

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Carol McGill

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

Official School Name Fairmont Elementary School

(As it should appear in the official records)

School Mailing Address 1405 Lester Harris Road

(If address is P.O. Box, also include street address.)

City Johnson City State TN Zip Code+4 (9 digits total) 37601-2651

County Washington County

Telephone (423) 434-5275

Fax (423) 434-5278

Web site/URL <https://fairmont.jcschools.org/>

E-mail dotsonj@jcschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Steve Barnett

E-

mail barnetts@jcschools.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Johnson City Schools

Tel. (423) 434-5200

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Kathy Hall

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

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

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

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

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

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	40
K	88
1	92
2	95
3	89
4	86
5	100
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	590

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2.4 % Asian
 - 8.2 % Black or African American
 - 11.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 68.8 % White
 - 8.8 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 19%

If the mobility rate is above 15%, please explain:

Fairmont serves students from five subsidized housing areas and four motels that house homeless families in our system. Those students are often placed in more permanent homes and move to the school of their new residence zone.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	45
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	47
(3) Total of all transferred students [sum of rows (1) and (2)]	92
(4) Total number of students in the school as of October 1, 2021	483
(5) Total transferred students in row (3) divided by total students in row (4)	0.19
(6) Amount in row (5) multiplied by 100	19

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

Spanish, Arabic, Bengali, Cebuano, Chinese, Creole, Indonesian, Polish, Afrikaans, Telugu, Ukrainian, and Vietnamese

English Language Learners (ELL) in the school: 4 %
25 Total number ELL

7. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 325

8. Students receiving special education services with an IEP: 25 %
Total number of students served 150

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>13</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>12</u> Other Health Impaired
<u>14</u> Developmental Delay	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>78</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>11</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 11

10. Number of years the principal has been in the position at this school: 21

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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 19:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

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%

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

Yes X No

If yes, select the year in which your school received the award. 2011

16. In a couple of sentences, provide the school's mission or vision statement.

The mission of Fairmont Elementary is to provide an academically engaging education in which students are able to demonstrate excellence in core curriculum subjects as measured by local, state and national standards, as well as health, citizenship, and social responsibility.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.jcschools.org/5/home>

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

PART III – SCHOOL OVERVIEW

Fairmont is one of eight schools comprising the elementary grade band in the Johnson City Schools, a district located in Johnson City, Tennessee—a rapidly growing suburban community of approximately 70,000 citizens. One reason for Johnson City’s growth is the city school district’s reputation for excellence, and that commitment to excellence is on full display at Fairmont. Nestled in the foothills of the Appalachian Mountains with access to several national parks and campsites and numerous hiking and biking trails, the area’s scenic beauty adds to the appeal of the region.

Both the school community and the community at large value Johnson City’s increasingly diverse population. This diversity can be attributed to the establishment of three local universities, a Regional Veteran’s Hospital, a regional trauma center, and a large medical-technical corridor. Fairmont Elementary’s student body proudly reflects the diversity of the city.

With a student population of over 500 students, prek-5th grade, Fairmont is one of the system’s larger elementary schools and is recognized for its academic achievement. In fact, the success of its academic program has led to numerous school honors awarded over the last twenty years. Additionally, Fairmont is one of the system’s newest state-of-the-art facilities. The original school opened in the center of Johnson City in 1957, and the new green-certified building opened in the fall of 2012 on the same beautiful tree-lined fourteen-acre campus. The historical neighborhood that immediately surrounds the school reaches out to a larger community of small and large businesses. In addition, our attendance zone includes a variety of housing choices consisting of five subsidized apartment complexes, one large mobile home park, and single-family dwellings of all varieties. Building upon the strength of its diverse student body, Fairmont claims one of the city’s largest Parent Teacher Associations and takes great pride in its school and community-family involvement.

Throughout the district, Fairmont is widely known for its emphasis on reading, and the entire Fairmont school community embraces this focus. Our busy, award-winning PTA hosts many events including numerous book drives to support classroom libraries. Teachers often arrive at school to find boxes of new and gently used classroom books donated by kind neighbors and others who know how much we value keeping a steady stream of books available for our students to read. Within the school system, Fairmont staff often hear from middle and high school teachers about the positive long-term effect the Fairmont reading program has had on former students as they successfully advance through the middle grades and into high school. In fact, Fairmont has many transfer and tuition applications with the school’s reading program listed as the top reason for the request.

