

U.S. Department of Education
2014 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 Mrs. Amy Elizabeth Vagnier

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

Official School Name Foothills Elementary School

(As it should appear in the official records)

School Mailing Address 520 Sandy Springs Rd

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

City Maryville State TN Zip Code+4 (9 digits total) 37803-6340

County Blount County State School Code Number* 0030

Telephone 865-681-0364 Fax 865-681-0366

Web site/URL http://www.maryville-schools.org/Domain/14 E-mail amy.vagnier@maryville-schools.org

Facebook
Page https://www.facebook.com/pages/Foothills-Elementary-FTO/235052993313308?ref=br_tf Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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*Dr. Mike Winstead E-mail: mike.winstead@maryville-schools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Maryville City Schools Tel. 865-982-7121

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. Christi Sayles
(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, Office for Civil Rights (OCR) requirements is 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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 (per district designation):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 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
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 8 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	64	61	125
1	50	72	122
2	66	50	116
3	77	56	133
4	0	0	0
5	0	0	0
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	257	239	496

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 4 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 0 % 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 2012 - 2013 year: 20%

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, 2012 until the end of the school year	53
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	97
(4) Total number of students in the school as of October 1	490
(5) Total transferred students in row (3) divided by total students in row (4)	0.198
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 5 %
22 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Vietnamese, Chinese, Gujarti, Japanese, Spanish, Albanian, Urdu, Italian
8. Students eligible for free/reduced-priced meals: 36 %
 Total number students who qualify: 182

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

9. Students receiving special education services: 10 %
49 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.

5 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	7 Specific Learning Disability
1 Emotional Disturbance	32 Speech or Language Impairment
2 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	4 Developmentally Delayed

10. Use Full-Time Equivalent (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	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	40
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 21:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	95%	96%	96%	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 2013

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.

PART III – SUMMARY

Within minutes of walking through the doors of Foothills Elementary, you will notice something special about this school. While many of our successes can be measured through data analysis, the school climate and culture can only be captured by personal engagement, observing excellence in instruction, and breathing in the atmosphere of happiness, safety, and security. We operate as a family unit focusing on cooperation, acceptance, and the absolute joy of learning and working together.

Our shared vision is to empower students to become lifelong learners and productive, self-confident citizens in a changing world. With purpose and intent, we embrace excellence through powerful and engaging learning experiences, meaningful collaboration, and respect for diversity in a caring, positive environment.

Foothills Elementary, serving 500 students in kindergarten through third grade, was built in 1995 upon the crest of one of the few remaining highland farms in our community. This 92,000 square foot facility welcomes its patrons with a breathtaking view of the Smoky Mountains. Our neighborhood school, surrounded by homes and connected to the Greenbelt walkway, boasts a rich tradition of academic excellence, where family and community support are both abundant and treasured.

As a community school, we serve students from the single-family homes visible from our campus and those who travel from neighborhoods where the government provides assistance to economically-disadvantaged households. This wide representation of economic diversity represents a 36% overall poverty population for our school. Our 5% ELL population represents eight non-English languages. There is a correlation between our ELL, economically-disadvantaged students, and those at-risk students who lack the readiness skills and support structures from the home to positively influence school performance. Therefore, we continually seek targeted strategies and programming to meet the needs of these students.

Foothills has a rich heritage of city government support that consistently supplements our state budget, allowing our school to fully fund additional instructional positions. Physical education, art, guidance, library, music, STEM, ELL, and teaching assistants contribute to our success. The annual budget is generous to make curricular and instructional purchases.

Community involvement is an integral part of our school environment. Our Family Teacher Organization (FTO) provides a plethora of services throughout the school and collaborates with staff to build traditions and celebrations. Our informative Open House has over 90% participation. Volunteers orchestrate our one and only annual fundraiser, “Raccoon Romp”, exceeding our goal of \$30,000 the past five years through family and business donations funneled through the Friends of Foothills campaign. These extra resources have provided tools, such as interactive whiteboards, student response systems, document cameras, and iPads for our tech savvy culture. An active WatchDOGS program taps into the resources of National Center for Fathering. Positive male role models engage in various activities ranging from facility maintenance to small group instruction.

Traditions and “big vivids” are embraced at Foothills. We spice up the winter months with our One Book Blitz. In this new tradition, all students and staff members read a common book over the course of a month, paired with motivating and interdisciplinary connections. The spring Fun and Fitness day is a multi-disciplinary event where students enjoy exercise and learn more about developing good habits for physical fitness, diet, and wellness.

