inclusion programs will foster acceptance of all students and create life-long learners who will grow to become independent, responsible citizens. At LES, students develop strong reading comprehension skills, write original composition pieces, develop critical thinking skills, learn fundamental math concepts, read classic literature, explore a variety of science topics, and learn about the world around them.

Reading Wonders, an English/Language Arts/Writing program incorporates instructional materials for grades K – 4, in alignment with our Tennessee State Learning Standards. Reading Wonders is a comprehensive program that uses fiction and non-fiction texts to help students collaborate with their peers, while becoming accomplished in reading, language arts, and writing.

GO Math lessons are designed to meet the Tennessee State Learning Standards and to teach the development of mathematical skills, as students work from an introductory level to mastery of each content standard. Throughout the lessons, students use manipulatives, models, and symbols as they apply mathematical practices to build understanding. Students are actively engaged in reasoning and thinking skills during instruction making it easier for them to transition from basic concepts and skills to solving problems in real-world situations.

The Discovery Education Science Techbook is used as the basis of our inquiry-based science format. It is a digital textbook that allows the students and teachers to experience real-world science lessons. Moreover, the science lessons are taught using various levels and methods in order to accommodate different learning styles.

Our social studies curriculum is based on USA Studies Weekly, a weekly newspaper based on current events and student interests. The social studies curriculum covers the Tennessee State Learning Standards for each grade level. The newspaper format allows the teachers more freedom to teach social studies while integrating the concepts into reading and writing instruction.

The preschool program at LES provides services to students with special needs from ages 3 - 5. The preschool teachers and staff implement the student's Individual Education Plans as a curriculum guide to work on academic readiness, fine and gross motor skills, social/emotional and speech/language skills. The following programs are in alignment with childhood and K-3 academic state standards and are used in the preschool classroom to support students' Individual Education Plans (IEP): Frog Street, The Letter People, Hand Writing Without Tears and Keeping Kids Safe. The skills taught in the preschool program help to prepare our students for readiness and success in the primary grades.

At LES, we understand that today's students learn differently than students many years ago. That's why we continually review our programs to include current best practices that appeal to young learners. All lessons and programs also include integrated technology. Our students don't learn technology skills in isolation, but develop an understanding and appreciation on how to apply these skills to their everyday work and life. All subjects are taught using a variety of learning approaches, along with multi-sensory and hands-on activities that appeal to a variety of learning styles.

2. **Other Curriculum Areas:**

Lakeland Elementary employs full-time specialists who address and support the acquisition of essential skills and knowledge in the co-curricular areas of the arts, physical education, and technology. All programs are aligned with Tennessee State Learning Standards and are used to meet the needs of all K – 4 students. Our students receive art instruction once a week. The teachers teach interdisciplinary lessons to enhance grade level standards in the regular classroom in addition to their own art standards. The Dixon Art Gallery comes twice a year in the fall and spring to connect to state standards through a program called 'Art to Grow'. In the spring, the students participate in a Parent Teacher Association (PTA) fundraiser, Square 1 Art, in which they create artwork through various mediums that the parents have the option to purchase.

Our music teachers instruct all students once a week on various forms of music including vocal music, the recorder, rhythm instruments, and body movements to enhance the curriculum. The 4th graders learn how to play the recorder to learn note reading and ear training. The teachers also work closely with classroom teachers to create programs so the students can enjoy the experience of performing for parents and friends at quarterly PTA meetings, holiday events, and end of the year programs.

The physical education teachers meet with all students once a week. They engage students in all forms of physical activity that encourage a healthy lifestyle, such as daily exercise, healthy eating, and water consumption. They also encourage out of class activities such as "Walk across America" to integrate social studies with physical activity. At the end of the year, all students participate in Field Day activities for healthy competition between classes. The 4th grade students are given a one mile Progressive Aerobic Cardiovascular Endurance Run (PACER) test each spring.

