U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

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

School Mailing Address 517 Fountain Green Road
(If address is P.O. Box, also include street address.)

City Bel Air   State MD   Zip Code+4 (9 digits total) 21015-4717

County   Harford County   State School Code Number* 03-27

Telephone 410-638-4220   Fax 410-638-4347

Web site/URL   http://www.edline.net/pages/FGES   E-mail Alison.Donnely@hcps.org

Twitter Handle   Facebook Page
HCPS   https://www.facebook.com/#!/HCP
@HCPSchools   Schools   Google+
                                                           Other Social Media Link
                                                           https://www.facebook.com/#!/groups/1036023
YouTube/URL _____ Blog   99701609/

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mrs. Barbara Canavan
                        (Specify: Ms., Miss, Mrs., Dr., Mr.,   E-mail: Barbara.Canavan@hcps.org
Other)

District Name Harford County Public Schools   Tel.   410-838-7300
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Nancy Reynolds
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district   <u>33</u> Elementary schools (includes K-8)
   (per district designation):   <u>9</u> Middle/Junior high schools
                                                   <u>11</u> High schools
                                                   <u>1</u> K-12 schools

                                                   <u>54</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	33	26	59
1	37	39	76
2	34	36	70
3	51	43	94
4	37	43	80
5	46	52	98
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	238	239	477

5. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    7 % Asian
    3 % Black or African American
    4 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    82 % White
    4 % Two or more races
    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	14
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1	521
(5) Total transferred students in row (3) divided by total students in row (4)	0.044
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 2 %
    8 Total number ELL
Number of non-English languages represented: 7
Specify non-English languages: French, Panjobi, Polish, Hindi, Other, Vietnamese, Khmer

8. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 63

Information for Public Schools Only - Data Provided by the State

The state has reported that 10 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
                                                      41 Total number of students served

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

2 Autism	0 Orthopedic Impairment
0 Deafness	11 Other Health Impaired
0 Deaf-Blindness	18 Specific Learning Disability
1 Emotional Disturbance	13 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
2 Mental Retardation	0 Visual Impairment Including Blindness
5 Multiple Disabilities	1 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of
    personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the
    school divided by the FTE of classroom teachers, e.g., 22:1   22:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: We will work together in a positive, flexible manner focusing on the whole child in a safe, engaging and inclusive environment.

PART III – SUMMARY

Fountain Green Elementary School is a general education public school, serving children in grades K-5. The community in which Fountain Green Elementary resides is both stable and professional with involved and supportive parents. Families reside in single family, town and mobile homes. The school not only serves students with special needs within our school community, but also students within our district who attend pre-school or private school.

Since Fountain Green Elementary School opened in 1993, we have established many traditions that have made us what we are today. Our Unified Arts programs, our strong Parent/Teacher Association (PTA), community service events, and fundraisers make up a good amount of our strong history and community involvement. Our Unified Arts program includes events such as seasonal chorus and instrumental concerts, an annual musical and an annual art show. Our PTA sponsors traditional movie nights, talent shows, ice cream socials and holiday events. The PTA takes an active role in supporting the education of all students. The school has a strong history of involvement with other community service fundraisers that support both local and national organizations. These fundraisers include, but are not limited to, St. Jude's Math-a-thon, Jump Rope for Heart, Harvest for the Hungry (canned food drive), and book donations for The Shriner's Hospital in Philadelphia.

The Fountain Green Elementary School community is honored that the school and faculty have received many awards. These awards include: Maryland Character Education School of the Year, School Nurse of the Year, several Everyday Hero Awards, and finalists for the Support Staff and Teacher of the Year programs. As our faculty and staff are willing to embrace best practices and innovation, Fountain Green Elementary is able to provide the best learning opportunities for our students.