Students are routinely honored and celebrated. We empower our students to be leaders by incorporating the Covey and Quantum models. Students are expected to take responsibility for their own learning and respectfully monitor their own and peers’ behaviors. Progress is celebrated through our “Raccoon Tracks” bulletin board, “Good Morning Foothills” announcements, and “Honey Pot Leadership Lunches” with the school administrators.

Teachers attend to academic excellence with integration of best practices, precision teaching, and data analysis. We expect student performance data to capture high levels of achievement and growth for all students. We utilize a variety of formative and summative assessment instruments, and our professional learning communities sift and sort the data to inform daily instruction.

We celebrate recognition for our hard work and dedication. For the past two years, our school has been chosen as a Tennessee Reward School – ranking our students in the top 10% of absolute achievement. We have a history of earning straight A's for all content areas on the State Report Card. Foothills is rated 9 out of 10 by Great Schools. In addition, SCORE named Maryville as the most outstanding school district in Tennessee. Our school receives consistent positive feedback through state and local-level surveys.

While successful, we reject complacency and embrace forward thinking. Today, we are taking the next steps and embarking upon a Digital Conversion where all students will use devices for personalized instruction and limitless learning. Every child is a learner, and every child can and should make learning gains. Each morning, you can hear a chorus of voices collectively recite our school motto, “Personal Best, Nothing Less.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Two standardized assessments are administered to our students- the Tennessee Comprehensive Assessment Program (TCAP) for third grade students and Star Reading and Math for K-3 students.

Instructors are invested in student performance data. These results represent a 50% value on our teacher evaluation system. Each teacher chooses both an achievement component (15% value) and an academic growth component (35% value), with a justifiable instructional rationale.

The TCAP state assessment identifies performance levels of Advanced, Proficient, Basic, and Below Basic. For each teacher to receive the Foothills' goal of the highest teacher rating for student achievement, 70% of our students must score proficient or above in reading and 66% in math. However, based upon evaluation trends, our goals for the 2014 results are 82% of our students should score proficient and above proficient. The state averages are provided on each annual report and without exception, our school significantly exceeds these standards. On the 2013 report, the state total proficiency was 49% in reading and 59% in math, while the school total proficiency was 79% in reading and 80% in math. Therefore, in addition to a goal of meeting proficiency benchmarks, we raise the bar and set goals to increase the highest performance level, aspiring to advance.

Star Reading and Star Math Assessments provide both criterion-referenced and norm-referenced data. Our district has increased performance standards and increased the cut scores for proficiency percentiles, so these reports will identify the following performance levels: above benchmark, 90 - 100%; benchmark, 60 – 89%; below benchmark and basic, 25- 59%; below basic, 25% and below. In order to receive the highest teacher rating for student achievement, 60% of our students must score proficient or above in reading and math on the Star Assessments.

b) The TCAP assessment was redesigned in 2010 to capture increased rigor and standards. For all practical purposes, the state and local levels view the 2009-10 data report as “reset results” and set targets from that benchmark in setting goals and comparing longitudinal results. There is an obvious discrepancy between 2009 and 2010 for state and local results due to change of testing format and addition of challenging content.

In 3rd Grade, our students have made steady achievement gains for a net growth of 10% points in both English Language Arts (ELA) and Math since 2010. The advanced category has remained fairly consistent, so this is an identified area for growth as we work to push our students to the highest levels. Our only identified subgroup is Economically-Disadvantaged (ED) students. When focusing on this subgroup, there is an achievement gap of more than 10% points in achievement. However, since 2010, the ELA gap has been reduced from a difference of 31 to a current difference of 17 percentage points, our lowest gap to date. Unfortunately, our Math data fluctuates over time in reducing the gap between ED and overall performance with a current gap of 24. While the gap is acknowledged, the 2013 TCAP Scores for ED Proficiency increased from 47% to 62% in Reading and 53% to 56% in Math over the course of a year, so evidence is provided for our academic growth within this subgroup. For our special education students, in all content areas, our students' scores of proficient or greater exceeded the system average. In addition, Reading levels held steady at 50%, and Science and Social Studies increased dramatically to 63%.

In the past four years, our school has observed a sharp growth in the ED subgroup, moving from 24% to 34% population, including our growing ELL population. These same students are represented in our transient subgroup with 20% of the total population not spending an entire instructional year in our school. Of that percentage, approximately 70% are from the ED subgroup. Our at-risk students lack the language skills, readiness skills, and support structures from the home to positively influence school performance upon enrollment in kindergarten. Therefore, we immediately target these students and consistently seek strategies and programming to meet this growing need.

