

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 8 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 9000

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	25	55	80		7	0	0	0
1	35	37	72		8	0	0	0
2	35	34	69		9	0	0	0
3	35	40	75		10	0	0	0
4	34	42	76		11	0	0	0
5	46	39	85		12	0	0	0
Total in Applying School:								457

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
2 % Asian
9 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1, 2009	432
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 7%
 Total number of limited English proficient students in the school: 31
 Number of languages represented, not including English: 15
 Specify languages:

Afar, Arabic, Basa, Chinese, French, German, Hindi, Malayam, Oromo, Persian, Russian, Spanish, Swahili, Thai, Urdu

9. Percent of students eligible for free/reduced-priced meals: 45%
 Total number of students who qualify: 208

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%
 Total number of students served: 49

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>3</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>42</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	97%	97%	96%
Daily teacher attendance	98%	95%	96%	96%	96%
Teacher turnover rate	3%	9%	6%	6%	9%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Fairmont, serving students in kindergarten through fifth grade, is located in the middle of an established neighborhood near the center of Johnson City, Tennessee. Established in 1959, this “Florida style” campus is comprised of eleven separate buildings connected by covered walkways. The school’s residential zone is unique. The area housing varies and includes six apartment complexes, three large subsidized housing units, a Housing and Urban Development complex, and many single family dwellings. All of these are built on beautiful tree lined streets with sidewalks that lead into the school--the hub of the community.

The green space surrounding Fairmont is currently undergoing a massive school construction project. This modern, environmentally friendly facility will open in the fall of 2011. The new building will be twice as large as the existing school with a capacity for 750 students.

Johnson City leads the region in cultural diversity. A regional Veterans Administration hospital serves our area and is adjacent to a state university with fully accredited medical, pharmacy, and dental programs. This draws a variety of skilled medical professionals. The biotechnical corridor brings high-tech medical research and development companies to our region. As a result, we celebrate diversity by having more than a fourth of our school population representing various nationalities and cultures.

Traditionally, Fairmont’s stakeholders are recognized for their participation in many civic endeavors. On the state level, our PTA often wins awards for its participation and positive school programs. Our parent group is a role model for demonstrating that adults having varied and unique differences can unite with a common purpose: to promote their children’s education. One result of this community pride and participation is success in realizing our mission to provide an academically engaging education in which students are able to demonstrate academic excellence and become healthy, responsible citizens.

True to our vision, Fairmont enables students to learn and be successful while having high expectations. These high expectations are accomplished by providing our students with resources to be happy, healthy, productive citizens and lifelong learners. The implementation of this vision lies in the creation of a school culture immediately evident to everyone--a commitment to reading. At Fairmont, reading is the key that unlocks all academic achievement. The success of Fairmont’s students in math, science and social studies core curriculum areas can be directly linked to their love of reading.

We have an outstanding reputation because of our many accomplishments. Fairmont has been SACS-CASI accredited since 1981. Other milestones include: a state report card with all A’s in achievement for the past four years, all A’s in valued added in 2008 and all A’s and B’s since. Another accomplishment came in 2009 when our principal was named the PTA State of Tennessee’s Elementary Principal of the Year. Most importantly, we celebrate the successes of our Fairmont student alumni because they are among the area’s top scholars.

We are able to demonstrate our commitment to reading by making quality literature abundantly available to every child beginning on the first day of kindergarten. In fact, in the primary grades the only “homework” students have is to read every night. All students have at least two library/paperback books in their backpacks every night. We constantly monitor, measure, and reinforce their success in independent reading practice. We believe what is valued is measured. Fairmont’s resounding strength is in the reading success of our students.

Academic success positively impacts self-worth, which is seen in our students’ confidence and accomplishments in all areas. Citizenship and character expectations are part of our school’s atmosphere. Fairmont students develop character traits that enable them to be respectful and kind to everyone. Our students demonstrate the respect they receive. Their demonstration of social responsibility facilitates

everyday learning. Positive student accomplishments are recognized daily during announcements and with the closed circuit student news. The school's positive culture is noticeable as everyone celebrates and cheers for our students daily.

Fairmont's rich traditions include the promotion of a healthy, active lifestyle. Parent, family, and community stakeholders have made this one of their goals. Our students are consistently top participants in our city's wellness activities. Another valued tradition in our learning community is art and music education. Third, fourth, and fifth graders participate in both chorus and recorder concert groups with monthly programs to allow students an outlet for their vocal and musical talents.