Key strategies used within the school have encouraged and challenged all students to develop emotionally, physically, socially and culturally. Academically, goal setting drives our instructional decision making through evaluation of data and grade level reflection on instruction. Students are routinely asked to set their own goals; monitoring and adjusting them as needed throughout the year. Students are encouraged to use the "First in Math" online program as we compete with others nationwide in grades 2-5. Before and after school interventions for students struggling in math and reading are provided; however, the prevailing belief is that the best intervention is the daily encounter with a high quality teacher and the instruction that takes place in the classroom. We assist our teachers with current teaching practices through the use of book studies and school based professional development. Socially and emotionally, we promote positive citizenship through our character education program, morning meetings and participation in the Patriot Program. Our student council strives to promote positive awareness of self and others by encouraging good character. As a total school community, we provide opportunities for students to work as a group to solve problems in a variety of situations.

The culture of our building is welcoming and inviting. There is a strong belief among the faculty and staff members that students need to want to attend school and be ready to learn in order to truly reap the benefits of our strong teaching staff. A unique practice in our school is having a staff member play music which welcomes students into the building each morning. This is done simultaneously as other staff members greet students on the bus, at the door upon arrival, and along the path to students' classrooms. All of these actions contribute to a sense of belonging at Fountain Green Elementary School. This is further encouraged by displaying pictures of activities in which students participate on the television in the main lobby and displaying posters of the students recognized for good character on the lobby walls. For those who do not visit the building routinely, photographs of students participating in school events are routinely placed on our website. This enables families to feel connected and a vital part of the school.

To further encourage a culture of making good choices and being able to learn, students are encouraged to make good health choices. Our physical education department has set up two walking courses for students and teachers to complete during outdoor free play. Faculty members believe students need to be physically active in order to learn to their fullest potential. On many occasions, extra time in the gym is offered as an award. To truly keep students healthy and learning, our school nurse informs each grade level of the

importance of germ prevention and allergy awareness at the start of the school year. She reinforces this throughout the year and strives to maintain a healthy learning environment for all students.

Fountain Green Elementary School is rich in traditions which support student achievement on academic, physical, social, and emotional levels. The support of a strong faculty and caring PTA helps all children realize they are part of the community and builds a willingness to work hard to achieve established goals.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

At Fountain Green Elementary, teachers are vigorously implementing instruction that aligns with the Maryland College and Career-Ready Standards (MCCRS). During our 110 to 145 minute English/Language Arts block (depending on the grade level), students are immersed in lessons that highlight the relationship between reading, writing, listening and speaking. Teachers utilize a variety of resources to integrate reading and writing among all content areas. Some examples of literature that students enjoy during the school day include the Harcourt anthology, Junior Great Books, a variety of trade books, and National Geographic Young Explorer magazines, in coordination with various multi-media text. Teachers in the primary grades lay the foundation for strong, young readers by developing their decoding skills, phonemic awareness, and immersion into literature. The primary students are also expected to build an understanding of types of text and develop meaning of what they are reading. Intermediate teachers build upon the established foundation with rigorous instruction that incorporates complex texts to enhance skills and strategies for life-long readers. Differentiated instruction is delivered daily; targeting students' needs that have been identified through our monthly "Data Diggers" practice. In addition to classroom teachers, special educators, para-educators, our reading specialist, and Gifted and Talented (GT) teacher collaborate to provide interventions and enrichment, such as the Junior Great Books program, to ensure student success.

At Fountain Green Elementary, the Everyday Math program is used as a primary resource to support the Harford County and Maryland College and Career-Ready Standards. Throughout the sixty-five minutes of a daily math lesson, students are instructed using a 5E Learning Cycle model of engage, explore, explain, extend and evaluate. This model enables students to construct new ideas on top of their existing ideas. Students are actively engaged in the content through real world problem solving tasks. Rigorous problem solving opportunities require students to constructively struggle with mathematical concepts. Students are given time to explore concepts both individually and collaboratively. The teacher then facilitates the sharing of solution strategies and mathematical ideas. Students are encouraged to provide feedback to their peers while the teacher explains and refines ideas. Students are given time to elaborate on the concepts discussed through independent work, enrichment opportunities and small group re-teaching. To guide instruction further, students are evaluated throughout the lesson and their understanding is closely monitored. Students are given the opportunity to use various tools as well as concrete and virtual manipulatives to strengthen their conceptual understanding.

