

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 8011 Concord Road
(If address is P.O. Box, also include street address.)

City Brentwood State TN Zip Code+4 (9 digits total) 37027-6727

County Williamson County

Telephone (615) 472-4650 Fax _____

Web site/URL https://www.wcs.edu/les E-mail michellec@wcs.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* Mr. Jason Golden E-mail jasong@wcs.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Williamson County Tel. (615) 472-4000

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. Gary Anderson
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 28 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 10 High schools
 - 0 K-12 schools
- 48 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	61	37	98
1	63	48	111
2	41	56	97
3	53	59	112
4	57	60	117
5	55	50	105
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	330	310	640

*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
 - 10 % Asian
 - 2.4 % Black or African American
 - 2.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81.6 % White
 - 3.3 % 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 2018 - 2019 school year: 4%

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, 2018 until the end of the 2018-2019 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2018	640
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):
Chinese, Haitian Creole, Japanese, Khmer, Korean, Kurdish, Lao, Marathi, Portuguese, Punjabi, Spanish, Tamil, Telugu, Vietnamese

English Language Learners (ELL) in the school: 2 %
13 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %
Total number students who qualify: 31

8. Students receiving special education services: 12 %

77 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>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>7</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>57</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</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: 14

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 20:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	98%	97%	97%	97%	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 2019.

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.

To cultivate the ability, intellect, and character of each student. We believe that working together in a combined partnerships benefits students academically, as well as the whole child.

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

With deeply established historical roots, Lipscomb Elementary School has provided the early educational foundation for Brentwood, Tennessee students since its founding as a two-room log schoolhouse in 1866. We are a multi-generational school, with students and staff who are the children and grandchildren of Lipscomb alumni. We have, however, welcomed many new residents in recent years. The school is in Williamson County, a suburb of Nashville, which has experienced explosive growth because of our high-achieving public education and tremendous regional prosperity. The county is one of the wealthiest in the nation and among the best educated, with a 58.1 percent bachelor's degree attainment rate for adults. Our attendance zone includes residences as varied as multi-family homes, older single-family homes, multimillion dollar new construction, and a multi-acre group foster home campus. We also currently have students relocated internationally from seven countries. Lipscomb has a long tradition of being a family-oriented school and enjoys an extremely active Parent Teacher Organization with 50 committees and countless eager volunteers. We are a vibrant and diverse family, enriched by learning and growing in partnership with others with an unwavering commitment to educational excellence.

The faculty and staff of Lipscomb Elementary recognize each student has unique abilities and needs. Each student can succeed because of the supportive and challenging environment, made possible by the strong partnership among teachers and families. Lipscomb maintains a safe and comfortable setting where trust and stable relationships promote student learning. The school commits to continuous improvement, allowing students to become confident, self-directed, and lifelong learners.

Each year, we focus on a school-wide theme to promote a welcoming climate and culture. This theme is shared with all stakeholders and woven throughout our year in school assemblies, professional development, and consistent communications with our families. Recent themes include: "Kind Hearts, Kind Words, Kind Actions #TheLipscombWay," "Lipscomb is Our Happy Place," and "Lipscomb: Solid as a Rock."

The faculty and staff of Lipscomb Elementary agree on key strategies designed to educate the whole child, ensuring academic and personal success from the moment our students arrive for class to dismissal. Our related arts teachers provide opportunities for students to build skills and character beyond the formal school day. Students enjoy before-school dance, chorus, stage production, and student council.

The Lipscomb school day begins with "Lipscomb TV" (LTV), our staff-sponsored, student-produced morning show. Regular segments of the show include positive behavior messaging, such as the daily recitation of the Lipscomb Pledge: "As a member of the Lipscomb community, I am responsible for my words and actions today. I will try to show PAWSitive characters by "PAWS." Today and for all days to come, I will strive to treat myself, students, and adults with honor, courtesy, and respect." (Quarterly, PAWS is replaced with these: Doing my Personal Best, Acting Responsibly, Working and Playing Safely, and Showing Respect.) Other portions of the show include "Mindfulness Monday," "Talking Tuesdays" (a sign language lesson led by a student and his interpreter), "Workout Wednesday," 100-book reader recognition on Thursdays, and "Kindness Corner" on Fridays. Administrators share celebrations, safety announcements, and positive reminders to, "Make it a good day!"