Providing students with the tools for success is the main component linking the school's mission and vision to reality. This is evident as visitors to Fairmont see students who are confident, highly engaged citizens. Students will talk to visitors about the books they are reading, about their fitness activities, or perhaps about their latest accomplishment in the classroom, sports, dance, or music. Students and their achievements are the real, tangible evidence that we are truly beating the odds at Fairmont.

1. Assessment Results:

Fairmont's test data over the past five years depicts success in every subject area. Student scores exceeded AYP (Adequate Yearly Progress) guidelines on the Tennessee Comprehensive Assessment Program (TCAP). To achieve AYP status, the school, including all subgroups, must meet or exceed the specified benchmarks for that reporting year. Fairmont has maintained a "Good Standing" status for the last five years.

Last year, Tennessee implemented a new curriculum, higher assessment standards, and additional graduation requirements. Implementation of the more rigorous curriculum and assessments aligned more closely to NAEP standards. To demonstrate progress towards Tennessee's higher standards, the grading system for reporting progress on Tennessee's State Report Card was revised. The Tennessee Value Added System reports, previously based on 1998 achievement levels, were also updated to reflect the academic changes. In addition, the average baseline for student performance was reset to reflect the 2009 average performance (previously 1998). The information regarding assessment and the changes recently made are available on the Tennessee Department of Education's website www.state.tn.us/education.

The trends observed in the data tables (Part VII) for grades 3-5 in both reading/language and math are upward through 2009 with the majority of students above the proficiency level required by the state. The success at Fairmont is evenly distributed among all populations. The Socio-economic Disadvantaged students have achieved the same level of success with their achievement closely aligned with the scores for all students at Fairmont. The exception occurs with the decline of scores for 2009/2010 school year. The decline is a direct result of the growth standard being reset, implementation of new standards, and a new state grading scale. However, Fairmont is still well above system and state averages in achievement and value added even with the new standards and state grading system. We are pleased, but not satisfied, that all grades have continued to perform at high levels of proficiency.

Prior to 2010, Adequate Yearly Progress data indicated our subgroup populations performed at or above our school-wide totals. With the changes in the state curriculum and assessments, however, the most recent year's data revealed a gap in achievement in both reading and math for our Socio-economic Disadvantaged students and African American students. Individual education plans were developed for every student who did not achieve Adequate Yearly Progress in 2010. The school improvement plan was immediately revised to address these achievement gaps with the following: Lindamood-Bell RTI programs, after school tutoring, and summer school. We implemented classroom strategies to differentiate instruction for these learners. In addition, specific family engagement programs provide parents with the resources and skills needed to support student achievement. Through the Pearson formative assessments, we monitor and adjust programs for these at-risk subgroup populations based on their progress each nine weeks.

From 2005 through 2009, Fairmont students scored over 90% proficient and advanced in math and reading/language arts. Our students also made significant progress with the new standards implemented in the 2009-2010 school year. In math for 2010, over 70% of students at Fairmont were proficient and advanced (state target 20%). Reading/language arts also exceeded state expectations with 75% of students scoring proficient and advanced (state target 32 %).

Fifth grade writing scores have steadily increased from 2001 to the present. In 2001, students at Fairmont scored an overall 3.3 out of a 6.0 rubric. The most recent writing three-year trend average was 4.5. Every year the three-year average in writing has exceeded 4.4. Fairmont's writing averages exceed yearly state expectations and earn an A on the state report card.

Value Added gain scores are an indication of student progress from third to fourth grade and from fourth to fifth grade. From 2005 to 2007, Fairmont maintained all A's in Value Added in every subject. Despite the recalibration in 2009-10, the value added scores have been high with all A's in 2008 and one B the following year. In 2010, the school earned an A in both reading/language arts and social studies and a B in both math and science.

Achievement scores demonstrate the level of performance of all students taking the TCAP in third, fourth and fifth grades. Fairmont has maintained all A's in this important category since 2007. Our achievement scores are well above the system and state averages in every subject with strengths in math and reading most prominent.

The trends in achievement data are consistent and positive. Fairmont teachers and staff diligently focus on each student, providing specific classroom accommodations and prescriptive plans of action to address any student deficiencies as quickly and as completely as possible. We target at-risk subgroup learners for our RTI, extended learning, and differentiation efforts. Assessment measures all demonstrate the success our students attain at Fairmont.