LES has a Coordinated School Health Coordinator who implements initiatives to promote healthy lives. We work in partnership with Memphis Loewenberg School of Nursing and Baptist Health Science Center who assist with annual screenings of BMI, heart rate, vision, weight, and height. They also teach interactive lessons on health and nutrition. Students who fail vision screenings are offered a professional eye exam through Southern College of Optometry's MobilEye Unit. This is done with all students in grades K, 2, and 4. The University of Memphis Nursing program also works with our after school program to improve students' knowledge of nutrition, exercise, anti-bullying, and overall wellness. A local dentist provides lessons on dental care with our 1st and 2nd graders. The entire school has an opportunity to participate in a Sleep Awareness Day and the 4th grade students learn about the importance of sleep from a guest speaker.

Our full-time guidance counselor meets with K - 4 classes monthly on anti-bullying activities, personal hygiene, self-esteem, and test taking skills. She also facilitates small group sessions focusing on such topics as anxiety, social skills, self-esteem, anger management, divorce/loss, self-control, making and keeping friends, study skills, organization, test taking tips, and time management. The guidance counselor coordinates new student orientation to ensure our newest little lions become acclimated to their new school environment.

The STEM lab coordinates with the school health coordinator and classroom teachers to provide lessons on a monthly basis on nutrition, heart health, anatomy, safety, disease prevention, and activities to support math, science, social studies, and engineering. Several activities are interdisciplinary in nature that incorporate books and activities for the students.

All K-4 students attend the library bi-monthly, but are encouraged to go to open circulation on their alternate week to select new books to read. Our librarian has contests for students in 3rd and 4th graces using Battle of the Books. LES also has author visits each year that the entire student body attends. In the spring, we have a week designated for Read Across America. In addition to many daily activities involving Dr. Seuss and dress up days, we culminate the week with local community leaders reading to each grade level.

While all classrooms have Chrome books to use with students, each class also attends weekly computer class. While in the computer lab, students work on Typing Agent keyboarding skills, common formative assessments (CFAs), Google classroom activities, Google docs and sheets, Dreambox math, and Whooo's Reading.

3. Instructional Methods, Interventions, and Assessments:

LES utilizes multiple instructional approaches, methods, interventions, and assessments to meet the diverse and individual needs of students and to achieve instructional goals. Instructional approaches include a variety of classroom strategies such as direct instruction, cooperative learning groups, and partnered learning, online instructional resources, and technology supports for learning.

LES utilizes the Easy CBM universal screener to assess students quarterly in selected skill areas in reading and math. The individual student results from Easy CBM are used to place the students into appropriate tiered intervention groups. Classroom instruction is differentiated and tailored to all students based on the scored tier level. Differentiated instructional methods include pre-assessments, use of grade-level appropriate instructional resources, and enrichment activities. Problem-based learning techniques include pre-assessments and opportunities for alternative assignments for high or low achieving students (based on results from pre-assessments). Technology-based support for instruction includes the use of interactive whiteboards and the use of student Chrome books. The LES Clever portal is utilized to assist students and teachers as they access various Google apps and additional instructional apps for each academic subject area.

Instructional methods and interventions used to ensure a high level of student learning include the use of various assessment tools at LES. Easy CBM and teacher administered pre-assessment results are used to determine the present-level of performance for individual students. All LES students attend daily intervention instructional sessions to address skill deficits or to enrich high levels of achievement in specific subject areas. The APEX/gifted program provides instruction to students achieving on an advanced level in reading and math. Classroom teachers provide enrichment opportunities for advanced students via supplemental and online resources. Project-based instruction for each academic subject area is utilized in every grade level to present students with choices for demonstrating knowledge in those academic subject areas. The Department of Exceptional Children (DEC) provides instruction and support for students qualifying for services (i.e. Resource, Speech, Gifted, OT/PT). Students qualifying for special education services receive support for academic subject areas in which they are performing below grade-level. Students scoring Tier 2 or Tier 3 in reading and math based on Easy CBM results attend intervention sessions with the academic interventionist daily.

