

PART I - ELIGIBILITY CERTIFICATION

12GA7

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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 6 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
2 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 8162

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 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	13	9	22			6	0	0
K	29	26	55			7	0	0
1	28	19	47			8	0	0
2	28	18	46			9	0	0
3	22	21	43			10	0	0
4	22	30	52			11	0	0
5	24	27	51			12	0	0
Total in Applying School:								316

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
2 % 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 2010-2011 school year: 24%
 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, 2010 until the end of the school year.	41
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	42
(3)	Total of all transferred students [sum of rows (1) and (2)].	83
(4)	Total number of students in the school as of October 1, 2010	350
(5)	Total transferred students in row (3) divided by total students in row (4).	0.24
(6)	Amount in row (5) multiplied by 100.	24

8. Percent of English Language Learners in the school: 1%
 Total number of ELL students in the school: 4
 Number of non-English languages represented: 1
 Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 68%

Total number of students who qualify: 216

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: 9%

Total number of students served: 28

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>8</u> Multiple Disabilities	<u>4</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>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>1</u>
Total number	<u>44</u>	<u>4</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 daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

12GA7

Fairmount Elementary School, located in Fairmount, Georgia and nestled at the foothills of the Appalachian Mountains, opened in 1929 to meet the educational needs of the Fairmount, Oakman and Ranger communities from elementary through high school. In 1992, Fairmount became a Pre-K through 5th grade school upon the consolidation of the district high schools. The elementary school has a rich tradition in its rural community. Many current teachers are actual alumni of Fairmount High School, and the turnover rate of staff members is extremely low. Fairmount's student enrollment of 321 makes it the smallest school of the six elementary schools in the Gordon County School District, . It is a true community school that is known as "The Small School with the Big Heart" for its family-type environment and outreach efforts in the community.

Fairmount's enrollment has decreased over the last three years primarily due to the loss of approximately 150 students and several staff members upon the opening of a new elementary school. However, the Northwest Georgia, Gordon County and Fairmount communities, predominantly known for agriculture and manufacturing, have also suffered a decrease in population due to job losses and foreclosures. Currently 68% of Fairmount Elementary School students qualify for free and reduced lunch, and the percentage continues to increase annually.

Fairmount Elementary has always been a good school as evidenced by consecutive years making Adequate Yearly Progress and Title I recognition. The school leadership, however, recognized the need for change in order to be a great school. In analyzing data trends, the school leadership team realized the school was not making adequate progress among students with disabilities and economically disadvantaged students. The school culture has changed drastically over the past five years, beginning with the development of a mission and vision that had a strong academic focus. Fairmount's mission and vision is to provide engaging instruction that will lead students to think beyond their boundaries and perform above the standards. The goals of the school improvement plan revolve around this "above and beyond" mindset. A set of guiding beliefs created and adopted by the staff evidences that our focus is always on the students. High expectations for ALL students and staff now focus the vision on a rigorous, relevant and results-based education.

Celebrating successes both inside and outside the classroom has become an integral part in Fairmount's school culture. An "Above and Beyond" awards assembly is held quarterly in front of the entire student body and parents. Awards are presented to students exhibiting character traits that will cause them to "think beyond their boundaries and perform above the standards." Individual students are spotlighted on the morning news show and the school website for successes outside the classroom, including winners in barrel champion rodeo racing, 4-H, art, and national contests. Individual academic achievement and growth on Georgia's Criterion-Referenced Competency Test (CRCT) is recognized at an annual assembly. Students highly anticipate the themed assembly in which they can earn certificates, trophies and medals for the following accomplishments on the most recent CRCT:

- Exceeds the proficiency levels in any or all content areas;
- Greatest gains in content areas by percentage points;
- Movement from one proficiency level to a higher level; and
- Highest scores by content area.

Fairmount Elementary School was originally accredited by the Southern Association of Colleges and Schools (SACS/CASI) in 1981, and has successfully maintained that accreditation. The school has been recognized as a Title I Distinguished School for the past six years, and has made Adequate Yearly Progress (AYP) for eight consecutive years. The 2010 Platinum Award for Greatest Gain for Students Meeting and Exceeding the Standards from the Governor's Office of Student Achievement (GOSA) was awarded to Fairmount Elementary School. Criteria for the Platinum Award includes AYP for 3 consecutive years; 35% or more of students exceeding standards on the CRCT; and inclusion in the 98th percentile of schools with greatest gains in meets and exceeds range on the CRCT.