Key strategies providing a framework of success for students of all abilities include the following: 1) the assurance of a clearly defined teaching schedule of uninterrupted academic learning blocks; 2) the implementation of procedures and organizational controls consistent for all grades and programs; and 3) the development of student-centered, high expectations for every student and every staff member. Long-term administrative commitment to consistency and the communication of these strategies ensure that student success is a reality at Fairmont. For instance, the master schedule is built to minimize transitions and preserve significant blocks of learning time. All student movement within the school is carefully orchestrated and communicated between grade levels. Student behavior expectations are clear, and students demonstrate their understanding of those expectations through their citizenship and responsibility.

Our school boasts many successful traditional and innovative programs which contribute to student success. For example, Fairmont has long provided year-round, extended-day learning and enrichment opportunities with bus transportation provided. Transportation for after-school programs is key in assuring all of our students have equal access to tutoring and other Fairmont clubs and activities.

Most recently, one creative program highlighted the collaboration of our special area teachers: music, art, physical education, library, and guidance. This group developed a different international culture studies unit every nine weeks. During the fall term, the Hispanic Culture Study featured projects focused on famous Hispanic artists, while the music program featured instruments and songs from native Hispanic countries. In

addition, the librarian read literature authored by famous Hispanic writers and about Hispanic students. To round out the unit, the students in their guidance classes learned about understanding and respecting differences in the Hispanic culture, and in physical education, students learned about games and activities authentic to Hispanic countries.

In closing, student success at Fairmont is a result of an intentional and unified approach to ensure high expectations are in place and communicated to every student. Achievement goals are met through planned, time-on-task instruction as well as accountability measures central to identifying and supporting individual student needs. All Fairmont stakeholders embrace the school's philosophy and expectations of success for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Fairmont's reading/English language arts program is a major strength of the school. Reading is valued at Fairmont! Fairmont students are successful readers because teachers implement an ELA program aligned to state standards using a clearly defined scope and sequence with state-approved materials, research-based instructional practices, and quality formative, interim, and summative assessments.

A scope and sequence document aligned to rigorous state standards is developed for each grade level for each of the nine weeks grading periods. The reading/English language arts document is aligned with reading, foundational literacy, writing, speaking, and listening standards. Each grade level uses state-approved materials which include the core basal reading text. Kindergarten through second-grade teachers use the Houghton Mifflin Harcourt series, and third through fifth-grade teachers use the Benchmark series. Core reading instruction is built around these basal texts.

All grade levels enhance the basal texts with quality classroom trade book libraries. The availability of additional print material ensures all students have access to rich independent reading opportunities. At least forty percent of all classroom libraries are composed of non-fiction texts to provide a balanced literacy approach. All kindergarteners and first graders have multiple trade books assigned nightly for the student to read independently and then to their parents. Students without home support are partnered with a reading mentor every morning to listen to them read. This practice develops reading fluency, comprehension, and overall reading success. Students' independent reading development is astounding as the kindergarteners and first graders are affirmed for the number of books they complete daily. Students in second through fifth grades transition to "reading to learn" and set individual goals for reading using their abundant classroom libraries as well as the school's robust central library/media center. Fairmont's schoolwide reading initiative is also promoted through year-round access to the school library; the media center remains open for students and their families throughout each holiday break and summer. At the end of each school day, afternoon announcements announce classroom reading goal attainers and other reading accomplishments.

Interim and formative assessments are administered and include basal unit tests, system nine-week checkpoint testing using Illuminate, and Easy CBM assessments. Additionally, kindergarten and first grades are administered Dibels testing every nine weeks. Along with these assessments, all students have nine-week writing prompts with writing portfolios developed across the grade levels.

Data meetings are scheduled at mid-term and at the end of each nine-week term for all grade level teams. Data conferencing includes parents at least twice per year with weekly, midterm, and term formal reporting to each student's family. Our system curriculum coaches, along with the school's administrators, collaborate for the reading/English language arts data team discussions. Each meeting reviews student, class, school, and system data reports with areas of strength and areas to strengthen highlighted. Plans of action are determined to ensure each standard is accomplished.

At Fairmont, reading is the common thread woven into every special class. Special education and resource area staff commit to developing their subject and area of study with a reading emphasis. The Fairmont community is a vital part of the school's reading emphasis and success.

1b. Mathematics curriculum content, instruction, and assessment:

Mathematics at Fairmont continues to be a curriculum area of student success as shown by long-term prior formative and summative data. Students at Fairmont are taught their core math curriculum through the Go Math basal text from Houghton Mifflin Harcourt publishers. This core math text includes Think Central digital resources. Our teachers use this to further enrich their instructional approach.

The framework for the use of the math text is the system's instructional pacing guides updated yearly and developed by the school and the system's instructional math coaches and vertical teacher teams. Math instruction is approached through the concrete, pictorial, abstract (C-P-A) approach to develop conceptual understanding.

