

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 321 North Bragg Avenue  
(If address is P.O. Box, also include street address.)

City Lookout Mountain State TN Zip Code+4 (9 digits total) 37350-1205

County Hamilton County

Telephone (423) 821-6116 Fax (423) 825-7384

Web site/URL https://lookoutmountainschool.com/ E-mail duncan\_mary@hcde.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Justin Robertson E-mail ROBERTSON JUSTIN@HCDE.ORG  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamilton County School District Tel. (423) 498-7020

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. Tucker McClendon  
(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, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 41 Elementary schools (includes K-8)
  - 15 Middle/Junior high schools
  - 20 High schools
  - 2 K-12 schools
- 78 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	14	22	36
1	15	17	32
2	21	10	31
3	19	16	35
4	17	18	35
5	15	13	28
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
<b>Total Students</b>	101	96	197

\*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
  - 0 % Asian
  - 4 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 4 % 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 2020 - 2021 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2020	163
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 7

8. Students receiving special education services with an IEP or 504: 11 %  
21 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>7</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>8</u> Speech or Language Impairment         |
| <u>0</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: 12
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 16:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	96%	95%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

<b>Post-Secondary Status</b>	
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.

The mission of Lookout Mountain Elementary School is to create an environment that allows all students to achieve success by providing them with research-based instruction in the areas of scholarship, leadership, citizenship, and integrity.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

[https://www.hcde.org/district/non-\\_discrimination\\_policy](https://www.hcde.org/district/non-_discrimination_policy)

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

Lookout Mountain Elementary School became an "Open Enrollment" HCDE school in June 2020. We are primarily a zoned school. "Open Enrollment" seats are limited. Parents must complete an online application with HCDE for an "Open Enrollment" placement at LMES. HCDE runs a lottery and awards seats accordingly. None of the "Open Enrollment" placement is processed at the school level - HCDE determines all student placements for "Open Enrollment". All students at LMES must provide their own transportation to and from school.

## **PART III – SCHOOL OVERVIEW**

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Lookout Mountain, Tennessee overlooks the city of Chattanooga from an altitude of almost 2,000 feet, and access to Chattanooga and its many cultural, educational and economic offerings is but a six-minute drive down the mountain. The population of Lookout Mountain, Tennessee is currently 1,965, with approximately 760 households occupied. The ethnic population consists of 98% White, .71% Asian, and .81% African/American, and .66% Other. 46% are male and 54% are female. There are 135 families within our school population, with 37 of those living outside our school zone. Approximately 80% of the residents 25 years or older hold a bachelor's or advanced degree. In the Chattanooga area, there are 39 private or parochial schools, representing a student population of 15,000. The major employers of the greater Chattanooga area are TVA, Cigna and Blue Cross/Blue Shield Insurers, the University of Tennessee at Chattanooga, and the Hamilton County Department of Education. Community support for the Lookout Mountain/Chattanooga area has seen a renaissance in recent years. With the advent of a \$120 million 21st Century Waterfront Plan, the Chattanooga downtown area has been revitalized, creating much excitement and civic pride emanating throughout this mid-size city and to outlying communities like Lookout Mountain. The community is a microcosm of an amazing public/private partnership that now exists throughout the area, and children of mountain residents enjoy all of the benefits that such cooperative spirits provide. Remarkable cultural and educational experiences beyond the beauty and wonder of our natural surroundings include the new and improved Hunter Museum - a Southeastern showplace for American Art, the Bluffview Arts District, Creative Discovery Museum, Tennessee Aquariums with adjacent Riverwalk exhibits, Reflection Riding Nature Park and Preserve, Chattanooga Zoo, Bessie Smith Hall, numerous performing arts offerings, a minor league baseball team and a rich cultural legacy featuring many, many historic areas relating to the Civil War and beyond.

The community of Lookout Mountain, TN is especially proud of its current, beautiful mountain stone elementary school, built in 1929. Lookout Mountain School was originally established as a public school in 1878. As a result of the school's long history of educating many generations from the small community, many third and fourth generations of families return to experience special performances, art shows, holiday dinners, community sings, graduations and reunions. It is a very uniquely caring community.

