

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

[X] Public or [] Non-public

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

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

Official School Name Fairfield Magnet For Math And Science
(As it should appear in the official records)

School Mailing Address 1647 US Hwy 321 By Pass
(If address is P.O. Box, also include street address.)

City Winnsboro State SC Zip Code+4 (9 digits total) 29180-6835

County Fairfield County

Telephone (803) 635-4810 Fax (803) 635-1803

Web site/URL https://fmsms.fairfield1.org E-mail gwhitfield@fairfield1.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. J.R. Green E-mail jgreen@fairfield1.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fairfield School District 01 Tel. (803) 635-4607

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 Mr. Henry Miller
(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):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 2 K-12 schools
- 9 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	8	11	19
K	5	9	14
1	12	12	24
2	10	16	26
3	7	10	17
4	22	20	42
5	11	19	30
6	14	18	32
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	89	115	204

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 72.1 % Black or African American
 - 3.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 19.1 % White
 - 4.4 % 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 2020 - 2021 school year: ≤1%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2020	226
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish

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

5 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 204

8. Students receiving special education services with an IEP or 504: 11 %
22 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</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: 12
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.	13
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.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 16:1

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	97%	98%	97%	97%	97%
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.

Fairfield Magnet School for Math and Science's mission is to provide a quality educational environment that enables all students to develop their abilities to the fullest potential by completing a rigorous curriculum to develop essential skills, become contributing members of society, and become lifelong learners.

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

<https://fmsms.fairfield1.org/>

Fairfield County School District does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender, disability, genetic information, age, or any other protected characteristic as may be required by law, in admission to, access to, treatment in or employment in its educational programs/activities and employment opportunities. In addition, Fairfield County School District provides equal access to the Boy Scouts and other designated youth groups.

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

Upon conception in 2009, Fairfield Magnet School for Math and Science was governed by the following guidelines concerning qualifications to enter the Magnet Program: a) the student must be enrolled in school in Fairfield County, and at the time of application, an applicant to the magnet school must reside within Fairfield County; b) the student must be promoted from a regular school program to the next grade on the last day of the regular school year. Hence, a student required to attend summer school or moved by chronological age is not eligible for admission; and c) must maintain a yearly "C" average or above in all classes. Applications are then placed in a lottery pool based on grade level. The number of students selected is dependent upon vacancy spots. As of 2012, any student wishing to apply to Fairfield Magnet School for Math and Science may do so and will be accepted without any restrictions.

PART III – SCHOOL OVERVIEW

Fairfield Magnet School for Math and Science (FMSMS) is located at the heart of Fairfield County in Winnsboro, South Carolina. According to the U.S. Census Bureau, Fairfield County had an estimated population of 20,948 in 2020. In this rural area, 53.4% of the population is African-American, 40% is Caucasian, 2% is Latino, and 1% is of two or more races. Only 17% of the population holds a bachelor's degree or higher. The median household income for Fairfield County is \$38,213. Twenty percent of the county population lives at or below the poverty level. Our school currently has seven students who are considered homeless under the McKinney Vento Program. The school was formerly named Fairfield Intermediate School. After several consecutive years of being rated unsatisfactory (absolute and growth), the district, under federal guidelines, had to reconstitute the school. The reconstitution formed the new and current school, Fairfield Magnet School for Math and Science, during the 2008-2009 school year. All new staff and an administrative team were hired. A lottery was established to select students admitted to the magnet school.

The lottery pulled only a certain percentage of students from each attendance zone to ensure all geographical areas were equally represented. During the 2012-2013 school year, FMSMS became a Science, Technology, Engineering, and Math (S.T.E.M.) school. However, in 2014 we decided to begin integrating the arts more into our daily curriculum. Thus, we transformed into a Science, Technology, Engineering, Arts, and Math (STEAM) school. Teachers must integrate at least one piece of arts instruction daily into their classroom. We are focused on bringing new and exciting teaching practices into our classrooms to ignite a passion for learning among our students. The curriculum is based on the South Carolina College and Career Ready Standards. We focus on innovative teaching practices, student-led projects, and hands-on learning. FMSMS is now a Project Lead the Way Launch Site.

FMSMS has been awarded several art and community awards throughout the years. However, in 2014, our school was named a Palmetto's Finest School in South Carolina.

Our school vision is "Opening Minds through Academics and the Arts," or OMA2. At our school, we believe that every child can learn and should receive the highest quality education to prepare them to be thriving individuals in a global world. FMSMS ensures this by offering several labs for additional support and hands-on experiences. Science labs are available for classes to obtain real-life experiences with science and inquiry-based investigations, which allows students to take their learning to the next level. The upper-grade science lab is staffed with a full-time lab teacher. A math lab provides manipulatives and other hands-on math learning activities for teachers to engage students in hands-on math experiences outside the regular classroom. FMSMS also houses a "Start Making A Reader Today" (SMART) room which includes leveled reader books and culminating activities for all grade levels.

The success of students' achievement is closely monitored. Weekly data meetings are conducted, and grade levels work closely to brainstorm innovative ways to address student learning styles. Our school also has assistants that meet with students daily. Students can attend after-school for both enrichment and remediation programs.

The arts are an outlet for our students as well. Besides being integrated throughout the school day, students have the opportunity to join the honors chorus, dance team, honors art club, band, orchestra, drumline, and other after-school programs.

March 2020 brought about an educational whirlwind within our school. Even though we are a 1:1 district, we and the rest of the country were unprepared to teach through a pandemic. One of the most significant concerns we faced was finding internet access for all students. Even with mobile hotspots being offered, the rural layout of Fairfield County led to many internet connection issues. We finished the 2019-2020 school year using instructional packets sent home every two weeks to combat the internet problems we encountered. When students would turn in their completed work, they would also pick up their work for the next two weeks. When the school reopened in August 2020, FMSMS was operating in a dual-modality model, which brought our teachers' new challenges. Teachers were more prepared to teach in a virtual

capacity, but now they were navigating virtual teaching students and face-to-face students simultaneously. Many students chose to come back face-to-face learning; however, we had some students decide to stay home and learn virtually. WIFI hotspots were given to students learning virtually who needed them, and bus hotspots were located around the county to help students and parents in need of internet access. This year has been easier on students, staff, and parents because we are strictly face-to-face with the Center of Disease Control (CDC) recommended safety precautions. Our school district offers a 100% virtual schooling option for families who prefer a virtual option.

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:

Fairfield Magnet School for Math and Science follows South Carolina College and Career Ready Standards and utilizes the core curriculum adopted by the district, including McGraw-Hill's Treasures for reading and history of the country for social studies and Savvas' Envision for Math and science. Our STEAM (Science, Technology, Engineering, Arts, and Mathematics) school approach for all students provides opportunities for students to learn the state standards by incorporating the STEAM approach as access points to guide our students' inquiry, dialogue, and critical thinking. Students with different learning styles can grow and thrive with our hands-on and actively engaging lessons. Teachers utilize their time to collaborate on how to integrate the state standards, district pacing guides, and STEAM model for each lesson.

Our approach to student learning is conducive to all learning styles, ensuring success for each student; individualized learning plans are developed to organize and plan tiered instruction. These plans include details about student achievement, formative data and summative data, which intend to enrich the student's prior knowledge. Along with the full-time interventionist that works with our tier three students, students have the opportunity for differentiated and individualized instruction through tier two interventions occurring in the classroom. Students receive small groups and individualized support through online platforms such as Reading Eggs, the Edmentum Suite, and DreamBox.

In addition, to support tier two and three students, our goal has been to provide strong tier one instruction to all students to minimize the need for additional support. Teachers utilize research-based best practices every day in their classrooms to help all students achieve at the highest level. Our students' ability to succeed is determined through formal and informal assessments throughout the nine-week grading period. The assessment results provide an opportunity to determine the need for intervention or enrichment.

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

At Fairfield Magnet School for Math and Science, we believe every child can be a lifelong reader. This philosophy carries over into our approach to teaching reading/English language arts. Teachers administer the Fountas & Pinnell Benchmark Assessment System (BAS) three times a year to all students to ensure that we have current data regarding each child's reading level. Students in first through sixth grade also take STAR (Standardized Testing and Reporting) Reading three times a year to provide more in-depth data about their reading abilities. This information, combined with teacher observations, helps determine guided reading groups. FMSMS follows the reading and writing workshop model. Students are expected to participate in shared reading/writing, guided reading/writing, and independent reading/writing daily. The model allows for scaffolding, conferencing, and modeling, which helps with student growth.

Teachers collaborate with the reading coach to organize the South Carolina State Standards expected to be taught every nine weeks. The standards are organized by potential projects and standards that can be integrated to maximize instructional time. Teachers utilize common assessments to ensure all standards are being taught and mastered by students. Teachers are expected to assess using various formal and informal assessment strategies every day. For instance, exit slips provide insight into students' learning before unit exams. Exact Path and Reading Eggs are online programs that provide leveled intervention geared towards each student's needs based on STAR Reading or a pre-assessment. Our Accelerated Reader program also provides students with extra practice in reading comprehension and reading proficiency. Summative assessments are a useful tool at Fairfield Magnet that teachers use to check for understanding at the end of units. MasteryConnect is an assessment tool used district-wide at the end of each nine weeks to identify mastery of key standards. The state summative assessment is administered to students in grades 3-6 at FMSMS.

To assist with guided reading and small group instruction, teachers have access to our SMART Room, which houses many reading activities and thousands of leveled books. These books are organized by level, genre, and skill to help ease the teacher in choosing the books for the groups. Our librarian also helps maximize the use of the library by helping the students choose engaging and "just-right" books for them to read during their free time and independent reading. The interventionist also provides tier-three instruction for students reading significantly below grade level. During this intervention time, the interventionist utilizes the Fountas & Pinnell Leveled Literacy Intervention kits to provide targeted instruction in a small group environment based on the student's current reading level. The resources mentioned above have provided many opportunities for optimal student growth.

As a 1:1 school, we leverage the students' Chromebooks and use the technology to enhance their learning. We focus on academic skills and our student's social and emotional needs. Our teachers, school counselor, and social worker incorporate social-emotional learning daily into their core curriculum—activities such as mindful meditation, random acts of kindness, and Wellness Wednesdays.

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

Fairfield Magnet School for Math and Science adopted the Envision math textbook as our core content curriculum. It focuses on students' understanding and is equipped with Problem-Based Learning (PBL), where our students are required to think critically about real-world math problems, evaluate options, collaboration, and present solutions. Fairfield Magnet School's math curriculum is implemented and aligned with the S.C. State Standards and Objectives. This curriculum enables the teachers to provide visual learning activities to solidify the underlying math concepts, continue with high expectations, apply rigor, and ask higher-order thinking questions. The layout of the curriculum begins with the basic knowledge, then proceeds to build upon that understanding until mastery, which is directly aligned with that of our district's pacing guide. Teachers provide additional support to all students by utilizing online digital platforms, such as IXL, DreamBox, Study Island, and MasteryConnect. Teachers use real-life open-ended questions to challenge students and help students understand real-life applications of their learning math concepts. Collaboration is encouraged between and among teachers of different grade levels. Specifically, one grade above and one grade below a respective grade because we believe this collaboration helps teachers address gaps experienced by students in the lower grade. The grade above can provide what students need to remain on or above grade level content-wise.

The teachers focus on hands-on and real-world applications to address mathematics concepts, allowing students to become engaged in the topic and connect experiences outside the classroom that relate to their lesson. For instance, measuring cups and cooking during a lesson on fractions or family road trips during lessons on the measurement and data standards allow students to connect with what they are learning.

We offer formative math assessments, including weekly quizzes, performance tasks, in-class discussions, and math homework practice. The teachers begin the math lesson with a solve & share lesson that serves as a transition, then move on to guided practice before the independent practice, where students show what they know. The math curriculum includes a visual learning video to introduce each topic with an interactive math lesson. The students can digitally engage in the math lesson and answer questions or practice math skills and concepts. Additionally, our school has a math lab. Our math lab provides resources such as manipulatives and other math learning activities for teachers to engage students in hands-on math experiences outside the regular classroom.

Fairfield County School District partnered with a math consultant to conduct specialized professional development with all math teachers to help expand our teachers' knowledge about the math test-taking strategies for students. Teachers met with the math consultant once a month to discuss assessments and upcoming lesson plans.

During March, we host a March Math Madness Day (M3 Day) in which students engage in a day of hands-on math activities in all subject areas, including related arts. We also celebrate P.I. Day on March 14th with the students. A family math night is held to engage our families in creatively solving math problems.

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

Science is a significant component of our STEAM initiative. The S.C. Department of Education assesses science for students in fourth and sixth grades. Even though science is evaluated for two grade levels by the state, teachers of all grades are invested in teaching science. Fairfield Magnet School for Math and Science's science curriculum is based on an Interactive Science workbook aligned with the South Carolina Academic Standards. Teachers use state-adopted resources; however, all lessons are interactive. Our science teachers ensure that lessons incorporate other subject skills such as compare and contrast, main idea, and sequencing.

Additionally, we include other resources to enhance our science curriculum. We use various digital platforms, such as Study Island, IXL, Nearpod, Blooket, and Kahoot. Our school is equipped with two science labs for additional support and hands-on experiences. Teachers have access to FOSS (Full Option Science System) Kits to bring hands-on experiments into their classrooms. They use the FOSS Kits to introduce or reinforce a topic.

Fairfield Magnet School was awarded a Lowe's Grant in 2014. This grant was used to transform a classroom into a STEAM-focused lab organized so the teachers can deliver instruction through the design process and provide students with a unique science learning environment. The lab is set up with a robotics center, science center, technology center, engineering center, arts center, and math center. Teachers sign up to bring their students to the science lab and complete the various stations and activities that accompany the science standards with their students. Students collaborate, build robots, and build and test scale model bridges and circuitry boards in the lab. Students use Legos and k'nex rods on various engineering projects. Students are also able to complete lessons incorporating the arts. Our STEAM lab is designed to provide exciting and rigorous activities for teachers and students.

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

Our teachers understand the importance of the social studies curriculum and devotes time to social studies instruction each day. Teachers in the upper grades are departmentalized and simultaneously teach English Language Arts and social studies. This integration reinforces informational text standards and other standards like cause and effect and text features, allowing our students to make deeper connections in social studies. Fairfield County School District adopted the textbook "Discovering Our Past: A History of the World," published by McGraw-Hill Education, and its resources for social studies. The teachers participated in designing the district's curriculum map that provides the 2019 College and Career Ready Social Studies standards every nine weeks. Teachers utilize the Instructional Unit Resources available on the S.C. Department of Education website to incorporate inquiry and skills-based teaching and learning in their lesson plans.

FMSMS uses project-based learning to help students discover communities, goods, and services, explore ancient civilizations, and investigate historical moments. The teachers' primary goal in teaching social studies is to help the students realize that social studies is not just about the past but also how the past has helped shape our future.

Students have the opportunity to learn history through field studies. Students take trips to the South Carolina State Museum and York County Museum. Our fifth-grade students have a culminating year-end field trip to Washington, D.C., visiting historical places, like The Washington Monument, Lincoln Memorial, Holocaust Museum, the National Museum of African-American History and Culture, and Arlington National Cemetery. This experience helps to reinforce the standards taught in the classroom. Teachers also incorporate virtual field trips into their classrooms to enhance student learning. Virtual field trips were essential in keeping students engaged during remote learning days.

1f. For secondary schools:

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

FMSMS offers an early childhood four-year-old program (CD4) that provides students with the academic and social skills needed to become successful. Our teacher for the child development class utilizes the Creative Curriculum-Teaching Strategies for preschool. This curriculum focuses on project-based investigations for children to apply academic skills and addresses four areas of development. The Creative Curriculum-Teaching Strategies for preschool is used as a foundation to help students begin to know individual people, socialize, and make friends. The teacher uses the curriculum to design lessons that focus on the students' social and emotional, physical, cognitive, and language development in the child development class. The lessons focus on these areas to help promote independence in the students, self-confidence when they are speaking or sharing during the show and tell, and self-control when they face a conflict. The students can develop their large and small motor skills through the various activities the teacher has them demonstrating, for example, playground play, jumping, standing, and balance. The teacher and teacher assistant also work on the students' cognitive skills by asking them questions and assisting them with their responses, helping them solve problems, and think critically about specific questions. During this year in child development, the students learn how to communicate with others, listen, participate in conversations, and recognize various print forms. The teacher uses the Touch Math curriculum to ensure that the students can use the basic adding skills. She uses the numerals as manipulatives, sorting, recognizing shapes, colors, and counting, which prepare them for kindergarten.

Through formal assessments, such as Dial4, Teaching Strategies GOLD, and informal assessments, the teacher can see that the students are mentally and physically ready for kindergarten, and able to communicate and socialize with their peers.

2. Other Curriculum Areas:

Fairfield Magnet School for Math and Science students have many opportunities to participate in other curriculum areas outside of the general education classroom. Weekly, students in grades CD4-sixth, attend Spanish, Dance, Art, and Physical Education classes. Students in grades CD4-third also attend Music, whereas students in grades four through six also can choose between Band and Music. The teachers use the South Carolina College and Career Ready Standards for Arts Proficiency and Physical Education to teach the students learning skills to be creative in viewing problem-solving and visualizing concepts differently. Students' participation during physical education includes independent body control/fitness and sports, which introduce different sports to students. The dance teacher prepares dance routines; and, students work together to create and perform during dance instruction while concentrating on the four dance elements: body, energy, space, and time. In Spanish class, the teacher's instruction requires the students to perform listening/reading, speaking and writing, investigate cultural practices, and understand cultural perspectives. The Arts Extravaganza's end-of-the-year performances showcase each genre of the arts.

Similarly, both music and band curriculums integrate national and state standards. Music and band classes allow students to focus on reading sheet music, performing musical pieces, and analyzing musical differences worldwide. Students participate in hands-on projects to learn different tactile skills within the art classroom. The STEAM component is integrated into the arts when teachers align their lessons with the Visual/Performing Arts standards and core content curriculum. The art teachers regularly use and share technology in their classrooms for student engagement while also assisting them to become technologically adept and proficient.

In addition to the related arts classroom, students have opportunities to join advanced extracurricular ensembles. These ensembles are typically audition-based groups, including chorus, dance team, honors band, drumline, and honors art. Our students share their talents with the community through various performances in the school and community.

Character Education plays a significant part in our school. Student-led character words are recited each morning during the morning announcements. Our school counselor also conducts monthly classes, individualized character education lessons, and social and emotional sessions. Students in sixth grade participate in guided sessions about career awareness with the Career Facilitator.

Every two weeks, classes visit the Media Center, where students participate in mini-lessons, check out

books, and take Accelerated Reader quizzes during each visit. Mini-lesson topics include keyboarding, coding, Digital Citizenship, author studies, and research topics.

Club Day provides another opportunity for FMSMS to enhance other curriculum areas. Once a month, students select a club to attend. Club choices include Boys to Men, Theatre, Yoga, Gardening, Robotics, etc. Our teachers facilitate Club Day activities that allow students to explore hobbies, pick up new interests, make friends over shared passions, and develop leadership skills outside the classroom.

Health and Nutrition are integrated with the Physical Education class and grade-level science curriculum. Teachers use the Fairfield County School District Comprehensive Health Education Instructional Guide, the "Catch" Curriculum, and the state-adopted health textbook. Our students are involved in the healthy school garden project.

3. Academic Supports

3a. Students performing below grade level:

Fairfield Magnet has implemented several effective interventions and enrichment instructional methods for all students to support their academic needs and growth. Daily, all students are given intense academic assistance in reading and math. Our teachers use a variety of teaching strategies to help ensure students learn the grade-level content. During this time, some of the strategies utilized are determined by analyzing data from STAR assessment, formative data, common assessment, observation, and district nine-week assessment while conducting a thorough instructional plan for small groups and whole groups while monitoring student progress regularly.

We offer several programs during the school day and after school to challenge our academically gifted students and support English Language Learners (ELL). The Instructional Support Person supports individual and small groups of students using the Leveled Literacy Intervention kit to supplement classroom literacy teaching. The support person works with small groups of students not showing growth in their math learning. Fairfield Magnet offers twelve enrichment or intervention afterschool programs for all students in grades first-sixth. A few of the programs provided are Beyond the Bell, targeting our first through third graders to ensure the mastery of fundamental skills. The Inspiring Literacy Learners and Inspiring Math Leaders programs are designed to concentrate on the mastery of basic skills. Working on the Writing afterschool program provides students with additional assistance in expressing ideas through the written word in grades four through six. The After-School Academy is based on SC READY (College-and-Career-Ready Assessments) results of students who scored Not Met and Approaching. It is designed to provide interventions for fourth and fifth graders who scored Not Met and Approaching in the areas of Math and ELA.

Technology-based programs, such as Edmentum, DreamBox, IXL, Study Island, and Reading Eggs, are used for targeted and differentiated assistance for students below grade level.

3b. Students performing above grade level:

Students, in grades three through six performing above grade level, also receive additional academic support from the classroom teacher, science lab teacher, and librarian to help them maintain the school, district, and state's expectations. STAR data analysis identifies students performing at or above grade level, gifted and artistically talented identification is supported through enrichment opportunities such as robotics, coding, and web design. Classroom teachers create morning intervention groups that challenge the high-level learners by teaching lessons that focus on reading and math one grade level above. Students, in kindergarten through second who test above grade level, can visit the next grade level for English language arts or math intervention. Our data indicates that this strategy help grow and challenge the students at a young age.

Students who meet academic and artistically gifted and talented requirements in grades third through sixth attend gifted and talented and honor art classes weekly. The teacher focuses on Project-Based learning and uses the Project Lead the Way curricula. Students are presented with real-world problems and are

challenged to show creativity and ingenuity while solving the problem. Our STEAM afterschool program is for students who scored Exceeds or Meets on the SC PASS (Palmetto Assessment of State Standards) Science assessment. The teachers designed the program so the students can have a deeper hands-on approach to Science, Technology, Engineering, Arts, and Math enrichment.

Students scoring at or above grade level are also given additional time with technology-based programs for targeted instruction. The teachers set learning paths tailored to each student's ability to develop their understanding of the reading and math concepts. The program automatically adjusts the learning path and provides more challenging content as mastery is obtained. Constant collaboration with classroom teachers, data analysis, and relationships between the teacher and parents enables us to accomplish the support provided to students.

3c. Special education:

Fairfield Magnet School for Math and Science is unique because the number of students receiving special education services is relatively small compared to other elementary schools within our district. We have 22 students who receive special education services from a team of teachers: a speech pathologist, occupational therapist, and resource teacher. Currently, students receiving services include 16 students with speech as their primary disability, three students with a specific learning disability, one with an emotional disability, one with a developmental delay, and one with Other Health Impairment. Services and accommodations are outlined on each student's Individualized Education Program (IEP), created by the classroom teacher, special education teachers, and parent to ensure we are implementing and monitoring goals. Although these students qualify for additional services as outlined in the IEP, we do not let the disabilities hinder challenging the students to perform academically at the highest level. Our Special Education team provides a safe environment in their class that adheres to all accommodations outlined in the student's IEP. IEP students are allowed to make choices and work together cooperatively. The students receive additional intense assistance in the class and pull out support based on their needs. We constantly monitor the students to make sure they progress on the goals set and determine if adjustments are needed.

Our school setting provides a thriving organized learning environment for our special needs students that enhances the opportunity for differential learning. Teachers and administration are available to assist, support, interact, and facilitate with the Special Education team as the students progress throughout the year to ensure we provide the educational experience they desire. The students are also included in intervention and enrichment programs in the school. Many in this group are artistically gifted and attend the after-school programs for artistically talented students.

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

Fairfield Magnet School for Math and Science provides the best learning opportunities for our English Language Learners (ELL) to help them develop the necessary skills to succeed at school. Fairfield Magnet has a part-time teacher who provides accommodations for our ELL students. Each student receives classroom instruction from the classroom teacher; however, pre-reading strategies are implemented based on the student's level of understanding, instruction, and materials. The reading length may be reduced, visual cues are available, and more group work must be built into the lesson. Classroom teachers and ELL teachers work closely together to ensure that students are successful in the classroom. ELL students are provided with appropriate accommodations, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what they know and can do in all academic areas.

The students are annually assessed for English language proficiency using the state-approved English Language Proficiency assessment aligned to the state's English language proficiency standards and the state's academic content standards.

Our school takes pride in ensuring our parents and guardians of the English Language Learner students are provided with information about the student's level, program options, and particular English Learner services in a language the parent/guardian can understand. Our school offers an oral interpreter to assist our parents and students when needed. The district translator allows for effective communication between

parents of English Language learners and the school.

Our ELL students participate in the intervention and enrichment activities offered during the school day and after-school programs. Many of our students have qualified for the gifted and artistic talented programs. They thrive in the programs and have won awards for their work, and scored at the highest level on the state assessment.

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

Fairfield Magnet School for Math and Science currently supports seven students who are considered homeless under the federal McKinney-Vento Act. These students receive the same dedication to providing a quality education as all of our students in our school. Our Parent Liaison and Social worker serve as the immediate support for the students and their families. Support is rendered by providing resources for medical and dental services, local food banks, and clothing drives. The social worker and school counselor provide one-on-one time with students experiencing hardships. School administration and teachers meet with the parents to see how we can support students' continuous academic growth. The students are involved in our intervention and enrichment programs here during the school day and after school. The determination of the additional help is based on data analysis of formative assessments administered.

In addition to our homeless students, Fairfield Magnet School for Math and Science also serves several migrant students and their families. The majority of our migrant population has a limited understanding of the English language. The school district provides an interpreter based on the family's primary language, outlined in the Home Language Survey. If our migrant students are ELL, the teacher will work one-on-one with the students and families to encourage them to ensure that they can adapt for academic success. Some procedures implemented for the students at the school include incorporating diversity in the curriculum and assuring that the students are engaged in the classroom by assigning them a buddy.

Research has shown that school can be the one place that can remain stable in students' lives. Hence, the administration and teachers ensure that our student population receives the best education possible.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

1. Engaging Students:

FMSMS strives every day to keep our 204 students actively involved and engaged. In order to ensure equity in involvement opportunities, we host a club day once a month, during school hours, in which all students from CD-4 through sixth grade are able to participate in a club of their choice. Students have the opportunity to audition for Dance Company, band, chorus, Drum Cats (all-girl drumline), girls and boys step teams, the morning news show, library cadets, and reading buddies. Sixth-grade students also have the opportunity to serve in student government, as student ambassadors, and on the principal's advisory committee. Students who display academic excellence in grades four through six are invited to become members of our school's South Carolina Junior Beta Club chapter. The Junior Beta Club allows students many leadership and engagement opportunities. The Junior Beta Club has hosted several school-wide service learning projects, such as a coat drive, Caps for Kidz, No Kid Goes Hungry, and a military care package collection for the holiday season. In addition to the community service projects sponsored by the Junior Beta Club, our school participates in other district-wide service-learning initiatives throughout the year. Sixth-grade students are also inducted into the National Junior Honor Society based on their academic performance.

All students are invited and encouraged to display their creativity through OMA2 (Parent Teacher Organization (PTO) performances, pep rallies, art performances in the school and community, arts integration within the content areas, and multiple pathways for learning. FMSMS rewards student academic achievement with yearly field trips to amusement parks and local museums. We also reward behavior with Wildcat Student of the Month. To ensure that our students are prepared for life beyond the classroom, the administrators, teachers, and staff work diligently to ensure that our curriculum and instructional practices meet the needs of all students. Our teachers integrate science, technology, engineering, the arts, and math into all curriculum areas to accomplish this goal. As a result, students are provided more opportunities to use technology, hands-on activities, make real-life applications, think critically, and be more active and engaged in their learning.

During the school closure months, FMSMS had to adapt to a new way of teaching and learning. Keeping students active and engaged became a priority within our virtual learning communities. Our teachers engaged students through song, dance, videos, virtual field trips, integration of the arts, Zoom, Google Meets breakout rooms, and creative teaching practices.

2. Engaging Families and Community:

FMSMS organizes numerous events throughout the year to maintain and cultivate parent and community involvement. Parent and community involvement are a major focus in our school. We strive to enlist the help of our parents, family members, and community to further student success. We know that the student's first learning experiences come from home. We seek to foster a relationship with parents and family members to help maximize student learning and achievement. Our teachers regularly contact parents to update them on their child's successes and struggles. We are timely when informing parents of their student's strengths and giving them guidance on developing academic weaknesses. By building relationships with parents and family members, we help students see the importance of their educational experience. Our teachers keep in contact with parents and family members through our school website, landing pages, newsletters, Class Dojo, ParentSquare, Remind 101, and Google Classroom. We have multiple parent/family involvement events, including a monthly collaboration with the principal, Parent Book Drive, Father and Daughter Dance, Mother and Son Paint Night, OMA2 meetings, and performances. Additional opportunities for involvement are Grandparent's Day celebration, Pastries for Parents, NFL (Night of Family Learning) night, Family Literacy Night, an Annual Cook Out to celebrate the students' accomplishments, student-led conferences, and most importantly, an open-door policy.

We have partnered with several businesses in our community that support our vision. They have provided us with resources and their time to ensure that our students receive a high-quality education. Community involvement includes the School Improvement Council, a Magnet Fair, and in-school field studies (Dominion Power Company, meteorologist, career center). We have Real Men Read and School Resource Officer Readings, where men and police officers from the community come in to read to the students. We also have Career Day, where businesses from the community showcase their skills and talents to the students. We utilize the local police department to come into our sixth-grade classrooms to showcase their D.A.R.E (Drug Abuse Resistance Education) program. Fairfield Behavioral Health Services speaks with fourth and fifth graders one semester a year on drug abuse and bullying.

We had to be creative during the school shut-down when involving parents, students, and the community. FMSMS hosted virtual awards days, outside school parades, drive-thru parenting events, and art performances. We also opened the school cafeteria up to daily meals and meals were delivered to homes within the community.

3. Creating Professional Culture:

At FMSMS, our teachers and administrators cultivate creativity, foster innovative thinking, and promote higher-order thinking skills. The school's administration supports the school vision by providing teachers with the opportunity to attend professional development, conferences, workshops, and training throughout the year to support and enhance student and teacher growth. Teachers are looked upon as life-long learners. Seventy-one percent of our teachers hold a master's degree or higher. Faculty and staff are expected to continue learning and growing in their profession through professional developments, trainings, conferences, and book studies. Throughout the year, book studies are conducted to support the teachers' growth in various areas, from self-care to classroom management. School administrators encourage, develop, and provide time for teachers from all curriculum areas and grade levels to collaborate and plan through vertical alignment meetings.

In our school, we constantly reflect and make the best instructional decisions based on our students' needs. Each teacher develops a data notebook that includes assessment information from teacher-developed pre- and post-test, district benchmark assessment data, STAR data, Fountas and Pinnell data, and S.C. state assessment scores. The teachers use this plethora of information to highlight and focus on academic strengths and weaknesses found within their classrooms. Grade level teams meet each Thursday to share data findings with our administrators and share strategies for reteaching and differentiating instruction to meet students' needs.

At FMSMS, everyone is a leader. Our principal is always saying, "She is only as good as the people around her!" Our school has a wide range of committees, instructional learning teams, and mentoring opportunities in which teachers serve as leaders. Each Tuesday, our faculty and staff are involved in Professional Learning Community (PLC) meetings. The PLC meetings consist of faculty meetings, curriculum meetings, vertical alignment meetings, grade-level meetings, and book studies. During all data meetings, book studies, and curriculum meetings, teachers are provided the opportunity to lead these meetings. They develop the agenda to fit the teachers' needs and are encouraged to collaborate openly. We prepared our teachers through several digital and virtual learning professional developments during the early pandemic months. Teachers were trained on Zoom and Google Meets to ensure seamless face-to-face to virtual teaching transitions. The school district sought outside help through Modern Teacher to build landing pages to help ease the delivery of instruction, materials, and announcements during school closure.

4. School Leadership:

Fairfield Magnet School for Math and Science administration guides all staff members. The school functions collaboratively to ensure students' academic growth and social and emotional well-being remain the focus. FMSMS goals have shared leadership where teachers, parents, and community members have a voice in developing the guidelines and mandates that require providing students with every opportunity to close the achievement gap.

The faculty, staff, and administrative team believe that "There is a brilliant child locked inside every student" ~Marva Collins. The staff is convinced that our students can learn regardless of their socioeconomic status, race, and background. All stakeholders have a vested interest in students performing well; therefore, it is imperative that the state and district's academic policies are enforced and programs implemented to achieve the best students' academic performance.

The principal prides herself on being the school's instructional leader and ensures that teachers, students, and staff have whatever they need for their success and the students' success. The principal has always been an instructional leader focused on improving student achievement, ensuring the school is a learning community that focuses on enhancing teaching and learning.

The school's leadership team consists of the principal, assistant principal, instructional facilitator, reading coach, and guidance counselor. Bi-weekly building level team (BLT) curriculum and instructional meetings are held to discuss student assessment, school goals, and intervention success for programs implemented. The assistant principal's responsibilities include coordinating state testing, staff observations, and student discipline. The assistant principal ensures that the communication between the school and district is ongoing and accurate before the state summative assessments. The assistant principal is in charge of student discipline and works with students to resolve student behavior concerns and conflicts. The Instructional Facilitator and Reading Coach collaborate to provide meaningful professional development on strategies for the teachers in areas in need of remediation or acceleration, based on analysis of data.

The administration team deliberately focused on the needs of our students and staff during the global pandemic to hear their concerns, share ideas, answer questions, and plan for following COVID-19 safety guidelines for face-to-face instruction. The guidance counselor consistently meets with students to assess their social and emotional needs. He conducts character development lessons with the students and the teachers and provides literature to help the staff, parents, and students recognize the signs of stress.

5. Culturally Responsive Teaching and Learning:

FMSMS promotes a safe, caring, and welcoming learning environment for all students. Our faculty and staff are expected to model equity, cultural awareness, and respect at all times. FMSMS prides itself on being an inclusive school. We believe understanding the lives and backgrounds of our students can help foster a sense of belonging and ensure that all of our students feel welcomed and recognized. FMSMS empowers students to take ownership of their learning and environment. FMSMS students recite two school pledges every day. Our school pledge states, "As a WILDCAT I am ...Willing to, inspire through, Leadership, Determination, and Courage...Always aiming Toward success!" Our character pledge states, "I will act in such a way that I will be proud of myself and others will be proud of me too. I came to learn, and I will learn, and I will have a GREAT DAY!" Support is available to all students, staff, and families during hardship, loss, and tension. The support is accomplished through Social Emotional Learning lessons, open discussions with teachers and administrators, and individual sessions with the guidance counselor or social worker.

FMSMS promotes culturally responsive teaching and learning through Black History Month activities such as morning trivia, Black history presentations, and integrated classroom activities. Bulletin boards and classroom doors are also decorated, showcasing Black history during February. We also celebrate Hispanic Heritage Month by having each class research a Hispanic country and then showcase all countries through a school-wide parade. Students are allowed to watch local and world events, such as Presidential Inaugurations, historic shuttle launches, and other events that impact our students' lives. We have an adopt a student initiative in which every adult in the building selects a student or students to "adopt" and encourage throughout the year.

FMSMS partners with the local sheriff's department to bring in School Resource Officers (SRO) to meet and read with students throughout the year. Police can be an uncomfortable subject within communities such as ours, and this helps to build and foster relationships between police and students, which can carry over into the community. Our students know that regardless of who their assigned teacher is, we are all their teachers and are all there for them at any point in time. Students are encouraged to openly communicate with all teachers, office staff, custodial staff, and administration.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The mission of FMSMS is to provide a quality educational environment that enables all students to develop their abilities to the fullest potential by completing a rigorous curriculum to develop essential skills, become contributing members of society, and lifelong learners.

One practice that all stakeholders believe has been influential in our school's success is incorporating the state standards into our STEAM focus. This approach to teaching and learning allows us to integrate science, technology, engineering, arts, and math to guide student inquiry, discussion, and problem-solving while still strategically implementing the state-mandated standards. The STEAM approach provides our students with an opportunity to learn relevant skills by using the methods of creativity and exploration to solve problems. We pride ourselves on differentiating instruction in all grades, providing enrichment for those who already have achieved these standards, and supporting those who need additional assistance. Teachers are expected to embed the arts into their lessons to ensure that students are actively engaged in a creative atmosphere that appeals to the students' interests and makes the content relevant to their lives. The history of incorporating the arts in the classroom at FMSMS has shown us the effectiveness of this practice in improving learning throughout all academic areas. The arts, including band, dance, music, physical education, art, and Spanish, are essential in our curriculum. These teachers include core content standards in their arts instruction.

In addition to what is offered to the students during daily instruction, Fairfield Magnet offers enrichment and intervention programs before and after school. These programs concentrate on hands-on activities in science, technology, engineering, arts, and math to assist the students with mastery of fundamental skills and content in moving students to the next level. Students are engaged in challenging activities associated with math, writing, and English language arts. The intervention activities provide additional assistance to students who did not perform adequately on the state assessment.

As a school, Fairfield Magnet's annual state test scores in reading and math indicates exemplary performance since 2011, with the school being awarded the Gold Award each year by the state for students' stellar academic achievements. Our data information and test scores show that our students surpass our goals and showcase their educational potential. The data results solidify that our integration of the state standards into our STEAM focus has allowed our students to thrive academically and emotionally as our school continues to be successful.