

U.S. Department of Education
2020 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. Anna Nicole Pack
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 979 East 97 North
(If address is P.O. Box, also include street address.)

City Idaho Falls State ID Zip Code+4 (9 digits total) 83401-5425

County Bonneville County

Telephone (208) 525-4425 Fax (208) 525-4426

Web site/URL https://www.fairviewfalcons.org/ E-mail packn@d93.k12.id.us

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. Scott Woolstenhulme E-mail woolstes@d93.k12.id.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bonneville Joint District #93 Tel. (208) 525-4400

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. Amy Landers
(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, write N/A in the space.*

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 2020 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 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	14	29	43
1	18	21	39
2	26	20	46
3	21	20	41
4	29	26	55
5	25	24	49
6	23	25	48
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	156	165	321

*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):
- 0.1 % American Indian or Alaska Native
 - 0.1 % Asian
 - 0.1 % Black or African American
 - 5 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 90.6 % White
 - 4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 13%

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

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, 2018 until the end of the 2018-2019 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1, 2018	321
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

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

Spanish, Creole

English Language Learners (ELL) in the school: 2 %

8 Total number ELL

7. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 125

8. Students receiving special education services: 11 %

36 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school 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 25:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	88%	88%	89%	87%	88%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2019.

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

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

15. In a couple of sentences, provide the school’s mission or vision statement.

A Caring Community Achieving Excellence by Nurturing Knowledge, Opening Doors, Changing Lives.

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

PART III - SUMMARY

At first glance one may think that Fairview Elementary doesn't have much to offer. With the initial building being over ninety years old, and the newest parts of the building pushing forty, it definitely looks a little past its prime. But, as we all know, appearances can be deceiving. Upon walking through the doors of Fairview, one discovers that this is a school that strives to make every parent and student feel valued and accepted. It is a school that is serious about educating every student and knows that all students, despite past struggles, have the ability to achieve at a high level. Fairview Elementary is the heart and hub of the rural farming community it serves.

Fairview is a rural kindergarten through sixth grade elementary school with approximately three hundred twenty-five students. About forty percent of our students qualify for free and reduced lunch. Something unique about our students is that all are bussed or driven by parents; we do not have any students that ride their bikes or walk to school. We are literally out in the middle of a farming field.

Our school is a big part of our community and our community helps to make Fairview great. We strive to build positive relationships with our community, especially with our parents. We continually work to help all students and families see the importance of commitment to a high quality education. For the most part we succeed. But, as with all schools, we have students that we have to nudge along in the educational process and students who do not have support at home. With these students we endeavor to offer the extra guidance and support they need.

Our district has provided ninety minutes once a week for all teachers in the district to collaborate in Professional Learning Communities (PLCs). Our teachers take it a step further and meet on an almost daily basis to check in and discuss student progress. The PLC model, which teaches us to share responsibility for all of our students, has greatly contributed to Fairview's success. We continually ask ourselves the 4 questions of PLC: What do we want our students to learn or be able to do, how will we know when they know it, how will we respond when they don't know it, and how will we respond if they do know it.

As our teachers meet in PLCs weekly and with grade level teams daily, these questions drive our teaching and learning.

It has been during these PLC meetings that we have recently studied the book, *Best Practices at Tier 1* by Gayle Gregory, Martha Kaufeldt, and Mike Mattos. Using the practices in this book our leadership team studied our school's assessment data. We discovered that we did not have eighty percent of our students at proficiency in Tier 1 instruction. Through reading this book we learned that we needed to strengthen our Tier 1 instruction, as opposed spending more time on response to intervention (RTI).

We worked really hard as a PLC to incorporate best practices within our Tier 1 instruction. This has made a huge difference! It would be easy to say a program or curriculum has made the difference for us, but it hasn't. It has purely been the hard work, research, and dedication of our teachers in collaboration with each other and in the classroom. The teachers have been willing to examine their teaching under a microscope and make changes in their Tier 1 instruction. Some of these changes have included: collaborative core instruction, creating brain-friendly learning environments, teaching and learning to each student's "sweet spot" or zone of proximal development, developing a powerful core curriculum with standards and evidence based practices (not purchased curriculum), using data to inform instruction through formative assessments, and increasing our rigor, depth, and complexity while using essential standards.