Lookout Mountain students are challenged to reach their academic potential. We have been recognized as a TN Reward School every year for achievement and growth since the inception of the award in 2011. The education for students at our school include physical education classes for each student everyday. Related arts classes including library, music, science lab, and visual arts offered to every student weekly. There is also a dedicated Literacy Lab K-2 students attend weekly to develop strong ELA skills in a small group setting.

COVID-19 affected our students, parents and community in many ways. Abruptly and unexpectedly ending the 2019-2020 school year was a challenge, as well as the constant schedule shifts of 2020-2021 which included multiple quarantines and contact tracing procedures. The fear attached to COVID-19 was unprecedented with over 20 families withdrawing completely from our school before the beginning of the 2020-2021 school year. It is apparent in our current 2021-2022 students, there are missing components in social skills and academics. Our teachers and staff work diligently each day to "close the gap" in these areas.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Lookout Mountain Elementary School’s mission is to create a learning environment which allows all students to achieve success by providing them with research-based instruction in the areas of scholarship, leadership, citizenship, and integrity. We believe that children achieve success and can learn effectively at high levels in a child-centered environment that is safe and stimulating. Kindergarten through fifth grade students are engaged with teachers that are dedicated to age and developmentally appropriate instruction throughout all content areas. Continuous assessment, both formative and summative, provides data to guide effective and differentiated instruction that addresses each child’s unique pattern of growth and development. Students are assessed through teacher-created assessments as well as State and County mandated assessments such as the i-Ready, TCAP, and Hamilton County Benchmark Assessments. The foundation of lifelong learning for all students should be enhanced through the teaching of related arts, enrichment resources, and identified special services. Teachers of the related arts work closely with classroom teachers to align and connect lessons. Students’ needs are identified and addressed in a timely fashion and teachers and parents partner to work towards maximum student success.

While we have had to adapt to different online hybrid teaching and learning platforms in recent years, we have maintained our high expectations and philosophies of learning every day. We have used Zoom, work packets, and independent study to keep students engaged and progressing through their grade level. Both teacher and student expectations remained high and the desire for performance at their maximum potential was witnessed. Lookout Mountain Elementary School teachers strive to foster a love of learning in our students that inspires them throughout life. Students leave our school knowing they were loved, nurtured, and prepared to take on any challenges middle school, or the world, might offer.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

Lookout Mountain School strives to foster a lifelong love of reading and writing while challenging all students to reach high levels of academic achievement. Teachers utilize the ELA education curriculum to provide systematic and rigorous instruction that integrates reading and writing into meaningful units of study. Students demonstrate proficiency and deeper understanding through ongoing formative assessments and creative performance tasks. Literacy instruction is given in the context of authentic literature and involves whole group modeling, guided small group instruction, and daily opportunities for peer interaction and group support. Students are expected to create complex work that demonstrates higher-order thinking, multiple perspectives, and deep knowledge of research topics.

In the primary grades, students master the building blocks of reading and writing through hands-on and interactive practices focused on phonemic awareness and phonics. Teachers provide daily instruction using developmentally appropriate activities such as chants, songs, shared reading, rhyming, oral blending and segmentation, and letter-sound matching tasks. Students are immersed in relevant units of study to inspire their interest in reading, writing, and learning. First grade, for example, studies birds throughout the second semester, creating a book demonstrating their knowledge of bird habitats, migration patterns, life cycle, and wingspan.

The upper grades focus on building fluency and comprehension by reading to learn and develop deeper reasoning and writing to express ideas and communicate clearly. Students focus on complex units of study as they investigate topics such as the American Revolution, poetry and poets, and animal defense mechanisms. These engaging units challenge students to stretch their thinking, consider new perspectives, and expand their vocabulary. Each unit involves analyzing complex texts, asking reflective questions, reflecting on models of quality work, and collaborating with peers to deepen understanding.