The mathematical concepts and skills are based on TN standards and focused on five strands; operations and algebraic thinking; number and operation in base ten; fractions; measurement; and data and geometry. Kindergarten includes counting and cardinality, and first grade includes fractions in the content areas taught.

Math instruction is conducted through both whole-group and small-group methods. Each classroom teacher introduces, engages, and explores the math concepts during whole group math sessions. They further explain and do quick check assessments in their small groups. All math units include an emphasis on key chapter vocabulary. Each classroom displays Math Word Walls. Another strong instructional practice in our math teaching is assuring that all students write and talk about their understanding of each math concept. The classrooms display student-written math responses on Show-What-You-Know boards. Students illustrate their concept of the current math skill in various ways. Math fact and fluency skills are strengthened further through the use of Reflex and IXL online applications.

Student success in math is measured through a variety of formative data assessments. The basal provides daily quick checks, along with chapter and unit tests. The reteaching, extending, and enriching materials are also used as interim assessment measures. Our school and system use formal nine-week checkpoints through Illuminate. The online platform provides data-rich information demonstrating the standards of strength and those to strengthen. In grades 2-5, Common Formative Assessments are created by the district math curriculum coaches to align with quarterly pacing. Grade teams, along with the system math instructional coaches and school administrators, meet in formal data conferences to map learning plans for each grade, classroom, and individual student. Reteaching and enrichment solutions are an integral part of our math data conferencing.

Summative assessments in Kindergarten and first grade are provided by the system at the end of the year. System and school feedback using this data includes comprehensive individual classrooms, school, and system-level comparisons. Summative assessments in third through fifth grade are provided by the state department. The Tennessee Comprehensive Assessment Program (TCAP) assesses these students each spring. The TCAP provides both national norming and state-level comparisons. Students are assessed with and without calculators for parts of the math examination. TCAP data provides important school, system, and state public reporting for accountability measures.

Assessments are built with rigor and focus on questioning, at levels 3 and 4 based on Tennessee's Math Instructional Focus Documents. Teachers utilize the Instructional Focus Documents while planning to ensure all lessons reach the depth of the standards. One important observation gathered from long-term Fairmont data examinations leads to the affirmation that the strong school reading program contributes to the student's math success. Fairmont receives only the highest grades in math on system and state summative data comparisons.

1c. Science curriculum content, instruction, and assessment:

Science skills are developed at Fairmont using the Tennessee Science Standards, with the instructional pacing guide developed by the system's science curriculum instructional coaches and vertical team science teacher leaders. Our system and school use a previous science textbook adoption, A Closer Look published by Macmillan McGraw-Hill.

Conceptual strands for all grade levels are: physical science; life sciences; Earth and space sciences; engineering, technology, and applications of science. Our elementary science progression begins in the early grades by offering many hands-on science activities integrated within the broader reading content links.

Second through fifth grades have adopted textbooks as one of their material resources. These grades have dedicated science instructional blocks of time, scheduled daily. One of our system's biggest corporate

sponsors, Eastman Chemical Company provides extensive summer science professional development for our teachers. In addition, the summer courses are accompanied by science material grants. This funding has provided dedicated science consumable materials available for use by all grade levels.

Science integration is enhanced greatly by the integration of science focused non-fiction trade books in each classroom at Fairmont. Students are held accountable, as 40% of their nine-week reading goal must be in science. Teachers deliver essential skills during science using an inquiry-based approach. To further develop science principles, Fairmont students are able to access Generation Genius and Mystery Science.

Science standards are assessed formally through locally constructed unit tests. These are an integral part of our school's science grading system. Grades three through five have additional formative checkpoints using our Illuminate program every nine weeks. The data produced shows science standards to strengthen and standards of strength. A formal science data conference is scheduled with grade and team science teachers led by the system's science instructional coach and administrators. The primary summative assessment for grades three through five is the Tennessee Comprehensive Assessment Program. This state science data is part of our school and system accountability measures.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The social studies curriculum at Fairmont is based on Tennessee's state standards. Fairmont teachers in kindergarten through second-grade use consumable Scholastic News and Studies Weekly to integrate social studies standards during their English/language arts block. Classroom teachers teach core social studies curriculum in third through fifth grades as a dedicated block of class time using the same periodicals, in addition to a wide variety of non-fiction trade books within their thematic social studies units.