A variety of assessment data is analyzed to improve student and school performance. Data from the previous year's TN Ready assessment is used annually to determine areas of strength and areas of improvement in each tested subject area for the current school year. The Brigance Early Childhood Assessment is administered to incoming kindergarten students to identify potential learning delays or giftedness in language, motor, self-help, social-emotional, and cognitive skills. The Brigance Special Education Assessment (Yellow and Green Edition) is used to assess developmental, academic, and transitional skills for current special education students and students being assessed to determine qualification for special education services. Kaufman Tests of Educational Achievement (KTEA) and student psychological assessments/evaluations are also utilized to determine qualification for various special education services.

The STAR Reading Assessment is utilized by each classroom teacher each nine week grading period to assess and determine each student's reading ability level, grade-level equivalent, and zone of proximal development (ZPD). The STAR Reading Assessment provides opportunities for classroom teachers to document students' progress with reading skills throughout the school year. Common formative assessments (CFAs) are created by teachers in each grade level in reading and math using Illuminate Learning, an online assessment tool. CFAs are administered to students in grades K-4. Data collected from the CFAs is used to determine the trajectory of the remaining curriculum in reading and math. Dreambox Learning is an online math assessment tool that adjusts its degree of difficulty for individual students based on their current performance. Dreambox data is used to determine individual student performance with current and grade-level appropriate math skills.

Because LES is a high-performing school, there are practices in place to maintain high levels of achievement. Weekly PLC meetings are held to analyze Easy CBM, CFA, and other classroom data for

each grade level. Classroom teachers attend monthly grade-level meetings to assist in planning instruction and classroom activities. Classroom teachers, also, maintain and document high expectations in their daily lesson planning. Differentiated instructional strategies are utilized through the use of our curriculum (Go Math, Wonders Reading), instructional strategies, and technology resources.

1. **School Climate/Culture:**

Lakeland Elementary students are engaged and motivated daily through interactive lessons that keep them involved and excited about learning. Teachers collaborate to create hands-on activities where students take ownership for their learning. Interactive white boards are in every classroom to increase student involvement in each lesson. Interactive websites such as Kahoot, Plickers, Studies Weekly, Quizlet, and BrainPop Jr., are utilized in classrooms to motivate students and keep them excited about learning. The staff and administration of LES are consistently engaged in the development of enhancing teaching practices and fostering the principals of dynamic classroom environments. Our staff is comprised of dedicated educators who consider students as their main focus through the use of new and creative ideas.

Lakeland Elementary provides a positive environment where students are challenged academically, supported socially, and encouraged emotionally to grow. Academic growth is celebrated individually in classrooms through self-assessments, report card progress, and through honor roll achievements. Social and emotional growth is supported through our strong guidance program. The Kindness Revolution is a program implemented by our guidance department that promotes teaching our students the importance of kindness by recognizing students who demonstrate kind acts towards others. Our guidance department also supports social and emotional growth through RTI2B, small group sessions, and our Lunch Bunch program to foster social development.

Lakeland Elementary provides an environment where teachers feel valued and supported. They are celebrated individually and collectively as a grade level. The Sunshine Committee is a school-wide committee that promotes a positive environment for our faculty and staff. The Sunshine Committee selects two staff members each week to be honored as the Employee of the Week. The Sunshine Committee also sponsors other school-wide events such as: Back-to School Breakfast, new teacher welcome baskets with Lakeland-themed treats, Christmas party, birthday jean passes, faculty outings to Grizzlies games and paint studios, and acknowledgement of retirements and loss of a family members. Administrators consistently show appreciation for the teachers through jean awards, providing consumable classroom supplies, special dress up spirit days, treats in the lounge, and monthly food trucks. The teachers at Lakeland are also supported by our generous Parent Teacher Association (PTA). The PTA celebrates the teachers from the first until the last day of school. The teachers are treated to a Back to School luncheon, holiday luncheons, Teacher Appreciation Week, conference night meals, and are provided with resources needed in the classroom to promote student success.