Lookout Mountain School uses literacy instruction as a tool for building an environment of respect, courage, and kindness, where all participants are committed to quality work and a strong school community. Cross-curricular connections and content integration is used to deepen students' knowledge and understanding of broad topics, and to heighten student engagement in the classroom. We believe that all students can become masterful readers and writers and use individualized goals, differentiation and targeted learning plans ensure that all students find success.

We expect our students to reach above grade level reading benchmarks. We expect our students to have solid foundations in decoding, fluency, comprehension, grammar and writing mechanics. Above all, we strive for students to truly become real readers who enjoy and value reading.

An example of a third grade ELA lesson:

Adaptations and the Wide World of Frogs

Freaky Frog Book & Trading Card

Research Project Quarter 2

Students spent their 2nd quarter learning about & researching frogs. We did a deep dive into several types of frogs using a variety of genres to widen our knowledge of the subject.

Our project was guided by these three questions:

How does an author engage the reader in a narrative?

How do experts build knowledge and share expertise about a topic?

How do frogs survive?

Our culminating project was a multi-page informational book on frog adaptations as well as a frog trading card that allowed the students to use their knowledge in a game format. Students began this unit of study with literature that enhanced student knowledge on the subject. Students read fables, folktales, and poems that contained a central message, lesson or moral. Students were able to describe character traits, settings and motivations and explain the sequence of events to show their understanding of the literature. Students then went on to study informational texts relating to their topic. They were able to study text features such as titles, graphs, captions, illustrations, maps, glossaries and sidebars. They used these to deepen their understanding of the topic.

Students also used many sources for their research, such as the internet, informational texts, articles and literary works. When research was complete, students spent time organizing their research and categorizing it into physical and behavioral adaptations of the specific frog they were studying.

Students were tasked with writing and informational text that introduced a topic, developed the topic with facts, definitions and details. The result of their efforts materialized in the form of a six-page book that included a cover, table of contents, information, glossary and back cover of their book. Each book contained pictures that represented their frog and other pertinent information pertaining to their frog. When completed, students also designed a freaky frog trading card to be used in a trading card game. They included graphics and information found in their research notes.

Students presented the information in a read aloud with our two first grade classrooms. Each student partnered with a younger student to share their knowledge on their particular frog. This gave my students the opportunity to have questions asked about what they learned.

### **1c. Mathematics curriculum content, instruction, and assessment:**

The goal of mathematics instruction at LMS is to produce students who are active problem solvers, use habits of mind and interaction with fidelity, and have developed a strong math reasoning and number sense through real-world experiences and hands-on learning while having a growth mindset. With the common set of expectations through the Tennessee Academic State Standards, students are constantly challenged to make sense, justify, and generalize daily while communicating mathematically to demonstrate proficiency in their learning. Specifically, teachers focus on developing students' mathematical reasoning abilities and number sense. Structured math talk moves are used to provide students an opportunity for deeper understanding through communication. Individually or in groups, students articulate and defend their ideas and analyze the reasoning of others. Teachers use a daily spiral review to maintain mastery of prior skills and Number Talks strategies to strengthen number fluency in all grade levels. This allows for more time to be devoted to solving real world problems. The I Ready Math program is used to help teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. Teachers use I Ready assessments three times a year to monitor student progress on an ongoing basis. Assessment results are used to drive both small group and whole group instruction to ensure all students continue to be challenged. Using this data, teachers assign and monitor individualized remediation or acceleration opportunities through the IXL Personalized Learning platform. Students who need more intensive remediation are referred to the RTI program where they receive up to one-hour extra instruction with the teacher daily. Teachers in all grade levels use games, manipulatives, three act tasks, hands on lessons, and interactive computer programs to make math concepts accessible and relevant. Strategies provide access for all style of learners by incorporating engaging context and allowing for collaboration and reflection. Some examples of how LMS teachers make learning authentic and meaningful would be third grade using the March Madness basketball bracket to learn fraction concepts, fourth grade using engaging real-world tasks such as "Can there be 15 Windows", and fifth grade providing enrichment on Friday afternoons which incorporates all subjects into quarter long projects, all based on current standards. Primary grades use acting out the problems and daily manipulatives. Every grade at LMS engages in project-based learning which challenges students to answer or solve real problems in an authentic and meaningful way. The authenticity is key to ensuring that students are invested in these projects. At LMS all teachers are dedicated to ensuring students have a safe place to engage in mathematics. Students have a growth mindset which allows them to take risks while persevering, making mistakes, asking genuine questions and critiquing others work. We promote math classrooms that allow for making sense, making connections, and exploring multiple pathways all while keeping math as the authority in all we do.