The social studies state standards curriculum is thematically organized based on the strands of government and civics, geography, economics, and history. Kindergarten students are introduced to social studies with The World Around Us course detailing experiences with their families, schools, and communities. First graders learn about their state and its place in the U.S. through culture, economics, geography, government/civics, and history. This learning theme continues in second grade with the course Life in the United States, which details their identity as American citizens and how our nation operates. Third grade has a more focused course development with two distinct parts consisting of Part 1: Geography and Economics and Part 2: Early American and Tennessee History. This course has a more foundational historic study of the founding and development of the U.S. with the thirteen colonies. The fourth-grade course continues this study with The History of the United States: Revolution to Reconstruction. Fifth graders have two distinct courses in social studies entitled Part 1: The History of the United States Industrialization to the Civil Rights Movement and Part 2: Tennessee History. This dedicated course of study includes the cultural, geographic, and political influences on the state and its development.

In addition, the Fairmont library media specialist plays an important role in developing social studies lessons by providing a library collection that supports and enriches the content for each thematic unit. Classroom teachers plan their social studies units in coordination with the media specialist as well as other special area teachers. Music, art, physical education, and guidance staff build their cultural themes to coordinate with the grade-level social studies themes and courses of study. Fairmont students use their social studies development as they demonstrate their citizenship and knowledge of the world around them.

1e. For schools that serve grades 7-12:

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

Fairmont hosts two districtwide four-year-old pre-kindergarten classrooms with 20 students assigned to each room. Both classrooms are taught by state-licensed, PreK-endorsed teachers who are under the supervision of Fairmont's administration. Each classroom also has a highly qualified teaching assistant who meets state and local professional development requirements. Students are registered for this program by the central

office administration, and over 90% of the students served are economically disadvantaged.

Curriculum and instructional materials are aligned with state standards and the state's, Guiding Principles for Early Learning Development. Focus strands include approaches to learning, social and personal competencies, English language arts, mathematics, science and social studies, and creative arts. PreK math and English language arts skills are taught using Big Day from Houghton Mifflin and Harcourt. These materials provide a rich assortment of manipulatives for math and a variety of quality literature links for early learners. Program activities serve as a springboard for kindergarten readiness and feed into the state's kindergarten standards.

Each classroom also complies with State Standards for School Administered Child Care Programs. State Department personnel conduct multiple site visits each year for continued site licensure. Continuous quality improvement plans are developed on regular cycles and submitted to the state.

Fairmont's PreK program draws information from several data points for continued improvement and growth. The school and system conduct yearly parent and stakeholder surveys as well as teacher surveys. Survey feedback helps leaders plan for effective program improvements and adjustments. In addition, student growth is measured through a student Portfolio process, a skills-based report card, and pre and post-test administration of the Bracken. Teacher effectiveness is monitored through the state's teacher evaluation process (TEAM). Fairmont's PK programs use all these data sources to continue to provide a safe, enriching program for four-year-olds.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Art at Fairmont is a vital part of a well-rounded education. All our students experience at least one hour per week in art class. While our art students are primarily experiencing the development of their visual arts, they are able to cooperatively learn about performing arts in coordination with the music program as their classrooms adjoin to accomplish these integrated experiences.

Instruction in both visual arts and performing arts is based on the specifics provided by the Tennessee state standards in Fine Arts. The foundation of these standards in visual arts is based on allowing students to generate and conceptualize artistic and musical ideas and work. Central to their curriculum is the philosophy that creativity and innovative thinking are vital parts of the essential skills to be developed. These essential skills are purposefully integrated with the core English/language arts and math program through carefully coordinated planning with classroom teachers.

Our art and music instruction, like all our programs, plans and coordinates their themes together with the other special area teachers. Their planning is based on the core curriculum being accomplished in each grade level to integrate social studies and science units of study with their special area. Our monthly parent meetings always feature a collection of themed student artworks and musical performances by various grade levels. Fairmont students have rich experiences in art and music education.

2b. Physical education/health/nutrition

Physical education standards are easily met at Fairmont in a "high school" sized gymnasium with adjacent field and outdoor physical education spaces. The physical education program is based on the basic state curriculum components including motor skills, movement, physical activity, personal and social responsibility, cooperation, safety, and the value of physical activity. Essential skills across the curriculum are supported through the Fairmont physical education program as these skills are planned with grade-level classroom teachers.