Six years ago our faculty adopted "Growth Mindset," by Carol Dweck. Our faculty implemented the growth mindset into their teaching and learning as well as making it a key component of instruction in their classrooms. We started teaching parents about the growth mindset through newsletters and Title 1 parent nights. At first, it was difficult to help our students and parents view mistakes and failures as an opportunity to learn and grow. Through teaching students to not give up and to embrace challenges we have seen many of them willingly put more time and effort into and take ownership of their education. Our school has come to understand that if things are easy the first time, we are not growing. Succeeding on our first attempt lets

us know that we can increase the rigor. However, we also know that students need to learn at the appropriate zone of proximal development so they do not become frustrated and give up.

Although a lot of our effort is geared toward academic subjects, our students also participate in art and music and other non-academic activities. Students participate in FAME (Fine Arts and Music Experiences) throughout the year, they have the choice to participate in Conflict Managers, Hope Squad Suicide Prevention Group, and Student Council for 6th graders. Our Student Council is open to all 6th graders and is not done with elections. We feel this gives students opportunities to be involved in their school community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

As educators we have long since been under the illusion that the curriculum we should be teaching is written by a publisher and purchased by the district. Our school’s curriculum includes all subjects.

The core of our curriculum is the standards. This sounds simple, but it took us a few years to wrap our heads around the standards. The standards are not easy to understand and they don’t spell out the proficiency levels or level of rigor in black and white. As a faculty we challenged ourselves to wrap our minds around what Rick and Rebecca DuFour were saying about Professional Learning Communities (PLCs). To our dismay, they didn’t map out a program for us! We had to have those learning discussions with each other.

Our district has put out a Scope and Sequence for our curriculum across all subjects. We have used that scope and sequence along with the standards to create units of instruction in all areas. These units of instruction are planned with essential standards, daily formative assessments, common formative assessments, and summative assessments. All of the curriculum is designed in a backwards fashion, beginning with the end in mind. This has helped us to get rid of extra things in the curriculum that aren't essential. Our teachers use tiered support systems within regular classroom instruction. Each student is met where they are and guided forward with instructional supports and scaffolding. Lessons are differentiated to each learner as needed. Teachers have a mix of explicit instruction as well as group-based projects and learning that they use in their classroom.

Fairview has used formative assessments to drive instruction daily. The formative assessments have also been a great tool that we have used to provide intervention on a daily basis based on the standards and the lessons for the day. Students are not stuck in an intervention group for the whole year or even trimester. The students move fluidly in and out of intervention as they need it based on the instruction that is currently happening. Each grade level has a thirty minute intervention time for reading and math each day. We cannot say enough about how the importance of how the data is used. If the data is not used to drive instruction, it is of no use to us. Teachers use the data they collect from formative and summative tests to see where they can help students or where they can move instruction forward quickly if students already have the standard mastered.

1b. Reading/English language arts

At Fairview we met in grade level teams and picked out our “Essential Standards” for our grade level in English/language arts (ELA) and in math. After coming up with our grade level essentials, we aligned these essentials vertically between grade levels. It was powerful to see where the students in the grade level before us were, as well as where our students were heading to next. We put all of these standards in a document so we could refer back to it. However, better than referring back to a document, we found that the teachers were starting to have actual curriculum conversations with each other daily and not just as a grade level! This took about two years, but the landscape rapidly changed within our school.

Currently, we have our list of essential standards that we review and revise every year. We then map these standards out for the year in units, starting where we want them to end up at the end of the year and planning backwards. Teachers plan for successful Tier 1 instruction using the strategies outlined in the book, Tier 1 Instruction, which also includes differentiated instruction for students within our classes. We have found it is in the planning and reflecting on our practice we have had the most success. Everything we do has to be purposeful. As part of the planning, teachers develop common formative assessments (CFAs) for each unit as well as each lesson. If adjustments need to be made, they are made. RTI is implemented immediately for those who need interventions.

Teachers use formative as well as summative data to inform their instruction. CFAs are made by the
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teachers by unit. These assessments reflect back to the standards they are learning and increase in the level of rigor as the learning is scaffolded. Teachers are discussing this real time data on a daily basis between their grade level partners and vertically between the grades above and below them. These discussions don't necessarily happen at a scheduled time, they are happening ALL the time! Teachers have put away the notion that they have to be the expert and have adopted the mindset that all of us together are better than any of us alone. It is a shared mindset within the walls of our building as well as with our parents.