Our 4th grade scores also ranked well above state averages in both reading and math. The achievement gap between ED and non-ED has shown a decrease in gap between the reset year of 2010 to the last reporting year of 2012, with the ELA gap decreasing 3% points and Math gap decreasing 4% points.

Upon examining our Star data, we have two years of tracking of historical Reading and Math data for grades K-3. All grades have exceeded the 60% above benchmark goal for academic performance. Our students have made gains between vertical grade levels of 5.5% points increase in overall achievement. We have been encouraged by the documented data results that demonstrate our students make strong gains over time as performance levels are tracked and compared.

When examining the TCAP Assessment, overall and historically, the students of Foothills exceed the state's average for proficiency and above-proficiency in every content area. For the teacher evaluation 15% student achievement scores, every teacher earned an achievement rating of 5 for both the TCAP and the Star choices. The TN State Report Card reflects all A's for achievement-based on TCAP results over the past years. Foothills was named a Reward School for Academic Achievement on TCAP in 2012 and 2013, placing them in the top 10% for absolute achievement.

2. Using Assessment Results:

Data is a road map to guide teachers in lesson planning and differentiation. As outlined by Eaker and Keating, our staff members ask essential questions: Are students learning and how do we know? What are we doing to close the gap for struggling students and what are we doing to advance the child who has already demonstrated proficiency?

Students are regularly assessed using norm-referenced STAR Reading and Math to determine achievement levels and develop prescriptive instruction. Students performing below the 25th percentile are placed in RTI (Response to Intervention) based on results of a second screening tool to capture deficit areas. They are monitored weekly to inform teachers of student progress. Learners at every performance level receive teacher-led, small-group instruction, tailored to meet remediation and enrichment needs. STAR data is the foundation of our Accelerated Reading program, defining students' reading levels and establishing their independent goals.

Daily classroom instruction focuses on formative assessment with strategies that include rubrics, learning/response logs, think-pair-share, and quick checks. Teachers build lesson plans based upon the ongoing collection of data. Summative assessment includes the state assessment, TCAP and the spring Star Assessment. Teachers use this data for long-range instructional planning.

We believe students should take ownership for their learning and track individual progress through data graphs. For example, students have an in-depth understanding of their STAR results. They view a summary of their comprehensive scores which allows engaging data conversations with their teacher. Students maintain their own data charts to record their reading fluency scores, formative test results, writing records, and math automaticity scores. This provides students with information and motivation.

Teachers communicate data results with stakeholders in a variety of ways. They tap into written communication through standards-based report cards, Friday folders with newsletters, e-mail, student-generated data charts, and formative and summative test scores. Conferences are scheduled to provide detailed explanations that help parents make connections with all data instruments. Professional Learning Communities (PLCs) analyze all data results. They use these data results to build and analyze common assessments. Our school community members are informed of the school's data through newspaper articles and summary reports provided on the school's website.

Students are not the only participants in assessment. Teachers are assessed using the state's teacher evaluation rubric, and both strengths and areas to strengthen are communicated. PLCs work together to develop strategies for improvement and immediate action plans. Personalized professional development is provided based upon the distribution trends.

Finally, qualitative data is requested and analyzed from all stakeholders. Parents, students, teachers, and staff participate in surveys. On the recent TELL survey, our school exceeded the state average for all defined elements. For our local teacher survey, 100% of the responses were in the positive agreement zone. On the Parent Satisfaction Surveys, there was an exceptionally high satisfaction rating of an average of 91% agreement for all combined elements.

3. Sharing Lessons Learned:

Education is a continual and ever-changing process that requires all educators to regularly seek out new ideas, find what works, and share lessons learned. Both teachers and administrators are eager and willing to learn from others and share our expertise.

Our school district is currently planning and implementing Enable, a Digital Conversion Model, to transform instruction and provide limitless learning. A crucial component of this process is a defined communication plan with opportunities to share with others. Principal Vagnier, who serves as the chairperson for this team, along with Director, Dr. Mike Winstead, presented the comprehensive implementation plan for this initiative to all Maryville City staff, Central Office personnel, and school board representatives. Purposeful communication opportunities are planned for the future.

