

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Susan Copeland

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

Official School Name Campus Elementary School

(As it should appear in the official records)

School Mailing Address 535 Zach Curlin Street

(If address is P.O. Box, also include street address.)

Memphis TN 38152-3580
City State Zip Code+4 (9 digits total)

County Shelby County

Telephone (901) 678-2285

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Web site/URL

https://www.memphis.edu/campusse

hool/

E-mail rhscott@memphis.edu

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. Joris Ray

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail superintendent@scsk12.org

District Name Shelby County Schools District Tel. (901) 416-5300

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 Ms. Shante Avant

(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 111 Elementary schools (includes K-8)
 - 55 Middle/Junior high schools
 - 59 High schools
 - 0 K-12 schools
- 225 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
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	34	34	68
2	36	31	67
3	42	30	72
4	37	28	65
5	25	30	55
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	174	153	327

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 22 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67 % White
 - 0 % 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 2017 – 2018 school year: <1%

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 <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2017	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 1%
2 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Mandarin

7. Students eligible for free/reduced-priced meals: 13%
Total number students who qualify: 43

8. Students receiving special education services: 12 %
39 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.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 25
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	98%	98%	98%	98%
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 2018.

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

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.

Our mission is to provide best practices for elementary learners and improve teaching and learning through innovative educational designs, pre-service teaching experiences, and educational research.

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

Campus School is the laboratory school for the University of Memphis (UofM). The school is a public school located in Memphis and is part of the Shelby County Schools (SCS) District, the 22nd largest school district in the United States. Enrollment of applicants to Campus School is based on the following criteria: children of full-time UofM faculty/staff, siblings of current students, and applicants living within a 1.5-mile radius (including priority for full-time UofM students living in university-provided Graduate and Family Housing). Remaining seats are offered to general transfer students from within the SCS system. In the event that there are more applicants in any category than there are available seats, decisions in each category will be made by lottery. Campus School is tuition-free, and there are no academic requirements for admission.

PART III – SUMMARY

The University of Memphis Campus School, operated by the University of Memphis (UofM) in cooperation with Shelby County Schools (SCS), is located on the southeast corner of the UofM campus. Campus School is the only laboratory school in West Tennessee. The school is comprised of grades 1 through 5 and has a diverse student body of 327 representing 17 nationalities. Approximately 1/3 of the student population consists of University faculty and staff children while the remaining 2/3 are from nearby neighborhoods. Students from 27 different zip codes in Tennessee are currently enrolled.

Campus School was established as the Training School in 1912 in connection with the West Tennessee Normal School so college students could gain practical teaching experience. In 1930, the Training School was incorporated into Memphis City Schools (MCS). In 2013, MCS merged with SCS, and Campus School became the only laboratory school in the SCS district.

The school has a rich history that is dedicated to teaching and learning built on a philosophy committed to the improvement of education. This improvement is achieved through innovative research, curriculum development, clinical experiences, and pre-service training. Experiences which allow for a holistic approach to child development are provided by Campus School. These experiences include providing the following: equity and access to all academic programs, a challenging student-centered curriculum modified to meet individual needs, culturally competent teaching, an academic and emotionally supportive environment, acceptance of a diversified, international community, an engaging culture and climate for learning, and a partnership between home and school that is critical for student success. Campus School teachers use Highly Effective Teaching (HET) principles to design a student-centered curriculum. The teachers are responsible for writing a fluid curriculum designed to meet the individual needs of our students. The Tennessee State Standards guide research-based best practices for young learners.