#### **1d. Science curriculum content, instruction, and assessment:**

Student scientists at LMS are provided daily opportunities to wonder and explore in order to make sense of phenomena and build scientific knowledge of the natural and man-made world. Lessons are closely aligned with the Tennessee Academic Standards for Science which guide the development and delivery of educational experiences that prepare all students for the challenges of the 21st century. Stem Scopes, Science Sparks, Discovery Education and district Supplemental lessons are sources of curriculum that align to standards and provide opportunities for application, assessment and remediation. All students have the weekly opportunity to engage in facilitated lessons with a science specialist in the science lab. Teachers and the science lab specialist work closely together to plan a continued flow of unit of study from the classroom to application in the lab. Connecting other content, when possible, in the lab happens often. For example, first grade read *The Most Magnificent Thing* and then in the lab went through the design process to invent their own magnificent thing. Classroom teachers also support learning through student research, writing and reading informational text, introduction of vocabulary, further exploration, assessment and remediation. In the lab, students identify and ask questions of phenomena, work collaboratively to design and conduct investigations to generate evidence, they think critically and logically to analyze and interpret data, draw conclusions, and develop explanations that are based on evidence, communicate and defend results. The practice of integrating science, mathematics, technology, and engineering design to solve problems guides designing of solutions to scientific problems within the units of study. Assessment of knowledge is conducted in both formal and informal styles. Formal standard assessments and claim, evidence and reasoning evaluations provide teachers a clear understanding of learning, drive instruction and remediation. Engineering solutions are assessed with rubrics and class critiques. One recent example, fifth grade developed an invention to make human life/task easier or efficient. Students went through the engineering

process, designed their invention on a CAD program and presented with feedback from classmates. Whenever possible learning is taken outside the classroom/lab as well as field trips and guest speakers. For instance, fourth grade walks to rock formations down the road to explore erosion and a local company was brought in for Earth Day celebrations.

### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Civic learning is present through character traits of the week on the morning announcements, guidance lessons on conflict resolution, service projects, field trips, guest speakers, and integration of social studies standards into ELA lessons. Through TN and US History standards, students learn about the need for authority (leaders) to ensure stability within new settlements, law and order, need for government system (local, state, national, international). Students also learn the Democratic system including becoming a state, history of voting rights, and voting representation. Social Studies is tied into the classroom with ELA lessons including citizenship within the classroom community. There are class discussions about respecting different values and beliefs. Students also learn about being an effective learner/community member. They learn the importance of collaboration, responsibility, initiative, and perseverance. Students work to become ethical people by practicing respect, integrity, empathy, and compassion. They are encouraged to model and practice these traits and behaviors.

### **1f. For secondary schools:**

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

## **2. Other Curriculum Areas:**

The LMS community values related arts in education. We employ a full-time visual arts specialist, a full-time music specialist, a full-time media specialist, a full-time science lab specialist and a full-time P.E. Coach. All students attend specialist classes throughout the week, and the arts disciplines are integrated into the thematic units taught in the general education classrooms. The specialists collaborate with classroom teachers to integrate arts concepts into the core curriculum through project-based activities. For example, some classes create art that coincides with their curriculum. LMS students showcase their artwork regularly in the hallways. Students can discuss the essential steps in the process of creating their piece, taking pride in their hard work, knowledge gained, and their finished product.