Foothills has organized and hosted community events to promote best practices in literacy, including author visits and professional development speakers: Jerry Pallotta, David Beidrycki, David Adler, and Mike Thaler. Foothills also arranged storytelling opportunities featuring Donald Davis and Carmen Deedy for student groups, teacher training sessions, and community event. Teachers from local elementary schools were invited to join professional development training with experts Marcia Tate and Beverly Tyner. For over ten years Principal Vagnier taught Tennessee teachers at the Governor's Writing Academy, which led to additional consulting experiences and opportunities. She directed three writing task force initiatives for our district involving curriculum development, the creation of rubrics and writing prompt systems, flip-charts, and other technology resources. This prompted the creation of a writing manual as well as a website of resources. The most recent task force focus reflects the changes with common core standards and PARCC assessments and is developing resources and instructional strategies for informational and analytical writing.

Other avenues of professional sharing include formal presentations provided by our school counselor for the Tennessee SCALI conference where she led a session about infusing common core standards into guidance curriculum. Administrators and teachers welcome high school and college student groups into our school for seminars, observations, and round-table discussions. Mrs. Vagnier has presented to the Tennessee Principal's Association, technology seminars, and served on the Blount County Library Advisory Board and the Tiger Teacher Evaluation subcommittee. Teaching staff have led seminars focused on technology, collaboration, writing, and behavior management. School administrators and teacher leaders have developed a collaborative system-wide Professional Learning Community (PLC). These meetings facilitate professional discussions concerning topics such as STEM, project-based learning, and PARCC readiness.

4. Engaging Families and Community:

Foothills Elementary showcases a fun, engaging environment with a family atmosphere. Business partnerships, neighborhood resource agencies, and strong parental support are a crucial part of our educational community. The Family Teacher Organization (FTO) is comprised of representatives of all stakeholders. Monthly meetings allow discussion and goal-setting for the school. FTO parent representatives organize annual school-wide activities, such as Raccoon Romp and Winter Blast, and volunteer in a variety of ways. Pertinent information is shared between home and school through weekly and quarterly newsletters, the school website, and our FTO Facebook page. Grade level teachers offer at least two conferences with parents throughout school year as well.

Open House at Foothills is unique and is essential in building community. It sets the tone for a successful year. Families have the opportunity to meet teachers and administrators as well as discuss curriculum,

procedures, and grade-specific information. Upon registration, new families are given an informative school tour and meet with administrators and staff.

Five years ago, our WatchDOGS volunteer program was launched. With over 70 volunteers yearly, an added sense of safety and belonging enhances our school culture. Our kick-off pizza night in August and breakfast event in January bring men of all races and socioeconomic status together to encourage commitment and active involvement in the school.

Foothills has the support of many community service organizations. The local police and fire departments, Family Resource Center, counseling agencies, and community-business partners (Friends of Foothills) continually provide resources and training for students and staff. Our collaboration with Human-Animal-Bond-in-Tennessee (HABIT) allows students the opportunity to read to dogs weekly without feeling intimidated while building a connection with animals. Each Friday, our Food for Kids program provides 50 at-risk students with nutritious food packages supplied through partnership between our FTO and local food bank.

Curriculum extensions, such as yearly author/storyteller visits, book character parades, games, and contests, are an important way families unite with the school to promote learning and literacy. The One Book Blitz energizes our school community and immerses all stakeholders in a month-long reading campaign. In 2013-2014, the MCS Foundation funded a grant to purchase a book for every child for this school-wide reading program. The Winter Blast Carnival provides a family engagement event complete with games, prizes, concessions, and dinner.

Foothills values family and community involvement and engages partners to build school improvement and success for all students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our dedicated focus strives to choose core curriculum and utilize instructional best practices that lead our students to full mastery of common core standards while maximizing student learning. Teachers work to clarify learning standards and explicitly define these learning targets with students and parents. A differentiated core curriculum is provided and includes goal setting and immediate intervention and enrichment based upon student data results. Students are empowered to be responsible for their own learning, to initiate or adapt learning activities to enhance their understanding, and to contribute explaining concepts to peers.

The master schedule is aligned to protect instructional time and to accommodate 120-150 minutes for Reading/Language Arts; 60-90 minutes for math; 45-60 minutes for Science and Social Studies; 60 minutes for Related Arts and Disciplines; 30 minutes for recess and for lunch.

While the core curriculum is developed from common core standards, the school uses a research-based reading basal and math textbook. In addition, teachers are provided a budget to purchase technical and print-based instructional materials and other resources (leveled library materials, non-fiction class sets, zoo phonics, math automaticity games, 6 Traits of Writing notebooks, Accelerated Reading, Study Island, Reading Assistant) to supplement the common core.