1. Assessment Results:

Fairmount Elementary School participates in all standardized assessments as outlined by the state of Georgia's assessment system. Students in grades 3-5 participate in the Criterion-Referenced Competency Test (CRCT) in April of each school year. The CRCT assesses student mastery of the Georgia Performance Standards (GPS) in Reading, English Language Arts, Math, Science and Social Studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels. Minimum proficiency level for all students in each of the content areas is a score of 800. Achievement on the CRCT is categorized by one of three proficiency levels set by the State of Georgia:

- *Does Not Meet* (799 and below)
- *Meets* (800-849)
- *Exceeds* (850 and above)

Due to budget constraints, Georgia's first and second grade students do not participate in the statewide assessment. Fairmount's first and second grade students are assessed on the Georgia Performance Standards via rigorous district benchmarks at 12 and 24 weeks. A summative benchmark is administered in Reading, English Language Arts and Math during the CRCT test week.

Although a score of 800-849 is considered meeting standards, the school leadership team develops school goals, action steps and strategies based on exceeding standards. Minimum proficiency does not align with the "above and beyond" mindset that has become prevalent at Fairmount Elementary School. This focus has resulted in tremendous academic growth over the past five years, most evident in students with disabilities.

Math trends since the implementation of GPS in 2008:

- All students: 72.3% to 94.9% proficient (+22.6%)
- Economically disadvantaged students: 64.9% to 94.8% proficient (+29.9%)
- Students with disabilities: 27.3% to 81.2% proficient (+53.9%)

**Data prior to 2008 students was based on Georgia's Quality Core Curriculum and is not comparable to current assessment practices.*

Reading and English Language Arts trends from 2007-2011:

- All students: 75.2% to 97.1% proficient (+21.9%)
- Economically disadvantaged students: 72.3% to 97.4% proficient (+25.1%)
- Students with disabilities: 40.3% to 87.5% proficient (+47.2%)

The results of these assessments can be accessed through the Georgia Department of Education website at www.doe.k12.ga.us via the Report Card/AYP Report section.

Fairmount Elementary School was awarded the 2010 Platinum Award for Greatest Gain for Students Meeting and Exceeding the Standards from the Governor's Office of Student Achievement (GOSA). Criteria for the Platinum Award includes AYP for 3 consecutive years; 35% or greater of students exceeding standards; and 98th percentile of greatest gains in meets and exceeds.

The significant achievement growth in CRCT scores for students with disabilities and economically disadvantaged students has made a profound impact on the staff at Fairmount Elementary. Reflection time is provided annually at the summer staff retreat to identify academic successes at the individual, staff, and student levels, as well as at grade and school levels. Collaboratively, the staff has pinpointed factors contributing to achievement gains. Gains in achievement scores on the CRCT for students with disabilities are primarily attributed to a change in the belief system for staff and students. All staff members, from custodians and paraprofessionals to administrators and teachers, take responsibility for each and every student. The mentality of "their students" and "my students" has been replaced with a collective mindset of "our students." A major shift to co-teaching in inclusion classrooms for students with disabilities has been crucial to gains. Redefined roles and expectations for co-teachers have been established, and administrators conduct co-teaching observations on a consistent basis to ensure expectations are being met. The addition of math and literacy specialists as coaches has contributed to the achievement growth for all students. Specialists assist teachers in designing rigorous lessons, deliver professional learning in content and best practices, provide resources for teachers and students and model difficult-to-teach concepts. Additionally, a daily 30 minute focus time has been incorporated into the schedule. This time allows for prescriptive, research-based instruction in reading, math and writing for students that are struggling academically. It also provides an opportunity for extension of the standards for students already meeting and exceeding the standards.

In analyzing the 2011 CRCT data, it was noted that a 14 percentage point gap exists between the math achievement scores for all students and students with disabilities. School administrators and the math specialist are working closely with the district math coach and special education personnel to close that achievement gap. The math specialist leads front-load planning days 3-4 times a year with co-teachers to ensure proficiency on the CRCT for students with disabilities. Additionally, the math specialist collaboratively plans with co-teachers on a weekly basis to incorporate rigor, Depth of Knowledge, and student engagement pieces into lessons. Co-teachers use data from the 12 and 24 week district benchmarks to disaggregate data to the individual student level. Results from the data dig are used to develop individualized plans for "March Madness," an intense reading and math boot camp for students with disabilities.