Lipscomb utilizes a highly structured process called Response to intervention (RTI). We call this practice "WIN (What I Need)" time. During this time, school staff is dedicated to giving students exactly what they need with an "all-hands-on-deck" approach. Some students participate in reading, math, speech, or social skill interventions because they have a deficit to overcome. Others engage in further purposeful practice on current grade level skills in all subjects because that is most appropriate. A multi-age group attends an enrichment class led by the certified gifted teacher to meet their intellectual and social/emotional needs. Our entire learning community is involved in leading sessions or monitoring students, a practice not found in all schools.

During the school day, the faculty delivers rigorous, differentiated, research-based instruction. Teachers begin instructional planning by understanding what we want our students to know and be able to do. Lipscomb students actively thrive in math and reading blocks following the reading and math plans

developed by Lipscomb coaches. Teachers collaborate to design small group instruction to meet individual student needs with pre-teaching, reteaching, and enriching learning based on ongoing assessment data to ensure continued growth. We use common assessments and planning to drive an equitable curriculum for all students. Strengthening the home-school partnership, we communicate curriculum-related information to parents to help their children find academic success. Complementing daily classroom experiences, students engage in Science, Technology, Engineering, and Math (STEM) lab and daily related arts which allow students to express their artistic, musical, physical, social, and engineering skills.

We are proud of our record of academic excellence documented by years of high achievement on state and district assessments. Equally important, we are proud of our positive, caring culture and shared commitment to create a nurturing community to produce successful, well-rounded students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Lipscomb uses a student-centered approach for teaching the Tennessee State Standards along with Williamson County Scope and Sequence for each core academic area. Teachers work in grade-level teams analyzing the standards to ensure strategies, resources, and assessments are aligned. We assess students' current knowledge through the use of pretests and discussions and then target specific student needs through small group instruction. We start with what is known by the students and build on that knowledge to help them advance.

Teachers set the tone for each lesson by introducing student friendly "I Can" statements and reflecting on the Essential Questions with the class. Our students know the focus of each lesson and are encouraged to continually reflect on their learning. We use the gradual release of responsibility method to teach the information in the standards. Teachers model the objective (I do), then students are asked to try it with guidance (we do), and finally students are released to show what they have learned individually (you do).

Students have access to numerous technology-based resources aligned to our curriculum. These dynamic resources, such as Freckle Math, Freckle Reading, Reading A-Z, Dreambox, and Xtra Math allow for differentiation based on student performance. All students have access to a personalized dashboard providing them easy access to online applications.

We use a strong systematic, data-driven approach to instruction providing school-wide support to all students. Students' needs are identified based on data analysis of universal screeners, district benchmarks, teacher-created, and curricular assessments. Then, instruction is targeted to meet individual needs and integrates a comprehensive system of tiered levels of support. All students receive core instruction in Tier I. Teachers and coaches provide Tier II support and daily intervention to students scoring below the 30th percentile. ELA and Math coaches utilize research-based strategies with students scoring below the 15th percentile through Tier III interventions. Teachers use Aimsweb Progress Monitoring to monitor students' weekly performance on isolated skills to ensure the interventions are working.

1b. Reading/English language arts

Lipscomb teachers use our Tennessee State Standards and Williamson County Scope and Sequence for Reading/English language arts to create their pacing guides every year. All components of reading - phonological awareness, phonics, vocabulary, fluency, and comprehension - are addressed throughout the grade levels. The ultimate goal is all students are presented with an equitable education where they work to master grade-level standards at a minimum.

Our teachers use assessments to drive instruction and to continually target students' needs based on their strengths and weaknesses. At the beginning of the school year and at the end of each quarter, primary teachers test their students' foundational skills - phonological awareness, phonics, and sight word knowledge. Teachers administer diagnostic assessments such as Qualitative Reading Inventory, and Developmental Reading Assessment to first through fifth graders twice a year to test their reading accuracy, fluency, and comprehension, and to determine approximate reading levels. Each second through fifth grader completes the Developmental Spelling Assessment two times a year to determine the stage of spelling development for spelling instruction and word study. Primary teachers use formative weekly phonics assessments, and first through fifth grade teachers use formative weekly comprehension tests from our core reading program. Grade-level teams collaborate to ensure assessments are adequately rigorous and mirror our state summative tests. The teams make adjustments or add additional items when necessary. Our goal is to create assessments that fully assess the grade-level standards we expect students to master.

