

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 15975 West 50th Avenue
(If address is P.O. Box, also include street address.)

City Golden State CO Zip Code+4 (9 digits total) 80403-1616

County Jefferson

Telephone (303) 982-5422 Fax (303) 982-5423

Web site/URL https://fairmount.jeffcopublicschools.org E-mail smills@jeffco.k12.co.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* Mrs. Tracy Dorland E-mail Tracy.Dorland@jeffco.k12.co.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County School District No. R-1 Tel. (303) 982-6500

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 89 Elementary schools (includes K-8)
 - 19 Middle/Junior high schools
 - 22 High schools
 - 14 K-12 schools
- 144 TOTAL

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

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	53	94
1	36	48	84
2	47	58	105
3	55	41	96
4	61	62	123
5	57	38	95
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 or higher	0	0	0
Total Students	297	300	597

*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):
- 0.3 % American Indian or Alaska Native
 - 3 % Asian
 - 0.3 % Black or African American
 - 5.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87.6 % White
 - 3.3 % 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 2020 - 2021 school year: 2%

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, 2020 until the end of the 2020-2021 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2020	586
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Russian, Spanish, Vietnamese, Swedish, Panjabi, French, Norwegian, Chinese (Mandarin), Chinese (Yue), Portuguese, Czech, Bengali, Farsi, German, Polish, Hindi

English Language Learners (ELL) in the school: 5 %

31 Total number ELL

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

Total number students who qualify: 45

8. Students receiving special education services with an IEP or 504: 12 %
72 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>8</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>17</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</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: 9
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
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 18:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	91%	92%	93%	93%	93%
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 2021.

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.

We are committed to preparing all students for learning success every day in a caring and safe environment.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://go.boarddocs.com/co/jeffco/Board.nsf/goto?open&id=87CTXG5E3FFB>

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

PART III – SCHOOL OVERVIEW

Welcome to Fairmount Elementary, home of the Firebirds! Fairmount is located in the shadow of North Table Mountain in Golden, Colorado. Our school was originally founded in 1905 at a location about one mile from where we are now. The current school was built in 1961 when the surrounding properties were mostly rural. As Golden and the broader Denver area grew, various additions were built to accommodate the increase in students. Now our area is considered suburban with many surrounding residential properties.

Fairmount serves 597 kindergarten through 5th grade students in the Arvada West Articulation Area of Jefferson County Public Schools. Of our student population, 87 percent identify as white, 6 percent as Hispanic or Latino, 3 percent as Asian, 3 percent as two or more races, and less than 1 percent as American Indian or American Native, Black or African American, and Native Hawaiian or other Pacific Islander. Our student population includes 8 percent who qualify for free or reduced lunch, 6 percent who are English language learners, and 13 percent who receive special education services.

At Fairmount Elementary, we prepare all students for learning success every day in a caring and safe environment. Our systemic literacy and mathematics practices are designed to challenge all students, from advanced learners to students who require additional support to access the curriculum. All students participate in valuable arts, physical education, and Science, Technology, Engineering, and Math (STEM) programs. We believe strongly in supporting our students' social and emotional development by teaching mindsets for learning, restorative practices, and other research-based programs. We regularly recognize students for their positive contributions to our school community. We also value parent and community partnerships. Numerous parent volunteers assist students daily. Our Parent Teacher Association (PTA) and Student Council sponsor school and community projects throughout the year. Students can also participate in a variety of before- and after-school programs based on their interests.

We strive to ensure that all students achieve at high levels with corresponding academic growth. We are proud that we have been recognized in the state of Colorado for our students' academic excellence in both achievement and growth. Fairmount Elementary was awarded the John Irwin Award annually from 2016 to 2019. John Irwin Awards are granted to schools that demonstrate exceptional academic achievement over time. These schools receive an Exceeds Expectations rating on the Academic Achievement indicator of the School Performance Frameworks reflecting exceptional performance in math, English language arts, and science. Fairmount Elementary was also awarded the Governor's Distinguished Improvement Award in 2011, 2012, 2013, 2014, and 2019. These awards are given to schools that demonstrate exceptional student growth as measured by an Exceeds Expectations rating on the longitudinal Academic Growth and Meets or Exceeds Expectations on the indicator related to academic growth gaps. (Note that neither award was given out for 2020 or 2021 due to the COVID-19 interruption of Colorado's assessment program.)