2. Using Assessment Results:

Fairmount's staff use a variety data from classroom tests, universal screeners, district benchmarks, and state tests to inform instruction. Teachers generate reports from multiple data systems such as AIMS Web and Performance Matters to analyze student performance at all levels. Students who are performing below grade level receive interventions and are progress monitored to evaluate the effectiveness of the interventions. Students achieving in the average to above average range complete interest inventories to self-select focused instruction. Students are then provided rigorous instruction and experiences in areas such as drama, French, music composition, publishing, video production, horticulture, and physical fitness.

Once a universal screener is administered, data is analyzed by the administrative team. The information is then disseminated to grade levels who meet and analyze data to guide instruction. Data is analyzed to determine how students are progressing amidst the tiers of intervention. Time is provided to reflect on universal, classroom, and individual student trends. The insights gained from reflection on data are then incorporated into instruction to improve student achievement.

Fairmount Elementary has a comprehensive program to inform parents, students, and the community of students' academic achievement. A State of the School address is presented annually in the fall to disseminate school achievement and Annual Yearly Progress (AYP) data to stakeholders. Throughout the school year, presentations on reading and interpreting scoring reports for state assessments, universal screeners, and district benchmarks are offered to parents. Teachers conference with students to set goals for state and district benchmarks. Students also help track their own progress to encourage ownership and responsibility for learning. The school wide behavior plan rewards responsible academic habits during Fairmount's "Above and Beyond" assemblies. The community is

informed and invited to share in the assemblies. The parent involvement coordinator provides information to parents regarding how to support children in school endeavors. Fairmount communicates with parents, students, and the community through Parent Link, an automated phone message system; i-Parent, an Internet based parent portal for grades, attendance and discipline; electronic and paper newsletters; school and system websites; and a school marquee displaying vital information.

3. Sharing Lessons Learned:

Fairmount Elementary School prides itself on the academic growth that has been achieved over the past five years. Several years ago, when faced with a mere 27% of our students with disabilities meeting standards, the school leadership knew that change must begin with high expectations for staff and students. The successes that we now share are a collaborative effort on the part of our administrators, staff, parents, students and community.

Fairmount Elementary School is actively involved in professional learning across the district, state and country as both leaders and learners. The school has a continuing partnership with the Professional Association of Georgia Educators (PAGE) as a part of the High School Redesign Initiative's Working on the Work (WOW). The WOW initiative, based on the work of Phillip Schlechty, focuses on the student as a consumer and the teacher as the provider of meaningful work for students to promote student engagement. Fairmount Elementary is in its third year of WOW work, and attributes the shift in school culture and leadership in part to the principles of WOW. During the three-year process, Fairmount Elementary administrators and teacher leaders have collaborated and networked with professionals within the Gordon County District, the State of Georgia and across the nation. The principal has participated in the Marilyn Hohmann Principals Academy in Austin, Texas. Math and literacy specialists attended the Coaching for Design Conference in Louisville, Kentucky. Strategies learned enable them to share successful engagement and coaching for design strategies with teachers and specialists from the other district schools. Fairmount's Design Team consists of teacher leaders with firm foundations in WOW principles. The Design Team is crucial to the school's professional learning as they share examples of job-embedded concepts of WOW to the entire staff. The Fairmount Elementary School Design Team has been invited by PAGE to present strategies for integrating math and social studies with the WOW design qualities at their annual state summer conference in June 2012.

After being spotlighted in the Georgia Department of Education's Mathematics Newsletter for achievement gains with students with disabilities, several schools and districts in Georgia brought teams to Fairmount Elementary to tour the school, observe math classrooms and meet with teachers and school leaders to discuss successful co-teaching strategies. Math strategies and sample lessons have also been shared with other teachers, schools and districts as a result of Fairmount's math specialist presenting at the The Georgia Council of Teachers of Mathematics Conference.

At the invitation of the Gordon County Schools Superintendent, Fairmount Elementary School administrators shared the contributing factors for the significant achievement gains within the students with disabilities subgroup with other district school administrators.

Fairmount Elementary School strives continuously to provide engaging and rigorous instruction for our students. We welcome the opportunity to share our "Small School with a Big Heart" with others. We also will continue to visit other excellent schools to continue our learning process and find new ways to lead our students to think beyond their boundaries and perform above the standards.