Lipscomb follows a 90 to 120-minute Reading/ English language arts block fully integrating reading and

writing instruction, including grammar. Teachers use our district's basal reading program for reading instruction and supplement the program with higher level, more complex text. As part of their team planning, teachers choose texts from quality on-line sources, trade books, and other resources to tailor instruction for their students. The reading/language arts block starts with whole group instruction, but the heart of the block is small group instruction. The goal of small groups is to meet the needs of each student with differentiated teaching that is based on authentic formative assessment that occurs in this intimate setting. Groupings are flexible and change throughout the year as students' skills change. Teachers may also group students who all need to work on a similar strategy. When students are not working in a small group with their teacher, they are engaged in differentiated purposeful practice in reading, writing, speaking, and listening activities. Teachers guide students in routines for purposeful practice in reading and language arts: Read to Self, Read to Someone, Work on Writing, Listen to Reading, and Word Work. This structure allows students to work to become independent readers. Teachers use the CAFE system (Comprehension, Accuracy, Fluency, and Expand Vocabulary) as a structure for conferring with individual students and developing individual reading goals.

Primary teachers routinely utilize the Heggerty program with their students to ensure they have a strong phonological foundation to build upon. The intermediate grades teach Greek and Latin roots as part of their vocabulary instruction. This focus contributes greatly to students' comprehension of academic language and complex text that they encounter daily.

1c. Mathematics

Lipscomb implements a 90-minute block for mathematics with small groups being the heart of instruction. The math block is split into schema activation, whole group explicit instruction, small group instruction, and independent practice. Instruction begins with an activity which may include a number talk, spiral review, fluency practice, or a creative question. Teachers continually reference the Essential Questions and "I Can" statements so that students can keep the end goal in mind. Whole group instruction mainly utilizes Go Math with additional vetted resources integrated for added engagement. Teachers model new concepts using several techniques and manipulatives. Students often complete an exit ticket sharing insights, challenges, and successes.

Lipscomb uses the Concrete Representational Abstract (CRA) three-step approach during small group instruction which is broken down into concrete, representational, and abstract applications. This sequence allows teachers to develop and/or advance the learning of each student at any level.

At the concrete level, students use manipulatives in a small group setting with the teacher's instruction and supervision to secure the students' understanding. Our teachers use a variety of manipulatives at different grade levels including unifix cubes, tiles, fraction strips, counters, base ten blocks, and more. Students who are working at this level are encouraged to continue using manipulatives in independent practice until they are comfortable with the new concept.

Once students become comfortable at the concrete level, they move forward, modeling problems at a representational level. Students draw pictures instead of using manipulatives to solve problems. They may use tally marks, dots, circles, or pictures of items to represent data.

When students have mastered both the concrete and representational stages, teachers move to model problems at an abstract level. Students use traditional math equations and algorithms through numbers and symbols. Lipscomb teachers strongly believe that the fluidity of the CRA approach deepens conceptual understanding and ensures student achievement and growth.

Teachers and the math coach collaborate weekly for lesson planning with the end assessment in mind. After pre-testing, teachers determine what students do not yet know, if they understand but need reinforcement, or are ready to go deeper with advanced learning. During small group time, students not working with the teacher complete a variety of purposeful practice activities. Lipscomb utilizes hands-on activities, skills pages, group and partner work, and technology for independent practice. Lipscomb uses many technology programs including: DreamBox, Freckle, Khan Academy, Xtra Math, Schoology, Nearpod, G Suite for NBR
S 2020

Education, Quizlet, Kahoot, and Flocabulary. Students may participate in fluency practice, performance tasks, interactive notebook activities, differentiated advanced learning through challenge folders, or College of William and Mary gifted activities. Teachers choose how they organize student math centers, allowing each classroom to thrive based on student needs. Math centers include: math tasks, algebraic thinking activities, money tasks, challenge wall activities, and MathStars.

1d. Science

Lipscomb science standards align to the Next Generation Science Standards (NGSS) allowing students to think scientifically by using the 5E model for teaching and learning: Engage, Explore, Explain, Extend (or Elaborate), and Evaluate. Williamson County Schools' Online Educational Resources (OER) website hosts the standards and curriculum that guides teachers during instruction. Teachers incorporate hands-on learning, technology integration, and science and engineering practices. Mystery Science provides an in-depth lesson with hands-on experiments. We use WCS Science kits school wide for hands-on simulation and experimentation that change quarterly.

These resources promote curiosity and provide rich, cross-curricular connections. Students have opportunities to more fully explore scientific ideas such as circuit building, chemical changes, and vibrations of sound. Each lesson capitalizes on investigating using natural inquiry. Students also engage in studying and presenting topics of interest through research.