As with all schools throughout the country, COVID-19 presented challenges to Fairmount Elementary. On March 13, 2020, all our students were sent home to begin remote instruction. Teachers were given one workday to plan online instruction using remote video applications and Google Classroom and See Saw platforms. Our teachers prepared week-at-a-glance documents for parents that listed all assignments, meeting times, and links to access instruction. Administrators checked in with families and staff members to make sure everyone had what they needed and were well at home. We found that several of our families from low socioeconomic backgrounds were not able to supervise their children at home or access the Internet. We initially provided Internet hotspots at no charge, but that did not solve the problem of adult support. We requested and received special permission to bring these students back to the building to support them. We returned to in-person learning for all students in September 2020. We followed Colorado and Jefferson County safety regulations including wearing masks and segregating classrooms. These rules prohibited teachers from sharing students and meeting together with their teams. Students were required to eat in their classrooms instead of the cafeteria, and students were not able to co-mingle with their grade level peers on the playground. Although these conditions limited virus spread, they were obstacles to providing the best teaching and learning conditions. At the end of the school year, the staff was finally able to meet and make plans for this school year, 2021-2022. As a testament to our strong school culture and values,

teachers prioritized the need to relaunch collaboration through Professional Learning Communities and to share students to best meet their needs. This year, we have done just that!

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:

Fairmount Elementary is committed to preparing all students for learning success every day in a caring and safe environment. Our overall approach provides rigorous, tiered instruction for all students in every classroom through the workshop model. Our teacher teams work together in PLCs to plan engaging units of study to meet Colorado Academic Standards embedded in Jefferson County’s Bridge to Curriculum. Teachers use vertical progressions from our district’s proficiency scales and the Common Core State Standards to develop common formative and summative assessments that intentionally sequence targets from prerequisite to advanced skills. Teachers make these targets accessible to all students through universal, whole-group instruction. Students are then given choices to practice the target and demonstrate learning. During this work time, teachers strategically provide tier-two support and extensions to individuals or small groups, as well as implement strategies to check overall student understanding. Within and across lessons, teachers continuously adjust instruction in response to their observations and formative assessments of student work. Lessons are concluded with student reflection and goal-setting. Throughout units, our PLCs meet weekly to analyze their progress using student work. Based on these conversations, teacher teams plan and adjust interventions and extensions for each student. These are provided throughout the day, including during our daily WIN (What-I-Need) blocks. WIN blocks are differentiated for each student’s needs and led by teacher teams and support staff (i.e., learning specialists, paraprofessionals, tutors, and interventionist). Each intervention or extension includes explicit instruction and, depending on the target, might include technology or hands-on applications or project-based learning. Unlike a traditional pull-out model, our workshop model and WIN block ensure that no student misses core instruction and that everyone’s needs are met—from those who need extra support to those who are ready for extensions—in a tiered system of support.

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

All grade levels plan reading and writing units of study during their PLC time. We use Jefferson County’s Bridge to Curriculum, which prioritizes state standards into proficiency scales that indicate on- and above-grade level expectations. Each teacher team plans instruction and assessment for the unit based on the above-grade level proficiency scales and the vertical progression of standards. This ensures that all students have access to accelerated learning targets in comprehension and critical thinking even as they may be progressing toward grade-level expectations for foundational literacy skills. This degree of rigor at the universal level of instruction has resulted in increased growth for all students.

Literacy instruction is delivered in several instructional blocks during the school day, attending to both students’ language comprehension and decoding processes. All grade levels have daily reader’s and writer’s workshops for core instruction with a focus on comprehension, critical thinking, and composition. We provide a large variety of reading materials and mentor text sets for students to choose from within each genre of study. These come from our leveled book room, extensive classroom libraries, school library, and various online text sets. These texts are accessible through read-aloud as well as shared, partner, and independent reading opportunities. The design of the workshop ensures students apply comprehension and decoding skills to understand what they are reading and write to communicate their thinking.

Explicit instruction in decoding skills is another cornerstone of our literacy block. Kindergarten and first grade use the Heggerty program to deliver daily core instruction in phonemic awareness. Kindergarten through second grade use the Foundations program to deliver daily core phonics instruction. Both of these programs consider the characteristics of primary learners in their design, including a multi-sensory approach to repeated practice. Third grade uses the 95% Group program to deliver daily word work instruction that includes activities to develop students’ phonemic awareness, phonics, fluency, and vocabulary.