2. Using Assessment Results:

School improvement and success are dependent upon the systematic use of assessment results. We use formative and summative assessment results for determining teacher effectiveness, student learning, and school goals. Our school has a wealth of quality formative and summative assessment measures for all grades.

Tennessee's Value Added system gives information concerning the amount of growth students make from year to year. Teachers receive a numerical level from 1 to 5 to indicate their effectiveness. We adjust teaching grade level and subject assignments based on these results. Additionally, staff development plans reflect needs revealed in this assessment data.

The reporting category performance index shows teaching strengths by providing a comprehensive analysis of skill strand accomplishments. These are compared to the state and system. Teachers are able to identify areas within each subject for strengthening. Improvement is accomplished by planning varied instructional techniques based on the report information.

The TCAP diagnostic reports provide information concerning the performance of all student subgroups and also report performance of students from the lowest to highest quintiles. These reports include current year and previous cohort trend information. Fifth grade teachers noted that students in the top quintile were not making the same high gains as the other four quintiles. They analyzed their delivery of instruction and implemented differentiated strategies for the higher learners. They also established an after school challenge math group.

We meet in grade level teams twice a month to systematically examine assessment results when planning for school improvement. Some products of these collaborations include: tutoring and homework club offerings, budget allotments, and material selections such as the purchase of new calculators. Recently, our value added noted a slight decline in math. Immediately, we planned additional math extended learning offerings and math school-wide activity units.

Teachers and parents conference using assessment data reports to formulate student educational plans. Class rolls are formed using this information because it is our belief that students learn more effectively in heterogeneous groups. Students are enrolled in RTI groups based on their individual reports. Our diagnosticians use state summative results to help determine student eligibility for special education and gifted eligibility.

Most importantly, school improvement planning and goal setting depend on test data. Fairmont's road map for success is determined through the careful analysis of our assessment results.

3. Communicating Assessment Results:

Effective communication of student performance is vital to the success of our students. We begin each school year with grade level parent/teacher meetings to share individual student summative data from the school, system, and state.

Fairmont's Open House is held the first week in September. Besides the general welcoming activities, the administration holds a parent meeting to inform and interpret the school's state report card. This allows parents an opportunity to ask questions. Additionally, two formal parent conferences are scheduled each year. Kindergarten and first grade teachers discuss student's formative data, which includes Children's Progress, mClass DIBELS, and running record reports. Second through fifth grade teachers report Pearson benchmark testing results, running records, STAR reading/ math assessments and state testing. Student academic grades are reported to parents at midterm and the end of each nine weeks.

The Title I Family/School Coordinator conducts home visits for parents who are unable to attend conferences to discuss their child's progress. Parents of English language learners receive reports in their language, and the system schedules an interpreter to attend and translate during conferences. Lindamood-Bell instructors host regular parent meetings after school to communicate student progress.

Students in kindergarten through second grade receive individual assessment communications through their daily folders, and students in grades three through five use student trackers. All teachers maintain a Quia website that parents can access from home to stay informed. The school system uses PowerSchool, a web-based attendance/grading system, to afford parents an opportunity to view up-to-the-minute student attendance and grade information. For parents who do not have access to technology the administration produces a school-wide monthly newsletter, "The Beeline".

As evidenced by the positive responses from parent surveys, Fairmont's communication is focused on providing parents with a deep understanding of their child's overall school experience.

4. Sharing Lessons Learned:

Fairmont Elementary School is accustomed to welcoming many visitors from area schools and other school districts. The honor of becoming a Blue Ribbon School would make the faculty and staff even more zealous in their commitment to welcoming other educators and sharing their successes. Likewise, the faculty and staff are eager to learn from others.

The administration and teachers thrive on sharing what they do best – student achievement. The school has a plan in place to accommodate fellow educators. Groups or individuals are greeted by school staff and accommodated based on their specific interests. These customized visits might include touring classrooms, making observations, having lunch, and question-answer sessions. Additionally, visitors receive a packet that includes the following items: school map, master schedule, student and faculty handbooks, a school overview brochure, and copies of school newsletters.

Depending on the needs of the visitors, other resources that are shared include: a sample student tracker, communication folders, grade level benchmark sequences, and effective instructional materials. Faculty and staff contact information is also provided for post-visit support.