All students enjoy an hour per week of formal instruction during their physical education class. Students

also have an additional 30 minutes per day to engage in outdoor activities coordinated with the physical education teacher. The physical education instructor assists classroom teachers with activity units to develop productive use of all the exercise areas outside the school. In addition, he secures feedback from classroom teachers on ways to integrate P.E. units with their core subject topics. For instance, he recently taught a unit about games played by students in other countries. As the students learned particular motor and movement skills, they acquired awareness and respect for customs and practices around the world. Our physical education program is one of the positive highlights of our school.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Our school has benefitted from our system's vigorous efforts to stay on the cutting edge in technology programs and equipment. Fairmont students are fortunate to be one-to-one in all grades, with second through fifth grades having mobile chrome book charging carts in every classroom. This initiative was fueled by remote learning needs during the pandemic. In grades kindergarten and first, students use a combination of iPads and Chromebooks. Keyboarding has been taught formally in grades second through fifth using our updated computer lab.

Fairmont's library is the true center of the school. The library has year-round accessibility and an open media philosophy that allows students, teachers, and families to access a rich assortment of quality literature. Students at Fairmont have a dedicated library instruction hour per week, in addition to free access check-out times. Our media specialist has one assistant to enable her to assist and encourage students in their love of reading. The librarian also teaches specific library media curricula including a focus course on digital citizenship. The library hosts activities which encourage family participation, especially with our open summer library technology lab program and book fairs.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

Students not meeting academic standards in reading and math during their Tier I instruction are given additional support through several successful programs at Fairmont. During the regular student hours, students scoring below grade level are given additional reading or math support through Response to Intervention (RTI). Within the first two weeks of school, students are given the DIBELS reading test in kindergarten and first grade, the Easy CBM reading test in grades 2-5, and the Easy CBM math test in grades K-5. Students scoring below the 25th percentile are identified and begin receiving intense intervention in Tier II or Tier III groups for 30 to 45 minutes per day. These interventions are monitored bi-weekly by our RTI coordinator. As the test scores change, the team adjusts the time, strategies, or interventionists to accelerate growth. In addition to our bi-weekly progress meetings, our RTI team meets with classroom teachers once per month to discuss progress and adjust the student's individual intervention plan, as needed. The school currently has two certified and three classified trained interventionists.

These students and other students with academic needs are able to stay after school in our extended learning program to gain valuable additional instruction with our teachers and staff four days per week. Historically, we provide transportation for all students after school. This allows our most at-risk students the opportunity to be served. Our tutoring program is always provided at no cost to the students with staff reimbursement from several system-level and state-level grant sources. Our after school tutoring program is very popular, as many students are taught by their own classroom teachers. Data has revealed that student academic growth, grades, and confidence improve remarkably as a result of these interventions.

3b. Students performing above grade level:

Beyond our school's well-developed plan for assuring differentiation for all learners, students achieving above grade level are served in the gifted program. Students who are identified as intellectually gifted qualify based on a rigorous battery of tests including an achievement test, I.Q. test, and checklists completed by parents and teachers. Upon this identification, students meet twice weekly for project-based learning sessions. STEM units are presented and developed with coordination between the gifted program instructor and the classroom teachers. These students, like our tutoring students, have after-school opportunities to assure higher levels of advanced development. Some of the offerings include Coding Club, Junior Book Club, Science Club, National Geographic Club, and Chess Club.

High achievers are further encouraged to grow as a result of focused opportunities using a variety of programs online such as Reflex Math, IXL, Study Island, Mystery Science, Generation Genius, and Mystery Science. Higher readers soar through the advanced selections in our classroom libraries and school media center. Their Accelerated Reading (AR) levels show levels several years above their current grade level. Gifted students are monitored through the STAR reading assessments in the AR program. One of our school goals has been to provide quality above-grade-level literature both in the classrooms and the library.

3c. Students with disabilities:

Students with disabilities are served in many versatile and productive ways at Fairmont. We have two programs serving students with both mild to moderate learning disabilities and those with significant intellectual disabilities. Fairmont houses two Comprehensive Developmental Classes with students from the entire system. Students with speech and language disabilities are served at least once or twice weekly. In addition, our school offers both physical therapy and occupational therapy as coordinating services for our students with individual educational plans under the special education designation.

The students with mild to moderate disabilities are served with inclusion services and small group pull-out services with a designated resource teacher. The resource teacher coordinates all skill and standards acquisitions with the classroom teachers. Through their cooperative planning focus, our students in resource education have made academic gains at approximately the same rate as their peers, as noted on state testing. Most importantly, students are able to move out of their resource needs after a period of this intensive intervention.

Students in the two CDC classes are integrated with their peers through their individual plans which include special area subjects, recess, and lunch times. Additionally, some CDC students join their peers in academic blocks as their unique academic strengths indicate. Fairmont takes pride in our inclusion program which encourages students with disabilities to join all student programs both during and after school. Fairmont offers instrumental music sessions during which all students are given instruction in drumming, keyboarding, ukulele, and woodwind recorders. We have found that the more inclusive settings demonstrate the most positive student progress and success. These supports foster the amazing academic progress noted in our students with disabilities.