4. Engaging Families and Communities:

Parent and community involvement is crucial to the educational process of Fairmount Elementary School's students. The school employs a full-time family advocate and parent involvement coordinator that serves as a liaison between the school and parents, volunteers, community agencies and local

business partners. The family advocate wears many hats but has the primary responsibility for guaranteeing student academic success by:

- ensuring the students' basic needs of food, shelter and clothing are met;
- providing parents with training on how to help their child be successful in school;
- maintaining a parent resource center;
- involving parents in the educational process through volunteering, parent conferences and attendance at school functions; and
- improving student attendance

Fairmount Elementary School has an active Parent Teacher Association (PTA). PTA members serve on the School Governance Council and the School Advisory Committee, each with distinct goals to improve parent and community involvement. The Fairmount PTA provides many free events to parents and students including Donuts for Dads and Muffins with Moms.

Math and literacy nights are held for parents in which students showcase work and strategies learned. Special and general education teachers host a special parent night in which students with disabilities "teach" their parents math and reading strategies to make them successful on the CRCT. Test interpretation and CRCT informational sessions are held for parents as well.

1. Curriculum:

Fairmount Elementary School offers a rigorous and well-rounded curriculum that is aligned with the Georgia Performance Standards (GPS). Prior to the implementation of the GPS, academic specialists throughout the district developed pacing and curriculum guides in each core curriculum area. These guides were designed to ensure that students would receive repeated exposure to and experience with the content required to master the standards. The curriculum guides were based on frameworks provided by the Georgia Department of Education. The integration of subjects is a vital part of the design as well. Teacher input is solicited during the annual review and revision of curriculum guides.

The state standards, upon which the curriculum guides were based, were written to ensure that all students are provided with the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. They also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

Fairmount's math curriculum has been designed to achieve a balance between math concepts and problem-solving while maintaining a strong emphasis on computational skills. Each grade level has developed a fact fluency plan to assure the mastery of basic computation. The curriculum requires students to employ a variety of strategies to problem solve using multiple representations. The math curriculum is delivered to students via the workshop model where students investigate and explore concepts in order to master the content. At all grade levels, communication is a crucial piece to the math curriculum. Students are encouraged to work cooperatively in groups to make connections among math concepts and between other content areas, reason mathematically, and use error analysis to understand concepts.

The English Language Arts curriculum at Fairmount is a combination of reading and writing balanced with instruction in the standards of conventions and listening/speaking/viewing. An integrated approach is the foundation of Fairmount's reading curriculum. Curriculum guides were written to ensure student exposure to a diversity of authentic literature and informational works. It is the goal of the curriculum to lead students to read and critically evaluate texts that are complex in nature. Upper elementary students have a 25 book minimum requirement to promote a love of reading and acquisition of grade appropriate vocabulary. Writing instruction is delivered in the workshop model where teachers use mentor texts to model exemplary writing craft.

The pacing and curriculum guide for Fairmount's science program is integrated into the reading and ELA curriculum. A blend of process skills and science content standards are aligned to the National Research Council's National Science Education Standards. The science curriculum promotes hands-on, student-centered and inquiry-based tasks for deeper understanding.

The social studies curriculum at Fairmount is rooted in the reading and ELA curriculum guides. Resources have been allocated to purchase quality literature with relevant social studies themes. Project-based learning is prevalent throughout all grade levels. Student research projects are created and displayed in a variety of multimedia formats.

Fairmount Elementary has a quality physical education program. Fairmount adheres to the National Physical Education Standards developed by the National Association for Sports and Physical Education (NASPE). The primary curriculum goals of the physical education program is understanding the importance of maintaining an active, healthy lifestyle. Instruction in physical fitness, health education, and developing positive attitudes provides students with the mindset necessary for academic success.

2. Reading/English:

Fairmount Elementary School's reading curriculum consists of the Georgia Performance Standards with a balanced instructional focus on the five elements of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). In Pre-K, an emphasis is placed on phonological awareness, speaking vocabulary, and listening comprehension. Kindergarten and first grade continue to focus on phonological awareness while adding systematic phonics instruction to fluency, vocabulary and comprehension. This continues in grades two. The upper elementary grades provide greater focus on fluency, vocabulary, and comprehension, and emphasize integrating the content areas of science and social studies with language arts. Teachers use a combination of resources to expose students to a higher level of text complexity, and are encouraged to use a variety of authentic texts for instruction. The literacy specialist has created a reading resource room with a diverse collection of resources including sets of quality literature for whole and small group instruction, games, and read-aloud kits for teachers to use.

Literacy blocks in all grades consist of small group reading instructional time and whole group instruction utilizing the workshop model. Read-alouds are used to integrate science, social studies and writing in all grades. In grades 3-5, integration is the key concept in lesson design. Instruction is interwoven in such a way that writing, reading and the content areas seamlessly flow together as students delve deeply into complex content.

