

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

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

School Mailing Address 63 Winding Ridge Road  
(If address is P.O. Box, also include street address.)

City Fancy Gap State VA Zip Code+4 (9 digits total) 24328-9703

County Carroll County

Telephone (276) 728-7504 Fax (276) 728-4619

E-mail cldavis@ccpsd.k12.va.us,  
MABURNET@ccpsd.k12.va.us,  
mlcampbe@ccpsd.k12.va.us,  
esmotley@ccpsd.k12.va.us

Web site/URL https://www.fges.ccpsd.k12.va.us/

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Mark Burnette E-mail MABURNET@ccpsd.k12.va.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Carroll County Public Schools Tel. (276) 730-3200

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Brian Spencer  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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):
- 8 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 10 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	12
K	20
1	19
2	17
3	20
4	21
5	22
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	131

\*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
  - 0 % Asian
  - 1 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 6 % 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: 3%

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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2021	129
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Spanish

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

3 Total number ELL

7. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 75

8. Students receiving special education services with an IEP: 16 %  
Total number of students served 21

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>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>0</u> Emotional Disturbance	<u>14</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. Students receiving special education services with a 504: 1 %  
Total number of students served: 1

10. Number of years the principal has been in the position at this school: 1

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 19:1

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	95%	95%	96%	97%	96%
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.

Working As One As We Strive For Excellence In All We Do.

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

<https://www.ccpd.k12.va.us/en-us/ccpsd-compliance-guidelines-754c7619>

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

---

Fancy Gap Elementary School (FGES) is located on the crest of the Blue Ridge Mountains in Fancy Gap, Virginia, seven miles south of Hillsville, Virginia, and fifteen miles north of Mt. Airy, North Carolina. It is one of seven elementary schools in Carroll County and currently serves 131 students in grades preschool through fifth. The school opened in the fall of 1957 after the consolidation of ten smaller one and two room schools. The school has always been a community center in the rural area that it serves. Students, staff, and community members often participate in sports activities, family gatherings, fine arts activities, and entertainment events at the school.

Extensive renovations began at Fancy Gap Elementary in 1998 as part of a division-wide plan to improve facilities. The new school was completed and a dedication ceremony was held in 2001. The construction provided additional, renovated classrooms and resource rooms, a new office area, a gymnasium including a music room and stage, a technology lab, and a new media center. The school is currently organized into seven classrooms, one for each grade preschool through fifth. The space offers resource rooms for Title I, English language learners (ELL), AmeriCorps tutors, technology, art, music, physical education, science, technology, engineering, art, and mathematics (STEAM) lab, special education, guidance, and LEGO robotics.

The administration, faculty, and staff at Fancy Gap Elementary hold high expectations for students and staff. Staff members work with students, parents, and community members to ensure that every student has the opportunity to succeed. Every decision, activity, and event planned at the school is data-driven and focused on the goal of improved student achievement. Each year the goal for student achievement at Fancy Gap is set at 100%. According to the School Quality Profile published on the Virginia Department of Education webpage, Fancy Gap Elementary pass rates for the Standards of Learning (SOL) state testing exceeded state averages during the 2020-2021 school year: Math 3rd grade - 95%, Math 4th grade - 83%, Math 5th grade - 95%, Reading 3rd grade - 89%, Reading 4th grade - 91%, Reading 5th grade - 86%, and Science 5th grade - 90%. During the year 2020-2021, the school operated on an A/B schedule, meaning students would attend school half of the week in-person, while the other half operated virtually. Despite the obstacles, students, teachers, and families faced, the school was able to achieve significantly greater pass rates than the overall pass rates of the state of Virginia. During the school year 2021-2022, the pass rates of Fancy Gap Elementary continued to surpass that of the state average: Math 3rd grade - 91%, Math 4th grade – 95%, Math 5th grade – 95%, Reading 3rd grade – 87%, Reading 4th grade – 100%, Reading 5th grade – 86%, Science 5th grade – 71%, and Virginia Studies – 100th %.