The curriculum is designed around a year-long conceptual theme that is divided into four quarters for instructional purposes. Each quarter, students participate in service-learning projects and academic "being there" experiences (field trips/learning excursions) to support the standards being taught that quarter. The teachers also focus on creating an optimal physical learning environment and brain-compatible classrooms (e.g. natural light, appropriate temperatures, physical needs being met, use of color and texture, emotional support, music, purposeful movement, learning clubs, multiple intelligences, flexible seating). At the end of each nine-week teaching block, the students have a two-week intersession break. During the fall and spring breaks, the students can elect to attend school for one week and participate in high-level interest classes or overnight/week-long educational trips. The curriculum delivers a quality academic structure resulting in a high level of academic achievement focusing on building the emotional, physical, and social constructs of each student's life. Moreover, the curriculum provides for the teaching of life skills, socially astute behaviors, cultural sensitivity, and is deeply steeped in the areas of music and visual arts. Media and blended learning platforms are integrated into the curriculum to enhance classroom instruction. Students are also encouraged to make healthy choices in both nutrition and exercise. Because we are a commuter campus, we offer a variety of before-school and extended day classes that include: tutoring, dance, piano, taekwondo, drama, robotics, coding, gymnastics, art, chess, math club, track club, STEM club, and gardening club.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The reading curriculum is developed by grade level teams employing a year-long theme model. Using the Tennessee State Standards, teachers create a scope and sequence around a common theme divided into quarter units. Complex texts, project-based learning, small group instruction, and daily writing opportunities are embedded in each quarter. Teachers create lesson plans demonstrating good first teaching, which includes modeling, guided practice, and independent work.

The reading curriculum includes resources selected to create experiences designed to meet the needs of our diverse learners. Because students' needs change, grade level teams meet quarterly to reflect and modify future lesson plans. Unlike traditional, boxed curricula, Campus School cultivates a deep understanding and mastery of reading skills because of its ever-changing approach to lesson design and implementation. The choice of ancillary resources, pacing modifications, and ample opportunities for re-teaching provides teachers with the flexibility required to meet each learner's needs.

We are committed to providing a collective approach to identifying and solving literacy challenges. The literacy plan sets the expectations that all students have an early and strong literacy foundation, are proficient readers by 3rd grade, and continue to make appropriate gains and master grade level standards in the 4th and 5th grades.

Multiple data sources are used to determine instructional needs and to inform decisions regarding small group placement, reading intervention, and eligibility for gifted services. Campus School uses district assessment from NWEA MAPs (universal screener), EasyCBM (response to intervention screener), LevelSet (Achieve3000 Lexile test), and i-Ready Reading (diagnostic screeners and quarterly mastery checks). Grade level teams of teachers meet twice weekly in Professional Learning Communities (PLC) to analyze these data sets along with data gathered from technology programs (e.g. i-Ready, Achieve3000, and Smarty Antz), common assessments, and classroom observations. Daily instruction is informed through this continual analysis process.

1b. Mathematics:

To ensure highly effective mathematical instruction, collaborative teams align the Tennessee State Standards of Mathematics to the standards of the National Council of Teachers of Mathematics Eight Standards for Mathematical Practice to develop Campus School's math curriculum. Across grade levels, these standards include Numbers and Operations, Operations and Algebraic Thinking, Geometry, and Measurement and Data.

The curriculum is taught through Eureka Math, enabling our students to become lifelong mathematical thinkers. Our program allows students to develop a deep conceptual understanding of the concepts being taught. These concepts are introduced, strategically taught, and practiced through the use of brain-based and highly effective teaching strategies. This includes inquiry-based learning, providing students the opportunities to explore mathematical ideas and create their own understanding before explicit instruction occurs. This creates in each student the belief that he/she is a math leader in the classroom. Throughout the school, one sees a mixture of direct instruction, workstations, and blended learning. Scaffolding ensures mastery and retention.

Individual needs are met with ongoing differentiated instruction. A tiered instructional process provides all students (Tier I) with 60-90 minutes of math instruction per day. Response to Intervention (RTI) Level II students receive 30 extra minutes, and Tier III students receive an additional 45 minutes. Technology is continually updated to ensure a variety of learning opportunities are available. Student achievement is measured using TNReady and district measures such as MAPs, EasyCBM, and i-

Ready, as well as teacher-written common assessments. Teams meet twice weekly to analyze data and develop plans for student advancement. Students are active members in analyzing their own data and setting personal goals for growth.

1c. Science:

In science, students are engaged in high-quality, hands-on experiences that provide them with the knowledge needed at each grade level and encourages them to broadly apply their scientific knowledge. Campus School collaborative teams use the Tennessee State Standards for Science which closely align with the Next Generation Science Standards. Three dimensions of learning -- Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas -- are addressed throughout grade levels.