Teachers use several additional technology resources such as Nearpod, Schoology, G Suite for Education, Kahoot, BrainPop, BrainPop Jr., and Crashcourse Science that include assessment components. Lipscomb also encourages content-based field trips focused on science standards. Field trips to the 4-H Center, Adventure Science Center, and Cheekwood Botanical Gardens allow students to explore the standards in real-world settings. Assemblies, such as the Laser Science Show increase student interest and curiosity in STEM related careers.

Our school emphasizes STEM activities, hosting a STEM family night, providing biweekly STEM labs, and holding a STEM day once each semester. Students learn through hands-on opportunities, applying what they are studying to a real-world setting. These activities help students advance in the cross-curricular studies of science, technology, engineering, and math. This critical thinking cycle is fundamental to future careers for our students. Students become confident with their choices and engage in productive struggle through creative problem solving. Students from every grade level go through the engineering design process of asking questions, imagining, planning, creating, testing, and improving designs.

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

Lipscomb Elementary is committed to providing students with exposure to culture, geography, government, economics, and history from the local to global understanding. Teachers use a variety of instructional techniques to help students delve into the content from highly collaborative group projects and in-depth research to content-based field trips, interactive notebooks, and technology. The middle Tennessee community offers great historical and cultural resources. We take advantage of our local historical sites such as the Tennessee State Museum, Historic Rural Life Festival at the Ellington Agricultural Center, Boiling Springs Academy's one room schoolhouse, the 165 year-old Gentry's Farm, and notable Civil War sites Carter House, Carnton Plantation, Lotz House, and Fort Granger.

Students have multiple avenues to demonstrate their learning and mastery of content standards. Students participate in group projects, facilitate class discussions, and present their research findings in written, oral, or electronic formats. Students read and analyze a variety of texts during reading and social studies that include informational social studies articles and primary sources. Students also view video clips and photographs from different historical periods to gain a deeper understanding of the time context.

Teachers track student performance through the use of exit tickets, conferencing, student demonstrations, and summative assessments. Students can demonstrate growth and understanding by retaking assessments or demonstrating alternative approaches to show mastery.

Fifth grade students at Lipscomb benefit greatly from participating in Junior Achievement BizTown, a fully-interactive simulated town. Students interview for specific jobs, eagerly await job placement, then manage businesses, earn paychecks, vote in elections, and donate to philanthropies. Students learn entrepreneurial and personal finance skills while performing expected job duties. Through this experiential learning process, students develop a strong understanding of the relationship between what they learn in school and their successful participation in our global economy.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Lipscomb offers related arts programs to all students on a weekly rotation. Specialists incorporate core curriculum to deepen student learning. They also teach kindness and empathy, helping students become well-rounded school citizens. Our students participate in one component of the related arts program daily.

Based on state standards, our music teacher designs the music arts program helping students develop performance and music creation skills, the ability to evaluate and connect music to other disciplines, and real-life experiences. Students develop skills through singing and playing instruments, as well as exploring music creation through technology and interactive curriculum tools. All grade levels participate in performances that incorporate singing, speaking, and choreographed movements, tying performances to classroom curricula and school-wide character development. The music program connects and infuses all parts of learning and whole child development by offering an alternative avenue to reach children with various learning styles and multiple intelligences.

The visual art program follows the Tennessee Art Standards. Lipscomb artists build skills in problem solving, critical thinking while learning about art: techniques, careers, history, and vocabulary. Students study contemporary and diverse artists while communicating through art, and participate in rich artworks studies including discussion. We emphasize career preparation and problem solving, such as exploring animation through technology, so that all students can connect art skills to opportunities after high school.

Every child participates in physical and health education twice weekly as an integral part of their education. Our cross-curricular, standards-based physical education program increases the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students. We involve the whole family in our promotion of an active lifestyle as families join us for roller skating, run team, bowling, line dancing, and field day. The goal of our physical education program is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

To prepare for tomorrow's educational settings and workplaces, students build the capacity to deal efficiently and productively with increasing amounts of information in a globally connected society. Our STEM lab follows state standards for coding and computer science. Students are empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators. Teachers use the "Digital Citizenship Week" celebration to introduce and reinforce concepts, revisiting these concepts via digital resources throughout the year.