John Van de Walle's book, Teaching Student-Centered Mathematics, is utilized by Fountain Green Elementary teachers to build their own content understanding and to provide activities for classroom instruction. Students are sorted into flexible math groups after each unit assessment to provide re-teaching as well as enrichment opportunities. The Common Core Mathematical Practices are a focus in every math lesson. Students are asked to evaluate the practices that they have used in a lesson and to provide examples. Additionally, FGES has adopted the First in Math online math program in grades 2-5 as an initiative to increase the automaticity of basic fact recall through competition within classes, grade levels, the school and another school.

At Fountain Green Elementary our science program emphasizes a "hands-on" approach to exploring the world of science. Earth/space science, life sciences, and physical sciences encompass our curriculum standards. Science, Technology, Engineering, and Math (STEM) standards of practices are integrated into all content areas. Students at all grade levels take part in the Engineering is Elementary (EIE) program which follows the engineering design process and takes advantage of the natural curiosity of children. Students are asked to demonstrate their scientific understanding by stating claims, providing scientific evidence and discussing their reasoning. Our 5th grade students participate in a three day outdoor field experience at Harford Glen Environmental Education Center. During their experience, students enhance their understanding of the local and global environment. A unique feature to the Fountain Green Elementary School campus is our very own outdoor classroom which shifts the educational focus from secondary to primary sources in a real world setting.

Students also apply essential social studies knowledge and skills to think critically, solve problems and apply learning to daily life. They learn to use maps and other resources while they explore several major focus areas: the community, the importance of law and order, history, economics, government, geography and multiculturalism. The PTA has funded and arranged for distance learning projects in conjunction with the Maryland Historical Society. This program highlighted Maryland history and how artifacts were once used. It also incorporated the use of technology, which is often integrated through project-based learning. Field trips at every grade level enhance our social studies curriculum. Students attend trips to various locations such as Philadelphia, Washington D.C., Annapolis and Fort McHenry.

2. Other Curriculum Areas:

Our school vision is, "We will work together in a positive, flexible manner focusing on the whole child in a safe, engaging and inclusive environment." Educating the whole child is our focus at Fountain Green Elementary. The curriculum of the unified arts department strives to capitalize on this. The teachers in these departments put forth a conscious effort to require students to construct meaning, investigate concepts, make decisions, and solve problems creatively. This instructional approach not only supports the unified arts department, but also supports what is happening in the general education classroom.

The Fountain Green Elementary School art curriculum provides students a weekly art class in which they benefit from experiences in five major areas: drawing, painting, printmaking, three-dimensional design, and two-dimensional design. The activities are culturally balanced and integrated with all content areas. Our annual Art Show displays the creative designs of roughly five hundred Fountain Green Elementary children and an afterschool art club designs and creates the scenery for our annual school musical.

In weekly music classes, students are seen learning about the fundamentals: rhythms, melody, harmony, form, tone color, dynamics, and tempo. Students engage in activities that encourage them to read, play, and compose music. Fourth and fifth grade students perform at an annual winter and spring concert. Their musical talents are highlighted through their instruments or voice. In addition, third through fifth grade students are given the opportunity to entertain a large audience at the school's yearly musical. Students audition for speaking roles or partake in the chorus. They spend many hours rehearsing after school for the school day performance and the two evening performances.

The physical education program at Fountain Green Elementary addresses students' motor, cognitive, social, and emotional development. Students participate in physical education classes three times every two weeks in which they explore the five themes which represent major movement concepts. These are central to the program and include: locomotor skills, manipulative skills, non-manipulative skills, integrated movement, and personal fitness. Through structured, sequential learning experiences, students develop motor skills and an understanding of major fitness, safety, and physical activity concepts. Each student is encouraged to work to his or her potential through practice and problem solving, both independently and with others. Informal and formal assessments occur regularly and are used to share progress with students and guide teachers as they adjust instruction to benefit each individual. The Mileage Club, facilitated by the physical education teachers, encourages students to walk, run, or jog while at recess.