Teachers blend curriculum to meet the needs of the students. A combination of McGraw-Hill Education's Inspire Science, TCI (Teachers' Curriculum Institute), Bring Science Alive!, and teacher-generated curricula are utilized within the science program. Project and problem-based teaching practices are two of the instructional approaches. Students are active participants, with the learning revolving around students "doing" science. Beginning with a phenomenon, or "hook," teachers create interest in the topics. Students build models and construct their own ideas of what might cause such phenomena. These models are revisited and revised as students explore the phenomena, carry out investigations, collect evidence, and analyze and interpret data. Teachers model the behavior and work of real scientists and engineers. Students are engaged in collaborative projects that require the use of technology and the integration of all content and support areas (art, media, PE, and music). Campus School collaborates with the University of Memphis and its surrounding community to expose students to real-world experiences.

The impact on student achievement is measured by TNReady and other standard measures of student success such as MAPs, informal and formal assessments, simulations, and student explanations of phenomena, experiences, and observations. Teams meet in their Professional Learning Communities twice weekly to analyze data and develop action plans to advance students beyond their current levels of performance.

1d. Social studies/history/civic learning and engagement

The social studies curriculum is a carefully crafted set of unit plans aligned with the Tennessee State Standards. Units focus on standard strands including geography, history, and government. Additionally, social studies units serve as the foundation for our year-long theme. For example, one grade level's year-long theme, "Be the change you want to see in the world," was used to link unit plans together. Each unit incorporates the state standards as it shines a spotlight on various examples of catalysts for change. This connection between units allows students to derive deep meaning from the social studies curriculum.

After the year-long theme and unit plans are set, teachers collaborate at weekly grade level meetings and quarterly curriculum planning sessions to craft specific lesson plans. These lessons incorporate a variety of instructional practices including interactive journals, documentaries, WebQuests, and project-based learning. Students are provided with numerous excursions to museums, historical sites, and other educationally-sound locales. As a laboratory school for the University of Memphis, we have the opportunity to make University resources available to our students. For example, students were able to walk to the University library to view a display of the letters of Dr. Martin Luther King, Jr. during Black History Month.

To gauge student success in the mastery of social studies standards, teachers administer common assessments. Social studies is embedded throughout the reading curriculum in the form of complex text, novel studies, writing assignments, and research projects giving the students multiple opportunities to demonstrate the learning. These cross-curricular connections enable students to fully engage in higher-level thinking and skills. The application of literacy skills, through a social studies lens, gives students the optimal environment to make real-world connections between the content areas and relevance to their lives.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Campus School students attend visual art, foreign language, media, music, and physical education classes for a total of 60-70 minutes each week depending on the grade level. Each area follows its own content-specific national, state, and district standards. Each area supports the regular classroom's curriculum with cross-curricular connections in English/language arts (ELA,) social studies, science, and math. Students strengthen their application of all subjects through their participation in these special areas in the following ways:

Visual and performing arts: The visual and performing arts programs at Campus School explore art and music throughout history and in various cultures. Essential skills include brainstorming multiple approaches and solutions, collaborative planning, analyzing and evaluating musical and visual text, creative thinking, and experimentation with a variety of processes and performances. Students demonstrate learning through art shows and performances in the community. This learning parallels the diversity in our student body with a deeper understanding of how art and music have helped cultures communicate throughout history.

Physical education and health: Physical education supports cross-curricular instruction with an emphasis in science and math. The curriculum also strengthens students' knowledge of the human body, lifelong skills, physical and emotional growth, and nutrition and healthy living, through a varied, non-competitive program. Campus School has an interactive climbing wall which supports state standards in science and math. Bi-annual demonstrations showcase the learning of physical education skills for the families of all students. For 5th grade, swimming lessons are provided in collaboration with the University of Memphis, followed by a 4-day overnight camp, providing students with swimming, boating, and other team-building activities.

Media: Library/media supports the instructional program of our school by providing materials and the technological tools to reinforce, enrich, and extend classroom experiences. Media classes play a vital role in developing literacy skills and a love of reading. The library/media program integrates technology and blended learning through the use of presentation applications, instructional computer programs, and other audio and visual aids to help meet the needs of all learners.