Summative assessments are used to see how much growth is made in one year's time. We do look at this data and try to decipher where we could improve instruction for the next year. We also look at incoming student data to see where we may need to provide extra support, or if possible, move on quickly from standards when students are already proficient. It is important to note that no matter the assessment, it means nothing to us unless we use it to drive our instruction in meaningful ways.

1c. Mathematics

Mathematics instruction has taken the same pattern as listed above. Picking out essentials standards, aligning them vertically, planning backwards throughout the year, and collaboration have been instrumental. Constant collaboration within and across grade levels has been a key strategy for helping teachers teach math with academic supports. Students are presented with lessons that try to help them understand the why behind mathematics before the algorithm is introduced. Constant monitoring and formative assessments are used daily to determine students' understanding of the standard. The algorithm is introduced last when the teacher has evidence to support student understanding of the concepts.

The assessment process takes place daily with formative assessments such as exit tickets. This drives the intervention that takes place the same day and the instruction for the next day. Teams meet together daily and weekly to discuss groups for interventions. Teachers also have Common Formative Assessments (CFAs) for each unit that they give together and discuss the data as a team. Common Formative Assessments have allowed teachers to be able to have discussions about data and to share ideas on how to help instruction, intervention, and extension. Final end of the year state summative assessments are given as well. We can see how students have grown from year to year with this summative assessment. We are starting this year to use the state's interim assessments as well by standard.

Teachers have really stepped up and have researched and dug into the standards and tried to find lessons and examples to best meet the standards. They have come under a lot of scrutiny for not teaching the purchased district curriculum with "fidelity." They did what they knew was right and correct according to best practice and research. This has really paid off for us as teachers and our students. The teachers now have the freedom to explore curriculum and present it to the administration for supplemental approval.

1d. Science

Fairview teachers capitalize on science. Students at Fairview are engaged and interested in science as the teachers make it fun and exciting by offering a lot of hands on and real-world science applications. Teachers bring the science curriculum into the English-language arts curriculum as much as they possibly can. Science really lends itself to reading units with non-fiction. We also use Mystery Science as it provides a lot of hands-on learning activities by standard for the teachers and students. Fairview has requested the State Department of Ed to come in and do some STEM training with teachers where the state provided instruction and materials for teachers to further STEM instruction within the curriculum. Teachers include science across the whole curriculum with STEM education. Students in the fourth, fifth, and sixth grades are invited to participate in an eight week after school robotics club led by one of our teachers twice a year.

Science assessments are done by unit within the building with multiple choice, short answer and essay type questions. The State of Idaho requires students in elementary school to take a summative science test at the end of fifth grade.

1e. Social studies/history/civic learning and engagement

Social studies is aligned and taught mainly through reading instruction as well. We stick to the state adopted standards for Idaho. Formative assessments are given throughout units as a grade level. There are no summative state assessments in the elementary grades for social studies. The district provides the curriculum for social studies, but the teachers have the autonomy to choose the materials and instruction that they deliver.

A priority at Fairview is to develop a positive growth mindset that leads to good citizens within the community. The fifth and sixth graders learn about the flag and how to properly care for it. They put the flag up and take it down everyday. Respect for our flag and our country is shown daily. Our third graders learn about the United States. They put together and perform a patriotic program each year for the parents and students at Fairview Elementary. This is one of the most loved programs of the year as it honors our country, states, and veterans.

Our fourth grade focuses on Idaho History and writes and produces a musical for the school and parents each year. This is one of the highlights for the whole school.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Fairview students participate in many other areas besides the main curricular areas of ELA and math. We have the Fine Arts and Music Experiences (FAME) program, which helps us incorporate fine art and music experiences each trimester at each grade level. Our counselor also gives lessons on growth mindset and how to manage emotions in weekly lessons to our students. We have a physical education and a music teacher in our building that provide weekly lessons for each class. Our classes also have library time each week. Checking out library books, however, is not a once a week occurrence at Fairview! It has been a long held tradition that students go to the library daily or multiple times a day as needed for books. We have developed a culture of reading and we encourage students to go to the library as they need, they don't have to wait for their once a week time. Because of this, although our school is one of the smallest in the district, our students check out more books and take more reading tests than any other school in our district. Our librarians deserve medals of honor as they are continually swamped with books to check back in and shelve. They are never sitting at their desks doing nothing. The tiny library is one of the busiest places in our school!