Consequently, students are physically active either playing on equipment or utilizing the walking course on campus during recess. The faculty of Fountain Green Elementary believe that through successful participation in the elementary physical education program and movement embedded throughout the day, students are ready to learn in all classes and able to acquire the concepts, competencies, and confidence for regular participation in enjoyable and healthful physical activities.

Library media instruction is an essential, weekly part of the educational experience. All curricular areas are supported by library media services and the media specialist strives to support classroom instruction by teaching students necessary research skills and providing a wide variety of resources to enable students to access, evaluate, interpret, and apply information from print and non-print materials. Students learn information literacy skills that are embedded into the curriculum. Consequently, elementary students are taught how to use the library media center and the many types of materials housed there.

As technology has become more available, students are coming to school with an increased desire to use

technology for their daily instruction. Teachers have received professional development in the area of technology and are including Web 2.0 tools such as Class Flow, Padlet, and Today's Meet in their instruction. Students are able to display answers for others to see and refine their thinking by using these tools. Students are also able to reinforce skills and learn new information through the use of Socrative, Estimation 180, Yummy Math, Wonderopolis, Reading A-Z, abc Ya!, Starfall, and Everyday Math games. These sites are utilized by teachers to deliver high quality instruction.

Extra-curricular activities have allowed students at the intermediate level to participate in the Maryland Engineering Challenge and the Student Council. Additional after school enrichment programs have been offered by teachers to provide students the opportunity to explore a variety of topics. Some students were introduced to computer science and computer programing by learning how to write code through a "drag and drop" program. Other courses allowed students to create PowerPoint presentations or focus on sportsmanship and team work. These offerings highlight the interests of students and enhance the educational experience students receive.

3.   Instructional Methods and Interventions:

Because the quality of instruction can only be as good as its educators, the Fountain Green Elementary School faculty understands that each child's learning styles make a difference in the way learning occurs. We utilize knowledge of our students, along with collaboration and data analysis, to choose the best methods for reaching our students' needs. Job-embedded planning gives each grade level collaborative time to develop lessons with the school's math coach, reading specialist, special educators, and administrators. This allows us to address the intellectual and emotional needs of students with both short- and long-term goals in mind.

At the beginning of each year, educators prepare to meet the diverse needs of students by meeting in vertical teams to share data and observations that will drive instructional methods. Staff members are flexible and adjust to the needs of the students. Assessments are analyzed to determine student eligibility for enrichment and interventions such as Math Project M2 and Project M3: Mentoring Mathematical Minds enrichment programs, Dream Box math interventions, and the Leveled Literacy Intervention (LLI) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) reading interventions. The incorporation of "Words Their Way" in spelling allows students to learn necessary phonemes and word parts. This assists students in building their decoding and encoding skills and learning applicable spelling patterns for use every day, not just on tests.

We have high expectations for our students and want to foster their curiosity and creativity. To do so, we implement the 5E Learning Cycle model to allow the students to first engage and then explore lesson content on individual terms. Students take ownership of their learning and are led to learning with peers (and even teaching their peers) in new ways.

Using technology-based tools, like ClassFlow, students are encouraged to explore and evaluate the responses of their peers and to explain their thinking in new ways. Students become accountable for their learning, while teachers focus on facilitating these student-led lessons and creating flexible needs-based groups in the classroom so all learners and abilities are addressed. The third through fifth grade classes have access to one class set of tablets at that grade level. The tablets enable teachers to incorporate multimedia resources into lessons to engage all students.

The faculty of Fountain Green Elementary School strives to create meaningful, differentiated, data-based lessons which interest students and accommodate diverse learning styles. The willingness of teachers to expand their own learning and to implement high-quality instruction provides the best learning environment for students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

As evident in the data tables, Fountain Green Elementary School has consistently scored proficient or advanced on the Maryland School Assessment (MSA) over the last five years. Through 2009 to 2014, third, fourth, and fifth grade students scored on average 95% or higher in both the math and reading MSA. Fountain Green Elementary makes a conscious effort to maintain or improve our scores every year. Our intentional review of data and the collaborative planning of instructional strategies by staff members ensure student success.