Teacher teams analyze common formative and summative assessments throughout each literacy unit. This allows them to adjust instruction on a continuous basis, to anticipate misconceptions that might arise, and to plan for extensions. Teachers also analyze student data from Jefferson County’s universal screeners: Acadience (measure of early literacy skills for kindergarten through 3rd grade) and NWEA MAP (measure of reading comprehension for first through fifth grades). The former is also used to progress-monitor students’ growth in foundational skills through third grade for all students and in fourth and fifth grades for students who receive specialized services. Based on these multiple data points, teacher teams plan reteaching and extra practice for students who have not yet met grade-level expectations. By identifying the root cause for students’ struggles, teachers customize interventions which are provided during the literacy block and our daily intervention/WIN blocks. Our literacy interventions include more intensive instruction in both off- and on-level phonemic awareness, phonics, word work, fluency, comprehension, vocabulary, and writing skills. Also as part of our WIN block, students whose foundational skills meet or exceed grade-level expectations are provided with enrichment of their comprehension in more complex texts and tasks.

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

We plan our math instruction using Jefferson County’s Bridge to Curriculum, which is based on the scope and sequence provided by the Math Expressions program. This resource is backed by the National Science Foundation and includes collaboration, exploration, discussion, and demonstration of math concepts. Our lessons are active and include hands-on manipulatives and age-appropriate number talks. Our teachers incorporate mathematical practice standards in each lesson, with an emphasis on teaching students to make sense of problems and persevere in solving them. This includes the routine practice of analyzing and correcting errors in mathematical thinking. We teach our students to model and communicate their own mathematical thinking so that we can ensure they have mastered not just computational fluency, but conceptual understanding as well. To ensure all students learn to high levels and grow from where they are, we pretest all students prior to the start of each math unit of study. Then teacher teams group students so that the students who demonstrate prior understanding can go deeper and faster through the math units. This acceleration allows students to solidify mathematical concepts at their grade level and begin to access the next grade level standards, which culminates every year with a cohort of our fifth grade students grouped in a class which targets sixth grade math standards. Based on the pretest, students who need specialized support to access mathematical learning are clustered so that our learning specialists can push-in to provide scaffolds in the context of universal instruction. From there, teachers keep the rest of the grade-level heterogeneously mixed in order to maximize the potential for collaboration and learning among peers across the continuum of learning. Additionally, for students who struggle to achieve grade-level expectations in math, we utilize our WIN block for at least one math group at grades three through five. Students in these smaller instructional settings receive more individualized support to access the unit’s priority targets. This often comes in the form of reteaching, explicit strategy instruction, additional time to practice, and support in getting started on homework so that students can successfully practice with increasing independence.

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

Teacher teams plan science units of study in collaboration with our STEM teacher using Jefferson County’s Bridge to Curriculum and the Picture Perfect Science Lessons resource, which integrates literacy in science. Teacher teams plan authentic, hands-on science instruction through the framework of the 5-Es (Engage, Explore, Explain, Elaborate, and Evaluate). Through this inquiry-model of instruction, students work collaboratively to engage and explore in science labs before teachers explain the science content. After students begin to make meaning and think critically, teachers provide scientific vocabulary and explanations for the phenomena students observe. From there, teachers facilitate additional applications of the concepts (elaborate) and student analysis of the results (evaluate). At the end of each lesson, students review and reflect on their own learning and make real-world connections. Productive struggle is a key component as students troubleshoot issues after a failed experiment by changing either a design component or material selection. Our 5th grade team, in conjunction with our STEM teacher, facilitates an annual Science Fair. Our students develop their own research question and then use the scientific process to confirm or refute their initial hypotheses. Students analyze results and create representations of their learning. Our goal is to get kids thinking about the world around them and their individual curiosities. Presenting their findings to the other grade levels at Fairmount and to our families allows for an authentic audience. Managing time and

work load is an added benefit of this long term assignment and instrumental in students' development as they end their elementary experience and head off to middle school as lifelong learners.