## **3. Academic Supports**

### **3a. Students performing below grade level:**

#### Response To Intervention

LMS attends to the individual needs of all students. LMS teachers are well versed in identifying students having difficulty by using ongoing assessment data, monitoring progress, providing differentiated intervention strategies, and monitoring advancement with struggling students. Meaningful instructional methods including thematic, multimodal, differentiated, flexible groupings paired with engaging content boosts student interest and allows teachers to meet students' individual needs. Instructional activities vary to accommodate different learning styles to draw out students' various strengths. Students who are not meeting grade level benchmarks may be provided Response to Intervention to align with their specific needs. The interventions focus on building and supporting basic reading, writing, and math skills for success in grade-level appropriate curriculum. When additional interventions are needed, the staff is proactive in coordinating support services. This process increases focus on interventions and teaching using differentiated methods. Classroom teacher, administrator, resource teacher, parents, school psychologist, speech pathologist, and any other specialists provide additional insights and strategies. LMS addresses the needs of the whole child,

using assessments as well as teacher observation data to support decision-making on the intervention level. Indicators of a disability may lead to further assessment and possible placement in a specialized program.

### **3b. Students performing above grade level:**

Students performing above grade level will engage in enrichment activities that are an extension of a standard in order to progress in the scope and sequence and/or gain a more complex understanding of the concept/content. For example, in social studies student pairs/small groups have explored/researched famous Tennesseans and American Indians that they wanted to know more about and created a presentation of their choice to share with the class. Students compiled research and shared findings with the class using one of the following options: creating a Google Slide presentation, writing a Bio Poem, role playing and recording an interview, writing a reader's theater script and role playing, writing a song and performing, or writing a comic strip or graphic novel to convey research findings.

Self-Organized Learning Environments have also been used to enrich learning. With SOLE, students pose a strong inquiry question about a topic that is of interest to them. They research, present, and share their findings with peers.

Students have also had the opportunity to enrich and extend learning through field trips that relate to learning standards. To enhance the understanding of the cultures of the Mississippian and Cherokee Indians, Cherokee Chief John Ross, the American Indian Removal Act, and the Trail of Tears, students traveled to Ross's Landing and the Tennessee Aquarium's Passage art exhibit to extend their understanding of the 7 Clans of the Cherokee Nation through the study of the Gorgets and symbolism.

The special education teacher identifies students in upper grades that qualify for the gifted program. The teacher meets in a small group with the students weekly collaborating on special enrichment projects.

### **3c. Special education:**

Students with diverse needs have access to the general education curriculum. Students are provided tailored instruction across the curriculum. Some students have access to assistive technology using an app on their computers. This allows the teacher to scan in classwork to the student's computer can highlight and read the assignment to the students. Students may receive additional time on assignments, have directives repeated, given in alternative formats, provided photocopies of notes to alleviate copying from the board, and teachers use proximity control to minimize distractions.

Students identified as gifted also receive tailored instruction in the general education class and participate in pull out services offering an enriched academic curriculum. Teachers provide opportunities for students to apply, analyze or evaluate their work. This allows students to be challenged in the general education classroom. The pull-out program focuses on various topics related to student's interest across the curriculum. Students engage in discussions eliciting critical and creative thinking. They learn research skills such as note taking, citing sources, and how to create a reference page.

There is a full time special education teacher and a part time speech pathologist to offer students with diverse needs support services. These services provide students with intensive interventions in the area of need for instance a student struggling with a deficit in basic reading skill will participate in a researched and validated reading curriculum focusing on phonemic awareness and phonics instruction.

Students are accommodated on classroom, district, and state assessments. Eligible students may receive an alternate setting, read aloud for test items, and / or extended time. Most students for special education services are performing below grade level proficiency. If a student has a achievement gap of 10% or more they are provided additional support with intensive researched and validated instruction for up to sixty minutes five days a week while being progressed monitored weekly. Progress monitoring reflects the student's response to the provided instruction. The results of the progress monitoring are used to make educational decisions for students using the data points and gap analysis results.