Fairmont's faculty and staff are progressive in their attempt to share with other educators. Recently, at the request of a visitor, we compiled a data sheet with an overview of grade level specific information. This includes data from the latest state testing, specific grade level programs, and highlights strategies that most positively impact our student achievement.

Our goal is to assure all questions are answered and visitors leave the school with helpful insights and successful strategies to implement. Currently, the school's website is being upgraded to allow visitors to ask questions, receive answers, and to schedule school visits or view classroom observation portals. The school's technology coordinator is currently producing a DVD with all the information shown in the tour. This DVD will allow for educators who do not have the funds to make an onsite visit an opportunity to benefit from our successes.

1. Curriculum:

All curriculum areas at Fairmont are defined by the Tennessee State Standards of Curriculum. These identify specific student performance indicators in each subject for every grade. They further give teachers checks for understanding to assure concepts are accomplished. Block scheduling gives reading and mathematics 90 minute instructional periods. All other disciplines are taught in units that vary by grade level. Kindergarten through second grade integrates all social studies and science standards with reading and math units. Third, fourth, and fifth grade have very defined social studies and science lessons. Our system provides reading and math benchmark assessments that follow specific scope and sequence in order to teach all concepts prior to spring state testing.

Reading and language arts blocks are presented in the strands defined by state standards. These skill strands are grouped by the following: language, vocabulary, writing, research, communication, media, logic, informational text, and literature. At Fairmont, the basal text serves as a sequential support for reading acquisition. Kindergarten teachers use the Lindamood-Bell reading program to teach reading while all other grades rely on the basal with many quality support programs. All our teachers use the Accelerated Reader program to measure and encourage independent reading. Every classroom has a massive trade book library that supports both fiction and nonfiction reading. Writing instruction has been centered on the Six Great Writing Traits curriculum. A part of our writing curriculum focus is to have three or four school-wide writing prompts each year that follows the same rubrics as the state writing test. Advanced reading students participate in extended learning literature circles and book clubs. Finally, to assure our students are totally proficient in reading, we have a clearly defined RTI process with Lindamood-Bell small group diagnostic instruction.

Beginning Spanish is taught in the primary grades twice weekly through the Amigos Program sponsored by ETSU. This program introduces English speaking children to the Spanish language. The Amigos program builds cultural bridges between the Anglo and Hispanic communities.

Mathematical concepts are taught through the alignment with state standards. These are mapped for sequential presentation for each nine weeks. Ninety-minute math blocks assure optimal acquisition of math skills using an adopted text and a variety of math manipulatives. Math strands spiral for each grade around the following curriculum strands: mathematical processes, number and operations, algebra, geometry, measurement, data analysis, statistics, and probability.

Science strands are unified through real-life experience based instructional approaches. The state science curriculum strands spiral through each grade level and include: life science, technology, engineering, inquiry, earth, space, and physical science. The text supports the science curriculum. However, our teachers use a multitude of additional hands-on science materials including AIMS science kits. Many nonfiction science trade books are in each classroom to enrich science studies.

The social studies curriculum promotes quality citizenship with an awareness of current social issues and focuses on how the past influences the present and the future. Economics, governance, civics, geography, and history strands are taught in all grades. History periods are divided by grades. Grade three teaches communities and history up to the explorers. Grade four begins with the explorers and concludes with the Civil War. Fourth grade also includes a Tennessee state unit of study. While grade five covers the Civil War to modern times. Social studies concepts are enriched by trade books for each specific social studies unit.

The physical education curriculum at Fairmont is aligned with the state physical education standards while emphasizing behaviors that contribute to good health and nutrition. Our physical education program has received grants to acquire equipment specifically for students in our youth exercise program. Our

physical education program leads the area in its proactive health, exercise and nutrition programs and initiatives.

Art instruction provides students with knowledge of the elements and principles of art including: media, techniques, and types of art works. Having a kiln to use for clay and sculpture projects enhances our art program. Art education gives our students another creative outlet. Their works are often displayed within our community.

Music students are engaged daily in both vocal and movement opportunities. Our music program provides our students with experiences to broaden their knowledge of other cultures, which further develops their respect for diversity. We are fortunate to be able to have both choral and recorder consort group instruction for students in grades three through five.

Guidance education is another strength area in providing for the whole child. We have been able to benefit from a system grant that provides additional guidance personnel to present “Safe Schools” curriculum units. Our guidance instruction centers on lessons from “Character Counts” curriculum sources.