Every class has access to technology. We have mobile Chromebook labs that are shared between grade level teachers. We have a technology para that helps us out with our Chromebook labs and computer based programs. The great part is that he will sit with kids one on one and teach them as they go through our district approved programs. He actually works ahead of the students on Imagine math to make sure he knows how to explain the problems and standards to the students. Our computer para takes his "homework" home as well!

We are a small school but everyone that works here has a big heart! From teachers, paras, custodians, and staff, everyone is willing to go above and beyond their job title. The kids that walk through Fairview's doors belong to all of us. As you pass through the halls you will see parents, teachers, and staff working together to make Fairview great. You may see the P.E. teacher reading with a struggling student, the secretary helping another with math, or a duty aide helping a class with a project; it takes all of us to run this ship. Even though we are a small school, it takes everyone working towards the same goal and in unison to be successful.

3. Academic Supports:

3a. Students performing below grade level

Fairview has a strong support team in place to help with struggling students. When students are not meeting standards are falling behind despite implementing interventions in the classroom, the teacher brings the student's data to the Response to Intervention Team. Our RTI team consists of two classroom teachers, the special education teacher, the classroom teacher, the parents, and the administrator. We discuss and look at the data the teacher brings to us showing where the learning gap is occurring as well as what interventions are currently being used.

At the RTI team meeting, we always start by asking the parents for insights on their child. We have found that the parent's role is crucial to the success of our interventions. They are experts in their child and know their strengths and needs better than anyone. As a team we discuss the data and form a plan with a SMART goal. We set up interventions and use a universal screener to monitor the student's progress. We also set up a return meeting date. We then monitor the progress of our interventions and meet with parents again in three to four weeks to see how things are progressing. If we feel that after nine to twelve weeks of interventions that a learning disability or other health issue may be impairing the student, we refer to our multidisciplinary team (MDT). The interventions do not stop however. We continue on and change them as needed until the student can experience success and growth. This may seem like a lot of work, and it is. But, we have seen great rewards as parents become more involved in their student's education and as teachers learn to support each other.

3b. Students performing above grade level

Our teachers have a good idea, with all of their common formative assessments and summative assessments, which students need enrichment. We have a district Gifted and Talented Education program (GATE). Our teachers can refer kids to be considered for this program. The district facilitator looks at our summative assessment data to pick out students to contact for GATE testing. The students have multiple areas in which they can qualify for GATE, they don't just qualify with a single test score. When students qualify for GATE, they meet all day every Monday with the GATE teacher and have extended learning experiences. The GATE facilitator comes and helps us with our RTI team if we are discussing students that need enrichment. She is a wealth of information and a help to our teachers as we try to extend students' learning. Our teachers also provide enrichment within their classrooms based on student need. This can include going deeper within a certain topic or going to a higher grade for a lesson or subject. We continually strive to help our students reach their potential.

3c. Special education

Eleven percent of our school's population qualifies for an Individual Education Plan (IEP). The majority of these students qualify for Special Education with Other Health Impairment or Language Impairment. We have several students who have a behavioral specialist, a paraprofessional, or a Community Based Resource Service (CBRS) working with them in the classroom. Most of the students with IEPs qualify for direct instruction in reading and math with a handful qualifying for written language. We have a speech and language pathologist and a speech paraprofessional that come to the school once a week. Our counselor meets weekly with ten of our thirty-six students with disabilities. Students who qualify for occupational therapy do so over tele-therapy.

At Fairview, all of the students with IEPs spend most of the day in the general education classroom. General education is very important and we feel strongly that students should not miss their core curriculum instruction. Direct instruction in qualifying academic subjects must be extra instruction; it never replaces core instruction. Our special education teacher works very closely with grade level teachers to ensure that the goals that are being worked on in the Learning Lab (special education classroom) align with the standards that they are working on in their grade level class. She understands the essential standards for each grade and focuses on helping students meet those standards. Students with special needs are taught in both inclusive settings and in small groups in the learning lab. If the learning gap is too large to teach or re-teach what is being taught in the classroom, the instruction is scaffolded so that the learning objectives will lead to the grade level standards.

end of the year testing is also supported by our special education teacher and paraprofessionals. The tests that our special education teacher gives to determine if students qualify for special education are the Wechsler Intelligence Scale for Children-V, Woodcock Johnson IV Academic, Woodcock Johnson IV Test of Cognitive Abilities, and the Wechsler Individual Achievement Test.