Fancy Gap Elementary prides itself on high expectations and academic rigor. The school provides faculty and staff with up-to-date educational best practices including social emotional training, use of academic supports, classroom management, and instructional practices.

The school's mission statement, "Working As One As We Strive For Excellence In All We Do," is prominently displayed throughout the school to remind students and staff members that working together leads to success for all. At Fancy Gap Elementary School, sixty-three percent of instructional staff members hold advanced degrees; and, all teachers participate in varying professional development activities at the school, division, and state level each year including presenting at the 2021 Virginia Department of Education English SOL Institute. Teachers conduct professional development sessions at the division wide opening day, and supervising mentor teachers along with college and high school interns. Staff are confident that all students can be successful in a collaborative, positive, and supportive environment as evidenced by expectations and student results. Staff members believe that students deserve no less than their personal best and that nothing less is acceptable. The school has been fully accredited by the state of Virginia. The school has been continuously accredited by the Southern Association of Colleges and Schools since 1982. Fancy Gap Elementary was recognized by "US News & World Report" in 2022 as being one of the Best Elementary Schools in the United States of America.

In addition to the emphasis on academic success, Fancy Gap staff teach students to be responsible, caring citizens who provide service to the school, community, and world. Fancy Gap students have collected toys



and canned goods for local organizations. The school hosts community cookouts and offers family engagement events knowing the importance of the school to community connection. Fancy Gap students understand that not only together we learn, but together we can make a difference in the lives of others.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum, Instruction, and Assessment.**

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

The curriculum at Fancy Gap Elementary School is solidly based on the Virginia Standards of Learning. Fancy Gap’s classroom teachers devise yearly pacing guides in reading/English language arts to ensure that all standards are taught in a logical sequence within the timeframe of the school year. Teachers also rely on the guidance of the Carroll County Public School’s curriculum, Virginia Standards of Learning Blueprints, and Enhanced Scope and Sequence guides.

The reading/English language arts curriculum is supported by the consistent use of local and state expectations. At Fancy Gap Elementary School, kindergarten through third grade utilize various programs including Reading Wonders, Heggerty, Language Essential for Teachers in Reading and Spelling LETRS, Letter Land, and Orton Gillingham. The focus from learning to read to reading to learn begins in late second to early third grade. Instructional content is presented through class novel studies, interactive notetaking as well as teacher created materials and other resources.

Reading is taught cross-curricular each school day and is promoted throughout the school environment. The school uses a variety of classroom activities to reinforce the Virginia State Standards of Learning and the use of curriculum materials that are researched based and approved by the Virginia Department of Education. Whole group instruction, workshops, small groups, peer tutoring, one-on-one instruction, after school tutoring, and remediation are some of the pedagogy used. In addition, the teachers design study guides, learning contracts, and tiered assignments in order to master standards. Peer tutoring, review, and conferencing encourage students to take ownership of their learning. Graphic organizers and interactive notes help students organize information and make connections linking prior knowledge to new material. Guest readers, such as division administrators, public figures, parents as well as our local high school student interns, frequently visit Fancy Gap Elementary to promote reading. The school was one of fifty-two schools chosen nationwide to participate in a program called the “Busload of Books Tour.” The purpose of this program is to empower reading, creativity, and collaboration of students. The school was honored to have been chosen as students had the opportunity to have workshops with the authors/illustrators while getting to go home with new hardback books.