Our curriculum is focused to ensure every student has the highest attainment and achievement success. We are dedicated to quality curriculum delivery through the consistent use of the “Learning- Focused” model.

2. Reading/English:

“Reading First” principles demonstrating research proven approaches to reading instruction are the focal point at Fairmont. To assure reading success we schedule uninterrupted blocks for reading and language arts instruction each day. Fairmont provides necessary resources to connect state testing strands to exemplary test taking strategies. There is a real focus on the checks for understanding to allow for higher order thinking by all students. By following these strategies, we are able to teach the upper levels of Bloom’s Taxonomy. Fairmont teachers use a continuous review of ongoing comprehension strategies. We believe that by following these principles, we are truly making reading first.

All grades use the Accelerated Reading Program to set goals, measure, monitor, and encourage independent reading. Providing and nurturing reading practice is essential to reading success. Teachers enhance all instruction in reading through the use of a variety of websites to develop research, presentation, and comprehension skills. Each classroom has an extensive library.

Kindergarten teachers use the Lindamood-Bell Reading Program as the core of their reading instruction. This research-based program was selected because it develops symbol imagery for phonemic awareness, sight words, and spelling. This program can significantly improve reading for at-risk students. For this reason, we have dedicated a formal RTI trained professional to give small group instruction for at-risk second and third grade students who continue to require this concentrated reading skill development.

First grade through fifth grade teachers use the basal to center instruction. In addition, primary grade teachers use Modern Curriculum Press Phonics to assure phonemic success. Grades four and five rely heavily on specific vocabulary development to enhance the reading series. The upper grades also spend instructional time on test taking strategies. Additionally, every grade level uses a variety of tools to enrich and motivate students through the reading process including; Weekly Reader, Scholastic News, Story Works, newspapers, and online activities that continuously assess student skill levels.

Through the use of Title I funding, we ensure that all students have additional reading instruction. We provide extended learning after school until 4:30. Instructors for this program are regular classroom teachers. These lessons provide previewing and reviewing skills as indicated by our Pearson formative data.

Fairmont students are immersed in literacy activities that go deeper than mere competency in the state

standards. A positive culture of reading success is apparent and noted throughout our education community.

3. Mathematics:

Fairmont's math curriculum is based on the Tennessee State Standards. Grade level math teachers work together to purposefully group standards into units and collaborate vertically to provide a logical, sequential, learning path for all students. Teachers work to develop an integrated approach to math instruction across the curriculum and incorporate best practices in the development of the Learning-Focused math units. These units are designed to allow numerous opportunities for teachers to review concepts and to check for student mastery. Our units offer flexibility for teachers to individualize and differentiate mathematics instruction to meet the learning needs of each child. Consistency and collaboration in planning and implementation are strengths of our mathematics department.

In keeping with our school's mission, Fairmont educators use a multi-faceted approach to math instruction. Our school implements strategies which include: teaching for understanding using a real-world application approach, increasing instructional time for math, using a common math vocabulary across grade levels, incorporating manipulative instruction, and providing daily problem solving for all students.

Multiple assessment tools assist the teacher in making instructional decisions and are aligned with the state standards. These tools include system-wide benchmark assessments that are given each quarter, common grade level assessments, and daily classroom evaluation through student created learning journals. Students author their own math journals that contain information in the form of notes, charts, graphs, illustrations, graphic organizers, and vocabulary. These assessment tools provide diagnostic information to teachers to consistently monitor student progress.

A broad spectrum of technology programs are used to reinforce learning and to motivate students. Fairmont helps students make connections between their current mathematical skills and knowledge to real-life applications. These include Success Maker Math, Accelerated Math, United Streaming and Brain Pop. Technology provides opportunities for students to practice skills and to accelerate learning as needed.

To address the needs of all ability levels, after school tutoring and enrichment classes provide additional learning opportunities. Tutoring lessons in math are presented to reinforce, re-teach and review state mandated performance objectives for students performing below grade level. Additionally, a Challenge Math Club extends the learning for advanced learners in math.

Fairmont goes beyond the minimum competency of the state standards and engages students in developing their problem solving abilities and number sense as well as building on their computational fluency. Teachers work to develop higher level thinking and reasoning skills that elevate their students to mastery and beyond.