To enhance the Fountain Green Elementary School math program, a math coach was hired during the 2010-2011 school year. The math coach position remained through the 2012-2013 school year. Data shows significant increases in advanced mathematics bands over the course of this time period. For instance, the 2009-2010 third graders scored 49% advanced in mathematics. The same group of students increased to 69.8% advanced during the math coach's first year. In addition, in the 2010-2011 school year the third graders scored 57.1% advanced. Not only was this higher than that of the previous year, but those students went on to increase to 71% advance in the 2011-2012 school year.

While the FaRMS population is small and has just recently risen at Fountain Green Elementary School, the faculty noticed that prior to 2010, there was a slight achievement gap between the FaRMS students and the general population in mathematics. The school implemented the math coach to provide weekly grade level planning in order to address the needs of both basic and proficient students. During these planning sessions, technology resources were created and shared with teachers in order to provide visual models that supported the use of both virtual and concrete manipulatives. The math coach introduced teachers to strategies that build students' conceptual understanding, not just procedural problem solving, thus changing the entire approach to mathematics instruction. The reading specialist worked in much the same way to provide data analysis, planning support, co-taught classrooms, and an evaluation of interventions. Consequently, the performance of identified students in need was monitored closely to provide instructional changes as necessary.

In the area of reading, significant increases are noted in advanced bands from 2009-2014. For instance, the 2011-2012 third graders scored 28.1% advanced in reading and that same group of students scored 35.2% advanced in the 2013-2014 school year. The 2009-2010 third graders scored 26.9% advanced and in 2011-2012 scored 46% advanced. During this time, teachers focused on increasing the amount of time students had eyes on text, incorporating a balance of literary and informational text in daily lessons, and encouraged the use of text-dependent questions. In addition, teachers worked to plan and implement lessons in which students synthesize information across multiple pieces of text.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Fountain Green Elementary School utilizes data in a variety of manners to monitor student performance and provide strong instruction. Teachers utilize the Scholastic Reading Inventory (SRI) to obtain Lexile levels for students. This information assists teachers in guiding students to appropriately leveled texts and increasing the amount of time students have their eyes on text during an independent reading time. Students are aware of their Lexile level as soon as the assessment concludes. In addition, parents receive notification of this level at the end of the school year. This aids parents in guiding their children toward appropriate books during the summer, or requesting assistance in finding books in the local public library. In addition, information on fluency, decoding and comprehension is obtained from the Fountas and Pinnell (F&P) assessments at the younger grade levels in order to guide students in their learning. Students are also grouped in reading classes with students of like needs based on the Maryland School Assessment (MSA), SRI and F&P assessments, as well as classroom performance. In addition to these, the reading specialist uses the Words Their Way spelling inventories, Gentry spelling inventory, Comprehensive Word Test, Diagnostic Decoding Survey, Qualitative Reading Inventory (QRI), SIPPS Mastery Tests, and Elementary Reading Attitude Survey to have a wide base of data to pinpoint students' needs.

The Scholastic Math Inventory is used to gain information on students' strengths and weaknesses. Teachers use this data, as well as Everyday Math unit assessments and other formative assessments, to identify areas of need or growth. In addition, lessons are evaluated at their conclusion to identify the level of concept attainment and plan for future instruction. Throughout a lesson, teachers conduct informal assessments to monitor the progress of students and make sure all students learn the content. This format provides insight into the misconceptions that students may have, thus making the implementation of the subsequent lesson more powerful.

In these, as well as other subject areas, teachers discuss current data in monthly meetings that are called "Data Diggers". During these monthly fifty minute meetings, teachers are able to meet with other professionals, interpret the data, identify trends, and identify lessons they need to plan to address the specific needs of the students.

Part VI School Support

1. School Climate/Culture

At Fountain Green Elementary School, we believe the school climate and culture have a direct and profound impact on students' social, emotional and academic success. We work diligently to foster a school climate which motivates students, reflects productive academic goals, enriches character, and builds interpersonal relationships, while implementing best practices during instruction.