3d. ELLs, if a special program or intervention is offered

Our English language learner population has interventions at the beginning of the day. Our district provides a paraprofessional that helps this population and works with these students. We also have liaisons at the district office that are always checking in with us and helping to contact families and problem solve. We are fortunate to have four teachers that speak Spanish in our building. This makes it easier to communicate with our parents who only speak Spanish.

Each ELL student is given the WIDA assessment each year to see how they are progressing with the English language.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

When you walk in the building there is a positive and inviting energy that flows throughout the halls and classrooms. This energy stems from our staff and flows throughout our students. They are all fully engaged in having a growth mindset. We all look out for every student in our building, not just in our own specific homeroom class.

We celebrate each child's success individually in classrooms, as well as publicly over the announcements each morning. Students also come and get a cheerleading session in the office each time they pass off a reading level or reach a reading goal. At the end of each trimester we celebrate as a whole school during an academic assembly where every student that reaches their own Accelerated Reading goal is cheered on by the whole school. This is a motivating factor that helps to drive the positive outlook on academics and achievement. Our principal also meets one on one with students to set goals for achievement on the ISAT assessments. The students are motivated to challenge themselves through setting goals.

Fairview's counselor is a big part of our students' lives. She engages with students during lunch by holding a special lunch bunch time where students can come and eat lunch in her office. Conflict managers is another program that the counselor runs to help to engage students in the school community. We also have a program called HOPE Squad throughout our K-12 schools in our district. This is run by the counselors and students. It helps to educate students on the warning signs of suicide and mental health. Fourth through sixth grade students and parents are involved in this program and are nominated by their peers as someone they would trust with a secret. Finally, our librarians run a literacy club where students read and meet together monthly during lunch. All of these things contribute to Fairview's positive environment that includes teachers, students as well as parents.

2. Engaging Families and Community:

At Fairview, one of our most rewarding philosophies or mindsets is that no matter the situation we ask, "What is best for the student?" This philosophy has helped us gain and keep our parents and student's trust. We remind our teachers and our parents of this philosophy every time we have to deal with a problem. Our school revolves around it. We will always work to do what is best for our students, no matter what.

The strategies Fairview has found most successful in working with families is including them in our RTI meetings when students need extra help. This can be whether the student is struggling with academics, behavior, or enrichment needs. The parents are very appreciative to be included in the process and to know what is going on with their child in the educational environment. We are able to work as a team to make decisions on how to work best with students.

Our parents are encouraged to volunteer at the school in their student's classroom. Our families are also invited to participate in our Parent Teacher Organization (PTO). Parents meet monthly to discuss how they can help the school and teachers as well as students. This organization also meets with our school leadership team every month after the PTO meeting to discuss our Title 1 plan and how it is going each month. We plan for Title 1 parent nights and ask for any suggestions that parents have on what they think would be useful for parents. This has been a huge benefit in pulling people together to work for the common goals that are on our title one plan.

Parents are informed of a student's academic achievements through their teachers. They get to be part of the RTI team mentioned above as well. Families are a part of our school-wide academic goal achievement celebrations each trimester. Everyone is invited to come and cheer for each student as they make the goal that they set. This tends to be a really loud assembly with a PowerPoint, music blaring, and students and families cheering. It's somewhat like a rock concert. The students absolutely love it.

Fairview has a yearly "Fall Fair" where our parents and community come together to help raise funds for our PTO. Our business community supports us in donating funds and goods that we use at this fair. As we raise funds during this fun night, it feels like we are all at a big family reunion. The families enjoy seeing

each other and interacting with each other and the staff. Because of this fair we have been able to buy a lot of the technology that we have in our classrooms

3. Creating Professional Culture:

“Mindset” by Carol Dweck has played a large part in developing our school culture to where teachers will step out of their box. This is essential to teachers feeling valued and supported. The administrator continues to show how we can all learn and grow when we put ourselves out there without the fear of failure. Teachers are supported through professional development as well as with administrator feedback on lessons. Also, as the teachers work in PLC groups and focus on the learning outcomes, they are a huge support to each other.

Professional development is done by examining our common formative assessments and summative assessment scores and looking at where we are weak. We also do a review of our data for our Title 1 program each year. This brings to the forefront the areas in which we need to focus. The administrator and leadership team then go search for research based professional development, usually books or conferences, that will help drive our learning forward. After the leadership team settles on the right book or conference, we then do the learning as a team before we engage the whole school. We plan together bi-weekly and discuss where we see we need to focus. We have to remember that we need to address the “why” behind our professional development, not just throw a book out or a conference because it looks interesting or fun. This has to help us move forward in the areas where we struggle.