The reading curriculum is focused on differentiated instruction through a comprehensive model built upon phonics, phonological awareness, vocabulary, fluency, comprehension. Students benefit from engaging, large group instruction using collaborative learning and interactive technology. The teacher and instructional assistant plan and implement small group assignments built around the proximal reading level of that group. In addition, students engage in an independent reading program setting target goals for quantity and accuracy. Students are expected to read challenging fiction and non-fiction text and respond to assessing, advancing, and text-based questions while citing evidence from text. Young writers respond to text through practice of expository writing, speaking, and research. While reading fluency and comprehension rigor is a foundation to our programming, we strive to develop a love of reading and writing in our students. Books are a treasure at Foothills!

The math core curriculum is built upon solid conceptual understanding of math processes and practices. Students are expected to use procedural skills and automaticity of math fluency facts to solve problems and apply mathematical principles to real-world experiences. We expect students to apply math concepts rather than memorize a set of algorithms or mnemonics. Students utilize manipulatives and math tools to model math and solve problems. Teachers unpack the common core standards and identify instructional tools that help students reason abstractly, construct arguments, and attend to precision.

Our balanced curriculum and master schedule support Science, Social Studies, and Related Arts and Discipline (RAD) courses. Interdisciplinary connections are common among the content areas, and teachers strive to infuse common core standards into daily instruction. Science and Social Studies classes focus on project based learning. The RAD coursework includes Physical Education, Music, Art, Research and Library, Guidance, and STEM. All RAD classes are designed to stimulate critical thinking, promote self-expression, and encourage skill development. Content-enriched activities connect the discipline standards to classroom curriculum.

With a focus on core curriculum, we expect students to demonstrate rigorous and relevant learning beyond minimum requirements. We increase opportunities for students to engage in complex thinking and problem solving in real-world situations by providing quadrant D assignments and 4C activities: creativity, critical thinking, communication and collaboration. For the past six years, our school has developed strong technology-based tools to accomplish instructional goals and to meet learning targets. Every classroom has a Promethean Board, document camera, projector, and 4-6 workstations. Our school has two computer labs for keyboarding and curriculum practice, project-based learning, research, and assessment. With a move

toward full digital conversion, 2014-15 classrooms will be equipped with 4-6 iPads, with the intention to deploy 1:1 personal devices in three years. We are preparing for this shift by planning staff development for digital instruction, learning management systems, project-based learning, QR coding, and use of digital applications and resources. We expect to transform instruction from a paper-based to a digital world. Limitless learning is our goal.

2. Reading/English:

Foothills embraces a balanced approach to literacy, guided by Common Core State Standards. The curriculum is supported by a variety of instructional methods as well as instructional resources, which include a research-based reading series, a well-stocked leveled library, and classroom libraries. Teachers strive to create a genuine love of literature, balancing fiction and nonfiction. Instructional emphasis is placed on the five pillars of reading-phonological awareness, phonics, fluency, vocabulary, and comprehension, as well as writing forms and skills.

Reading, writing, and speaking are integrated through project-based book reports, science and social studies content reading activities, and STEM lessons. Classroom teachers enhance students' enjoyment of reading through the use of community readers, parent volunteers, reading buddies, and HABIT (adopted dog program). Reading is celebrated through school-wide events such as the Read Across America book character parade, One Book Blitz, and author visits. Related Arts and Discipline teachers infuse literacy standards and interdisciplinary connections into the related arts and discipline curriculum through art, music, physical education, guidance, library, and STEM. Programs and methods are continually reviewed for validity, relevance, and rigor.

Daily instruction includes opportunities for read aloud, read along, and read alone. High quality questions and evidence-based answers are essential elements. A flexible, small group reading model utilizes teachers and teaching assistants, as well as leveled texts, literacy centers, and readers' theater, and allows for differentiation and focused instruction targeting deficit areas and areas for acceleration.

Student goal setting is implemented kindergarten through third grade. Data tracking of fluency, STAR, AR, and Success Maker enables students to take ownership of their progress. STAR provides benchmark testing which is used to set goals and inform students on reading levels. The Accelerated Reader program is utilized strategically to individualize and enhance independent reading. The library is a resource of leveled fiction and nonfiction materials for students and staff to meet individual reading ranges and small group needs. Success Maker, a technology-based program utilized for remediation and enrichment, provides immediate feedback.