Fairmount has a thirty minute focus time each morning where students in grades K through 5, whose assessment data indicates that they are struggling academically, receive a research-based intervention. Interventions are available for all areas of reading. Struggling readers also receive interventions in small groups during the classroom reading block. All students receive targeted, informed instruction based on data from informal and formative assessments in flexible small groups. Students are moved along the tiers of intervention based on the level of progress they are able to achieve. Instruction and interventions are continually adjusted based on progress monitoring data.

Students in grades 3-5 can choose to participate in an after school Reading Bowl where students read Georgia Award books, participate in book talks, and compete in reading bowl tournaments.

3. Mathematics:

Fairmount Elementary's mathematics curriculum is derived from the Georgia Performance Standards. These standards are taught through a combination of state framework lessons, Math Investigation lessons, and teacher created or adapted tasks. Each math unit is made up of a series of lessons to provide students with the concepts and skills to master the standards.

Students in grades 1-5 participate in a 90 minute math block daily that is divided into a 60 minute workshop and a 30 minute skills time. Each math lesson is presented in a math workshop model consisting of three parts: Opening, Work Period, and Closing. Workshop parts take approximately 10, 30, and 20 minutes respectively. During the opening the teacher breaks down the standard, provides a short mini-lesson over the concept, and introduces the task for the day. During the work period, students are the main focus. They are working on making sense of the mathematics involved in the lesson. The teacher is a facilitator during this period. The teacher may provide mini-lessons for small groups of students, but is more likely to be questioning students with higher-order questions developed prior to the lesson that will lead students to clarify their own thinking. The teacher is also looking out for a student or a group of students to lead the closing based on mathematical findings. The student or group leading the closing will then explain their discovery to the rest of the class. They will take questions and comments from their peers that relate to their work. This type of student summary is done daily. Teachers have the option of adding their own summary if a big idea did not emerge during the student led closing.

Throughout the math tasks, teachers try to incorporate as many of the state process standards as possible. Problem solving is at the core of each task. Collaboration is key during the work period for students to refine their reasoning and communication skills. Writing is integrated into tasks as students

explain, justify and reason answers. Multiple representations are encouraged by teachers and the use of manipulatives is common. The math specialist assists teachers in designing lessons that allow students to make connections between math concepts and to apply those concepts to areas outside the math classroom.

This skills portion of the math block is utilized to build math fluency in computation, preview content, and address specific weaknesses identified through formative assessments including benchmark data. This is especially helpful for activating prior knowledge before students try to build upon that knowledge during their math workshop.

All math teachers have been trained in and utilize model drawing, a strategy from Singapore Math, in their classrooms. Students struggling in math are provided additional support in Singapore Math strategies during interventions or focus groups.

Overall, our math program is designed to build understanding and confidence among our students. It is our experience that this design will lead to a love of mathematics that extends beyond the classroom.

4. Additional Curriculum Area:

In the curricular area of science, students are provided learning experiences using an integrated approach whereby the science standards are taught through simultaneous instruction in reading, writing, listening and speaking. Instead of simply teaching science in isolation via a textbook, students are exposed to science concepts through both literary and informational texts, Internet resources, and multimedia presentations. Monetary resources have been allocated for every grade level to have the *Reads with Sarah* science materials. These language-rich volumes align with state standards and provide complex texts to address all areas of elementary scientific inquiry. Information is presented in whole group and small group formats, and teachers are able to create differentiated learning communities based on student interests and abilities. Emphasis is placed on individual student needs such as phonics instruction, vocabulary and comprehension.

Fairmount Elementary School exists to provide engaging instruction that will lead students to think beyond their boundaries and perform above the standards. Providing students with integrated instruction affords them the opportunity to extend their standards-required knowledge by demonstrating understanding and mastery in a variety of novel formats. Students are encouraged to design and create projects and presentations that aid them in the acquisition of an in-depth understanding of scientific principles and concepts. Students may also be afforded the opportunity to investigate and explore hands-on science in our fully-operational greenhouse. The integration of real world science, reading, writing, listening, and speaking has created an environment where students are free to discover, refine, and extend learning.

5. Instructional Methods:

Fairmount Elementary School teachers employ evidence-based best practices to meet the needs of all learners. The instructional program at Fairmount centers around standards-based instruction within the framework of the workshop model. To ensure high levels of student learning, Fairmount designs instruction and student performance tasks based on the Working on the Work (WOW) model. Principles from Norman Webb's Depth of Knowledge, with an emphasis on justifying, generalizing, and comparing/contrasting, are interwoven in the instruction of all content areas, and teachers are trained in incorporating Marzano's top nine effective instructional strategies into lesson design.