Foreign Language: Campus School has a partnership with the Confucius Institute of the University of Memphis which exposes students to the language and culture of China. All students receive one hour of instruction per week in Mandarin Chinese. Designated a Confucius Classroom, Campus School is able to provide children with exposure to martial arts and theatrical exhibitions, a library of culturally-diverse books, food, and ceremonial tea celebrations.

All core specialists work with classroom teachers to provide academic support for students struggling in the areas of literacy and mathematics.

Campus School has an exceptional culture and climate. The Positive Behavior Intervention and Support program builds a school-wide culture and climate that is steeped in modeling expectations, respectful behavior, and procedural efficacy. Character education and life skills are taught to all students and celebrated each week through Family Gatherings which consist of life skill presentations, skits, movement, and special acknowledgements.

3. Special Populations:

At Campus School, classroom teachers, as a team, complete routine "data digs" in order to determine academic action plans for students' growth across all tiers. The action plan may include, but is not limited to, working with students in focused small groups as part of the general education program, and/or receiving push-in support 1-2 times per week from an assigned specialist teacher (art, media, music, and physical

education) in the areas of reading and mathematics. During weekly Professional Learning Community meetings, the teacher and specialist review student progress and make instructional action plans. This partnership provides a unique opportunity for students to receive additional instruction in identified academic areas to support student growth within the general education curriculum.

Through the Shelby County Schools (SCS) Creative Learning in a Unique Environment (CLUE) program, academically-advanced students that test into the program receive up to 5 hours of CLUE instruction each week with a strong emphasis in English/Language Arts. Campus School serves 48 primary students who are academically advanced based on their reading skills. In addition, Campus School serves 85 intermediate students who are state-certified through the state-mandated CLUE gifted program.

To support students who score below the 25th percentile on district assessments MAPs (universal screener) and EasyCBM (response to intervention [RTI] screener), a data team meeting is held with the classroom teacher, school interventionist, school counselor, school psychologist, and an administrator to review assessment data. During this meeting, the team develops an intervention plan specifically designed to meet individual needs of students who have been identified as needing Tier II or Tier III intervention in either reading or mathematics. RTI allows students to receive one-on-one or small group instructional intervention in identified skill areas. Further, RTI students are given the opportunity to independently practice developing content understanding through the use of computer-based programs 2-3 times per week and 2-3 face-to-face interventions. Each student in RTI completes progress monitoring to determine growth. Intervention strategies vary according to the individual student's needs. One intervention resource used is i-Ready Tools for Instruction, which includes practice lessons for understanding of skills not yet mastered. Data team meetings are held monthly for students who receive intervention instruction. Lack of improvement in RTI may lead to a referral to convene a support team (S-Team). Through the S-Team process, students who might have other disabilities may be recommended for psychological testing. Testing results are used to determine eligibility for instructional resource services. If a student is deemed eligible, an Individual Education Plan (IEP) is developed to address the specific academic skill(s). Direct resource service is provided as a pullout for the academic support program.

Other services at Campus School include occupational therapy, speech/language therapy, and English Language Learning. Counseling services are provided through our school counselor and Shelby County Schools' Mental Health Services.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Traditionally, when students arrive at school each morning, the University of Memphis spirit song is echoing through the halls of Campus School as teachers and administrators greet the students and their families at the doors. Each classroom begins the day by reconnecting through a morning meeting to ensure that each student understands that "Today became great when you arrived!"

Campus School's climate and expectations are established through the school's philosophy that ensures consistency, fairness, and equity. Steps in the behavior plan include self-reflection, conferencing, and encouraging students to take ownership of their behavior. Campus School uses the Positive Behavior Intervention and Support program, Responsive Classroom, and Quantum Learning as tools to govern behavioral expectations and to build a culture where respectful and responsible behavior is the norm.

There are 16 principles: the CAMPUS TIGER PRIDE life skills representing qualities of responsible democratic citizens and lifelong learners. Each Friday, the school family convenes for a Family Gathering with a classroom presenting a short performance highlighting one of the skills. These gatherings promote a positive environment, set the tone for excellence, and support our valued community. By utilizing a growth mindset approach, our students are taught to believe they can become smarter and that their effort makes them stronger. Academic success is reinforced through data analysis to determine intervention and enrichment.