**3d. English Language Learners, if a special program or intervention is offered:**

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

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

The vision for Lookout Mountain School involves all stakeholders working collaboratively to provide a safe and nurturing environment whereby students can grow into educated, productive, and honorable citizens of the 21st century. Administration, teachers, staff, parents, and community come together to support our students' academic, social, and emotional wellbeing by first providing financial support from the town of Lookout Mountain and the LMS PTA. Town taxes and fundraising go to support the salaries and benefits of five certified teachers and three educational assistants. We value the visual and performing arts along with daily physical education to provide a well-rounded education for all students. In addition, we support two classroom teachers.

Administration, LMS School Board members, the Town Commissioner of Education, and PTA members work to secure additional funds to secure needed technology such as Chromebooks, Interactive Smart Boards, a 3D printer, and iPad minis for use in science lab. The LMS Library houses over 14,000 volumes of text to support reading, writing, math, science, and social studies resources for student access. LMS provides an Accelerated Reader program to encourage the love of reading. Students set goals each nine weeks and are provided rewards in the library and at end of the year on the LMS Awards Day.

Students receive social and emotional support through twice monthly guidance lessons, small group, or individual support. Our RT1-B team begins each school year educating children on routines and procedures when traveling in hallways, eating in the cafeteria, and in classrooms. They assist in setting school-wide goals and celebrating them at the end of each nine weeks at Lion's Day. Students are provided Lion's Day shirts and gather in a pep rally to celebrate school spirits and achievement of goals.

Classroom teachers provide social emotional support by holding morning meetings, hosting read alouds to discuss conflict resolution and using kind words to support peers and others, encourage having a growth mindset, and written daily reflections. School-wide surveys on school climate offer input from students, teachers, and parents to inform our goals of providing a safe, and nurturing environment for all

LMS holds a field day in May each year to engage in games and fun activities while expending energy in a positive manner. A LMS teacher engages all interested students in grades 3-5 in the annual Chattanooga Track Club each fall. Students set personal goals and celebrate progress.

During COVID, we provided in person as well as online instruction to keep students engaged and supporting continued progress in academics as well as a time to see one another during school closures.

### **2. Engaging Families and Community:**

Lookout Mountain School is the lifeblood of our community as generations have gone to school here. In addition, we are an open enrollment school and welcome families from all zip codes in Hamilton County. Parents are highly involved in our community and volunteer regularly to support the Library, Literacy Lab, LMS Field Day, Book Fair, Grandparents and Special Friend's Day, and the quarterly PTA meetings.

Community partners and workers come to school to share their livelihoods and the importance of them. The Laurelwood Garden Club raises funds to provide landscaping and add to an outdoor classroom each year. Many other community garden clubs offer volunteer hours and financial support. The Lookout Mountain Beautiful Garden Club raised funds and built a greenhouse for classes to use. The greenhouse incorporated student plants, habitats, and conservation models. Lookout Mountain, Tennessee is known as a Bee City and garden club members provided native plantings to adorn and enrich our outdoor experiences all through the campus. Lookout Mountain School also opens our doors to community meetings and alumnae gatherings.

### **3. Creating Professional Culture:**

One of the goals of our LMS School Board, LMS PTA, and administration is to create an environment where teachers and staff feel valued and supported. Personal letters are written thanking each employee for their dedication and service to our school's mission, vision, and children.

Catered lunches are provided during professional learning days, after hours parent conferences, and teacher appreciation. Homeroom mothers work to acknowledge classroom teachers throughout the school year as well as plan the two annual classroom parties.

Professional learning is valued by the faculty and staff of Lookout Mountain School, but the pandemic provided numerous challenges in adapting curriculum online and in person. Online training included Tennessee Foundational Standards, best practices in reading, writing, math, science, and social studies.

All administrators, teachers, and staff are evaluated yearly using our Project Coach model. The goal is to provide effective feedback to inform instruction which provides understanding of Tennessee content standards and best practices in engaging students in meaningful learning, experiences, and assessments. The model provides an opportunity to reflect on lessons and respond to feedback. This evaluation allows for noting trends, patterns, and a decrease in variability throughout the school.