Teachers collaborate weekly in PLCs to plan programming to meet the needs of struggling students, as well as high achieving students. A strong RTI (Response to Intervention) team provides needs-specific, research-based instruction to students achieving below the 25%ile on STAR. The RTI program includes weekly monitoring and monthly meetings in which the RTI team, classroom teachers, and administration review the progress of individual students and change programming as needed.

3. Mathematics:

At Foothills Elementary School, math instruction is driven by the Common Core State Standards. These standards are taught using a combination of the EnvisionMath program and problem based interactive learning. The concepts of Numbers and Operations, Algebra, Geometry, Measurement, Data Analysis and Probability, and Problem Solving are taught as outlined by the National Council for Teachers of Math. These concepts are vertically aligned between grade levels. Vertical alignment allows teachers to provide comprehensive instruction that reflects a well-designed path from Kindergarten through 3rd grade. This allows teachers to be synchronized on student learning expectations.

For students to demonstrate a complete understanding of the math concepts, teachers implement research-based instructional strategies that include: hands-on exploration with manipulatives, differentiated practice,

various models of technology, small group learning, large group instruction, and discovery tasks with productive struggle. In addition, teaching teams include flexible grouping models and strategic math ability grouping models to provide precision differentiation.

While all teaching methodologies are available for teachers, it is the assessment of student learning that allows the teacher to choose the best possible teaching strategies. The benchmark assessment method used to guide the instruction is STAR Math. This individualized instrument is utilized three times a year and measures both student achievement and growth. Teachers also use the End-of-Topic tests to assess student understanding of a specific standard through formal and informal assessment. To build fact fluency and automaticity, students are assessed weekly to build speed and accuracy on addition, subtraction, and multiplication facts.

Once the teacher has received the data from the student assessments, teachers and students then use the results for goal setting and identifying strengths and skill areas to improve. In addition, the data is used to identify students on grade level, above grade level, and below grade level. Students who work above and below grade level are able to use Success Maker, IXL, Math Facts in a Flash, as well as small group instruction and collaborative activities. However, students who are below the 25th percentile also receive Response to Intervention (RTI) services. Our RTI team uses a combination of small group, teacher-led instruction in accordance with Rocket Math and Touch Math. RTI students are progress monitored bi-weekly, and instructional decisions are made according to the results.

Teachers regularly engage in professional development with both math experts and professional learning communities to develop challenging mathematical curriculum.

4. Additional Curriculum Area:

For one hour each day, students attend a Related Arts and Discipline Course: Art, Physical Education, Music, Guidance, Library, and STEM (Science, Technology, Engineering, and Math). While these courses are built upon their own set of standards, the Common Core reading and math standards are also infused into instruction. Those who walk the halls of our school will find an outstanding and innovational curriculum behind the STEM classroom door. Children will be hovering over gears and tools, building an architectural design with newspapers, and solving a mystery by following clues. You might also catch these students in the hallway using iPads to take photographs, measuring distances, or experimenting on the playground with a catapult. STEM exposes students to a scientific understanding of the way the world works.

In our STEM classroom, children are exposed to hands-on learning. The curriculum is designed to show students how to become critical thinkers, how to observe details, and how to explore possibilities. The instructor connects math and science standards to technology and engineering. Each grade level is taught the same foundational standard, but the instructor scaffolds instruction based on age and ability. The STEM committee includes representatives from each grade level, and this team works collaboratively with the district team to develop and implement infused STEM and Project-Based Learning in the regular education classrooms.

Through the use of iPads and personal computers, STEM students receive one-on-one exposure to tools used in the job market. Interactive whiteboards and engaging software are used to demonstrate experiments and aid in designing models. However, our educators realize that access to technology alone is not sufficient. Students often use hands-on tools, like our Lego Simple Machine Kits, Elementary Snap Circuit Kits, and magnets as well.

Students need guided learning to equip them to make real-world connections and become skilled in research and problem solving. Our instructor chooses relatable and fun topics of interest for the students to explore. Students are faced with a task and employ inference skills, critical thinking, discovery through trial and error, and basic problem solving skills to answer the demands of the given task. Because students are always working to improve, build on, or change components of the project, teacher assessment is ongoing. The finished product is not only a physical result; it also ends with a school full of engaged, critical learners.