4. Additional Curriculum Area:

Science is an important area of our curriculum at Fairmont. We believe science is a discipline better taught through experience-based, hands-on methods. Our science curriculum is based on the state standards that spiral throughout the elementary grades. These units of study include: cells, matter, energy, heredity, interdependence, biodiversity, change, the universe, the earth, the atmosphere, energy, and forces in motion.

The science text is used as a teaching tool along with AIMS science materials. We have made available many nonfiction science trade books in each classroom, as well as science hands-on kits containing microscopes and other science equipment. Science unit materials are shared during cross-grade level

science meetings. Several grant awards from local businesses have helped us to acquire science equipment for laboratories and rolling unit carts.

Because of the open, natural setting with many green space areas, ecology and environmental science units are easily taught. We have adapted our surroundings to advance this teaching area. A portion of our thirteen acre green space is devoted to composting projects, a butterfly garden, a garden-planting area, and a pond habitat. Every student participates in planting bulbs and tree saplings annually. Our efforts are widely known as we participate in city-wide projects to recycle and preserve our environment. In fact, we will soon receive our “Green School” local award for our efforts in recycling and using renewable resources.

In addition to our ecological efforts, we host science fairs each year to emphasize the importance of developing an understanding of the scientific method. Our students participate with science fair entries hosted at our local university. We work individually with students during the school year to develop projects that are authentic and original. Fairmont students are typically among the local winners.

Space units are enhanced by using our Star Lab, a universe simulation model, that is assembled in our library for several weeks each year. This modular center illustrates the constellations with their positions in relationship to the earth and moon. Enrichment activities are centered around the lab as students feel as if they were truly star-gazing.

Science concepts are taught successfully because we have adapted our natural setting to its best use. The science curriculum is motivational for Fairmont students because of our ability to make it experience-based.

5. Instructional Methods:

A specific set of proven, research-based instructional methods are used consistently at Fairmont. These instructional methods focus on differentiation as a key component. Our commitment to the “Learning-Focused” teaching model allows for a variety of strategies to meet our diverse needs. We see the fruits of this commitment in that our subgroup learners historically have scores equal to our main population. All English Language Learners and special education students are taught in the inclusion setting.

Fairmont teachers focus on motivating at-risk students through a variety of proven methods. Previewing skills prior to the main lesson with subgroup populations is accomplished through our extended learning, after school programs. We are able to use Title I funds to provide lessons using certified teachers in an extended day setting with transportation home for these subgroups.

ELL students received additional tutoring after school through "HOLA!", an ETSU outreach program. This resource, along with "America Reads", allows us to individualize our extended learning offerings to assure success for at-risk learners in these subgroups.

The use of technology is very prevalent in every classroom. All classrooms have display systems to integrate “Smart Board” technology. The use of United-streaming, Brainpop, and other web-based programs are linked to every unit presentation. Server based programs such as Success Maker and Pearson test probes are individualized to meet student needs. Instruction using simulation activities with Quizdom systems for vocabulary development are especially effective for ELL students.

Learners are aided by the student learning maps posted in each classroom. These maps contain the unit goals, state standards, essential questions, lesson vocabulary terms and definitions with examples. Student handouts are given on a variety of calming pastel colors enabling at-risk learners to be more organized. Other successful methods include: peer partners, collaboration with pair-sharing, special seating, use of sound systems, abbreviated assignments, adjusted grading, and the use of study journals for reviewing concepts. Teachers use distributive guided practice and summarizing activities throughout the lesson to ensure understanding of the material before moving forward.

Fairmont teachers are continually seeking to improve and update strategies to assure higher achievement, especially for diverse learners. Teachers share new, successful methods for differentiation at each faculty meeting.

6. Professional Development:

Fairmont's professional development implementation has been on-going, consistent and pervasive for the past nine years. Fairmont is one of the areas most committed schools to the research based "Learning-Focused Model". "This model", as defined by authors and founders Drs. Max and Julia Thompson, "is a framework for thinking about, planning and delivering instruction using exemplary practices with a focus on learning." The goal of all of our staff development is continuous improvement. This model assists us in using exemplary practices to increase student learning and achievement.

Fairmont has implemented this model in small, defined phases, clearly supported and supervised by the school's leadership. In doing so, the model has been embraced by the entire faculty. Therefore, each summer for the last nine years, Fairmont has participated in two and three day seminars on additional components of the model which included the following presentations: Model Implementation, Acquisition Lessons, Acceleration Strategies, Graphic Organizers, Activating Strategies, Summarizing Strategies, Extending and Refining, Rubric Assessment, and Learning Units. The consistent implementation of this professional development model has allowed us to be successful in assuring student learning and achievement.