Teachers systematically gather student data to drive their instructional practices to ensure student successes in reading/English language arts. Administration, classroom teachers, and support staff including Title I, special education teachers, paraprofessionals, and AmeriCorps tutors collaborate to meet the educational needs of all students and to develop instructional plans for each child. Reading/English language arts assessments are frequent and ongoing and are used to differentiate instruction to meet the needs of all learners at Fancy Gap Elementary. Through the use of Standardized Test for the Assessment of Reading (STAR), Virginia Literacy Partnerships (VLP), Phonological Awareness Screening Test (PAST), Accelerated Reader, Comprehensive Instructional Program (CIP), teacher created assessments, running records, observations, and other methods of evaluation, students have achieved measurable success. Third, fourth, and fifth graders in the school participate in the English Standards of Learning tests each spring. Teachers in these grade levels analyze test data to design or alter relevant lessons that continue to challenge and motivate all students. Teachers in preschool through fifth grade collaborate to ensure vertical alignment and continuity of instruction.

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

The curriculum at Fancy Gap Elementary School is solidly based on the Virginia Standards of Learning. Classroom teachers devise yearly pacing guides in mathematics to ensure that all standards are taught in a logical sequence within the timeframe of the school year. Teachers also rely on the guidance of the Carroll County Public School’s curriculum, Virginia SOL Blueprints, and Enhanced Scope and Sequence guides.

The Mathematics curriculum content is based on a sequential development of skills and is taught cross-curricular throughout the school. Fancy Gap Elementary teachers understand and recognize different learning styles among students. A variety of hands-on activities, cooperative learning experiences, and direct instruction is supported through the implementation of the research-based curriculum enVision Math Series. Instructional resources such as the Comprehensive Instructional Program (CIP), mathematical supplemental programs, teacher-created resources, and Interactive Notetaking are used to engage learning styles of all students.

Mathematics is broken into manageable units to promote student success. Student engagement and active participation observed in whole group, small group, and individual instruction. Problem and project-based learning and uses of STEAM activities are used to promote the development of critical thinking skills, problem solving abilities, and communication skills. Content is presented in a spiraling technique in order to ensure and continue development of deeper understanding of curriculum standards.

The instructional focus in the mathematics program includes connecting concepts to everyday life, incorporating visual representations to develop deeper understanding of new ideas. We provide play-based learning activities including number blocks, playdough, Wikki Stix, dice, and Unifix Cubes. Teacher modeling and enthusiasm for learning help motivate students to remain focused and encourage sustainability of future mathematical exploration. Computer projects based on vocabulary from given standards support students' full understanding of the content. Students are encouraged to explain the "why" behind their solutions as evidenced in number talks, math journaling, and thinking backwards. In addition, students also use higher level thinking skills by discussing different strategies for solving problems, while the teacher then provides frequent feedback and facilitates student's autonomy in learning.

Teachers systematically gather student data to drive instructional practices to ensure student successes in mathematics. Administration, classroom teachers, and support staff, including Title I, special education teachers, paraprofessionals, and AmeriCorps, collaborate to meet the educational needs of all students and to develop instructional plans for each child. Assessments in math are ongoing and students are continuously challenged to become higher level problem solvers. Students' individual needs are measured and identified through data gathered from benchmark assessments, diagnostic testing, teacher-made tests, exit slips, Virginia Kindergarten Readiness Program as well as the Virginia Growth Assessment, and Virginia Standards of Learning Assessment. Third, fourth and fifth graders in the school participate in the mathematics Standards of Learning tests each spring. Teachers in these grade levels analyze test data to design or alter relevant lessons that continue to challenge and motivate all students. Teachers in preschool through fifth grade collaborate to ensure vertical alignment and continuity of instruction.

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

The curriculum at Fancy Gap Elementary School is solidly based on the Virginia Standards of Learning. Fancy Gap's classroom teachers devise yearly pacing guides in science, that ensure that all standards are taught in a logical sequence within the timeframe of the school year.. Teachers also rely on the guidance of the Carroll County Public School's curriculum, Virginia SOL Blueprints, and Enhanced Scope and Sequence guides. FGES focuses on the knowledge and use of the scientific method. ScienceFusion as well as Discovery Education Science curriculums support student learning.