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

We plan our Social Studies instruction using Jefferson County's Bridge to Curriculum, which is based on the College, Career, and Civic Life (C3) Framework. This framework includes the concepts of civics, geography, economics, and history. It emphasizes gathering and evaluating sources, and developing claims, and using supporting evidence. Our teacher teams plan units of study using connected literature (both fiction and nonfiction), primary sources, and field trips. As students progress through the grade levels, they participate in increasingly complex simulations of Social Studies content. For example, kindergarteners participate in play-based learning of community jobs while our 5th graders create a city simulation at Young Ameritowne. Another unit includes first graders learning about and taking on the persona of a famous person in their Wax Museum. Decked out in full costume, students recite a speech in the first person about their person of interest. Study buddies and families make up our authentic audience. In all grade levels, students have a simulated classroom economy where the theory of supply and demand and opportunity cost are put into practice. There is a distinct point where the theoretical becomes experimental and the learning is taken to the next level. As students learn about history, our curriculum ensures that multiple points of view are included and celebrates the accomplishments of diverse cultures in our country and around the world. Examining different viewpoints and primary sources models for students different opinions on issues and gives permission for them to think critically and form their own opinion on matters. Teachers facilitate robust classroom discussions using the Socratic Seminar strategies.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Art All students, kindergarten through 5th grade, participate in art, music, and PE on a weekly rotation. Fairmount's art program emphasizes an interdisciplinary connection between art history, science, and math within the cultural and historical context of Colorado. We emphasize creative problem solving and the process of art versus the final product. Our budding artists look at mentor artists' work to better understand line, shape, color, value, form, texture, and space. Student artwork is displayed in the hallways at Fairmount, which showcases student learning and creativity.

PE All students, kindergarten through 5th grade, participate in art, music, and PE on a weekly rotation. Our physical education (PE) program builds from the early grades where students learn skills like kicking, coordination and body control to the upper grades where students apply these skills in different ways. Sportsmanship and leadership are emphasized in the older grades as they collaborate and engage in team sports. The overarching learning objective is for students to learn how to take care of themselves over their lifetime. Components of health included in our curriculum include muscular endurance, muscular strength, cardiovascular endurance, nutrition, agility, speed, coordination, and reaction time.

Music All students, kindergarten through 5th grade, participate in art, music, and PE on a weekly rotation. Our music program is all about active music making where students see themselves as musicians. We plan our music instruction using Jefferson County's curriculum, which is a window into many cultures. We intentionally include history, songs, dancing, and games from around the world. Students create music and movements. We provide students authentic opportunities to perform for their families and other grade levels. We bring our music to the community by performing at a nearby nursing home. We also offer choir to 4th and 5th grade students and band and orchestra to 5th grade students.

Technology - We plan technology lessons using the ISTE standards (International Society for Technology in Education) and Jefferson County's Bridge to Curriculum. We teach all students Digital Citizenship so that they can stay safe on the internet, protect their own privacy, and evaluate the credibility of websites. Fairmount is a 1:1 device school where all kindergarteners are assigned an iPad and all 1st through 5th graders are assigned a Chromebook. Students use technology applications throughout the day including core lessons that are on the Google Classroom and See Saw platforms. Other applications and programs our students engage with include Book Creator, Pear Deck, Discovery Education, PebbleGo, WeVideo, LucidPress, Khan Academy, etc.

STEM All students, kindergarten through 5th grade, participate in STEM once per week. STEM instruction fosters creative thinking in a collaborative environment. Students tackle real world problems using the design process. After empathizing with their target audience, students determine the problem, ideate with partners, sketch and label a prototype, build that prototype following material and design requirements, and finally, test prototypes. If successful, students enhance designs either in function or aesthetics. If unsuccessful, students resketch, redesign, and retest their new prototype. Students learn from failures and make necessary improvements. Innovative ideas are encouraged, and creativity thrives through experimentation. Students apply knowledge and adapt that knowledge as new learning takes place. As we all know, things rarely go as planned so persistence and flexibility are common themes. In one sentence, STEM lessons build resilience!

Robotics We offer a Robotics program for our 4th and 5th graders. This year-long club is based on the annual Vex Robotics challenge. Students work in teams to design their robots, problem solve, troubleshoot, and compete with other teams in our district. In past years, our Robotics Team has won awards for robot design and robot skills.