Each month our parent group, Campus School Parent Network (CSPN), assists in building the school climate by hosting activities such as skate night, family dinner nights, STEAM night, and Fall Festival, among others.

Time-honored traditions occur during the school year. Whether it's a trip to the National Civil Rights Museum in Memphis, Tennessee or to the Corvette Museum in Bowling Green, Kentucky, our students are exposed to the rich history of our city and region and learn to value all that our geographical area has to offer.

Teachers are valued and celebrated for special accomplishments at faculty meetings. An end-of-the-year celebration provides every teacher with a special award recognizing their uniqueness and spirit of service.

A valuing of and a commitment to service learning is taught in every grade level during the school year. Each grade level selects a community service learning project as part of its yearlong theme.

These traditions support the family environment in our community, while ensuring academic success and encouraging lifelong learning. This is the essence of the culture and work of Campus School.

2. Engaging Families and Community:

Campus School has a unique relationship with the community. As a public school, it reports through the Shelby County Schools District. It is, however, governed and operated as the laboratory school at the University of Memphis (UofM). This has proven to be a relationship that provides our students with much engagement in the UofM community.

From participating in research studies to taking advantage of much of what a university setting has to offer, Campus School students feel part of a much larger community. The school encourages this feeling by participating in multiple community activities. Kids Kan, Moriah House, Kids Heart Challenge, and Go, Jim, Go, are a few examples of encouraging our children to actively and selflessly give back to the community. Campus School has community partners who provide incentives for our students to excel. These incentives have included ice cream treats, special book collections, and even a sponsored trip to a movie theater for children who have met their reading goals.

Working with the UofM, students are provided multiple educational experiences as we collaborate with university students and professors. This includes robotics, philosophy studies, engineering contests, and the viewing of special exhibits at the UofM library and museums. In addition, most students participate in research projects to further the work influencing children.

Families are a critical and prized part of the Campus School community. All parents are members of the Campus School Parent Network (CSPN), which is more commonly referred to as a Parent Teacher Organization. The CSPN board, representing all families at Campus School, meets monthly with administrators to plan and provide input as it relates to the school. Regular reports are provided on school improvement planning, student achievement, successes of the school, and on the specific needs of students. As the only fundraiser for the school, CSPN works diligently to provide monthly activities to build community as well as to provide financial support. As Campus School represents 27 zip codes in Shelby County, it is the school's responsibility to build a "neighborhood" feel, welcoming to all.

After Friday morning Family Gatherings, community members, ranging from university athletes to great-grandmothers, serve as "mystery readers" in the primary classrooms. Everyone, no matter the age, has a home at Campus School.

3. Professional Development:

School improvement is a continuous process at Campus School. Recognizing the importance that professional development has in the improvement process, all teachers and administrators participate in over 100 hours of professional development per year. Campus School has an ongoing committee that determines year-long professional development to meet the unique needs of our laboratory school. Campus School teachers participate in on-site, local, state, and national professional development activities focused on research-based, high quality, data-driven instruction that aligns with and supports the Tennessee State Standards. The goal of professional development is always to enhance the teaching and learning experience and to address the goals of the school improvement plan.

Professional development involving Campus School teachers has led to academic gains. Campus School developed a Model Math Curriculum and has spent the last three years increasing the effectiveness and rigor of math instruction. Teachers and administrators attend regional and national math conferences such as the National Council of Teachers of Mathematics that enhance cross-curriculum content and math practices, professional development activities that address diverse learning styles, and university graduate degree programs to produce master teachers.

Our Literacy Plan goals include the expansion of literacy instruction through the implementation of both the Expeditionary Learning (EL) Curriculum and the Orton Gillingham Multi-Sensory approach to reading. All classroom and support teachers receive professional development that aligns with literacy strategies such as classroom routines and lesson design, text complexity, and the five key areas of literacy.

Conferences to support these goals include the National Literacy Conference, National Council of Teachers of English, and EL Conferences.