We have found the books that were presented at the PLC conference from Solution Tree to be very helpful, as well as Corwin’s education conferences to help push us forward. The conferences have been extremely helpful. We have asked for years for our district to bring in a Solution Tree PLC conference so everyone could get on the same page, but this takes a lot of money! Finally, in the fall of 2019 we made it happen! Our district administrators felt it important enough to bring in a PLC Summit to our district. It was such a valuable experience to our district. The discussions and changes in practice across the board were phenomenal. Now we just need to keep this momentum moving forward! It really helped to have ALL of the district’s teachers there and talking the same academic language.

4. School Leadership:

We once thought of school leadership as the principal only. This is not how we see school leadership at Fairview. Our school leadership team plays a big part in how we operate at Fairview. This leadership team consists of the principal and four teachers. We meet bi-monthly to discuss any issues that are coming up with students, teachers or parents. Working together instead of in isolation has made us stronger.

One of the most important things our leadership team does is to look at data. We use student achievement data from ISAT, STAR, IRI/Istation, and CFAs to drive our decisions for our PLCs. One of the most important discoveries we made in the last two years was that we did not have an RTI problem, a student problem, an economically disadvantaged problem, or a parent problem. We had a Tier 1 instruction problem. We did not have an 80% proficiency rate in Tier 1. As a school, we had to beef up our Tier 1 instruction and strategies before we could do anything else. This was all discovered as we analyzed data as a leadership team. We made studying and solving this Tier 1 problem part of our Title 1 plan.

The school leadership team ensures that we always reflect upon what is best for the students as we are making decisions for the school and for instruction. We have had many discussions as a faculty when we try to make things easier about are we doing what we are doing out of what is easiest for the adults in the building, or what is best for the students. We have had to change “leveling” students for core instruction because it is “easier” on the schedule and teachers, to having students grouped heterogeneously for core instruction in their home rooms. We break into more ability grouping for RTI by standards. Students are not sentenced to certain RTI groupings. Our leadership team has firmly directed our teachers to have flexible RTI groupings where students move in and out of these groups depending upon their needs.

Our leadership team is committed to looking at our academic data and providing research based solutions. Our Title 1 plan that we create each year from data helps form the pathway that we take and helps us to stay on that path and not to get “distracted” with the many things that face us daily.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Since the Leadership Team determined that our first priority as a school was to improve Tier 1 instruction, we focused with the first two questions in our PLC: what do we want all students to know and be able to do and how will we know if they (students) learned it? We wanted to ensure that at least eighty percent of our students are proficient at Tier 1 before we moved on to RTI or enrichment.

Each grade level at the school had made progress, however the only grades meeting the eighty proficiency rate were kindergarten through third grades and for the IRI only. When we looked at STAR scores, we still had a ways to go with ELA and math in kindergarten through third grade. The third through sixth grades worked hard trying to teach their students the curriculum through purchased curriculums, but had not made a significant amount of growth.

After we identified and implemented the “Best Practices in Tier 1” instruction, specifically identifying essential standards and using backwards design, we planned and designed our CFAs and then designed our instruction. Everything we taught had to start from an essential standard and include multiple standards where possible.

Learning and implementing best practices in our instruction helped us to increase our summative state test scores more than we had seen them increase in five years. For ELA, third grade went from fifty-five percent proficient on ELA to seventy-seven percent proficient, fourth grade went from fifty percent proficient to sixty-one percent proficient, fifth grade from sixty-three percent proficient to eighty-one percent proficient and sixth grade went from sixty-seven percent proficient to seventy-two percent proficient all looking at 2017-18 scores as compared to 2018-19 scores. ISAT math scores made gains in comparison from 2017-18. Third grade went from forty percent proficiency to eighty percent proficiency! Fourth grade had forty-five percent proficiency and moved to sixty-three percent proficiency. Fifth grade went from fifty-eight percent proficiency and moved to seventy-four percent. Sixth grade had sixty-three percent proficiency and moved to sixty-seven percent. Again, we had yet to see this type of growth from year to year and we saw it across the board in ELA and in math on the ISAT test in one year. Working on Tier 1 best practices in instruction using the PLC model worked for us!