2. **Engaging Families and Community:**

Lakeland Elementary School (LES) supports and promotes working together as a school, family, and community in order to make critical contributions to each child's educational achievement. At LES we work with our families, and members of the community by asking everyone to make a difference by being involved. Adult participation, whether it be a family member or someone in the community sends the message that school is important and the work children do there is worthy of adult attention.

Many family or community members volunteer their time and talent on a daily, weekly, monthly and/or as needed basis. We utilize our school and community members by facilitating and organizing school volunteer programs such as Watch-Dog Dads, Clinic Volunteers, Library Helpers, Classroom Helpers, Book Fair, Field Day, Field Trips, and the associations of PTA- Parent and Teacher Association and LEF, Lakeland Educational Foundation. Community members and companies also volunteer by participating in the Lakeland Expo, where they showcase their organization or business in a day long fair held at our school; Career Fair, where parents and community members share their careers with the students; Health Fair, where community members provide health screening and eye exams, and local colleges provide opportunities for student teachers and college students to earn volunteer hours.

A strong support system exists at LES between the school, families, and community members. We support

these partnerships through various activities such as helping families establish home environments to support their children by offering parenting workshops on study skills, English as a second language workshop, working with children with attention deficient disorders, and family and community events such as movie nights, club showcase night, and International Night.

Our effective use of communication between school, home and the community is essential. Families and the community are informed of students' academic achievements or challenges in a variety of ways such as: weekly emails, phone conferences, parent/teacher conferences, Skyward, report cards, weekly newsletters, web pages, and Honor Roll certificates. LES students are also recognized at the end of each school year for academic and citizenship achievements.

The decision making process is a collaborative team effort with advice and suggestions from the administrators, staff, parents, students, and community members. We reach out and seek advice through e-mails, online surveys, student surveys, PTA meetings, LEF meetings, and community events. Our open-door policy and collaboration with the parents and community allow us to not only identify and integrate the resources and services they can provide, but to implement them making everyone an integral part of our school's success.

3. **Professional Development:**

Lakeland Elementary School's (LES) professional development sessions are planned to help identify current issues, best practices, and research based programs that provide information to the teachers to implement in their classrooms. Professional development sessions are offered throughout the school year including trainings outside of the school setting.

One of our sessions offered aligned with the academic standards of teaching writing. The standard was to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Information and ideas were discussed and given during the session to enhance better writing for all students. Another example involved distinguishing point of view in a language arts lesson. The standard involved using a reading strategy that breaks down a passage to promote a better understanding of answering comprehension questions correctly.

Lakeland also conducts Professional Learning Communities (PLC) meetings per grade level three times a month. In the PLC meetings, formal and informal test score data is discussed. PLC sessions also include creating common formative assessments and analyzing data to better understand the skills students are mastering and not mastering. Curriculum planning and TNReady practice test data review are also important components of Professional Learning Communities.

Lakeland also implements Response to Intervention (RTI) which is a way of identifying gaps in students learning as well as identifying advanced students. It gives the school a general overview of what basic skills the students are missing so that a plan can be developed to ensure the students achieve their maximum growth potential. For the advanced students, it allows us to identify them early so we can begin challenging them appropriately. Data chats are held every four and a half weeks to look at growth or deficit areas. Our interventionist holds informal data chats with teachers as needed to discuss progress and continued intervention to help Tier 2 and Tier 3 students succeed. Our interventionist also helps to test students and implement instruction during our daily intervention blocks.

Lakeland also offers numerous sessions that assist teachers, administrators, and support staff with the implementation of technology on a daily basis. Some of these sessions include: Google documents, Google slides, Google classroom, seesaw, illuminate, Google earth, Flipgrid and Nearpod.

Professional development days have been carefully planned for teachers using our new reading (Reading Wonders) and math (Go Math) curricula this year. Professional development has been conducted to give guidance, modeling and examples to the classroom teachers concerning the implementation of the new curriculum.