Students participate in hands-on activities using an exploratory approach that is supported through field trips and visiting programs such as local farmers, the county agricultural fair, surrounding zoos, and science museums. A school-maintained vegetable and flower garden provides opportunities for students to have live exploration of plant and insect life. Classroom teachers at Fancy Gap Elementary School use whole group, small group, and individual instruction in order to support student's continued learning. Resources, such as Interactive Notetaking and the use of the STEAM lab, ensure student ability to experience the full scope of science. Inquiry labs, active learning strategies, and project/problem-based learning increase students' hands-on involvement. The school participates in our local LEGO League Robotics program. Through training and competitions, students learn how to build, program, and code robots to perform specific designated tasks.

Teachers systematically gather student data to drive their instructional practices to ensure student successes in science. Administration, classroom teachers, and support staff, including title I, special education teachers, paraprofessionals, and AmeriCorps tutors, collaborate to meet the educational needs of all students and to develop instructional plans for each child. Assessments in science are ongoing. Students' individual needs are measured and identified through data gathered from benchmark assessments, division assessments, diagnostic testing, teacher-created tests, exit slips, as well as the Virginia Growth Assessment, and the Virginia Standards of Learning Assessment. The data are used to drive instruction and promote success. Fifth graders at Fancy Gap Elementary School participate in the science Standards of Learning test each spring. Teachers in grades preschool through fifth grade collaborate to analyze the data from implemented assessments to ensure vertical alignment and continuity of instruction.

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

The Virginia Standards of Learning for history/social science require that students receive instruction in the areas of history, geography, civics, and economics. The staff of Fancy Gap Elementary School successfully integrate a variety of resources and materials in order to ensure that all students have the opportunity to meet or exceed grade level standards.

The community is an important instructional resource. Representatives from the local fire and sheriff's departments and civic groups are invited to support classroom instruction. Content related field trips to the Blue Ridge Parkway, the William King Regional Arts Center, and Wolf Creek Indian Village bring history/social science to life. Annual visits to Jamestown-Yorktown Foundation and from VanGogh Outreach Services also support student learning.

Various teaching methods and resources are used by teachers to ensure measurable improvements in history/social science. Interactive notetaking supplements the Virginia State Standards of Learning. Reading and language arts are integrated into the social studies curriculum through the use of book studies and support from the reading curriculum.

Teachers systematically gather student data to drive their instructional practices to ensure student successes in social studies. Administration, classroom teachers, and support staff, including Title I tutors, special education teachers, paraprofessionals, and AmeriCorps tutors, collaborate to meet the educational needs of all students and to develop instructional plans for each child. Assessments in social studies are ongoing. Students' individual needs are measured and identified through data gathered from benchmark assessments, division assessments, diagnostic testing, teacher-created tests, exit slips, as well as the Virginia Growth Assessment and Virginia Standards of Learning Assessment. The assessment are used to drive instruction and promote success. Fourth graders at Fancy Gap Elementary School participate in the Virginia Studies Standards of Learning test each spring. Teachers in preschool through fifth grade collaborate to analyze the data from implemented assessments to ensure vertical alignment and continuity of instruction.

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

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

Fancy Gap Elementary School offers a preschool program available to students who will be four by September thirtieth. The program uses Early Learning Development Standards (ELDS), given by the state of Virginia, to guide learning for kindergarten readiness. The ELDS focus on the five areas of development including physical, cognitive, communicative, social emotional, and adaptive.

The preschool program currently utilizes the research-based curriculum, FrogStreet. The social/emotional portion of the preschool curriculum is presented throughout the school day. Teachers and staff take every opportunity to help students work through problems or express their feelings in healthy ways. These social/emotional concepts are strongly focused on during the greeting circle/closing circle that takes place every day. On a typical day, reading consists of whole group instruction, centers that reinforce the theme or

concept set forth by the curriculum, small group instruction, and individual review or extra practice. Students remain engaged with music, movements, games, and learning through play. Concepts are reviewed on a daily basis. The preschool program also incorporates interactive technology to enhance learning through programs such as ABCmouse, Starfall, and Letterland. For all subjects, a STEAM approach is taken. The preschool program uses hands-on manipulatives and interactive activities which engage students and promote their academic growth and experiences.