3d. English Language Learners:

English language learners are supported at Fairmont through their instruction in the general education setting with an Individual Learning Plan (ILP), and they are taught by the EL teacher in small pull-out groups. Their instruction is personalized within the inclusion setting. We believe that EL students who interact with their age-appropriate peers will naturally enhance their language development, while also receiving scaffolded support to achieve academic success. Our classroom teachers are required to attend specific training each year in techniques to help EL students learn successfully. During our monthly professional development meetings, strategies to support EL students are highlighted.

Fairmont's ELL program hosts a full-time EL teacher who serves our students in their classroom and by having them in small group instruction for at least one hour daily. Language is developed more rapidly in younger students in their social settings. The older EL students require more prescriptive means to provide

the supports they need to be successful and to gain confidence. The materials from the state-adopted textbooks in reading and math provide English language learner support materials and plans. The system and school provide additional specific materials to enable students to communicate within the inclusion setting. Parent communication can be an obstacle, but we are fortunate to have two system experts to facilitate our parent meetings and communications with EL families. Academic support could not be successful without an established EL family outreach program. Our program is in conjunction with the system, which offers parent education and involvement meetings. These are well-attended and help our families assimilate into their school and community cultures.

Our school system serves students who speak at least 58 different languages or dialects. Fairmont has beautifully diverse students from at least 12 various language backgrounds. Through a collaborative process of vocabulary development, background knowledge development, and the use of visual aids, our EL students are successful.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Foundational to all aspects of Fairmont's success is the overwhelming belief that students thrive academically when they are socially and emotionally engaged. Every morning, both bus arrivals and car riders are greeted by name as assigned staff members open car doors and help students off the bus. Teachers then greet students as they pass through their classroom doorway. Inside the classroom, the academic day begins immediately with an uninterrupted learning block for all students. In fact, Fairmont teachers have ongoing professional development on strategies to maximize and promote student engagement and academic success.

In addition, schoolwide practices reinforce student engagement through well-developed routines and procedures consistent from class to class and grade to grade. Instructional blocks are never interrupted, and support staff members are scheduled to ensure less independent learners have additional hands in the classrooms. Expectations are clearly communicated to all students and staff, and mutual respect and positivity are evident in every aspect of the student day. When students are successful, they are motivated to give their best efforts!

Quality student mental health care is also provided by Fairmont's guidance counselor who sees all students for an hour each week. An additional mental health counselor is placed at Fairmont through a contract with the district and Frontier Health. This individual provides on-site, therapeutic counseling as needed. Both resources coordinate closely and involve parent/family inclusion.

Fairmont students participate in extended enrichment opportunities before, during, and after school. Before-school offerings are focused on the development of instrumental music opportunities like drumming, recorder, piano, and ukulele instruction with music staff. During school, fifth-grade students may be involved in Student Council, a wonderful leadership opportunity. Girls on the Run is a program designed to promote mental health and physical stamina for girls in third through fifth grades, and Fairmont supports two after-school Girls on the Run groups. Other after-school offerings have included: Chess Club, Coding Club, Science Club, and Book Club.

Finally, Fairmont students are motivated through a well-defined system of positive reinforcements. Every classroom proclaims reading and math successes with praises shared daily on the intercom announcements. The praises are read from notes entitled, Who Made Fairmont Great Today? Younger students wear crowns that note their latest milestone in reading. Upper grades have hallway and classroom displays to reinforce their students' goal attainments. All grade levels have bulletin boards to display student progress with certificates and brag banners. Good citizenship deeds are reinforced through the guidance program and are published and proclaimed, as well. Fairmont students are exceptionally involved, confident learners!

2. Engaging Families and Community:

An important part of Fairmont's success can be attributed to the strong family and community support system. Family inclusion in the school returned incrementally post-pandemic. We have traditionally had one of the system's most active Parent and Teacher Association (PTA). Because of our diversity, our PTA focuses on programs to involve all families at the site. They just hosted a breakfast that had 382 attendees before school. Their fall festival is the premier family outing for our students and their families. There is such a warm, inclusive environment at the events that it encourages a strong bond between the stakeholders and the school. Our PTA volunteers host classroom celebrations and events. They assist in field trips, tutoring in reading, and fulfilling the classroom wish lists.

The school staff hosts a minimum of two in-person conferences each year. However, every classroom publishes weekly newsletters and posts on their parent Bloomz portal to assure a positive link with the parents and families of the students in their classrooms. School staff has added support from our numerous community partners which include First Christian Church, Food Lion, Harman Ice Company, East

Tennessee University, and Milligan College, to name a few. Most of these partnerships include outreach in the form of supplies for students, volunteering, and additional teacher reinforcements, like luncheons and extra classroom materials.