Mobile classroom carts are utilized to provide kindergarten students iPads to strengthen their basic math and literacy skills. Students in first through fourth grades access ChromeBooks through mobile classroom carts and engage in G Suite for Education learning environments: creating documents, presentations, surveys, animation, and spreadsheets. Finally, within Lipscomb's separate STEM Lab classroom, students extend their iPad and ChromeBook learning to STEM-focused learning resources: MakeBot robots, Dash robots, Ozobots, BeeBots, ProBots, MakeBlock Neuron Inventor Kits, Snap Circuits, KEVA planks, LEGO Mindstorms, K'Nex kits, and consumable materials. Students participate in individual and small group design challenges emphasizing collaboration, creativity, and the engineering design process while directly addressing coding and computer science competencies.

Lipscomb's media center is the "hub" of the school and features a welcoming, vibrant atmosphere for our learning community. The library collection is current, and houses more than 12,000 materials including an electronic book library. The layout and the library collection are intentionally designed with the patron and curricula in mind. The media specialist teaches related arts classes and collaborates with classroom teachers to integrate library materials with academic standards. Lipscomb promotes reading through "Books, Brownies, and Bears," where parents and students celebrate donated books, an annual book fair, and the Volunteer State Book Award program. Our relationship with the neighboring Brentwood Public Library is a valuable asset for students and staff. The media center's mission is to foster a lifelong love of reading and knowledge.

Lipscomb's counselors, following state standards, support students in areas of academics, career exploration, and social well-being by teaching learning strategies, self-management, and social skills, and developing mindsets and behaviors for student success. The program includes classroom life skills lessons; small groups to address issues such as grief, changing family, anxiety, social skills, and impulse control; and individual counseling. Counselors collect data to implement guidance goals. They provide individual students and parents counseling upon request, using a short-term, solution-focused approach. Additionally, a school social worker helps families who need additional support.

3. Academic Supports:

3a. Students performing below grade level

Lipscomb uses RTI to ensure all students achieve the skills they need to succeed in the areas of math, reading, and writing. We follow the requirements from the state for screening, teaching, progress-monitoring, and adjusting instruction. All students are screened three times a year in the areas of reading, math, and writing. Data teams meet quarterly to review screening, progress-monitoring, and classroom data. Students who fall below the 30th percentile (about 10 percent of students) are grouped for targeted Tier II intervention with a classroom teacher during our school's common RTI time. Reading interventions are for phonological awareness, phonics, fluency, or vocabulary and comprehension. We utilize research-based programs and resources to target student needs. Students who fall below the 15th percentile (about 2 percent of students) meet with our reading or math specialist for an additional intervention time - Tier III. Classroom teachers, intervention teachers, and coaches collaborate and communicate regularly to ensure there is consistency in our language and programming with students. Part of the RTI process is the identification of students who do not respond to intervention and need further testing by our school psychologist to determine if a 504 plan or special education is needed.

Our school follows our state guidelines for screening all students for dyslexia. Students who meet the criteria are placed in Tier II and at times Tier III groups where their needs are targeted with a dyslexia-specific intervention. Our school uses 95 Percent Group's Phonics Lesson Library.

Intervention teachers follow a deficit-specific framework in the areas of basic math and/or problem solving. Historically, Lipscomb has had few students who qualify for tiered interventions in math. In the current school year only six out of our 640 students needed this additional support. A math tutor provides additional classroom support on foundational math skills weekly.

3b. Students performing above grade level

Lipscomb uses a co-teaching model where the gifted and general education teacher work together in the classroom to provide advanced instruction in reading/writing and math to grow and advance learners through differentiated instruction. The classroom teacher and gifted teacher share gifted and advanced students. By expanding the core curriculum with differentiated instruction, using curriculum enhancements, and inquiry-based modules, students engage in complex and rigorous tasks. Students use various strategies to show understanding of a variety of contextual problems. Students show their thinking on dry erase boards, allowing teachers to give immediate feedback and use extending questions to advance student thinking.

The math coaches pull groups of advanced students who need growth beyond what the general education teacher provides through small group instruction: model drawing, contextual problems tied to classic literature, and advanced performance tasks. A math data team uses screening and state testing results and other data to determine the advanced students most in need of pull-out services, who are not receiving gifted services. The groups are fluid and flexible as data determines need.

In reading/writing, students read advanced, complex informational and fictional texts through daily leveled reading groups. Gifted students fully participate in general education, and the gifted teacher provides advanced instruction through a co-teaching model. The reading coach and gifted teacher push into 3rd, 4th, and 5th grade classes to teach all students Notice and Note signposts, where students delve into the lives of fictional characters and author's purpose in informational advanced passages.

Those students beyond the general education curriculum, even with differentiation, are considered for gifted services through special education after the school psychologist administers individual comprehensive testing. A diverse group of 43 (7 percent) of kindergarten through 5th grade students, with gifted IEPs, receive daily gifted pull-out and twice weekly co-teaching services.