The assessments taking place in preschool include observation of class participation and small group activities. The teachers remediate and provide individual practice on a regular basis. Data is collected and consistently tracked through individual screenings. Small group instruction is then adapted to meet the needs of students. Preschool district assessments include the Virginia Kindergarten Readiness Program (VKRP) given twice a year and the Virginia Literacy Partnerships (VLP) assessment is given three times a year.

The preschool program offered at Fancy Gap Elementary enriches students' experiences in the school environment. The academic and social emotional domains of the program vertically align with state, district, and school standards and expectations. This program provides a strong foundation promoting kindergarten readiness.

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

Fancy Gap Elementary School offers music and art classes as well as additional opportunities for students to express themselves through visual and performing arts. Students in preschool through second grade are provided a forty-five-minute art class once a week. Third grade through fifth grade students are offered a forty-five-minute art class twice a week. Students in art are given opportunities to create, research, explore, and discover a multitude of art materials including painting, drawing, papier-mâché, and clay. The art teacher works closely with administration and teachers to allow for alignment of art topics with school activities as well as the Virginia Standards of Learning. Student work is displayed throughout the school and is frequently shared on social media platforms. Students have the opportunity to participate in the district Art Fair where they have the chance to win ribbons and cash prizes. First place winners' art is displayed at the school board office for one year to be viewed by the public. Music classes are offered to preschool through fifth grades. Preschool through second grades experience music class for forty-five minutes twice a week. Third grade through fifth grade participates in music class once a week for forty-five minutes. The music program allows students to explore different cultures, instruments, dance styles, and much more. Students learn skills in rhythm, drumming, reading music, piano playing, recorder playing, dancing, and a multitude of additional instruments. Each grade level has the opportunity to perform for their peers, family, and community at least once during the school year.

### **2b. Physical education/health/nutrition**

Physical education, health, and nutrition are priorities at Fancy Gap Elementary as we recognize the importance of the development of students' mental and physical well-being. All students in preschool through fifth grade participate in our physical education program three days a week for a total of one-hundred-thirty-five-minutes and an additional thirty-minute daily recess. The physical education program encourages large motor movement, auditory and visual processing skills, spatial awareness and much more. FGES physical education staff often invite other staff members to offer their own expertise, such as the school nurse who allows students to listen to their heartbeats before, during, and after exercise. The school's cafeteria encourages healthy eating habits by offering colorful food choices and displaying healthy options. Miss Virginia recently visited Fancy Gap Elementary to discuss the importance of physical activity, nutrition, and ways to keep yourself safe. Students, through our Purposeful Activities Created for Kids (PACK) program, have the opportunity to explore healthy foods as they create edible food art.

Fourth and fifth grade students participate in Junior Olympics, an annual district-wide physical fitness

competition. Activities include the fifty-yard dash, softball throw, standing broad jump, pull-ups, half mile, full mile, shuttle run, and boy's and girl's mixed relay races. These activities promote active and healthy students and promote positive competition.

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

**2d. Technology/library/media**

Fancy Gap Elementary School utilizes an Instructional Technology Resource Teacher (ITRT) as support for our student's instructional needs. The school system provides a one-to-one device for preschool through fifth grade students to utilize at school and/or home. The ITRT works alongside teachers in each classroom forty-minutes every other week. The ITRT's purpose is to promote and expand student's digital literacy and computer science skills. The technology department works to ensure teachers are equipped with online resources such as Learning.com, and equipment such as microphones, document cameras, and Smart Boards. The district is currently transitioning from the use of SMART Boards to Smart Interactive Display Boards in an effort to keep current with the advancements in technology. FGES provides spaces for STEAM activities as well as LEGO Robotics. All of these supports from the technology department enhance student experiences as they navigate learning.