Academic specialists collaborate with grade level teams to align the Georgia Performance Standards to challenging tasks and authentic assessments. Administrators and academic specialists work closely with teachers to design instruction that is engaging and focused on improving weaknesses. Teachers

purposefully define the roles and responsibilities for co-teaching inclusion teams during reading, math and writing workshops to ensure student support and understanding.

After the administration of district and state assessments, data team meetings are held for each grade level team. Teachers and instructional specialists use the data to drill down to the standards in order to identify achievement gaps in individuals, small groups and grade levels. Scheduled time is then provided to grade level teams and co-teachers for the purpose of designing whole class and small group instruction. Data is utilized to determine which students qualify for additional services to support individualized learning. Research-based strategies are employed to provide students with the specific instruction that they require for success.

Fairmount Elementary follows the response to intervention process for any student who is struggling academically or behaviorally. A four tier process for RTI is employed. Fairmount uses nationally normed AIMS Web benchmarks to assess all K-5 students three times per year as universal screeners. Data results from the screeners are used for early identification of student weaknesses and strengths in early literacy and numeracy skills, reading fluency, and math computation. Findings are then used to create small groups of learners who will receive explicit, standards-based remediation so that mastery of the concepts is achieved. Students receiving interventions take responsibility for learning by setting individual academic goals and tracking progress monitoring data with teachers.

Technology is an integral component to Fairmount's instructional program. All classrooms are equipped with interactive whiteboards, voting device systems, projectors and a minimum of five student computers. Through the Citrix environment, all students and staff have access to Microsoft Word, PowerPoint, Excel and Publisher outside of the school environment. Teachers incorporate web-based applications such as Glogster, Voice Thread, Little Bird Tales, and Story Bird in their classroom learning experiences. Assistive technology is available to students with disabilities that allow them to have access to the general curriculum.

6. Professional Development:

The school leadership believes that in order for Fairmount Elementary to achieve its vision to "reach beyond our boundaries and perform above the standards" authentic, job-embedded professional learning must be available to the staff. Professional learning days are built into the school calendar in the form of early release days. Teachers also participate in Tuesday Professional Learning during planning times. WOW Wednesdays are instructional in nature and have replaced traditional staff meetings. A variety of needs are addressed through WOW Wednesday meetings including: professional learning arising from an identified need in the School Improvement Plan; spotlights on effective instruction and best practices happening within the school; and design team redelivery on the principles of engagement.

School level professional learning is scheduled and differentiated based on the needs of the staff, and is driven by the school improvement plan. Due to the fact that most of Fairmount's students meet the state assessment standards on the CRCT, the school leadership team emphasizes rigorous goals that focus on exceeding the standards. The literacy and math specialists are vital in providing professional learning that will assist staff in progressing all learners toward exceeding the standards. Any professional learning at Fairmount Elementary School should meet one or more of the following requirements:

- lead teachers to understand the depth of what the standard encompasses and what students are required to master;
- address an identified need in data; or
- promote student engagement with rigor

All school professional learning aligns with the system initiatives of Working on the Work (WOW), integrated writing across the curriculum and model drawing. As a part of the system's WOW endeavors, Fairmount has partnered with the Professional Association of Georgia Educators (PAGE) for systemic professional development in the WOW principles.

The school has also partnered with PAGE for a two-year commitment to its Teacher Academy. A team of three teachers works collaboratively with participating teachers from across the state to share successful strategies, design engaging work and build leadership skills.

Fairmount Elementary teachers in grades 3-5 take part in two horizontal collaborative planning days per year with other teachers in the district. Planning days are scheduled by content area, and teachers share successful strategies for specific grade level standards in math or reading respectively.

7. School Leadership:

Prior to 2008, the school administrative staff at Fairmount Elementary had been in place for over 20 years. Since that time, the school principal has changed twice. The current principal and assistant principal have been in their respective roles for two years. This change in leadership has brought about a new philosophy and focus at Fairmount. The administrators and teacher leaders have worked together to create a school culture that is positive and celebratory. The school environment is one that provides for the safety and success of every child. All decisions regarding changes in policies, distribution of resources, and implementation of programs are made within the context of determining what is best for students.