3. Academic Supports

3a. Students performing below grade level:

Students who are performing below grade level are provided many supports targeted toward their academic and social-emotional growth. In the classroom, teachers differentiate core instruction through small-group and individual support to meet each student's needs. We have a daily instructional block (WIN - What I Need) where students performing below grade level receive systemic Tier-2 intervention and Tier-3 remediation. Literacy intervention during this time includes reteaching phonics and phonemic awareness skills, fluency practice using Quick Reads or other repeated readings, small group comprehension skill work, Lexia online literacy lessons, and vocabulary and phonics lessons using 95% Group intervention resources. Math intervention during this time includes focused small-group number sense lessons, math facts practice, and assigned skills practice using the Khan Academy online program. Social-emotional interventions include reteaching of Second Step lessons, access to sensory tools paired with Zones of Regulation self-awareness practice, and targeted social skills instruction. Teachers establish goals for each student and progress monitor every 5 to 10 days. Every 6 to 8 weeks, grade level teams analyze the progress monitoring data and determine if students are making adequate progress from the interventions. If a student is not making expected growth, teacher teams determine if the intervention needs to be changed or if additional time and intensity are needed for the current intervention plan. If a student continues to demonstrate low growth for multiple intervention cycles, the grade level team conducts a Kid Talk with our Multi-Tiered System of Supports (MTSS) leadership team (consisting of administration, instructional coach, and special education staff) to determine next steps. After that, the MTSS leadership team continues to monitor these students and may recommend a referral for additional testing by our special education staff.

3b. Students performing above grade level:

Fairmount is considered a gifted and talented (GT) cluster school. At each grade level, we have a cluster of around 12 students who have an established GT body of evidence and a corresponding Advanced Learning Plan (ALP). We believe it is important to cluster these students in the same homeroom so that they have access to like-minded peers as well as age-appropriate peers with whom to collaborate. In consultation with our district GT resource teacher, classroom teachers establish academic and affective ALP goals. Our GT

resource teacher provides advice, resources, and lesson ideas to assist teachers in differentiating and programming for these students. We monitor student progress throughout the year and adjust programming as needed. Above grade-level resources such as leveled books and the next grade level textbooks are used for students who demonstrate readiness. Students demonstrating readiness for core math acceleration are grouped together to go deeper and faster in their current grade level concepts and are introduced to the next grade level's math concepts. Students who are performing above grade level also participate in our daily instructional block (WIN - What I Need). During this time, these students have choices in applying the skills introduced during core instruction to various passion projects and/or working with our STEM teacher on design-thinking strategies. They also have opportunities to participate in choice book group studies and accelerated math skills practice using the Khan Academy online program. Additionally, our social emotional learning specialist is trained to meet affective needs for our students with ALPs. She provides additional support to our students particularly in the areas of executive functioning skills, perfectionism, and anxiety.

3c. Special education:

Our special education team currently serves 56 students with Individualized Education Programs (IEP), which represents close to 10 percent of our student population. Our school-based special education staff consists of two learning specialists, a speech language pathologist, an occupational therapist, a physical therapist, a social worker, and a child psychologist. At Fairmount, we use a Multi-Tiered Systems of Support (MTSS) framework as a school-wide approach to ensure access to instruction through behavioral and academic interventions for all students. If a student has received Tier-1 core instruction and targeted Tier-2 interventions and is still not making adequate progress towards grade level expectations, our school level MTSS team, including parents or guardians, meets to decide next steps for that student. If the team decides to move forward with a special education referral, our special education team will determine which standardized assessments and appropriate formal and informal measures are necessary in determining the strengths and needs of each individual student in the designated areas. After all information is gathered, the special education team reconvenes to review data and determine eligibility for special education services. If a student is eligible, an IEP is created with appropriate goals, accommodations, and services. The student obtains necessary specialized instruction at the Tier-3 level of support using evidence- and research-based interventions along with ongoing progress monitoring. The special education staff collaborates with the classroom teacher to ensure students with IEPs have access to the grade level core curriculum and modified assignments as needed based on their accommodations. Each special education staff member tracks student progress towards the corresponding IEP goals and provides consultation to the classroom teacher and the student's parents/guardians. An annual review is held within a year of the IEP date to determine present levels of academic performance and any associated related services.

3d. English Language Learners, if a special program or intervention is offered:

At Fairmount, culture and identity (including race, ethnicity, multilingualism, and other characteristics) are viewed as assets, and we strive to create learning experiences and environments that value and empower each student and staff member. There are 17 different languages represented within Fairmount's diverse student body. Aside from English, the most common languages at Fairmount are Russian, Spanish, and Vietnamese; however, the following other languages are also represented: Swedish, Panjabi, French, Norwegian, Chinese (Mandarin), Portuguese, Chinese (Yue), Czech, Bengali, Farsi, German, Polish, and Hindi.