5. Instructional Methods:

Our teacher motto at Foothills is “Teach to Reach Each Child”. This is reflective of our approach to effectively differentiate instruction. The teaching staff employs many different methods to meet the needs of our students. Special Education and Inclusion, English Language Learner Classes, Response to Intervention Tutoring, Counseling, and Emotional Intervention are based on personalized needs and individual, instructional gaps. Service is flexible and includes on-going data analysis to inform instruction and service. Our Related Arts and Discipline Classes connect to a variety of learning styles by engaging left brain activities through movement and music, physical games and competition, exploring a variety of art mediums, building leadership skills, and identifying effective ways to solve social problems. All classes and departments work together, share resources and strategies, and unite to differentiate for every child.

Regular education classes daily employ a variety of grouping models, including small group, ability group, student choice group, partners, flexible skill-based groups, enrichment groups, and whole group. Some major strategies are using auditory and visual cues, making graphic organizers, modeling, explaining, and questioning. Students solve problems and collaborate with hands-on activities. Immediate academic feedback is provided regularly by using teaching assistants for monitoring and re-teaching, using digital response systems, and incorporating student-engaged formative assessment strategies of pinch cards, white boards, and verbal and non-verbal exchange, compatible with Quantum and Brain-Based Learning.

Every teacher in our school focuses on goal setting with appropriate, personalized learning targets. One way we do this is by displaying a student friendly “I can...” statement to match each common core standard for each lesson objective. While large groups have an overall Common Core Standards-based goal, small groups and individualized instruction are designed to meet specific learning targets.

Technology-assisted instruction is central for all classrooms. These tools capture student performance assessment, provide prescriptive instruction, and add engagement and interaction to the delivery of the lesson. Instructors, teaching assistants, and volunteers utilize the many tools: Promethean Boards, Document Cameras, iPads, tech labs, and a plethora of software options - IXL, Rocket Math, Reading Assistant, Star Reading, Star Math, Accelerated Reader, BrainPop, and Success Maker.

Differentiation is a continuous process. Daily adjustments are made based upon student data analysis, referral, and need. Departments meet weekly; vertical and cross-curricular teams meet monthly. Administrators and teacher-leaders track student learning progress and engage in fidelity monitoring for differentiation.

6. Professional Development:

Foothills provides a variety of high-quality professional development, following the tradition of Maryville City Schools. These opportunities equip staff with education, skills, and resources to provide cutting edge programming for all students. All professional development programming is planned through the work of the team leaders based upon student performance data, needs assessment, and our school improvement plan.

With the adoption of new, research-based curriculum, administration ensures sufficient training is conducted. This training allows teachers to explore all aspects of program components – trade books, technology, assessment, and standards alignment. In an effort to enhance the culture of community, team-building exercises are utilized, ranging from energizers and games to teambuilding retreats. To further invoke engaging research-based learning models, staff participates in Tribes and Quantum Learning. These programs not only build a community among teachers but also enhance the school and classroom atmosphere that positively promote teacher effectiveness and student performance.

Training from nationally-recognized experts in all academic fields for both administrators and teachers is provided through professional visits, academies, conventions, consultation, and video training platforms. Presenters, including Marcia Tate, Donald Davis, Lori Jamerson-Rog, Susan O’Connell, and Jean Blaydes,

have provided training on writing, language development, math, and the brain-body connection. The insights gained from their research and ideas for practical application positively impact classroom strategies.

In preparation for a more diverse population, we enlisted training resources from Poverty experts, Rita Pearson and Ruby Payne. In addition, a bus tour highlighting the new population zones allowed teachers to gain insight into the varied socioeconomic communities our school serves. Tony Stead's video series models additional reading and writing practices that build student ownership and accountability to promote enhanced fluency and comprehension in all genres.

Additional opportunities are provided for teachers and administrators to regularly attend state and national conferences (Model Schools, NAESP, TPA, ASCD, IRA, NCTM, SCALI, STAR, and Common Core). Teachers are dedicated to attend local professional development seminars, even on summer breaks, in order to enrich classroom practices. Each week, PLC formats are utilized for professional development within grades, teams, and committees. Professional Development for all staff includes training on health-related issues such as first aid, CPR, and AED usage as well as child abuse prevention. Self-directed hours are set yearly to encourage individual choice based on personal growth plans, which can be done independently or collaboratively through book studies, literature reviews, webinars, and/or discipline-specific seminars.

7. School Leadership

Foothills has a full time principal and assistant principal who lead and direct the functions of the school as expected in the Maryville site-based administrative philosophy. All school management, operations, personnel, data-driven decision making, and instructional leadership fall under the responsibility of the building level administrators. Our system operates from a minimalistic approach and does not employ supervisors at the district level. Leadership is built within the schools, and teacher leadership is highly encouraged and valued.