The students, faculty, staff and community members at Fountain Green Elementary work as a team. We work cooperatively and collaboratively to encourage, support and challenge each other. We work together in a positive, flexible manner focusing on the whole child. During the summer, the School Improvement Team (SIT) reviews the results from the Student Motivation Survey. These results guide the SIT Team in developing goals which address the school culture and the feeling of the students toward school. This year, the team noticed students were not sharing information about their day at home. Consequently, the teachers began having students write a word or phrase in their planners. Parents were asked to look for this and then ask their child what it means. This has improved the ability of students to communicate with their family members about their school day. At the same time, it has improved the pride that students take in their learning, as well as their attention to detail during the day. Students look for something that happened that is exciting or fun so they can share their impressions at home.

To start the day on a positive tone, students are greeted by the warm and welcoming sounds of live music, played by faculty and students, as well as a friendly paper mache' mascot of a falcon. The music played during arrival sets the tone for the day. During student-led morning announcements, students and staff share Merry Messages (inspirational quotes and "Caught Being Good" recognition of students) that motivate everyone to strive for success. Throughout the school, students meet and greet each other during Morning Meetings. Morning Meetings build a sense of community, allow students to bond, and foster a sense of importance. They also provide opportunities for students to work as a group to solve problems, deal with challenging social experiences, and resolve conflicts (with peer or group mediators). During the day, learning experiences promote Falcon Respect and citizenship. Students are reminded to show respect for each other and take into consideration the feelings of others in the building. The Golden Ticket program used in our cafeteria further supports Falcon Respect by setting clear expectations and allowing for peer monitoring. Thus, respect permeates the day and enables students to learn in the best environment possible.

In addition to students feeling connected to the school, faculty and staff members feel valued and supported. Administrators, parents, and students share an array of positive tokens of appreciation with teachers such as Kudos Certificates, Whoo-Hoo Awards, Door Prizes, Mailbox Surprises, and other forms of recognition. Monthly faculty themed luncheons, organized by staff members, boost morale and create a sense of cohesion with themes like "Food you Love" and "Wee bit 'o Lunch".

There are many reasons why students, faculty, and staff thrive within Fountain Green Elementary School. Our engaging and inclusive school climate permeates all aspects of our social, emotional and academic endeavors. All Falcons are full of pride as we soar high at Fountain Green Elementary School.

2. Engaging Families and Community

Fountain Green Elementary School has a long history of working together with families and community members to ensure student success and to support school improvement. At the beginning of each year, we establish an understanding that the faculty, families, and community members are a team. With Parent/Teacher Association (PTA) support, we welcome students and parents to our Open House in August. During our Welcoming Assembly, we remind students to embrace our monthly character education goals, as they are helping to build a strong school and community. During our Back to School Night, we invite parents to watch a video of the students during their first few days of the new school year. This helps connect parents to the school and provides an opportunity to showcase the students. We

encourage positive and proactive communication as a means of building these relations. Fountain Green Elementary utilizes personal communication and newsletters, as well as technology via Edline and Blackboard to keep parents informed. Some classes have begun to use Twitter to reach families as well. We believe this interaction and participation, along with the knowledge about their child's education, is an important part of student achievement.

Fountain Green Elementary values community partnerships as we pursue excellence for all students. In order to enhance curriculum aligned instruction, teacher interns from Towson University and Harford Community College work with teacher mentors to provide educational experiences. Aspiring teachers from the local high school have also worked with teacher mentors to build their interest in teaching and assist our students in their learning. Our fifth grade students enjoy partnering with Harford Glen Nature Center to extend their science learning experiences outside of the classroom. Specialized STEM and engineering programs sponsored by the Aberdeen Proving Ground and The Maryland Agricultural Education Foundation's mobile aquatics or agricultural lab are provided to the students on a rotating basis. Thus, students are able to participate in them at least once during their time in elementary school.

We welcome our local dentist to promote dental health, our community librarians to share their love of reading, and local farmers to share their expertise. Our students enjoy visits to the planetarium in which they learn about the constellations and astronomy. We embrace local artists and performers and invite them to share their talents with our student body through cultural arts assemblies. Many students choose to demonstrate STEM and historical knowledge through our Night at the Museum, and we are proud of the students who participated in the annual PTA Reflections program in which students created original works of art in the categories of literature, photography and visual arts.