3c. Special education

Our teachers use research-based interventions such as SPIRE, Edmark, Making Connections, Sound Sensible, Touchmath, and Early Numeracy Skill Builder. Teachers focus on deficit areas and support students in the general education classroom allowing students to grow faster, leading to closing the achievement gap. Students participate in intervention programs such as Social Thinking or Zones of Regulation to enhance social/emotional development. Additionally, the speech language pathologist provides an inclusive social “lunch bunch” with general education peers to practice social language skills. Related service providers assist in social/emotional development by writing social stories and providing strategies for sensory breaks.

Our Student Support Services (SSS) team reports student progress at data meetings, annual Individualized Education Plans (IEP) meetings, parent conferences, and through quarterly progress reports. Assessment data includes: STAR reports, AimsWeb progress monitoring, TCAP testing, TCAP Alternate assessment, formative weekly data collection, and psychoeducational evaluations. Teachers collect data to support IEP goals allowing ongoing adjustments to individualized intervention strategies and instructional supports to best support student academic and social success across all settings.

Students with 504 plans and IEPs consistently use individualized accommodations across all educational areas to support academic and social success. Students use allowable testing accommodations in the classroom and test-specific settings. Special education teachers provide direct instruction for special education students who are placed on a modified curriculum at the students' academic levels.

Our SSS team collaborates daily with our general educational teachers to tailor instruction, intervention, and assessments for students through IEPs. Support staff, general education teachers, and related service providers participate in student specific training (SSTs) throughout the year on proactive strategies designed to ensure students are calm and receptive to learning. Licensed behavior specialists train staff on de-escalation strategies to promote student educational readiness. The school based SSS team provides ongoing training, creating personalized de-escalation plans for each student receiving behavior support.

3d. ELLs, if a special program or intervention is offered

Lipscomb Elementary offers specific instruction for English Language Learners (ELL) following the guidelines of the ELL state standards. The instruction includes both pull out and push in services. During pull out services, a highly qualified bilingual ELL teacher provides students with English instruction one-on-one or in a small group setting. Push in services include the ELL teacher supporting students within the general education classroom setting.

The ELL teacher and classroom teachers collaborate to provide effective learning to our ELL students. We design Individual Learning Plans (ILP) for our ELL students tailored to their individual needs based on different learning styles that lead to the successful learning of English. We use various strategies such as using visuals, pre-teaching, repeating complete sentences from the teacher, and in-school vocabulary journeys to encourage conversations with other students and teachers and application of their language acquisition. Currently we have students from Japan, South Korea, India, Mexico, China, the Dominican Republic, and Cambodia.

When students come to Lipscomb Elementary speaking another language, they are assessed with the WIDA ACCESS Screener mandated by the state of Tennessee. These scores provide us with valuable information for their placement in the ELL program. We also assess our students every spring with the WIDA ACCESS to determine the growth of English proficiency, as well as their placement in the program for the following year. When ELL students meet the state's proficiency criteria to transition from ELL services, they are monitored for four years to ensure language gaps do not impede access to instruction in content standards.

To close the achievement gap, Lipscomb Elementary follows a rigorous curriculum and provides RTI interventions, additional math and reading support, and a computer program called Imagine Learning, designed for our English Learners. Parent volunteers, tutors, and teacher assistants work one-on-one to provide extra support.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Lipscomb Elementary begins every school year with a framework that promotes strong academics, growth mindset, and empathy towards all to engage and motivate students. The staff begins each day by creating a supportive atmosphere to help students feel safe, welcomed, and confident. Teachers eagerly wait at their doors to greet students by name as they enter the classroom to begin a variety of activities that promote student growth and confidence. These include a student-led LTV program and safety patrol. Each morning, students recite our Lipscomb character pledge. Throughout the day, students are recognized for kind and responsible actions through Positive Behavior Intervention Strategies (PBIS), in which they receive Bear Bucks and are praised for their positive behaviors that promote leadership in the classroom. Students have the option to enter these in a quarterly positive behavior incentive drawing. The entire staff at Lipscomb uses this strategy to encourage positive behavior and to foster the whole-child learning experience.