All of the above led to LMS being recognized as a TN Reward School in recognition of our student's achievement and growth on the 2020-2021 TN Ready test.

#### **4. School Leadership:**

Lookout Mountain School benefits from stakeholders such as the Lookout Mountain School elected Board and the Lookout Mountain Education Town Commissioner. They work together with the LMS PTA, administration, faculty, and staff to support a high level of expectations for our students involving academic, social, and emotional outcomes. Our parents are highly valued members of our school community.

At the school level, there are faculty committees who support the mission and vision of LMS. The three committees are the Student Social Emotional Support Team (Team 1), the Student Academic and Standards Team (Team 2), and the Community Awareness Team (Team 3). The goals of Team 1 are to accelerate social and emotional engagement in the use of best practices in a positive and safe learning environment. The goal of Team 2 is to accelerate student academic achievement and growth in alignment with meeting the Future Ready 2023 Hamilton County School's goals. Team 3 promotes and supports a positive culture for faculty and staff including celebrations. The teams meet monthly to discuss student progress, positive culture, and academic achievement. All teams are involved in decision making regarding budgets, curriculum, facilities, technology, and safety.

#### **5. Culturally Responsive Teaching and Learning:**

We believe in the value of reading to instruct and use a variety of fiction and nonfiction texts to learn about different cultures. This is done both in classrooms and during library classes. As we study holidays and traditions, we look at the similarities and differences of many cultures' celebrations. Our third grade holds a culture fair (Culturefest) after researching and learning about other countries. Students work together in small groups researching and presenting information to students and parents while dressed in special attire and then sharing food from their country. All students and teachers pass through the exhibits and ask questions. The whole school benefits from attending and hearing about a variety of cultures. Our school promotes respect for all in many ways. We regularly hold all school events and celebrate each other's recent accomplishments, awards, or engage in fun activities and cheer each other on. Our PTA assists in hosting "Lion's Day" once per quarter to enhance school spirit within all grade levels. Students wear "Lion's Day" shirts and sit with their classroom in the auditorium or gym while learning about character traits or participating in group activities. Bulletin boards are placed around the school dedicated to praising students' efforts and positive behaviors. In all classrooms we strongly promote respect, kindness and inclusion by choosing books to read that emphasize these traits. Individual classrooms promote respect, and praising kindness, respect, and inclusion. Our part time Guidance Counselor also promotes these traits in her

monthly classroom lessons and small groups. Our school highly values building strong character in all students.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The goal of LMS is to address instructional gaps and strengthen the foundation for struggling learners regardless of subgroup. Three times yearly, teachers administer an online universal screener, I Ready, to assess a student's instructional level. Students falling at the 25th or 10th percentile receive intervention whether it be reading or math. Intervention is provided by teachers five days weekly and students are progress monitored to assess the rate of improvement. Intervention online supports include I Ready, Sonday System, Zearn and IXL. If a student does not make progress, the team meets to provide another tool for intervention. In addition, qualifying LMS students receive after hours support to close achievement gaps. Hamilton County Schools administer benchmark testing three times yearly to assist teachers in designing instruction that is aligned with Tennessee state academic standards that ultimately closes gaps and improves student achievement. LMS teachers analyze data regularly, including teacher observations and create plans for improvement. Students set goals for improvement across all areas of curriculum. Grade level and vertical team planning are integral parts of improving achievement and progress for all learners. Parents are our partners, and we include them in decision making as to their child's academic and social progress. In house professional learning addresses the areas of need for Lookout Mountain School students.

Lookout Mountain School educators consistently design and implement quality instruction based on best practices that is aligned to TN state standards. Teachers will continue to participate in HCS content opportunities and school related professional opportunities. Teachers design whole and small group instruction to include strategies to improve student progress. The historical academic success of Lookout Mountain School students continues to be a priority for all students and ensure equity.