Apart from rich classroom libraries, Fancy Gap Elementary School's library/media center is made available to students daily. Students have scheduled visits to the library once a week for forty-five-minutes. During library time, the librarian takes time to read aloud to students, provides educational experiences that align with grade level standards, and provides students with time to read for themselves, and a chance to experience books in nonfiction, fiction, and expository formats. The librarian helps manage the Accelerated Reader Program to ensure students are exposed to reading that is on their grade level. The librarian offers book fairs twice a year where students, families, and the community are invited.

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

In addition to art, music, library/media, physical education, and technology classes, Fancy Gap Elementary has created a program, Purposeful Activities Created for Kids (PACK), that extends students opportunities to explore enrichment activities and interests. Students participate in an activity of their choosing from a list of topics being offered by staff members. All staff are encouraged to participate in offering a small group. For one hour once a month, all students break into small, blended grade level groups. PACK topics have included discovering plant life, dance, art creations, book exploration, theater, screen printing, food art, and much more. PACK has allowed students to expand their experiences and have created new innovative interests in a STEM environment.

**3. Academic Supports**

**3a. Students performing below grade level:**

Fancy Gap Elementary School utilizes a Student Assistance Team (SAT) for student support. SAT members may consist of the administration, classroom teachers, special education teachers, paraprofessionals, Title I teachers, nurse, speech pathologist, occupational and physical therapists, guidance counselor, parent(s), school security officer, members from community organizations, and when appropriate, students. The purpose of the SAT is to ensure the needs of the whole student are being looked at when making decisions regarding how to support students and their specific needs. SAT members understand the need for differentiation and explore interventions that will ensure student success. Attendance, core subject performance, family dynamics, standardized testing data, and behavioral tracking are pieces of the information used to make decisions on how to proceed forward with a student performing below grade level or struggling with the day-to-day events of school.

Fancy Gap Elementary, as a whole, implements interventions for student success. All staff members create

meaningful relationships that encourage the greatest outcomes for students academically, socially, and mentally. It is a typical practice to support students in a resource room and/or have the resource teacher or paraprofessional serve the struggling learners through inclusion. Resource teachers such as title I and special educators develop plans to serve students at their current performing levels. Classroom teachers then meet with these same students in small groups and individually to instruct them at their current grade level, as a minimum service. This instructional practice encourages academic growth in students as evidenced by school data which has shown a significant decrease in students performing below grade level. Teachers provide differentiated instruction through hands-on workshop activities, individual and small group instruction. Staff members design study guides and tiered assignments to help all students master standards.

### **3b. Students performing above grade level:**

Students at Fancy Gap Elementary who perform above grade level are identified through performance data. By quickly identifying students who are exceeding expectations, particularly in reading and math, teachers and staff are able to begin differentiating instruction through small group and individualized instruction. This identification impacts their overall performance levels as they progress through their education. The use of AmeriCorps tutors, a Title I teacher, paraprofessionals, and other support staff allows students the opportunity to be instructed in a way that extends beyond the basic curriculum provided by the district. One of the features that sets Fancy Gap Elementary apart is that our small school setting allows teachers to track student progress through teacher collaboration. Student needs based on observation, and data collection are shared as students progress to each grade level. Staff at FGES are invested in students so that each child can feel a sense of belonging. This contributes to the success of our high achieving students and creates equity among all students.

Any student in or above third grade who demonstrates exceptional abilities may be assessed to determine if they have gifted abilities. Fancy Gap Elementary has access to a gifted coordinator and specialist. The gifted specialist assesses students using the Otis-Lennon School Ability Test, eighth edition and other various testing instruments. The gifted specialist also provides current professional development and facilitates collaboration between administrators, teachers, students, and families for students who may be or are identified as being gifted. Gifted plans are put into place for any student eligible to receive services in order to differentiate the student's individual needs. Fancy Gap Elementary is also aware of students who may be considered twice exceptional. These students may be receiving interventions and services in special education as well as the gifted program. Though the students who have been identified as twice exceptional may present unique challenges, they continue to be successful because the focus of the school is on the strengths the students possess.