The small student and staff population at Fairmount allows for all teachers to take active roles in school leadership. The administrative team provides multiple opportunities for professional learning to build leadership including the PAGE Teacher Academy, Working on the Work conferences and system leadership exploration classes. Teachers are encouraged and empowered to become teacher leaders within the school, and the principal facilitates this by serving as the leader of leaders. A shared decision-making process focused on student achievement is employed by the school administration team to ensure that all students are provided the resources and supports needed to reach their maximum potential.

The principal strives to demonstrate service leadership. Staff, student, parent and community input is sought consistently through surveys, representations on councils, and reflections. A value is placed on listening to the concerns of all stakeholders and empowering them to have a voice within the school community.

The administrative team at Fairmount hosts an annual retreat in June. All certified staff members are invited and encouraged to attend this event which focuses on team building, reflection, and school improvement. During the retreat, the inclusive nature of the administrative leadership style is evident.

The past two years have been spent building a positive school culture for staff and students. The administrative team strives to provide a safe environment where staff feel comfortable attempting novel and engaging lessons aimed at improving student achievement. Celebrations for student and staff achievement has become a common occurrence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Georgia Criterion-Referenced Competency Tests

Edition/Publication Year: 2010-2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	93	91	84	74	91
Exceeds	60	43	48	31	19
Number of students tested	58	54	86	77	83
Percent of total students tested	100	100	100	100	100
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					
Meets & Exceeds	94	86	74	65	90
Exceeds	58	37	31	20	17
Number of students tested	36	35	42	44	48
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested		2		1	1
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested	4	2	2	7	3
4. Special Education Students					
Meets & Exceeds					
Exceeds					
Number of students tested	6	5	8	5	10
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested	2			1	
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year: 2010-2011

Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	98	96	90	92	81
Exceeds	43	37	30	17	14
Number of students tested	58	54	86	77	83
Percent of total students tested	100	100	100	100	100
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					
Meets & Exceeds	100	97	83	83	78
Exceeds	39	40	14	17	18
Number of students tested	36	35	42	59	50
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested		2		1	1
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested	4	2	2	7	3
4. Special Education Students					
Meets & Exceeds					50
Exceeds					10
Number of students tested	7	5	8	5	10
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested	2			1	
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Georgia Criterion-Referenced Competency Tests

Edition/Publication Year: 2010-2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	92	88	78	55	79
Exceeds	59	44	39	16	27
Number of students tested	49	59	82	90	77
Percent of total students tested	96	98	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	4	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	90	81	52	46	72
Exceeds	56	34	25	10	24
Number of students tested	32	32	53	59	50
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested	2	1	1	2	
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested	1	1	8	4	5
4. Special Education Students					
Meets & Exceeds				30	
Exceeds				0	
Number of students tested	6	5	9	10	8
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested	2		3	3	
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
<p>NOTES: *For 2010-11, two students took the CRCT-M in math. The CRCT-M assesses the same grade-level Georgia Performance Standards (GPS) as the Criterion-Referenced Competency Tests (CRCT). The CRCT-M is available in the content areas of reading, English language arts, and mathematics in grades 3 through 8. **One student participated in the Georgia Alternate Assessment in 2009-2010. The Georgia Alternate Assessment (GAA) is a portfolio of student work samples used to capture student learning and achievement/progress in four content areas (English/Language Arts, Mathematics, Science, and Social Studies). This assessment program promotes a vision of enhancing capacities and integrated life opportunities for students who experience significant cognitive disabilities. Committees of Georgia educators developed the requirements of the portfolio system including the number of data collection elements (i.e., student work samples), types of elements, and the parameters/timing of the collection of student work samples. The GAA portfolio entries are scored for four discrete dimensions: fidelity to standard, context, achievement/progress, and generalization. A separate score is assigned for each dimension. The focus is on academic content and skills. Grades 3-8 and 11 assemble a portfolio in English/Language Arts, Mathematics, Science, and Social Studies.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Georgia Criterion-Referenced Competency Tests (CRCT)

Edition/Publication Year: 2010-2011

Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	90	98	86	84	82
Exceeds	35	29	26	23	18
Number of students tested	51	59	82	90	77
Percent of total students tested	100	100	100	100	100
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					
Meets & Exceeds	94	97	83	84	82
Exceeds	42	16	17	23	26
Number of students tested	33	32	53	90	77
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested	2	1	1	2	
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested	1	1	8	4	5
4. Special Education Students					
Meets & Exceeds				50	
Exceeds				0	
Number of students tested	6	5	9	10	8
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested			3	3	
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Georgia Criterion-Referenced Competency Tests