Fairmont hosts a big Parent Open House each fall with most parents in attendance. Each month the school hosts parent involvement opportunities in coordination with our Title I Family/School Coordinator. Some of those include Grandparents for Lunch, Technology Night, Health Fairs, Family Reading Night, and Book Fairs. One of our most popular family connections is the Summer Open Library. Parents bring their families to access the library and computer labs all summer to assure that our students do not have a summer reading lag.

These strong partnerships with the families and the community strengthen our students through, not only their positive attitude about school but the additional volunteer time and resources that are a vital link to their academic success. Our volunteers from First Christian focus on being at school early to be available for our ELLs. They listen to them read their nightly reading assignments and assist them in their oral reading fluency development. This program has shown amazing results for our students in the early grades. Our PTA and other community organizations fund many of the quality classroom reading collections so that our students always have the resources they need to excel.

3. Creating Professional Culture:

Teachers and all staff members are the most important part of our student success. Therefore, the administration at Fairmont makes assuring that teachers have the support and tools they need a priority! This is achieved through carefully planned staff development, consistent communications, and by providing quality resources and materials. Fairmont's positive school climate is one of the most important ingredients for our student success.

Teachers are provided with ongoing staff development by the school and system. Our system provides funding to link new teachers in every school with a veteran mentor teacher in the school. Our school staff presents staff development topics selected during preservice at the monthly staff meetings. This year, each grade level presented their team's approach and strategies to develop writing as part of their English language arts instruction. During preservice, school goals are developed which are formulated using the school's summative data. These goals are central to assigned Book Talks and other offerings, both at the school level and at the central office Resource Center.

As our student population continues to grow and change, our professional development has provided more differentiation and diversity training. Fairmont staff attended the Ruby Payne Poverty training, At-Risk Youth Trauma Informed Training, RTI Behavioral Training, Tennessee Department of Education Reading 360, as well as district-level textbook training and pacing meetings, just to name a few. Our professional development aligns with the school's goals and needs as provided through the state e-plan and data information sources.

Clear communications and established expectations are essential to maintaining a student-centered environment. The high expectations communicated to the students are the same high expectations embraced by the staff. Assuring that everyone, certified and classified is on the same page is the strong link that clear ongoing communication provides. Weekly staff updates are sent each Friday with announcements needed for the next week's events and scheduling. Monthly staff meetings are always hosted with refreshments and other positive reinforcements to uplift the faculty. During our monthly grade-level team meetings, the staff is able to discuss additional materials they need to reinforce their delivery of the curriculum. The philosophy of the administration is to provide everything needed to support standard-based teaching.

One of the most important factors for assuring the culture needed to reflect high student attainment and staff morale is the constant presence of the administrators in the classrooms and all school areas. Vital observations and walk-throughs are completed without fail on a daily basis. This involvement maintains a vital connection between the staff and the students. Creating a positive professional climate is not achieved without careful planning, resource management, and communication.

4. School Leadership:

Fairmont's leadership is analogous to the parts of a pyramid. The base of the pyramid is consistency, and the three faces are communication, organizational structure, and student-centered support—all converging to the apex of student success. Effective leadership at Fairmont provides the structure for student success, not just in academic achievement but also in social-emotional growth. The principal, the assistant principal, and the school's leadership team are all important components of Fairmont's leadership model. Fairmont's Site-Based Leadership Team is the process used to engage teachers and other stakeholders in decision-making and in school planning.

First, expectations for both certified and classified staff are clearly listed and communicated at various times during the school year as new staff joins the school team. All stakeholders have handbooks which are concise flip charts with various topics clarified about the school's expectations and rules. Consistency is reflected in the implementation of school procedures and academic programming.

Second, structures are provided for lessening student struggles with self-control and academic rigor. School routines and procedures are rehearsed in preservice and ongoing all year. A staff duties and responsibilities chart is developed with all support personnel duties outlined with easy access to questions and needs regarding student behavior. These school-level safeguards enable teachers to teach and students to learn. Fairmont students never miss their core academic presentations as a result of behavioral choices because positive (and proactive) school structures promote better behavior and citizenship.

Third, school leadership is focused on developing students academically, physically, socially, and emotionally by providing a wide range of resources for student success. Appropriate instructional materials and resources, small group support, and teacher guidance and reinforcements are examples of leadership support provided to the instructional program. In addition, Fairmont leadership empowers teachers and other staff members by making sure they are secure in their roles and enabling them to have the flexibility to change. Often it is stated at Fairmont, "If it isn't working, try something that will work to help students". This point of view requires a measure of creativity and the ability to access outside resources, as well. Being open to new ideas guarantees everyone's efforts result in student success.