4. School Leadership:

Lakeland Elementary currently has one principal and two assistant principals. Each administrator plays an important role in our school. Our leadership philosophy is to create an environment of learning that is conducive to the atmosphere of the culture of the community. We strive to be instrumental in affecting, implementing, and evaluating change in my school. Furthermore, we will diligently work to create a partnership that encourages ownership in our educational environment.

The roles of our principal include serving as the face of the school and supporting the vision of the school system. The principal supervises the faculty/staff, maintains the school's budget, coordinates the emergency drills, serves as a representative on the PTA board, coordinates faculty/staff evaluations and school programs, oversees the master calendar, serves as liaison to our feeder school and acts as LEAD team facilitator. She also ensures that the students and staff are safe and learning is taking place on a daily basis.

The roles of our assistant principals include supporting the principal as she implements the vision of the school. The assistant principals have many responsibilities including assigning discipline, checking lesson plans, conducting teacher evaluations, and overseeing CPI/PCM, textbooks, field trips, 504 plans, ESL, extended contracts, transportation, testing, intervention, homebound and professional development coordinator, school improvement plans, emergency response team and registration.

We have one Instructional Facilitator. Her responsibility is to enhance student learning by supporting teachers with their instructional strategies by modeling effective teaching strategies, facilitating professional development, coaching and mentoring, and to encourage teaching collaboration. She also interprets data with teachers to pinpoint specific deficit areas and areas of strength.

Lakeland also has a Principal Advisory Committee with teachers from each grade level that are present to discuss current concerns, issues, praises and areas to grow. This group meets once a month and it includes all administrators. Information discussed is taken back and shared with each grade level.

Three years ago a LEAD Team (Leadership, Education and Development) was formed that consists of five to six teachers and all three administrators. The goal of the leadership team is to improve teaching performance, teacher effectiveness and student outcomes school wide by providing leadership and teacher support. Some leadership team role descriptions include mentoring new teachers to meet expectations on the TEAM evaluation rubric and modeling effective teaching strategies. The LEAD Team also is in place to promote relationship building by communicating care in the success of the mentee to affect student achievement.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The ultimate goal of a school is to show student growth. Lakeland Elementary continues to be successful due to the belief that the school's success stems from the quality of assessments and student learning which takes place on a daily basis. Our teachers utilize various forms of assessments in order to fully understand what their students know and what they do not know.

The classroom assessment is an essential tool for the teacher. When properly developed and interpreted, classroom assessments can help teachers better understand what their students are learning. By providing the means to gather evidence about what students know and can do, classroom assessments can help teachers identify students' strengths and weaknesses, monitor student learning and progress, and plan and conduct instruction. Our day-to-day measures of student progress include: observation and questioning strategies, traditional paper-and-pencil tests (e.g., multiple-choice and short-answer), essays, demonstrations, and problem-solving activities.

LES utilizes various forms of computer assessments to merge classroom instruction and student learning. Easy CBM, Illuminate and STAR Reading are just a few of the programs we utilize. Easy CBM is an online benchmark and progress-monitoring system that we use as part of our RTI process. It provides key data to help establish the level of intervention needed in order to show student growth and success. We use it to assess at the beginning, middle, and end of year to collect benchmark scores that reveal how students are progressing toward learning key skills. Illuminate allows our teachers to create differentiated instruction using standards-based assessments. This program instantly scores and analyzes the data to enable teachers to personalize their instruction. STAR Reading, part of the Renaissance Program, provides our teachers with an appropriate grade level equivalency with which our students can show reading growth and comprehension while tracking their understanding of skills aligned to specific learning standards.

Ongoing informal and formal assessments are the bond that holds teaching and learning together. These assessments allow teachers to monitor the effectiveness of their teaching along with student understanding. They can also help drive a teacher's methods of instruction, gauge student mastery of skills, help students improve their own performance, and help teachers determine whether students are prepared for tests that are used for end of the year assessments. At LES we believe that assessments should give all students an equal chance to show what they know and what they can do.