We are always pleased when we can meet the needs of our families by hosting a Question and Answer Parent Coffee, a Common Core Workshop, Scholastic Book Fair, Math Night, or any other school or PTA sponsored event. Engaging the family and community ensures the success of every student at Fountain Green Elementary School.

3. Professional Development

Fountain Green Elementary School professionals believe that the best intervention for any student is high quality, rigorous classroom instruction. Therefore, specific attention has been dedicated to professionally develop teachers in order to increase student achievement. Each year, the School Improvement Team analyzes data and identifies the needs of the students as a whole, and as subgroups. The professional development for the year is planned to empower teachers to meet the specific demands of all students, and subgroups with whom they work. It is designed to be active, rich in content, and target how students learn.

In order to provide high quality instruction in the classroom, a variety of approaches have been initiated. In the area of mathematics, we conducted a book study using the methods of John Van de Walle. This enabled teachers to explore best practices in teaching mathematics as they researched and learned from each other. In addition, teachers were able to collaborate with other professionals in the building on a monthly basis as they disaggregated the data and planned responsive lessons which identified challenges and common misconceptions of students. This collaborative professional development enabled all professionals in the building to speak a common language in terms of advancing students and develop a clear understanding of the standards to which students would be held accountable. Teachers were able to have other professionals in the building model sample lessons with the teacher's own class, or co-teach with the teacher to build professional capacity. This provided an avenue to extend the practices and view students in their own classroom environment.

Teachers were also provided with time during the regularly scheduled work day to collaborate with the other teachers at their own grade level, as well as specialists and administrators. This created the opportunity for data to be utilized as the basis for instructional decisions and the transition to the Common Core Standards, as well as Maryland's College and Career-Ready Standards. As the implementation of these standards has taken place, teachers have expressed their own curiosity about topics. The reading

specialist has conducted online book studies with teachers and supervisors from Harford County Public Schools have provided additional professional development opportunities to teachers in the areas of science and reading. Consequently, teachers have requested and received professional development in Inquiry Based Learning and Close Reading.

Another opportunity for professional growth is that of "Unconferences." Both certificated and non-certificated employees are able to determine the topic they want to explore during these sessions. Faculty members meet during early dismissal days to explore their own conference topic with other professionals in the building. Because educators identify their own areas of need or interest and the professional development opportunities are provided based on these needs, teachers have a vested interest and conscientiously apply their learning. The increased knowledge of educators promotes strong student growth.

4. School Leadership

Fountain Green Elementary School's Instructional Leadership Team (ILT) is comprised of a principal, an assistant principal, and a part-time instructional facilitator. These three individuals are tasked with providing professional development to faculty and staff members, managing the physical plant, observing and evaluating faculty and staff members, collaborating with the Parent Teacher Association, and establishing community relationships. First and foremost, is the belief that "Together, we will SOAR!" The ILT realizes that all members of the school community must work together to build a strong community and learning environment for students. Every need must be efficiently addressed so that one does not sabotage another or the mission of the school. The collaborative nature of the leadership team and the desire to empower and provide future leaders with opportunities to step into leadership roles is key. Thus, continuous learning and collaboration among teachers and the leadership team benefit the entire school community and promote student achievement.

Another key role of the ILT is to evaluate the effectiveness of school-wide programs and intervention programs. The Leadership Team believes students, no matter what their level, need to be challenged. The Gifted and Talented program was restructured and students were identified in tiers. This allowed the part-time Gifted and Talented teacher to work with specific students in small groups based on their service level. Special Educators work in much the same way in co-teaching with general educators. This allows specialists to directly work with students and provide on the job professional development for general and special educators at the same time. Special educators and the Gifted and Talented teacher are able to provide great insight into the process of learning, while the general educator is able to provide the content of learning. This mixture is paramount in meeting the diverse needs of students and increasing the knowledge of teachers. The leadership team believes this co-teaching practice is key at both ends of the spectrum. The ILT also recognizes that for co-teaching to be effective, the teachers need time to plan together. Thus, co-planning time within the duty day has been implemented to allow the co-teachers to review data on student performance, identify needs and plan lessons.