Fairmont students are enrolled in a successful, student-centered learning environment under the direction of dedicated, passionate leadership. Students, staff, and families feel supported and have a high level of confidence in the effectiveness of the school.

5. Culturally Responsive Teaching and Learning:

The Fairmont school community believes students are capable of great sensitivity when they are taught about other people and cultures. Students can flourish with the certainty of their acceptance regardless of their background. At Fairmont, respect for others is acquired through lessons, teaching all cultures are upheld and treated with dignity. Education is truly a conduit for helping build understanding among different cultures, socio-economic groups, and abilities.

Fairmont's art, music, physical education, guidance, and library media specialist programs, organize their teaching units to develop culture studies for each of the nine weeks. Over the last nine weeks, students enjoyed coordinated lessons celebrating the Hispanic culture. During this nine-week period, students learn about the various components of Asian cultures. Bulletin boards, performances, and special school-wide events are attended by students and their families.

Fairmont offers additional support for students who are English Learners (ELs). All parent conferences for ELs provide an interpreter. School-to-home communications are translated into the languages prevalent at the school. The Language Line Solutions service is used when staff members communicate with parents over the telephone. The Johnson City Schools has students who are fluent in 58 languages, and the Fairmont student body reflects that diversity. Fairmont staff also mirrors this diversity with several countries and backgrounds represented.

English Learners are supported with additional ELL instruction for one hour daily in small group settings and with inclusion assistance. Further academic assistance is provided through extended learning opportunities before and after school. Fairmont's ELs excel in the text-rich environment at Fairmont, especially in the acquisition of literacy skills. School assessment data highlight this success on both formative and summative data sources. On state testing, Fairmont's EL subgroup achievement was comparable to the achievement of their English-speaking peers.

Another important aspect of Fairmont's commitment to culturally responsive teaching and learning is the provision of ongoing parent and family education and resources. The district and the school work together to offer meetings and to gather input from the Hispanic community and other cultures to bridge the gap in their understanding of vital educational issues. Parent education offerings include family resource education intended to broaden parent understanding of student curriculum and to assist parents in obtaining needed resources/help for their student and family. In addition, Fairmont has access to the district's Family Resource Program for assisting families with non-instructional resources and community support. All cultural and socio-economic diversities are valued and successful at Fairmont.

PART VI - STRATEGY FOR EXCELLENCE

Fairmont is widely recognized for its excellent literacy program. The strategies most relevant to growing successful readers include intensive literacy emphasis in the early grades, school-wide accountability measures, and easily accessible, quality print resources. These three strategies are implemented with fidelity, resulting in amazing and proficient Fairmont readers!

Kindergarten and first-grade students receive a heavy dosage of phonics and phonemic awareness instruction. As kindergarten students acquire decoding skills, books are assigned to take home for shared reading. At first, parents read the take-home books to their kindergarten students. The next step is for parents and students to read the books together, but in a short time, students are reading these books independently. A log of completed books is signed by parents and teachers, and younger students proudly wear paper crowns for every twenty-five books completed. Throughout the kindergarten year, Fairmont students read hundreds of emergent readers. First grade emphasizes reading by introducing additional decoding skills using a basal text in guided reading groups. First graders are also recognized for the number of books read as comprehension tests are completed. The emphasis on developing readers in the early grades lays an important foundation for the school's overall success in reading.

Fairmont's accountability plan addresses literacy support for second through fifth graders. In addition to uninterrupted reading blocks and rigorous skill instruction using a basal text, every student is responsible for attaining an independent reading goal every nine weeks. Reading points are linked to the difficulty of the book as well as to the ability level of the student. Both teachers and parents play a role in the accountability plan through weekly checks and communications. Teachers conduct student conferences regarding book selections and independent reading progress. Students receive positive reinforcement with "brags" on school announcements and have celebrations when nine-week goals are attained. At the end of the year, students participate in reading honors ceremonies detailing their reading accomplishments.

Abundant reading resources are available in every Fairmont classroom. Each classroom library reflects a balance of selections and a range of reading levels to ensure advanced readers are challenged. Every classroom library has a minimum of 40% non-fiction texts, and all books are aligned to state standards in ELA, Science, and Social Studies. Keeping classroom library books flowing between home and school ensures all Fairmont students become independent readers. Fairmont's successful readers are key to the school's high achievement scores in all core subjects as measured by the system and state-level assessments.