Edition/Publication Year: 2010-2011 Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	97	98	84	82	65
Exceeds	55	63	33	35	10
Number of students tested	60	46	89	85	71
Percent of total students tested	98	96	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	97	97	80	76	64
Exceeds	39	58	27	25	14
Number of students tested	33	33	62	55	36
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested			2	1	
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested	2	1	5	5	4
4. Special Education Students					
Meets & Exceeds			36		35
Exceeds			0		5
Number of students tested	5	5	14	8	20
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested				1	1
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
<p>NOTES: The Georgia Alternate Assessment (GAA) is a portfolio of student work samples used to capture student learning and achievement/progress in four content areas (English/Language Arts, Mathematics, Science, and Social Studies). This assessment program promotes a vision of enhancing capacities and integrated life opportunities for students who experience significant cognitive disabilities. Committees of Georgia educators developed the requirements of the portfolio system including the number of data collection elements (i.e., student work samples), types of elements, and the parameters/timing of the collection of student work samples. The GAA portfolio entries are scored for four discrete dimensions: fidelity to standard, context, achievement/progress, and generalization. A separate score is assigned for each dimension. The focus is on academic content and skills. Grades 3-8 and 11 assemble a portfolio in English/Language Arts, Mathematics, Science, and Social Studies.</p>					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Georgia Criterion-Referenced Competency Test (CRCT)

Edition/Publication Year: 2010-2011

Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	98	98	87	93	62
Meets	30	52	22	25	20
Number of students tested	60	46	89	85	71
Percent of total students tested	98	96	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	97	96	86	89	61
Meets	24	48	13	18	17
Number of students tested	33	33	61	55	36
2. African American Students					
Meets & Exceeds					
Meets					
Number of students tested			2	1	
3. Hispanic or Latino Students					
Meets & Exceeds					
Meets					
Number of students tested	2	1	5	5	1
4. Special Education Students					
Meets & Exceeds			50		35
Meets			0		0
Number of students tested	5	5	14	8	20
5. English Language Learner Students					
Meets & Exceeds					
Meets					
Number of students tested				1	1
6.					
Meets & Exceeds					
Meets					
Number of students tested					
<p>NOTES: *The Georgia Alternate Assessment (GAA) is a portfolio of student work samples used to capture student learning and achievement/progress in four content areas (English/Language Arts, Mathematics, Science, and Social Studies). This assessment program promotes a vision of enhancing capacities and integrated life opportunities for students who experience significant cognitive disabilities. Committees of Georgia educators developed the requirements of the portfolio system including the number of data collection elements (i.e., student work samples), types of elements, and the parameters/timing of the collection of student work samples. The GAA portfolio entries are scored for four discrete dimensions: fidelity to standard, context, achievement/progress, and generalization. A separate score is assigned for each dimension. The focus is on academic content and skills. Grades 3-8 and 11 assemble a portfolio in English/Language Arts, Mathematics, Science, and Social Studies.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets & Exceeds	94	91	82	69	79
Meets	57	49	39	26	18
Number of students tested	167	159	257	252	231
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	3	3	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	93	88	68	61	76
Meets	51	42	27	18	18
Number of students tested	101	100	157	158	134
2. African American Students					
Meets & Exceeds					
Meets					
Number of students tested	2	3	3	4	1
3. Hispanic or Latino Students					
Meets & Exceeds			86	75	78
Meets			26	18	18
Number of students tested	7	4	15	16	12
4. Special Education Students					
Meets & Exceeds	76	46	26	26	44
Meets	23	13	3	0	2
Number of students tested	17	15	31	23	38
5. English Language Learner Students					
Meets & Exceeds					
Meets					
Number of students tested	4	0	3	5	1
6.					
Meets & Exceeds	0	0	0	0	0
Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets & Exceeds	95	97	87	89	75
Meets	35	38	25	21	17
Number of students tested	169	159	257	252	231
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	97	96	84	85	76
Meets	35	34	14	19	21
Number of students tested	102	100	156	204	163
2. African American Students					
Meets & Exceeds					
Meets					
Number of students tested	2	3	3	4	1
3. Hispanic or Latino Students					
Meets & Exceeds			86	87	
Meets			0	31	
Number of students tested	7	4	15	16	9
4. Special Education Students					
Meets & Exceeds	72	93	42	47	44
Meets	11	26	0	0	2
Number of students tested	18	15	31	23	38
5. English Language Learner Students					
Meets & Exceeds					
Meets					
Number of students tested	2	0	3	5	1
6.					
Meets & Exceeds	0	0	0	0	0
Meets	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12GA7