The leadership philosophy of Foothills is grounded upon collaboration and a shared decision-making model. We do not uphold a top-down approach to the implementation of any curriculum or focus. Decisions affect all members in the school, so corporate decisions are expected. The office has an open door policy, and teachers are encouraged to provide feedback regularly.

Annually, each grade level chooses a team leader. These leaders meet regularly to make mutual decisions which include staff development, curriculum choices, behavior management approaches, and master schedules. Surveys are generated often to collect information regarding school effectiveness. Issues are raised and conflicts are explored in meetings where everyone shares an equal voice.

In addition to Team Leaders, there are several additional leadership roles for teachers to fulfill. They include Language Arts, Math, Technology, STEM, Health and Fitness, Coaching, Peer Evaluating, Community Outreach, and School Improvement. These teams ensure that our school stays focused on the overall goals in these departments. Currently, our Technology team is working on a Keyboarding Plan to prepare our students for online PARCC assessments. In addition, this team will be defining coaching responsibilities as we move toward a digital conversion and expect an adjustment in instructional practices. Last month, the Winter Blast Team orchestrated an evening of family engagement and fun by designing and implementing a carnival event with our school family. Throughout the year, additional focus teams are developed based upon interest and need. Currently, a new focus team made a site visit to expand our capacity of providing standards-based report cards, common assessments, and common pacing guides.

Our strongest leadership design model is our Professional Learning Communities (PLCs). These grade level teams work together during common planning times to ensure the learning needs of students are met. Everything they do, everything they say, everything they plan is focused on student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Tennessee Comprehensive Assessment Program (TCAP)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Tennessee State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	80	68	79	70	95
% Advanced	28	27	27	33	66
Number of students tested	121	97	92	94	122
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	56	53	44	42	89
% Advanced	15	6	6	35	43
Number of students tested	34	34	18	24	28
2. Students receiving Special Education					
% Proficient plus % Advanced				55	88
% Advanced					
Number of students tested	8	6	6	11	16
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	3	2	1	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	3	3	3	3
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5	5	2	2	5
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	5	0	3	5

7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	81	71	83	70	96
% Advanced	30	26	29	21	69
Number of students tested	108	84	86	86	109
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: If fewer than 10 students in a subgroup, no data available.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 4

Edition/Publication Year: 2012

Publisher: Tennessee State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced		56	59	67	96
% Advanced		15	29	32	48
Number of students tested		98	98	122	122
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		38	44	45	82
% Advanced		14	9	10	14
Number of students tested		21	18	29	22
2. Students receiving Special Education					
% Proficient plus % Advanced				31	85
% Advanced					
Number of students tested		7	3	13	13
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		1	2	1	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		2	3	2	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		4	2	3	3
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		0	0	5	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced		60	83	69	96
% Advanced		17	28	32	50
Number of students tested		90	86	112	117
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: If fewer than 10 students in a subgroup, no data available.
System elementary school grade level reconfigurations from K-4 to K-3 beginning 2012-2013.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Tennessee State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	79	66	75	69	99
% Advanced	22	4	22	24	72
Number of students tested	121	96	92	94	121
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	62	47	50	38	96
% Advanced	6	3	6	17	57
Number of students tested	34	34	18	24	28
2. Students receiving Special Education					
% Proficient plus % Advanced				36	100
% Advanced					
Number of students tested	8	6	6	11	16
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	3	2	1	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	2	3	3	3
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5	5	2	2	5
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	4	0	3	4
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	81	68	79	70	99
% Advanced	25	14	22	26	74
Number of students tested	108	85	86	86	109
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: If fewer than 10 students in a subgroup, no data available.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Tennessee Comprehensive Assessment Program

All Students Tested/Grade: 4

Edition/Publication Year: 2012

Publisher: Tennessee State Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced		74	79	74	96
% Advanced		24	27	26	65
Number of students tested		98	98	122	121
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment		0	0	0	0
% of students tested with alternative assessment		0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		52	50	55	90
% Advanced		14	22	10	46
Number of students tested		21	18	29	21
2. Students receiving Special Education					
% Proficient plus % Advanced				46	85
% Advanced					
Number of students tested		7	3	13	13
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		1	2	1	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		2	3	2	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		4	2	3	3
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		0	0	5	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced		78	79	74	97
% Advanced		26	27	27	68
Number of students tested		90	86	112	117
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: If fewer than 10 students in a subgroup, no data available.
System elementary school grade level reconfigurations from K-4 to K-3 beginning 2012-2013.