Lipscomb has implemented Restorative Circles to promote social and emotional growth as a collaborative effort between teachers and students. Students actively speak, listen, and practice appropriate ways to express their feelings, allowing them to feel in control throughout the school day as they encounter academic and social successes and challenges. Teachers and students build meaningful appropriate and professional relationships. Teachers encourage students to use a growth mindset mentality to foster perseverance, problem solving, and positive self-talk. These skills are reinforced during guidance with the school counselor regularly. Lipscomb incorporates the district-led initiative “BE NICE” by having a BE NICE/kindness day each week.

Lipscomb supports students’ academics and personal growth in a myriad of ways to engage each student. Lipscomb is currently a pilot school for the county’s one-to-one technology initiative, where each 5th grade student is issued an individually assigned touch-screen Chromebook. There is also a one-to-one student-technology ratio for grades 1-4, and all students attend STEM lab bi-weekly. To engage students beyond the classroom, Lipscomb sponsors meaningful assemblies throughout the school year that promote STEM, literature, expanding their growth mindset through the arts, and self-care. Lipscomb offers a variety of multi-curricular programming, including: family STEM night, dance team, chorus, various art installments, and stagecraft. More than 50 percent of our students participate in the run team, which is an opportunity open to all students to promote health and wellness. Lipscomb’s approach to teaching the whole child creates a well-rounded learning atmosphere and fosters positive teacher-student relationships.

2. Engaging Families and Community:

Students are our number one priority. We ensure our students, families, and our community work hand-in-hand to create a strong bond leading to success. To enhance these connections, students participate in school wide programs such as D.A.R.E which promotes healthy choices and lifestyle decisions. We offer flexible ongoing conference times to ensure parents have opportunities to collaborate with the classroom teacher. Parents also connect through our Parent Teacher Organization (PTO) communications and weekly newsletters from teachers and administration regarding school-wide happenings such as upcoming school events, goal achievements, and upcoming academic skills students will learn. We transition our kindergarten children into our community through “Sneak a Peek” where children and families ride a school bus from a local park to Lipscomb to tour.

Lipscomb families play a critical role in keeping students academically engaged. We offer many family and community oriented programs to serve this purpose: Read Across America Day, STEM night, Frist art competition, and Books, Brownies, and Bears. Parents are also included in school-based committees such as Coordinated School Health initiatives and programs, as well as our School Improvement Plan writing.

Extra-curricular activities allow students to participate in a well-balanced thriving school environment. We have monthly spirit nights where students spend time with their families and friends while contributing to the school. Lipscomb also has back to school socials where students interact with their teachers and

classmates. Through family Fall Fest, Fun Run, physical education classes, grade level musicals, and an annual picnic, school and community come together to support their children in social settings. Wintertime brings community caroling that often includes singing carols with our students in foster care at the group children's home. We also have "Breakfast with Your Bear" to welcome new families into our school.

We model giving back to the community. We have adopted a sister school, Cole Elementary in Nashville, where the entire Lipscomb community unites to provide them with school supplies, clothing, and other essentials. We also do a similar collection of necessities for Vanderbilt Children's Hospital and our local children's group foster home.

PTO provides for the school in multiple ways including on-going communications, directing the Fall Fest, and promoting Back Your Bear. The PTO very generously raises funds for improvements such as technology advancements, field trips, playground improvements, picnic tables, and benches. The PTO is transparent with spending and the community generously contributes. Collaboration and connection allow the PTO to help promote a positive school-wide culture.

3. Creating Professional Culture:

At Lipscomb Elementary, teachers are dedicated to ongoing professional development. These professional development opportunities allow teachers to engage and support students as well as improve teaching practices to better address student needs. Each year teachers create their own professional growth plan based upon areas identified for growth in their Tennessee Teacher Evaluation rubric and self-reflection. The district offers professional development classes throughout the school year and during the summer. Lipscomb Elementary also provides site-based professional development each year. The site-based professional development classes are chosen to reach our goals of creating lifelong learners and providing a comfortable learning environment. Along with site-based and district offered professional development, administrators at Lipscomb provide links to external professional learning each week in their newsletter. Lipscomb teachers regularly attend local and national conferences and then provide turn-around training to staff.

The district wide and site-based professional development options range from new academic content, ways to help students' social and emotional skills, data analysis training, implementing new curriculum, and collaboration. This year our site-based development began with external consultants to bring Restorative Circles into the classroom. This program promotes a safe learning environment for discipline so students can help determine a solution rather than receive punishment. This professional development sought ways for teachers to connect with the students and build relationships, which positively impacts student achievement. Other site-based options are centered around: technology, engagement, environment, and curriculum. These classes are often led by teachers and instructional coaches.