We are committed to providing support in and out of the classroom for our English Language Learners (ELLs) and their families. Our goal for our linguistically and culturally diverse students is to develop the ability to speak, read, write, and understand English for a variety of purposes while recognizing and honoring heritage languages and cultures. We have an English as a Second Language (ESL) teacher who works with teachers and staff members to ensure students acquire English language proficiency and demonstrate grade-level content knowledge and skills with a culturally responsive approach. Our linguistic and academic support is designed to accelerate student learning and engagement in the Fairmount School community.

Each ELL has an individual learning plan that includes language development goals, progress monitoring,
NBRS 2022 22CO107PU Page 14 of 19

and instructional focus areas. ELL plans support students until they reach Fluent English Proficient (FEP) status and are ready to exit the ESL program. Fluent English proficient students exiting the ESL Program continue to be monitored for 3-4 years to ensure success in the classroom, school, and greater Fairmount community. Lesson design and classroom supports include but are not limited to consistent schedule and daily routines, teacher and student modeling of ideas and concepts, bridging and connecting classroom concepts, use of realia and manipulatives in everyday learning, building background knowledge and schema, teacher and student think-alouds, and scaffolded opportunities to engage in academic discourse with peers.

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

At Fairmount, we provide additional services and attention for our students who come from low-income socioeconomic backgrounds. We ensure these students have access to breakfast and lunch during the school day. Our cafeteria has also been able to provide meals to students during winter and spring breaks. We partner with our PTA to provide these students with clothing and scholarships to attend after school enrichment programs that they otherwise would not be able to afford. Most importantly, we provide these students extra support to access their education. During the past two years when Fairmount reverted to remote instruction due to Covid, we provided these students extra support because their families could not help them at home with the technology required to access school. Initially we matched each family with a paraprofessional to monitor student online learning and provide individual support through extra online one-on-one tutoring sessions. Unfortunately, this did not work because there was no adult in the home who could make sure the students logged on to remote meetings. As a result, we requested and received special permission from our district to have these students return to in-person learning at the school. The students participated in their classes' online learning platforms, but the students were in our building with a paraprofessional sitting right beside them to make sure they attended the online sessions and to provide extra support for students to complete assignments. This extra in-person support minimized learning loss that these students would have experienced if they stayed at home where they were unsupervised and not able to access their online classes.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Fairmount, we believe engaging students encompasses two main components. The first component is social/emotional engagement. Students must first feel safe and feel like they belong in order to meaningfully participate at school. Therefore, we emphasize and build strong classroom communities where students feel seen and heard. Every teacher includes a daily classroom meeting that may include a social/emotional learning lesson, a check-in where every student has an opportunity to say something, or a restorative practice circle. The purposes of these meetings are to develop relationships with and among the students, proactively or reactively respond to classroom or school situations, and to help solve classroom conflicts or problems. Our mental health team is available to work with whole classes, small groups, or individual students who may need extra social/emotional support to increase their feelings of belonging. We have a strong Positive Behavioral Interventions and Supports (PBIS) committee that has created school-wide recognition and rewards systems. Some of the recognition and rewards include our SOAR (Safety, Ownership, Acceptance, and Respect) ticket drawings, class rewards for hallway and cafeteria behavior, and monthly nominations to our award wall.

The second student engagement component is motivation to learn. We believe this encompasses learning attributes such as curiosity, optimism, perseverance, and flexibility. We explicitly teach these learning attributes in the classroom and recognize students every month for displaying these qualities. Teacher teams plan compelling lessons that include differentiation and choice because if the lesson and task are not worthwhile, students will not sustain deep effort. Teachers integrate technology in presenting lessons and allowing students to demonstrate their learning. We know children are social learners who create meaning by working together and sharing ideas through discussion. Our classrooms can best be described as zones for active learning with movement, collaboration, and discussion throughout the day. Making mistakes in the classroom is valued and the corresponding analysis and correction results in powerful learning. We provide extra-curricular activities to meet a variety of interests. We offer STEM, art, music, and P.E. to all students and instrumental music to 5th graders. We have a large selection of before- and after-school activities sponsored by our staff and our PTA. Choices include run club, choir, talent show, Lego club, chess club, cooking club, and garden club.