Gifted students receive services directly from the gifted specialist. These services are based on individualized gifted plans crafted by the gifted specialist, administrator, classroom teachers, and families. The specialist pulls these students out into small groups weekly for forty-five-minutes. Students work on research based projects and present their completed projects to their peers. Additional field trips are arranged in order to provide hands-on experiences outside of our community.

### **3c. Students with disabilities:**

Special education teachers participate in Student Assistance Team (SAT) meetings. They provide strategies for interventions for teachers, other staff, and parents to use in order to support students to achieve their highest level. The SAT team is the first response to helping identify students with disabilities. After the review of data, monitoring and interventions are put into place a student may be requested to go through the process of testing for special education.

Students identified as having disabilities receive individualized and consistent instruction and services. FGES provides classroom accommodations, and the students are served by inclusion or resource time. Some of our students receive speech, occupational, or physical therapy as a related service. Special educators along with the Individualized Education Program (IEP) team determine the least restrictive environment and design individualized plans based on student need. The majority of students with special needs at FGES receive core instruction from the classroom teacher; and, if needed, may receive resource time to work on

specific areas of need in a small group setting. Special educators use researched-based strategies and curriculums, which are often based on the science of reading.

The greatest percentage of students receiving services due to a disability fall under the umbrella of speech. The speech therapist uses sound evoking techniques such as visual prompts, verbal models, tactile and written cues, and more. Instructional approaches include literacy and conversational. Classroom vocabulary and spelling words are used to target specific sounds and language skills that support the student in grammar, synonyms, history, English, and science vocabularies. Responsive to Intervention is used in whole group settings for preschool to eliminate errors before they become significant.

Resource teachers use small group and individual instruction as a means of giving students services. These teachers also go into the regular education classroom to support students as needed. Resource teachers and general education teachers collaborate daily to ensure appropriate instruction for students.

### **3d. English Language Learners:**

Fancy Gap Elementary currently has a small percentage of English Language Learners (ELL). These students receive support in learning the English language by the ELL teacher. The ELL teacher services students by working with them individually, both in and out of the classroom. The ELL program focuses on instruction in reading, writing, educational and content vocabularies, speaking, study skills, and cultural similarities and differences. The teacher uses leveled readers, phonics based instruction, real-life situations and experiences, hands-on manipulatives, and small group discussions in order to support students' experiences in learning the English language. Student data is monitored by teachers, resource teachers, and administration to ensure equitable practices. Adjustments to instruction, including interventions, are put into place for students as needed. Students are given the ACCESS/WIDA assessment once a year which measures students' developmental progress in the English language. Results from the assessments are shared with all stakeholders, and the goal is to increase language proficiency. Data collected is then used to create individual plans for student success. Individualized and focused instruction encourages students to succeed. The ELL program creates opportunities for family engagement. Each year families are invited to attend a cultural fair hosted by another school in the division. This is a chance for all families to experience different cultures. FGES staff works to provide a safe, inviting environment in which all families feel they can reach out for support.