Evidence of the Learning -Focused Model is prevalent throughout the school. For example, students know to look for the posted lesson essential question. Each acquisition lesson includes activating and summarizing strategies. It also has a graphic organizer or "Thinking Map" for students to categorize the most important information in order to answer the essential question. Another strong component of our staff development is the personal talents and creativity that each teacher brings to the faculty. As the teachers collaborate to develop learning units that support the state standards, they share with each other proven strategies that have worked with their students.

Additionally, the staff has system level opportunities in the implementation of new state standards and Marzano's Classroom Instruction that Works (ASCD, 2001). System level sessions have included summer literacy and math standards workshops. East Tennessee State, our local university, and Eastman Manufacturing have partnered to sponsor seminars each summer for math teachers called "Mathletes". Above and beyond the school level staff development, Resource Central, funded by our central office, offers a minimum of four in-service opportunities each month for teachers to expand their skills. Some topics include: technology, assessment, differentiated instruction, and National Board Certification. The system also hires system-wide instructional coaches to assist teachers in utilizing data and improving instruction.

7. School Leadership:

Mrs. Carol McGill, Fairmont's principal, believes the key to a strong, effective educational organization is shared decision-making. She is a very dedicated, visible, student-centered leader whose expertise is widely respected. She collects and examines daily lesson plans, student samples and many forms of data to give instructional advice to facilitate the learning and teaching process. One of Mrs. McGill's strengths is in the development of scheduling to maximize instruction that directly impacts student achievement. A high degree of positive professionalism is always demanded with focus on providing the quality instruction for our students. High expectations for student achievement follow high expectations for teacher and staff performance. By spending a great deal of time each day in classrooms, Mrs. McGill is able to connect directly to student learning and guide teachers as the school's instructional leader.

Fairmont has several key leadership teams that are important to the school's success. These leadership teams include faculty, staff, parent, and community representatives. In coordination with school system policy and procedure, Fairmont has a strong Site-Based Leadership Team. Another special committee is our Climate Committee; this group supports the interests of the teachers and staff. Three years ago, in

response to new healthy school regulations, the school established a Health and Safety Team. Another important group is the Student Support Team which consists of teachers, diagnosticians, special education professionals, and support personnel who meet frequently to develop specific plans for accommodating at-risk students. These specific teams or committees meet monthly and communicate with the staff as a whole.

Our organization would not be the quality community of learners that it is without our parent leadership. Our PTA has more than 500 members with a PTA leadership board having over 40 members. This group collaborates through monthly meetings and newsletters.

Fairmont inspires student leadership through many of its before and after school activities such as Computer, Geography and Chess Clubs, Chorus and Recorder Consorts, Challenge Math and Literacy Circle groups. The fourth and fifth grade students lead in the production of our daily closed circuit news broadcast.

Each of these leadership committees and teams has designated roles with specific guidelines and tasks which improve our school. All of these components are unified through the office of the principal. Our school's strength in leadership can be summarized in the continuous and sustained success of our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TCAP

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	67	94	100	96	97
advanced	32	67	72	66	65
Number of students tested	71	81	60	56	63
Percent of total students tested	100	100	98	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	58	89	100	96	93
advanced	21	57	67	44	52
Number of students tested	33	37	33	23	28
2. African American Students					
proficient/advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced		92			
advanced		50			
Number of students tested		12			
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6.					
proficient/advanced					
advanced					
Number of students tested					
NOTES: The 2010 data reflects changes due to restructured calculations, redefined scales, new curriculum standards and assessments mandated by the state in 2009.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: TCAP

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	58	99	98	93	100
advanced	17	68	62	57	58
Number of students tested	71	81	60	56	63
Percent of total students tested	100	100	98	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	49	97	97	91	100
advanced	12	49	49	35	45
Number of students tested	33	37	33	23	28
2. African American Students					
proficient/advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced		100			
advanced		33			
Number of students tested		12			
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6.					
proficient/advanced					
advanced					
Number of students tested					
NOTES: The 2010 data reflects changes due to restructured calculations, redefined scales, new curriculum standards and assessments mandated by the state in 2009.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: TCAP