2. Engaging Families and Community:

At Fairmount, we engage families and the community in multiple ways. We have two formal committees that engage family and community members - Accountability Committee and Parent Teacher Association (PTA). Members of the Accountability Committee provide oversight and advice to Fairmount. They have input into our annual Unified Improvement Plan and school goal setting. Committee members provide advice on many school issues - school safety, budget, staffing, priorities, etc. They also review student and family survey data and make recommendations on ways we can improve our school operations. The PTA serves many functions. They plan multiple community events throughout the school year that bring everyone together in a social gathering. Examples include our school barbecue, back to school gathering, family pancake breakfast, and our annual 5K race. The PTA actively fundraises throughout the year to support school priorities like our technology program and our playground. They provide financial support to every classroom and sponsor many field trip opportunities for our students. The PTA also sponsors many of our before- and after-school extracurricular activities in which students can choose to participate. They provide scholarships for students to participate in these events who might not otherwise be able to afford it, and they provide funds for other student needs like clothing, eyeglasses, etc.

Another way we engage with the community is through philanthropic activities. We have adopted a local sister-school where many of the students experience poverty. We donate a portion of our fundraising proceeds to their school. We sponsor multiple drives for our sister-school students throughout the year - school supply drive, food drive, clothing drive, book drive, etc. In addition to our sister-school, we have multiple fundraisers throughout the year that benefit other organizations with needs in our community.

We partner with business and industry in our community in a variety of ways. We bring in some organizations to teach our students something new such as golfing with a golf pro, historical storytelling, multicultural music and dance performances, etc. We have partnerships with organizations that sponsor our school programs. For example, a local construction company built a new running track for our students. Multiple other businesses sponsor our PTA fundraising, which benefits our technology program and other school needs.

Finally, we partner with community groups to provide resources that our students and families may need. We have offered multiple parenting, mental health, and family safety seminars provided by community groups. We refer our families to various community providers to meet student and family mental health and other resource needs.

3. Creating Professional Culture:

Our professional culture is built on the principles of life-long learning and high expectations for all staff and students within a safe and caring environment. We believe that everyone has the right to be respected, appreciated, accepted, and treated fairly. We strive for everyone to know that they belong. The main operating structure in which teachers work is called a Professional Learning Community (PLC). PLCs consist of teacher teams and the instructional coach who establish their team norms and goals. They are autonomous in making instructional decisions within the context of state standards, district curriculum, teaching practices, and resource materials. The teachers in each PLC set high expectations and hold each other accountable to agreed-upon plans. The teacher teams analyze student data and plan response to instruction for all students at that grade level. The teacher teams get to know all students at that grade level and have a strong philosophy of “all our kids are all our kids”. Teacher teams know they can request support for their students from administration and special education as needed and at formal Kid-Talks.

Our professional development for teachers is as job-embedded as possible. Our instructional coach works with teacher teams to plan learning labs where teachers visit colleague classrooms around a designated teacher learning target. Our instructional coach also works with individual teachers in coaching cycles to accomplish self-determined learning needs or learning needs directed by administration. By operating in this culture, teachers learn from each other and build on each other’s thinking.

Our paraprofessional staff also operates as a team. They meet monthly for professional development and to problem-solve common issues in the cafeteria and playground. Our para staff is very flexible and covers duties for each other to meet student needs. Our para staff know they can come to administration, classroom teachers, and other support personnel when they have questions or concerns about students.

Our front office staff is the face and voice of Fairmount for all visitors. They are very welcoming and strive to answer parent questions and requests. Their positive impact is evidenced by our most recent family-school partnership survey, which indicated 95 percent of families agreed that our school staff develops relationships with them and their children and 94 percent agreed that they feel welcomed to get involved at school.

4. School Leadership:

Fairmount’s leadership philosophy is driven by our main purpose of ensuring strong academic and social/emotional growth for all of our students. In order to accomplish this, the administration has shaped a vision of success with our staff that includes high standards for all within a climate of cooperation, trust, and safety. Our agreed-to school vision is “We will be a school that understands each student and collaborates to meet each student’s needs.” As a whole staff, we have identified our school values as everyone belongs and is valued; academic excellence; persistent problem solvers; growth mindsets; and collaborative culture and family partnerships.