Lipscomb offers monthly Mentor/Mentee meetings, which is open to all teachers, allowing new learning through book studies. Teachers have studied Restorative Justice, Hacking School Discipline, Growth Mindset, and more. By studying these books, teachers create professional development lessons that will benefit the whole staff.

Environment is a huge factor in the professional culture at Lipscomb. The staff motivates students, promotes a safe environment, establishes a respectful culture, promotes group and individual learning, and collaborates with one another daily. Teachers participate in collaborative team planning and vertical team planning. Each team member supports and encourages one another and is led by an effective team leader. Lipscomb's team leads are facilitators of the process of looking at essential questions, unpacking standards, and creating common assessments. Every teacher is committed to the continuous development of their profession and puts their new learning into practice within their classrooms.

4. School Leadership:

The administration collaborates annually with the Lipscomb Leadership team to develop a focus question mapped directly to student achievement. The question guides the professional development and instructional

focus of the faculty and staff for the year. This essential question is supported weekly with best practice resources in weekly communication from the administration and monthly during faculty meetings. Both the Lipscomb Leadership team and Mentor/Mentee teams participate in a book study on the topic. Administration hires professional development consultants to support teachers' and students' understanding of the growth mindset and how it influences personal achievement and growth through a lifetime.

The school leadership focuses on being emotionally supportive of faculty, staff, and students. This impact is felt at all corners of the building, as programs bring joy to staff through monthly recognition (WOWs), and a December "happy" countdown that includes treats and surprises to maintain morale. Colleagues are encouraged to recognize one another for the little things that Lipscomb team members do that make a positive impact. Positivity is intentional, and it creates a nurturing environment for the faculty and staff that spreads out to the student body - making them feel appreciated, safe, and ready to achieve their personal best. Administrators encourage faculty members to share their expertise in training others and often ask teachers to present their own best practices in teaching students to give feedback to one another, for example.

The Lipscomb Leadership team consists of grade level and department representatives and the principal, assistant principal, and academic coaches. This demographic ensures that the diverse viewpoints of the staff and faculty are heard and considered at their monthly meetings. The Lipscomb administration has an open-door policy and supports faculty, staff, students, and their families with a student-centered approach. The needs of the student are the top priority in decision making.

The Lipscomb Data Team focuses on the well-being of the whole child. Quarterly, this team meets with every teacher to discuss the academic and social/emotional needs of students. The Data Team also makes recommendations for students who may need gifted screening. Following these meetings, the administration works with academic support teams and guidance counselors to ensure identified students are supported with a clear plan. The counselors establish therapy groups that meet regularly based on student needs. Students facing changes in family situations, challenges in social relationships, or emotional stressors benefit from this program and can ultimately experience more success in the classroom with this support.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Lipscomb Elementary we absolutely believe in differentiation. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Over the years, our differentiation model has changed. We no longer only address the needs of our identified gifted students in isolation. Instead teachers challenge each student to push harder and learn more through general education and gifted modeling and co-teaching. Every child grows and achieves through daily academic challenges.

Every student, kindergarten through fifth grade, has a data-driven differentiated challenge folder based on present level of performance. If children are not working with the teacher during the intervention block (RTI/WIN time) or have finished required work throughout the day, they work on these individualized challenge folders. A team of educators and administration provides written/modeling feedback to children daily so children can “try again” to move forward in their thinking. Since math problems are contextual, children practice critical reading skills. A Common Core ELA/Math trained teacher leader designed the challenges.

Every teacher differentiates daily during whole and small group instruction. Teachers go deep into required grade level standards, allowing children to grow academically and advance through rigorous assignments. While teachers are working with small groups, others work independently or collaboratively on accelerated learning, enhancing student achievement. Teachers regularly use various assessment data to determine students’ needs and for flexible grouping, ensuring student growth. All students, including those receiving special education services or modified curriculum, work with a general education teacher. General education and special education teachers collaborate, ensuring student success in the least restrictive environment.

Teachers treat each child as a capable learner and differentiation brings high expectations, yielding growth and achievement for all. In the past four years, we have seen teachers and students challenge themselves to go above and beyond curricular expectations. Our students show increased self-motivation and reasoning strategies.

Each child, through differentiation, grows academically. Beginning in kindergarten, teachers introduce the “power of yet” encouraging a Growth Mindset. Students are not limited by their present levels but accept the challenge to take ownership of their learning while growing and learning from mistakes. In early grades, parent volunteers partner in the classroom with teachers as they differentiate for students needing extra assistance or enrichment. Differentiation has brought success and learning for our children.