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010 Publisher: CTB-McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	70	98	100	98	97
advanced	31	67	77	66	65
Number of students tested	72	64	57	61	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	6	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	52	97	100	96	94
advanced	21	57	68	48	49
Number of students tested	29	37	18	27	34
2. African American Students					
proficient/advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced	64				
advanced	46				
Number of students tested	11				
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6.					
proficient/advanced					
advanced					
Number of students tested					
NOTES: The 2010 data reflects changes due to restructured calculations, redefined scales, new curriculum standards and assessments mandated by the state in 2009. Some special education students qualified to take an alternative version (MAAS) of the TCAP state assessment in 2010.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: TCAP

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	72	100	98	95	97
advanced	22	67	74	51	58
Number of students tested	72	64	57	61	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	6	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	44	100	94	93	94
advanced	21	60	61	37	40
Number of students tested	27	37	18	27	34
2. African American Students					
proficient/advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced	73				
advanced	36				
Number of students tested	11				
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6.					
proficient/advanced					
advanced					
Number of students tested					
NOTES: The 2010 data reflects state changes due to restructured calculations, redefined scales, new curriculum standards and assessments mandated by the state in 2009. Some special education students qualified to take an alternative version(MAAS) of the TCAP state assessment in 2010.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: TCAP

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010 Publisher: CTB-McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	65	100	99	98	99
advanced	33	79	74	69	70
Number of students tested	57	61	66	64	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	59	100	97	97	100
advanced	30	60	52	58	58
Number of students tested	32	25	31	36	26
2. African American Students					
proficient/advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced			91		
advanced			27		
Number of students tested			11		
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6.					
proficient/advanced					
advanced					
Number of students tested					
NOTES: The 2010 data reflects changes due to restructured calculations, redefined scales, new curriculum standards and assessments mandated by the state in 2009. Some students qualified to take an alternative version (MAAS) of the TCAP state assessment in 2010.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: TCAP

Edition/Publication Year: 2006, 2007, 2008, 2009, 2010 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	75	100	100	98	99
advanced	19	74	76	67	70
Number of students tested	57	61	66	64	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	70	100	100	100	96
advanced	16	52	52	53	50
Number of students tested	32	25	31	36	26
2. African American Students					
proficient/advanced					
advanced					
Number of students tested					
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced			100		
advanced			27		
Number of students tested			11		
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6.					
proficient/advanced					
advanced					
Number of students tested					
NOTES: The 2010 data reflects changes due to restructured calculations, redefined scales, new curriculum standards and assessments mandated by the state in 2009. Some special education students qualified to take an alternative version (MAAS) of the TCAP state assessment in 2010.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	71	97	100	98	98
advanced	34	70	74	67	69
Number of students tested	206	206	183	181	191
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	6	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	56	95	99	97	97
advanced	21	58	61	51	53
Number of students tested	94	99	82	86	87
2. African American Students					
proficient/advanced	42	90	100	100	95
advanced	21	56	71	44	59
Number of students tested	19	18	21	18	18
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced	63	92	96	90	93
advanced	33	31	19	21	50
Number of students tested	24	26	26	19	15
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6.					
proficient/advanced					
advanced					
Number of students tested					
NOTES: The 2010 data reflects changes due to restructured calculations, redefined scales, new curriculum standards, and assessments mandated by the state in 2009. This change included alternative TCAP testing (MAAS) for some qualifying special education students.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
proficient/advanced	75	100	99	96	98
advanced	25	69	71	59	62
Number of students tested	206	206	183	181	191
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	6	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient/advanced	55	99	98	95	96
advanced	16	54	52	43	46
Number of students tested	94	99	82	86	87
2. African American Students					
proficient/advanced	42	100	100	94	92
advanced	10	33	52	28	45
Number of students tested	19	18	21	18	18
3. Hispanic or Latino Students					
proficient/advanced					
advanced					
Number of students tested					
4. Special Education Students					
proficient/advanced	67	100	92	84	87
advanced	25	27	27	16	35
Number of students tested	24	26	26	19	15
5. English Language Learner Students					
proficient/advanced					
advanced					
Number of students tested					
6.					
proficient/advanced					
advanced					
Number of students tested					
NOTES: The 2010 data reflects changes due to restructured calculations, redefined scales, new curriculum standards and assessments mandated by the state in 2009. This change included a TCAP alternative assessment (MAAS) for some qualifying special education students.					