To actualize our vision at Fairmount, we have a shared leadership model that distributes decision making and responsibilities. Our leadership teams include MTSS Leadership, Instructional Leadership, PBIS Leadership, and Culture Club. Our MTSS leadership committee includes administration, the instructional

coach, and special education staff. The work of this committee is to ensure instruction is multi-tiered and all students get what they need to grow and reach proficiency. The MTSS leadership team has oversight of data analysis, student goals, and intervention plans that teacher teams have put in place. The Instructional Leadership Team consists of administration, instructional coach, and one member from every grade level or department. This team plans instructional professional development, oversees PLC processes, and ensures the systemic implementation of evidence-based instructional practices in all classrooms. The PBIS Leadership Team consists of administration, the social emotional learning specialist, and a member from each grade level or department. This team plans professional development for social/emotional strategies and curriculum, plans positive incentives for students, and ensures systemic implementation of evidence-based social/emotional strategies in all classrooms. The Culture Club consists of administration and a member from every grade level or department. This team analyzes survey data to ensure we have a positive, productive school climate and culture. This team plans strategies and events to increase student, staff, and family perceptions of welcomeness, appreciation, and belonging. This team also makes school operations decisions such as scheduling school events, parent conference logistics, etc.

Fairmount has developed a strong, unified community through our shared mission, vision, and values and shared leadership structures. These attributes have led to an overall culture where staff work closely together to plan instruction and meet the needs of all students, which ultimately explains why our students achieve at high levels and have corresponding high levels of growth. School administration has deliberately empowered staff to do their part to meet our school mission and vision by providing oversight, feedback, clear instructional goals, and necessary resources.

5. Culturally Responsive Teaching and Learning:

At Fairmount, our culturally responsive teaching and learning are based on the beliefs that everyone belongs and everyone deserves to be respected, heard, and seen. We welcome new families with a tour of our building led by an administrator. Families and students can meet their teacher, see their classroom, and have questions answered. We have 17 languages spoken by our families, and if needed, our district can provide translators to help families and students feel comfortable at a new school. Our ESL teacher personally greets all new families with ELLs through welcome kits provided by our district. He works in classrooms to help our students acquire English and access the curriculum.

Recently, we have made several resource and pedagogical improvements related to culturally responsive teaching and learning. In the last year, we added 1,000 books to our school library collection. Our digital teacher librarian used multiple book recommendation lists to increase the diversity students see in our library collection. Our purpose was for all students to encounter many cultures through reading and for all students to see themselves represented in themes, characters, settings, etc. In addition to acquiring multicultural resources, our district updated the social studies curriculum for all students to include multiple points of view, cultural interactions, diverse, notable people, and their positive contributions.

We explicitly teach students to respect and value others through our Second Step curriculum and restorative practice routines. Regular classroom meetings strengthen student-teacher and student-student relationships. When conflict arises, we facilitate restorative conversations where all involved students have a chance to speak and listen in an atmosphere of safety and equality. If any conflict rises to the status of bullying, we have a formal school policy/procedure. These procedures allow students to feel respected, seen, and heard leading to a safe learning environment where they know they belong.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Fairmount, the single most effective practice that has led to our students' success is the increased teacher collaboration through Professional Learning Communities (PLCs). This structure has made a profound impact on how teachers work together, resulting in increased student academic and social-emotional growth. Prior to PLCs, teacher teams superficially planned instruction by sharing learning activities and resources. Now they plan entirely differently. They use teaming protocols to address four essential PLC questions: Question 1: "What do we expect students to learn?" To answer this question, the team unpacks state standards, our district curriculum, and proficiency scales for each unit of study. Teachers then agree on a small number of prioritized learning targets that all students must learn and demonstrate. Question 2: "How will we know if students have learned it?" To answer this question, the team develops common formative and summative assessments based on the unit's targets. From these assessments, the team backward-plans the learning activities that will allow students to gain the skills and knowledge to be successful. Question 3: "How will we respond when some students do not learn?" Teams anticipate student struggle and analyze common formative and summative assessments in order to provide more time and support for targeted students. Question 4: "How will we extend learning for students who are already proficient?" At the outset of each unit, teams plan for advanced learning targets that will be accessible to all students and specific extensions and acceleration for targeted students.

By using the PLC structure, teachers gained a much deeper understanding of state standards, curriculum, assessment, and responsive teaching techniques. After the first year of implementing PLCs, veteran teachers and teams who had worked together for years remarked on the increased depth of collaboration and how it was changing their teaching practices. These reflections give credence to the saying "clarity precedes competence." In effect, these experienced teacher teams became clearer on teaching and learning through deeper, structured collaboration.

We explicitly adopted the PLC "Learning by Doing" philosophy, which encourages teacher action research with reflection and improvements. As a result, our collective teacher efficacy has risen significantly. This is important because collective teacher efficacy has the highest impact on student achievement according to the respected educational researcher John Hattie. PLCs improved our positive professional culture. By closely collaborating to develop PLC norms and protocols, we created a safe environment where deep professional trust was developed.