One of the most important functions of the ILT is to analyze student achievement data and teacher observation data in order to identify needs and plan upcoming professional development. Most recently, this led to the identification of a need in the areas of decoding and encoding. Subsequently, professional development for teachers was implemented and teachers were encouraged to incorporate their new learning in lessons. Whenever professional development is provided, the Leadership Team analyzes data from participants and classroom observations in order to evaluate the effectiveness of the professional development and anticipate future needs.

The Instructional Leadership Team also strives to celebrate the successes of students and teachers. Students who have been recognized with a "Caught Being Good Slip" are provided the chance to complete a science based activity with a member of the Leadership Team or with the school counselor. It is the belief of the school leaders that we need to work hard at Fountain Green Elementary School, but that we also need to celebrate our successes.

In addition to providing a strong basis for instruction, the school leadership works diligently with the Parent Teacher Association to enhance the academic experience of all students. The PTA strives to support students with extra-curricular activities that are extensions of the curriculum. The collaborative nature of the PTA and Leadership Team provide additional opportunities to students. This, once again, supports the school motto that "Together, we will SOAR!"

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Maryland School Assessment
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Jan	Jan
SCHOOL SCORES*					
Proficient and above	95	92	97	95	98
Advanced	65	45	59	57	49
Number of students tested	78	94	96	98	104
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	92	88	83	88	100
Advanced	33	25	50	36	20
Number of students tested	12	8	6	8	5
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	93	96	95	98
Advanced	64	48	25	59	51
Number of students tested	63	80	75	81	86
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Maryland School Assessment (MSA)
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	95	99	97	98	96
Advanced	57	62	71	70	65
Number of students tested	97	97	100	106	115
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	100	100	100	88	79
Advanced	30	43	38	25	0
Number of students tested	10	7	8	8	9
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	95	99	96	98	96
Advanced	58	57	70	71	67
Number of students tested	83	75	84	89	97
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

Subject: Math	Test: Maryland School Assessment (MSA)
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	96	97	99	96	98
Advanced	35	45	46	35	40
Number of students tested	105	100	113	113	110
Percent of total students tested	98	100	99	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	83	100	100	100	100
Advanced	0	11	0	0	33
Number of students tested	6	9	6	8	12
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	96	99	95	98
Advanced	32	45	50	35	41
Number of students tested	81	83	94	97	96
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

Subject: Reading/ELA	**Test:** Maryland School Assessment (MSA)
All Students Tested/Grade: 3	**Edition/Publication Year:** N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	96	94	97	99	96
Advanced	31	33	28	37	27
Number of students tested	78	94	96	98	104
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	92	88	83	88	100
Advanced	25	25	0	50	20
Number of students tested	12	8	6	8	5
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	95	94	96	100	95
Advanced	30	35	25	40	29
Number of students tested	63	80	75	81	86
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** Maryland School Assessment (MSA)
All Students Tested/Grade: 4	**Edition/Publication Year:** N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	97	98	99	98	92
Advanced	47	52	61	40	38
Number of students tested	74	97	100	106	115
Percent of total students tested	76	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	88	100	100	75	78
Advanced	25	57	38	0	0
Number of students tested	8	7	8	8	9
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	98	97	99	98	93
Advanced	50	51	61	38	42
Number of students tested	62	75	84	89	97
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: One fourth grade class participated in the PARCC field test of the reading assessment in the 2014-2015 school year. They did not take the MSA in reading.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Maryland School Assessment (MSA)
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	97	96	100	97	97
Advanced	72	73	68	80	74
Number of students tested	105	100	113	113	110
Percent of total students tested	98	100	99	99	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	67	89	100	75	100
Advanced	33	33	33	50	92
Number of students tested	6	9	6	8	12
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	95	100	98	97
Advanced	70	70	69	80	75
Number of students tested	81	83	94	97	96
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: