

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 1355 Charlotte Highway
(If address is P.O. Box, also include street address.)

City Fairview State NC Zip Code+4 (9 digits total) 28730-8798

County Buncombe County

Telephone (828) 628-2732 Fax (828) 628-4950

Web site/URL <https://fes.buncombeschools.org/o/fes> E-mail bonnie.bolado@bcsemail.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. Robert Jackson E-mail robert.jackson@bcsemail.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Buncombe County Schools Tel. (828) 255-5921

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 27 Elementary schools (includes K-8)
7 Middle/Junior high schools
10 High schools
1 K-12 schools
- 45 TOTAL

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

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

☐ Urban (city or town)
☒ Suburban
☐ Rural

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

Grade	# of Students
PreK	0
K	89
1	100
2	111
3	129
4	104
5	130
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	663

*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
 - 0.6 % Asian
 - 0.9 % Black or African American
 - 7.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 3.8 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 10%

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, 2021 until the end of the 2021-2022 school year	44
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1, 2021	626
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

English, Spanish, Russian, Romanian, Ukranian, Nepali, Arabic/Egyptian/Lebanese/Syrian

English Language Learners (ELL) in the school: 3 %
22 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 271

8. Students receiving special education services with an IEP: 10 %
Total number of students served 68

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

<u>7</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>3</u> Developmental Delay	<u>22</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 20

10. Number of years the principal has been in the position at this school: 6

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	34
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.	22
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	98%	99%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes ☐ No ☒

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

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

We provide learning experiences that promote creativity, collaboration, curiosity and critical thinking, equipping students to successfully and responsibly navigate an ever-changing world.

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/3100/BCS/2427274/1720-4030-7235_Title_IX_Nondiscrimination_on_the_Basis_of_Sex.pdf

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/3100/BCS/2166095/1730-4022-7231_Nondiscrimination_on_the_Basis_of_Disabilities_8.6.2020.pdf

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

PART III – SCHOOL OVERVIEW

Fairview Elementary School (FES) is located in a rural community in Western North Carolina. We have a range of family structures that includes both parents in the home, single-parent families, grandparents and great-grandparents as guardians, foster and therapeutic foster homes, homeless families, and transient families. The socioeconomic status of our students ranges from families who depend on local food pantries for their weekly groceries to families who live in multi-million-dollar homes. Over the last two decades, the Fairview area has seen a great deal of growth as families continue to seek to be a part of our school and community.

FES strives to encourage family involvement. Many of our parents are involved in our parent Advisory Council, Parent-Teacher Association (PTA), and School Improvement Team (SIT). Our after-school golf club, tennis club, and sewing club are also parent-led.

Our PTA is involved in our school and supports our school vision in a plethora of ways. Their dedication shines through not only as classroom volunteers, but also by completing the substitute teacher training so they can provide coverage for our teachers to complete Lexia Language Essentials for Teachers of Reading and Spelling (LETRS) training, as well as attend grade-level planning days. They also support our school by raising funds to pay for things like Positive Behavioral Interventions and Supports (PBIS) incentives, materials for clubs on early dismissal days, and snacks for parent nights and events. They have also funded the development of an outdoor classroom and continue to fund Discovery Education, an online learning platform that directly supports our curriculum initiatives. The PTA hosts a book fair, spirit days, a fun run, and a spring festival each year. They also support each of our certified teachers annually by providing \$200 for the purchase of classroom supplies. The PTA helps boost staff morale by providing a welcome back luncheon, special appreciation snacks each month, and an end-of-year lunch. When making decisions on what to fund each year, the PTA seeks input from all staff and our SIT.

Our school's vision statement is, "Grow every child, every day." We take pride in educating the whole child, which means not only focusing on academics but on their social and emotional well-being as well. All staff members are trained on the PBIS program and lead our students at the beginning of the year in developing and clarifying school-wide behavioral expectations. These expectations are reinforced throughout the school year, and we celebrate student behaviors each quarter with special activities during our Cardinal Community time. Our school counselors meet with all students weekly as part of our core curriculum, as well as meet with individual students and small groups based on needs.

According to Panorama data from Fall 2022, 87% of kindergarten through fifth grade students responded favorably regarding the amount of support provided by adults at FES. In addition, 91% of third through fifth grade students indicated they felt their teacher was respectful of him/her. Panorama data also indicated that 86% of students responded that there were responsible adults who supported and encouraged them at FES. As a staff, we review the Panorama data to self-reflect and become more aware of our students' perceptions and needs. This helps us understand how we can better support students academically and emotionally. Panorama data is also shared with our SIT parent representatives, as well as Advisory Council members.

All students receive core instruction daily in literacy, math, and essential standards. They also rotate weekly to receive instruction in arts, physical education, and media or Science, Technology, Engineering and Mathematics (STEM). Our school uses a variety of academic data to determine the level of support our students need: core, supplemental, and/or intensive. Teachers meet at least twice each week to align lessons to the standards and reflect on data. They regularly examine student work to determine the level of support students need, and students move flexibly between the levels throughout the school year. Students also receive enrichment and interventions for at least 60 minutes per week in math and 150 minutes per week in literacy.

FES uses federal funding to hire support staff to provide our students with small group learning experiences that meet their needs. State funding supports our intervention specialist, who served in the role of a third-grade assistant until those roles were cut by our district. Fairview Elementary is the only school in the

district that is utilizing the former assistant position as an intervention specialist. This intervention specialist provides targeted interventions for students in need of academic support in first through fifth grades. Eight years ago, FES piloted the addition of a full-time certified instructional coach who also served as an intervention specialist to support both teachers and students within a multi-tiered system of support (MTSS). We have served as a model school within our district and other schools have adopted this framework.

Our core expectations are clearly defined for our staff members and our Curriculum Leadership Team (CLT) conducts focused walkthroughs on a regular basis to provide feedback to teams and individuals based on the strengths and areas for growth observed.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our English Language Arts (ELA) curriculum directly addresses the North Carolina Essential Standards in reading, writing, speaking, and listening, and also integrates content from other disciplines. Our ELA instructional programs were chosen because they align with the Science of Reading and support all areas of literacy development including phonological awareness, phonics, word recognition/decoding, language comprehension, written comprehension, and overall reading comprehension. It also seeks to build the overall knowledge of our students.

Foundational reading skills in phonological awareness and phonics are taught daily in kindergarten through third grade with an explicit, systematic, and multisensory approach using Foundations and Heggerty. Students apply these skills through daily practice with decodable texts, including Geodes. During this time, teachers support students in reading both accurately and fluently while also comprehending the text. Through our Wit & Wisdom curriculum, high-quality complex texts allow teachers to teach students vocabulary and reading comprehension while also providing both critical thinking and writing instruction. Students are engaged in writing activities of various lengths, purposes, and styles multiple times each week.

We use a variety of instructional strategies to meet the varying needs of our students. Students regularly and flexibly collaborate in small groups and/or partnerships, participate in Socratic seminars and classroom discussions, and spend time individually reflecting on and analyzing texts through graphic organizers and written responses. In a 1:1 setting, our teachers regularly integrate technology to enhance the learning of our students and broaden the scope of texts that students have access to in order to build on the knowledge that each student brings to the classroom. Our teachers implement research-based, high-yield instructional strategies and routines to ensure the work, thinking, and activities our students are doing is effectively increasing their overall literacy ability.

Data is used regularly and at varying intervals to improve the performance of our students as a whole, but also at the individual student level. All students take a universal screening assessment in reading at the beginning, middle, and end of each school year to determine the overall health of our core instruction and to begin to identify students who may need additional support(s). Professional Learning Communities (PLCs) participate in Data Digs after each assessment period to reflect on instructional practices and student performance on these assessments. They use this data to develop a plan for intervention and enrichment groups. These groups are regularly re-evaluated as teachers gather additional data through formative assessments while working with these groups of students. During core instruction, teachers regularly conduct formative assessments in relation to the daily learning target in the form of quick check-ins, exit tickets, classroom observations, and responses, interactions within instructional routines, technology-enhanced tasks, and curriculum-embedded Checks for Understanding. Summative tasks like End of Module writing assessments allow teachers to see and reflect on a student's growth over the course of the module while New Read Assessments also allow teachers to see how students are applying their learning to new texts. Teachers adapt their upcoming instruction using the information gained from these assessments while continuing to adhere to appropriate standards and pacing.

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

Fairview Elementary's mathematics instruction addresses the North Carolina Essential Standards in Mathematics through a variety of instructional approaches designed to build students' conceptual understanding, as well as procedural fluency, and foster confident mathematicians. Using the Investigations curriculum, Kathy Richardson's Developing Number Concepts activities, and the integration of research-based, high-yield instructional strategies, students are immersed in activities that develop their foundational mathematical skills and allow them to connect and apply those skills in multiple and advanced contexts. Our school has worked to create a coherent mathematical experience for our students so that they have a solid

foundation of understanding on which to build as they continue beyond our school building.

Teachers at Fairview Elementary employ a variety of instructional strategies to effectively support our students' mathematical understanding. Students regularly use manipulatives and models to develop an understanding of both the task they are approaching as well as the mathematics needed to solve the problem(s). They are encouraged and expected to use strategies and tools that accurately and efficiently represent both the situation and solution. Teachers regularly engage their students in classroom discourse and cooperative learning experiences to give students the opportunity to learn from their peers and build connections among the strategies they are using to solve problems. Tasks are intentionally chosen to allow students the opportunity for productive struggle and grappling with mathematical ideas while teachers facilitate and support their learning through questioning and scaffolding. Students engage in carefully selected instructional and sense-making routines like number talks and language routines as well as reasoning and problem-solving tasks daily. Games are used to engage students and families in mathematical reasoning and problem-solving in a non-traditional and exciting way. Technology is incorporated in ways that allow students to practice and share their learning through reading, writing, speaking, and listening about the mathematics they are doing each day.

Throughout our mathematics instruction, data is collected to assess a student's level of understanding and application of that knowledge. Students complete a universal screening assessment at the beginning, middle, and end of each school year to help assess the overall health of our core instruction as well as to identify students in need of additional support. PLC groups spend time reflecting on and analyzing the data to ensure that each student is growing toward proficiency or beyond. Kindergarten through second grade teams also use data from Assessing Math Concepts to track students' development of early numeracy skills and concepts and create specific enrichment and intervention groups based on this data. Formative assessments also happen through the math instructional block, taking the form of classroom observations, quick check-ins, exit tickets, writing, or technology-enhanced items. Teachers reflect on these at varying intervals to make instructional shifts in their classrooms. Teams in all grades regularly review data from common assessments to ensure that students are meeting grade-level standards and expectations, and to determine which students may need additional support or have difficulty meeting the growth expectations at that grade level.

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

All students at Fairview Elementary receive standards-aligned science instruction on a weekly basis. These lessons include hands-on science experiments, reading related to the topic of study, reflective writing, and digital resources. Our fourth and fifth grade students also use Gizmos, which are interactive digital simulations.

One instructional strategy our teachers focus on during science is vocabulary instruction. Our teachers make sure vocabulary is taught in context through graphic organizers, content word walls, writing, and movement. This solidifies student understanding of Tier 2 and Tier 3 vocabulary words and gets them ready to hone their speaking skills as they ask questions and share ideas with their peers, making sure to use the vocabulary identified for that unit. Teachers formally and informally assess students throughout units of study by reading the students' science journals and observing when they interact with peers and present information to the class.

This year, our third-grade teachers chose to pilot a Problem-Based Learning (PBL) module that aligns with a literacy unit of study. This requires teachers to align their science and literacy standards and teach them using an integrative approach. Students are immersed in rich vocabulary and rigorous text while simultaneously learning about science objectives. This culminating project requires students to work in teams to create a game that supports specific science concepts. These games are presented to their peers and parents as a celebration. The third-grade team reflects on the format of PBL and shares their experiences with other grade levels. It is our goal that each grade level will have at least one science and literacy integrated PBL unit per grade level in upcoming years. This illustrates how our teachers are always seeking new strategies to engage and grow our students.

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

Students at Fairview Elementary learn social studies through experiential learning connected to literacy units of study when alignment between the two standards occurs. For example, in kindergarten, students learn about how people and places have changed over time as part of their social studies content, and during whole group literacy they explore a variety of texts through a unit called, “America, Then and Now.” This integrative approach allows students to bring content knowledge to their literacy block which creates a deeper understanding of the text they are reading. During this unit, students are also immersed in centers that encourage them to reflect and act out how America has changed over time.

Our students also experience field trips that support the social studies standards. In fourth grade, our students visit the Oconaluftee Indian Village, where they travel back in time to learn about the culture and traditions the Cherokee people have contributed to North Carolina’s history. In second grade, our students visit the local arboretum and Chimney Rock State Park to explore local environments and determine why groups of people might have moved to our area.

Teachers use observations and open-ended tasks to evaluate student learning. In fifth grade, students respond to the question, “How did the expansion of the United States affect people inside and outside the country?” Students work in pairs to orally share their thoughts while using notes and anchor charts. Then, they use graphic organizers to plan their writing before composing a written response together. Once all students have completed their writing, they share their work with the class. Teachers assess students throughout this process on their writing, their ability to work together, and how well they articulate their ideas and listen to others while presenting.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All Fairview Elementary students, kindergarten through fifth grade, are provided with a well-rounded educational experience that includes both visual art and music instruction classes on a weekly basis for forty minutes per class. This instruction is aligned to academic core content and focuses on social and emotional development, civic engagement, and equitable opportunities. Our visual and performing arts instruction helps children with the development of motor skills, language and social skills, decision making, and risk taking.

In music classes, students experience a diverse set of lessons to explore music from around the world, hone their singing skills, and compose music. They learn the basics of reading music and perform on various instruments in all instrument families. It is our mission to bring music into their lives in various ways to foster a life-long enjoyment of music, whether they just want to sing in the shower or become a musical theater actor; whether they play drum set in jazz band or rock out on Guitar Hero; whether they go on to compose music for symphony orchestras or just enjoy sitting in the audience.

The role of visual arts at Fairview Elementary is to enable children to express themselves through various media. This allows each child the exploration of creativity and individualism while working cooperatively among their peers. Throughout the grade levels, students create expressive lines using chalk pastels, weave

paper baskets, paint self-portraits, and use clay to create useful home objects. Students also learn the history of art by exploring time periods and multicultural artists and their impact.

2b. Physical education/health/nutrition

Every student at Fairview Elementary, kindergarten through fifth grade, visits our Physical Education (PE) classroom each week for forty minutes, focusing on the North Carolina Healthful Living Standards. All students are instructed on the basics of nutrition and are introduced to the major components of the muscular system. Nutrition lessons focus on the five food groups and the importance of a balanced diet.

Students in kindergarten through second grade receive instruction focused on the acquisition and practice of basic locomotor and manipulative skills. Students in third through fifth grade work to master basic skills and apply them in group and individual games. Our PE lessons enrich academic learning skills through a program called BRAINball. This research-based program uses one hundred balls labeled with numbers, letters, and mathematical symbols to integrate math, reading, spelling, and grammar skills in fun, team-based physical education games.

Two of our after-school clubs also enrich the health of our students. The Fairview Flyers Unicycle team consists of twenty-five fourth and fifth grade students who meet weekly for one hour to learn and practice a variety of unicycle skills and tricks. Each year this team performs for their peers and at local sporting events. The Fairview Hoppers jump rope team is made up of thirty second through fifth grade students. This team meets weekly for one hour and learns the basics of jumping and advanced tricks. The Hoppers perform in the holiday parade and other local events.

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

2d. Technology/library/media

Our school media center provides students and staff with a multitude of resources including print and digital books, computer programs, and robotics to support a variety of learning experiences. A certified media specialist and assistant support students as needed. Regular media classes allow students to explore digital citizenship, practice research skills, and encourage students' love of reading. Kindergarten through third grade students receive media instruction for thirty minutes each week. Fourth and fifth grade students have flexible access to the library every day and receive forty minutes of media instruction once every six weeks.

Read-alouds in kindergarten through second grade introduce students to new genres and authors. Students are taught how to find books of interest in the library collection and encouraged to explore new topics. They use technology tools to explore areas of interest, extend knowledge, and explore creative expression on topics including computer coding, 3D printing, robotics, green screen technology, video production, and editing.

Gaining this knowledge in media allows our blended learning coach to facilitate technology integration in the classroom. All students use digital tools like Minecraft, Thinglink, Audacity, Seesaw, Google Earth, and the Google Suite to enhance their knowledge across all content areas. Classroom-integrated technology allows students to explain mathematical concepts, present social studies research, visit distant places described in English Language Arts (ELA), simulate science experiments, provide peer feedback, and more.

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

Fairview Elementary's science, technology, engineering, and math (STEM) lab integrates the Engineering Design Process (EDP) with the North Carolina science curriculum. After a unit of study in science, students apply their knowledge through related challenges that support critical thinking and creative problem solving. Students collaborate in small group settings, which raises confidence and lays a foundation for social and emotional well-being. They listen to classmates' ideas and consider other viewpoints, which allows for

opportunities for them to develop and practice skills based on real-world problems. Each challenge encourages project-based learning, analysis, interpretation, and reasoning. The five steps of the EDP enable students to ask questions and explore careers, imagine and brainstorm solutions, plan and revise step-by-step engineering skills, create innovative ideas while following specific criteria and constraints, and improve challenge solutions while recognizing mistakes are stepping stones in improving outcomes. All students in kindergarten through fifth grade receive instruction in the STEM lab for forty minutes each week.

3. Academic Supports

3a. Students performing below grade level:

At Fairview Elementary, we have an effective and thorough Multi-Tiered System of Support (MTSS) structure in place for our students in need of extra support. Multiple measures in both reading and math including universal screeners, state summative assessments, diagnostic assessments, and classroom observations are used to identify students in need of additional support. After a universal screening assessment is completed, students identified as needing additional support take diagnostic assessments to identify gaps in understanding, and a plan is created that identifies specific areas of need. Progress monitoring ensures interventions are successful in moving the student's learning forward and is shared with parents at key points throughout the intervention process.

Our teachers deliver strong, differentiated core instruction daily. During our core reading and math blocks, teachers regularly differentiate for students along the learning spectrum, including our below-grade-level learners. Professional Learning Communities (PLCs) plan scaffolded instruction for these students incorporating language supports, cooperative learning, small group, and/or individualized instruction, alternate tasks, graphic organizers, and modified assignments, all while keeping the learning target and instruction focused on their grade level standards.

All students, including those below grade level, participate in our Literacy and Math Enrichment and Intervention (E/I) block. During this time, students below grade level work with instructional staff, primarily certified teachers, to target foundational skill gaps identified through diagnostic assessments. Teachers utilize instructional approaches that are consistent with the high-quality core instruction students receive to ensure that students are able to connect the work they are doing in intervention groups with their on-grade-level learning. Students performing well below grade level receive intensive interventions in addition to E/I and Title I small reading groups. This process is monitored through weekly intervention meetings where teachers discuss and re-evaluate groups and interventions based on data. In addition, two days a week we have after-school math tutoring provided by fifth grade math teachers for targeted fifth grade students.

3b. Students performing above grade level:

Our Academically or Intellectually Gifted (AIG) program provides advanced learners with engaging experiences that deepen their passion for learning, problem solving, and critical thinking skills while supporting intellectual, emotional, and social success. This program focuses on helping students acquire new content as well as apply their knowledge and skills in new situations.

This program serves kindergarten through fifth grade. First and second grade students are served in a Problem Solvers program and are grouped according to student needs. Third graders who need advanced differentiation are referred by their teachers to a Talent and Development program. Fourth and fifth grade students are formally identified as AIG students.

Third through fifth grade students attend classes taught by our AIG Specialist for a minimum of 45 minutes. They receive explicit and direct instruction from our AIG Specialist for the purpose of implementing the AIG curriculum that extends and enriches the North Carolina state standards from each of these four AIG curricular strands: social-emotional needs of gifted learners, humanities/literacy, mathematical/logical, and STEAM (Science, Technology, Engineering, Art, and Mathematics). In addition to classes taught by the AIG Specialist, we have AIG-endorsed classroom teachers who provide differentiated instruction for these students daily.

During Talent and Development and AIG classes, there is a focus on helping students gain awareness of themselves as individuals and their unique academic and social-emotional needs. Students are engaged in meaningful work that strengthens independent, critical, and creative thinking skills. This program fosters independence in identifying and solving problems.

Students articulate ideas effectively in increasingly complex contexts. The AIG Specialist assists students in thinking critically about humankind and demonstrating social responsibility in a global community. Students gain experience in collaborating effectively with diverse teams to accomplish a common goal. This program helps students commit to learning as a lifelong process and demonstrate accountability for one's own learning.

3c. Students with disabilities:

All students at Fairview Elementary receive differentiated core instruction in all subject areas every day. Our students with disabilities are supported with specially designed instruction in an inclusion/co-teaching setting, pull-out small groups, or in one-on-one settings for supplemental and intensive intervention support.

To close the achievement gap, we are intentional with the instruction that students with disabilities receive. This year, our Exceptional Children (EC) teachers started using the same phonemic awareness, phonics, and decodable text programs that our core classroom teachers are using, but in a way that more deeply meets the needs and goals of this unique group of students. This aligns the verbal pathways and visual cueing systems that students are using across all settings and allows them to build on the work they are doing during core instruction. During math, our EC teachers are pushing into core math time to support students in the classroom and, when needed, they are also working with these students in a small group setting to provide instruction on prerequisite skills that are needed to be successful in the classroom. Our district-level EC coach works closely with our teachers throughout the year to support this work.

We also have teams that meet on a regular basis to discuss the progress of our students. Our EC team meets monthly with administration, the school psychologist, speech language teachers and our intervention specialist to problem solve our students with disabilities subgroup. The school counselor and social worker also meet with our EC team and administration to put behavioral supports in place for students who have behaviors that impede learning. We also have a behavioral specialist who meets monthly with teachers of students who have behaviors that impact their learning. Behavioral Intervention Plans (BIPs) are put in place as needed and behavioral goals are written and/or updated in the student's Individualized Education Plan (IEP). Our classroom teachers meet with our literacy specialist and EC teachers after each assessment window to reflect on the growth of our students with disabilities and determine next steps. All of the meetings are data-driven, and our groups are flexible, which allows for immediate response to student needs.

3d. English Language Learners:

At Fairview Elementary, we have approximately twenty students in kindergarten through fifth grade who are identified as English Language Learners (ELL). Our English for Multilingual Language Learners (ML) teacher provides weekly instruction to these students based on their level of need with both push-in and pull-out services. Her instruction is aligned with the math and literacy instruction that is provided in the regular classroom. One strategy of focus is to preview content with students prior to engaging with it in the classroom. This allows students the opportunity to explore concepts and vocabulary that are unfamiliar to them before it is assigned. This builds their confidence and ability to interact in core instruction.

Our ML students who need literacy intervention support are strategically placed in the literacy specialist's small group during grade-level intervention time. The literacy specialist uses instructional strategies to maximize learning, such as visual support for phonics and vocabulary learning, increasing their background knowledge to support literacy instruction during the core literacy block, and intensive language development instruction to increase language proficiency. For our younger ML students, a focus is placed on English phonemes that are not present in the student's native language. Those students who need intensive literacy support meet with the literacy specialist a second time during the instructional day in a smaller group

setting, such as a one-to-three ratio. Several of our ML students are literate in their native language. These students are provided heavier support in vocabulary instruction and in writing.

Fairview Elementary has staff members in multiple grade levels that have been Guided Language Acquisition Design (GLAD) trained. The GLAD model provides five components: focus/motivation, comprehensible input, guided oral practice, reading/writing, and closure. These trained teachers are equipped with a specific set of teaching strategies they can use in the classroom to help ML students achieve.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Fairview Elementary, social and emotional growth is addressed in and outside of the classroom. Our Positive Behavioral Interventions and Supports (PBIS) expectations are clearly taught throughout the year by classroom teachers and our counselors. Students are rewarded individually and as whole groups for following PBIS expectations. Teachers use earned points, school-wide reward tickets, and various other incentives to motivate students to be mindful of their behaviors.

Grade levels hold a quarterly Cardinal Community event where the goals are to build community outside of the classroom, celebrate success, and have fun. Students are engaged and encouraged to investigate and apply their learning through field trips and local author visits. Our middle and high school band and orchestra, as well as our local symphony orchestra, perform for our upper grade students. Fourth grade students engage in an onsite field trip with Camp Flintlock to learn about life in the American Colonies through hands-on engaging activities which tie in with one of their literacy modules, and a meteorologist from the local news station visits our second grade students. Afterschool clubs engage many of our students at least once a week, including the Good News Club (faith-based community partner, open to all grade levels, and teacher led); chess club (third through fifth graders and teacher led); drama club (performs for our students and their parents twice yearly and teacher led); golf squad (meets in spring and community partner led); Fairview Hoppers (jump rope club and teacher led); unicycle team (performs in area parades and teacher led); tennis club (community partner led); sewing club (community partner led); and Cardinal Quavers and Cardinal Collision (music and instrument-based clubs and teacher led). We have also implemented school-wide club days where students connect with one another through a variety of hands-on tasks and activities led by a staff member.

Promoting an environment that supports academic success is produced in numerous ways. Rockin' Reading Week, which is held twice a year, promotes a love of reading with fun and engaging daily activities. Our third, fourth, and fifth graders have the opportunity to join Battle of the Books, meeting twice weekly to engage in conversation about designated books and participate in a spring competition against other district schools. Academically gifted students participate in the elementary math competition. Students who need additional support to achieve academic success participate in our supplemental and intensive intervention time, receiving targeted support to fill identified skill gaps. For students needing academic enrichment, our Academically or Intellectually Gifted (AIG) teacher leads this initiative, leading Problem Solvers, Talent & Development, and AIG groups once or twice a week.

2. Engaging Families and Community:

Fairview Elementary begins each school year with an Open House where families are invited to become acquainted with staff, learn about extra-curricular opportunities, understand how our federal budget will be spent, and share expectations for the upcoming school year.

An annual highlight for our families is the grade-level specific literacy events. Each grade level displays the culmination of a literacy unit, and the students are charged with sharing this with their families. Without exception, most families are involved and have noteworthy feedback. Our math team also plans an evening for families to engage in math activities that highlight students' exposure to and learning of math standards.

Year to year, Fairview Elementary commands a strong Parent-Teacher Association (PTA), a Parent Advisory Council (PAC), and Dad's Club. These core clubs serve as an avenue for engagement for many families that wish to be a part of the community. Our PTA spearheads a yearly fundraiser that brings in tens of thousands of dollars. Part of the funds raised goes directly toward school improvement. The 2021 and 2022 funds are being used to create an outdoor classroom with seating and a covered area, allowing our teachers to bring the science standards to the outdoors. Our PTA provides classroom teachers funds to enhance classroom instruction. Many of our PAC members assist weekly with the distribution of donated food from Manna Food Center, our local community food bank. PTA and PAC members advise on the use

of our federal funds for instructional materials, family engagement, and staff professional development. Dad's Club schedules eight morning events throughout the school year for dad and son/daughter time, split by grade band. They also sponsor a kindergarten pizza party in the fall for all families, a popsicle party on the playground for rising kindergarteners before school starts, a pancake breakfast on a Saturday morning, Mom's Night Out, a fun run, and a daddy-daughter and mother-son dance at year's end.

Our community partnerships include Manna Food Center, Angels of Fairview, Oakley Church, Biltmore Church, Trinity Baptist Church, Food Lion, Smokey and the Pig restaurant, and Dunkin' Donuts. These community partners provide support to our staff and students in multiple ways throughout the year. Members of the community also lead the sewing club, tennis club, golf squad, and Good News Club.

3. Creating Professional Culture:

Professional development (PD) is planned before the school year begins but adjusted based on need. Prior to creating our PD plan, staff are surveyed on what PD is needed and desired, and the results are used to create a plan. That plan is brought before our School Improvement Team for approval so that everyone has a voice. Once the PD plan is implemented, fidelity checks are scheduled. Inspecting what we expect holds all stakeholders accountable.

Our curriculum leadership team has fidelity checks in place for core instructional blocks, including Foundations (phonics curriculum), Wit & Wisdom (literacy curriculum), Geodes (literacy and phonics connection), and Launch (small-group intervention/enrichment time). From these fidelity checks come pertinent information that is used to support professional development growth. Information gleaned from the Geodes walk-through in the fall showed that classroom teachers needed direct instruction on how to read and implement the lesson structure. We invited our district Title I instructional literacy coach to provide this lesson structure. After teachers were given time to understand and implement the new knowledge, a follow-up walk through was planned. Instruction was clear and students were engaged; following the lesson structure allowed for significant improvement. Teachers felt supported and valued.

Classroom teachers participate weekly in professional learning community (PLC) meetings. During this time, grade level members meet with the school instructional coach, principal, and assistant principal to plan future instruction and review data about student learning. Planning for future instruction allows everyone to be on the same page regarding learning expectations and speaking the same language with their students. Data discussions are a consistent part of each PLC and allow student support needs to arise and be addressed. Because administration and our instructional coach attend, teachers feel supported during this time and process.

Classroom and Title I assistants participate in training throughout the year. This training is focused on improving reading and math instruction for small groups of students. The assistants have asked for help with specific areas of teaching within literacy and our county Title I instructional coach has provided the training.

Fairview has the Caring Cardinals committee made up of staff members which oversees staff incentives such as staff engagements throughout the year and promotes positivity. On early dismissal days, this committee sponsors lunches brought in from local restaurants. Scattered throughout the year are treat days where the committee plans a treat, such as an ice-cream social for staff. This committee sets up meal trains, supports collection drives, and provides gifts for staff who may have experienced a death in the family and for those who have had surgery or suffered an illness.

Our Positive Behavioral Interventions and Supports (PBIS) committee also supports our staff's professional culture by encouraging "shout-outs" for students and staff for the purpose of highlighting positive actions within the school. These shoutouts are tied to our school behavior expectations.

4. School Leadership:

The Fairview Elementary School family includes stakeholders from students to staff, parents, and community members. Our administrative team strives to get to know all our stakeholders. Administration

attends weekly Professional Learning Community (PLC) meetings, planning, and Intervention meetings. During these meetings, they ensure grade-level teams have the required resources to support their curriculum. Administration also attends monthly meetings including behavioral grade level Child Help and Parent Support (CHAPS), Math Team, Literacy Team, Science Team, Positive Behavioral Interventions and Supports (PBIS) Team, School Improvement Team (SIT) committee meetings, and Parent-Teacher Association (PTA) meetings. At FES, we believe community partnerships help cultivate culturally responsive school communities and that fostering these networks helps to build trust and allows stakeholders to get to know and connect with administration both inside and outside of the school setting.

Our Curriculum Leadership Team (CLT) meets weekly. CLT is made up of the principal, assistant principal, instructional coach, and lead literacy specialist with a school counselor attending monthly. During these meetings, they review lesson plans to ensure instruction is standards-based and teams are adhering to district pacing and use of time recommendations. This team also assists with any curriculum struggles and questions or concerns from teachers and teams. They also ensure Social Emotional Learning (SEL) is included each day to support our school focus.

Building trust within the school is a strong focus for our leadership team. This begins with making connections with and empowering teachers to make informed decisions related to their teaching while following district and state expectations. It is important for teachers to attend training and then present their learning to staff. This not only empowers them as leaders but also builds those relationships with their colleagues as they help them learn and implement new learning.

Our leadership team has a common vision that focuses on the most effective teaching practices and most valuable learning goals. They strive each day to show our staff how their vision aligns with the core values and ideas of our teachers. This team wants staff to feel supported and know their goals are also important to the team. The common goals of the FES staff are what gives each individual excitement, momentum, and focused direction, and what unites us as a family. We use this common vision and direction each week during PLC and Intervention meetings as we dig into the standards, plan high-quality lessons, review data, reteach, and provide enrichment based on data. Data is a driving force of all decisions. Focused reflection on our teaching and data is key in moving forward in growing our students.

5. Culturally Responsive Teaching and Learning:

Each child at Fairview Elementary has a unique set of circumstances. Utilizing a whole child approach, we consider students individually regarding socioeconomic status, mental health and medical diagnoses, race, culture, language learning status, intellectual ability, and behavioral needs. To provide this level of support, we have several systems in place that include experts in many fields.

Our Child Help and Parent Support (CHAPS) team meets weekly to discuss the emotional and physical needs of our most vulnerable students, and our Behavior Intervention Team meets monthly to examine behavior referrals and intervention data for our students with significant trauma and mental health needs. These teams work to determine which steps to take to ensure students move toward success and assess how to help them overcome barriers.

Our Positive Behavioral Interventions and Supports (PBIS) team establishes a set of behavior expectations for all students anchored in using empathy to treat others the way they would like to be treated. School counselors teach social-emotional skills that further enhance our students' understanding of empathy and respect using the Second Step curriculum, as well as specific lessons about respecting differences in cultures and preferences. Teachers also support this expectation by teaching empathy and respect lessons in their classrooms. The diverse needs of students are addressed through a lens of respect and cultural awareness to ensure equity for all students and the removal of barriers to student success.

A wide range of support is provided for students and families with socioeconomic challenges, recognizing that a child's basic needs must first be met for them to successfully access their education and learning. Our school social worker partners with outside agencies to access resources and assistance for student and family needs such as clothing and shoes, eyeglasses, coverage for the cost of medical prescriptions, treatment of

head lice, assistance with electric or heating bills, blankets and bedding, grocery store gift cards, and food boxes. The cost of classroom supplies, field trips, or an instrument for music class is covered, so all students have an equitable opportunity for these valuable and positive school experiences. Homeless students and students in foster care are identified and provided a wide range of assistance through the McKinney-Vento program and through a strong collaboration with social service agencies.

When students' families speak other languages, we seek out a social worker, counselor, or translator to help with communication in their language. With their help, we can provide translated copies of written communication, phone calls, and in-person meetings.

When staff members come to us with individual stresses/crises, we respond immediately and provide them with support by linking them with the Employee Assistance Program, which provides free counseling, or other appropriate outside resources to address their needs.

PART VI - STRATEGY FOR EXCELLENCE

The practice we believe has been most instrumental to our success is the implementation of a strong Social-Emotional Learning (SEL) program. SEL at Fairview Elementary includes core instruction using the Second Step curriculum and the creation of a Positive Behavioral Interventions and Supports (PBIS) program. Ensuring that our students know behavioral expectations and how to express and manage themselves creates a safe learning environment that allows our students to focus on academics and sets our staff and students up for success.

Students learn many core SEL skills through Second Step: how to listen, be assertive, focus attention, and use self-talk to stay on task. They learn how to read body language and facial expressions, listen to voice tone, and recognize and consider another person's perspective in order to have empathy for others. Students learn how to calm down using research-based methods and have access to a calm kit in every classroom that helps them utilize calming strategies as needed. They also learn how to recognize, report, and refuse bullying. This self-regulation helps our students spend more time learning and less time being emotionally dysregulated.

Fairview Elementary has a set of clear expectations for every school environment that has been agreed upon by all staff members working at the school. Classroom teachers review and practice these expectations in detail at the start of each school year and continue to review these expectations throughout the year. They also make sure students are praised with specific feedback to reinforce positive behaviors. As a school, we recite the Fairview School Pledge each morning to review expectations, and then publicly acknowledge students who exceed expectations. When students do not meet expectations, staff counsels students using guidelines provided by the PBIS team. This restorative practice allows students to maintain healthy relationships and builds a strong classroom community. Our counselors and mentors also utilize social stories to reinforce positive behaviors and focus on specific feelings.

Our school-wide focus on SEL is the driving force behind our success. Time for SEL instruction is built into the master schedule and our dedicated PBIS committee meets monthly to analyze behavior data and discuss how to continue to support students. Our staff has a common vision of what behavior should look like throughout the day regardless of whether students are on a bus or in a restroom, classroom, cafeteria, or in transition through the hallways. This vision supports not only the work of our teachers but the work and growth of our students.