While there is a distinct focus on literacy and mathematics instruction, our teachers also receive an abundance of training on the implementation of the new science, engineering, and technology standards. Furthermore, Campus School realizes the importance of teaching the whole child. To that end, Campus School seeks out innovative programs that build student efficacy such as Highly Effective Teaching and Quantum Learning. Campus School teachers attend an array of professional development meetings, including The National Science Foundation National Conference. Our teachers also provide professional development opportunities for their colleagues, university pre-service teachers, and faculty and staff of visiting independent, parochial, and district schools.

4. School Leadership:

The leadership philosophy demonstrated at Campus School is embedded in the servant leadership concept. There is a commitment to the growth and well-being of the school community, and there is a desire to "share the power" with the team.

An Instructional Leadership Team (ILT) assists the director and assistant director at Campus School, and consists of 2 administrators and 6 teacher-leaders. The responsibilities of this team are defined in the mission of the school -- collaboration, research, excellence in teaching, enthusiasm for learning, and diversity. Decisions and recommendations of the ILT are grounded in at least one of the mission's expectations. Teacher-leaders are responsible for gathering and sharing information with their teams to identify concerns and guide decision-making resulting in healthy, safe, and high-achieving students.

It is a deep-felt belief that achievement in academics comes when the whole child is cared for. Emotional, physical, and social support is critical in the services provided to the Campus School community. The director, assistant director, and school counselor meet weekly to discuss attendance, academic referrals, social/behavioral referrals, discipline, and any concerns from the families and staff. Action plans are developed to support identified needs in a timely fashion. While the CAN meetings are confidential, teachers are encouraged to provide input to assist in serving our students. Relevant information is shared with the teachers to ensure the recommendations are put into place.

Every Campus School teacher has a leadership role in one of the several committees serving the school. The committees set objectives and outcomes that keep the mission of the school as a priority.

Evidence of the effectiveness of the leadership at Campus School is demonstrated in high student outcomes over time. There has been a continuous level of high achievement in state-tested subjects, and the student attendance rate has held steady at 98% for many years. With no academic or conduct restrictions on enrollment, the outcomes are validated by the achievement and the high recruitment rate of our children upon completion of their time at Campus School.

Teachers charged with writing and implementing powerful curricula tailored to students' needs require a high level of leadership in all roles of the school. The assistant director oversees the curricula and works closely with teams of teachers to maintain the commitment to standards and the academic needs of the children.

Taking good care of teachers is an essential way to take good care of children. The director and assistant director of Campus School are committed to providing teachers with all they need to be successful educators, to strive for excellence with integrity and high expectations of the achievement of all.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Though Campus School employs research-based instructional practices, best first teaching strategies, and original curricula, it is the school's life skills, or common language, that set Campus School apart from other schools. The life skills are comprised of 16 character traits that are critical not only to developing citizenship, but also to cultivating lifelong learning. This common language is the foundation of everything that is taught across all content areas. Whether students are studying about a composer in Orff music class or reading about a citizen promoting social change during a book study, students evaluate how life skills contributed to that person's success.

CAMPUS TIGER PRIDE, the acronym given to our life skills, was written by teachers and vetted by all in 2006. Cooperation, active listening, managing self, achieving one's personal best, understanding self and others, and speaking with good purpose are some of the skills practiced daily. Each life skill has a short, succinct definition that is used throughout the school. Once learned, they seem to never be forgotten. Parents, students, and community members use the life skills as they are meant to be used -- lifelong. Returning students don't always remember specific academic lessons taught, but they always remember the life skills.

In using a common language, implementing a Positive Behavior Intervention and Support Program (PBIS) becomes more attainable. With clear expectations set, and with examples of what a certain skill looks like and doesn't look like, students are better able to hold themselves accountable and learn from their successes as well as their struggles.

The common language is posted in every classroom and holds a treasured spot on the office bulletin board. Throughout the year, life skills are celebrated during the weekly Family Gatherings. Every Friday morning, all students and teachers assemble in the multi-purpose room to focus on that week's life skill. Classrooms take turns presenting the life skill through a musical movement, skit, and recitation of the Campus School motto -- "I Promise to be Respectful, Responsible, and Ready." As the student body sits in the middle of the auditorium, parents, family, and community members line the walls for what has been referred to by many parents, students, and teachers as "the highlight of my week."