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



## **PART V – SCHOOL CLIMATE AND CULTURE**

---

### **1. Engaging Students:**

Fancy Gap Elementary School takes pride in student engagement. Strong student engagement begins with high expectations and established rigor of student behavior and academic performance. Staff at FGES build relationships with students, focusing on respect. Students are motivated to attend school regularly because of their excitement to interact with each other and school staff. Expectations of how each day will progress begins at the entrance of the school. Students are greeted each morning by high fives, hugs, words of affirmation, and joyful and energetic music provided by our staff members. Students enter with smiles and laughter as they feel safe and cared for. Though expectations are high for behavior and academics, our students are fully supported by all staff members in other areas of need. The school counselor provides small group and one-on-one counseling with our students as well as whole group instruction in the areas of social-emotional education and growth. All staff pair up with students who struggle to regulate their emotions and behaviors. Staff make an extra effort to build deeper relationships to help foster student's desire to make positive adjustments towards regulation. When appropriate, students are given peer buddies to encourage positive choices. Fancy Gap Elementary provides many opportunities for students to be recognized for their efforts and achievements. Students have the opportunity to earn Bulldog bucks which are tickets given out daily when students are caught doing something extraordinary in a way that models positivity for others. Students, who receive a Bulldog buck, will have their picture taken and shared with families and receive an immediate and tangible reward. At the end of each month, Bulldog bucks are drawn for a chance to win a greater prize. In order to encourage attendance, a bulldog trophy is given monthly to the classroom that has the highest attendance percentage. Teachers also nominate students for a Bulldog of the month award. Nominations are based on students who have shown different citizenship characteristics in the area(s) of responsibility, trustworthiness, caring, respectfulness, and overall citizenship. The top dog award is given to one student per class who has exhibited positive characteristics in the areas of attendance, academics, and behavior. An awards assembly is held each nine weeks showcasing students with good attendance, All A Honor Roll, A/B Honor Roll, and the top dog awards. At the end of the school year, a cumulative awards assembly is held to recognize students in their extracurricular activities including participation in the art fair, attendance awards, Accelerated Reader awards, Junior Olympics participants, music awards, and LEGO League Robotics recognitions.

### **2. Engaging Families and Community:**

One of the special features of the Fancy Gap community is that all stakeholders are incredibly involved and supportive. Fancy Gap Elementary starts off the year by participating in the school district's community and family event to welcome students, staff, and families into a new school year called the Back to School Bash. Fancy Gap Elementary staff donate their time welcoming families as they come to enjoy engaging activities, prizes, food provided by local restaurants, and free school supplies. Fancy Gap Elementary families have an opportunity to participate in monthly school and community meetings focused on topics of interest and prevalence. Topics presented at Parent Connect meetings include: cyber bullying, preparing for college, substance abuse and vaping, taking part in a community schools grant, and internet safety. Fancy Gap always welcomes families to visit the school. FGES strongly encourages family involvement during our open houses, preschool and kindergarten registration events, music programs and end of year celebrations.

The Fancy Gap Elementary parent organization, the Bulldog Booster Club, has a great impact connecting the school to the community. Each year they support the school by raising monies to help improve student experiences through field trips, community cookouts, fall festivals, and paint nights. The Bulldog Booster Club actively seeks out parents and community members to participate in the happenings of Fancy Gap Elementary. Events such as the Christmas Bazaar, which is held at the school, brings in a number of vendors that showcase their talents and collections and generates interest in our school and the happenings both in and outside of the regular school day.

Fancy Gap Elementary has historically opened their doors to outside community groups such as local churches. Sky View Baptist Church of Fancy Gap provides volunteers who visit daily to provide

instructional support to first and second graders. The Sky View Volunteer Readers allow students time to practice skills they have been acquiring in their classroom settings. Volunteers read high interest books to the students; and, students read decodable readers, story books, and sight words, and then write and talk about their readings in class to support continued growth in reading and auditory comprehension. Fancy Gap has hosted visitors that promote best practices in education including Miss Virginia, retired educators, local and state police, fire and emergency medical staff, the clerk of circuit court, and area businesses.

As Fancy Gap Elementary becomes increasingly aware of the need to address the social-emotional needs of students and community, efforts have been taken to connect families with local agencies to combat these issues. Fancy Gap Elementary works closely with the Mount Rogers Community Services Board and the Fernwood Counseling Center to connect families with outside services for mental and developmental services. FGES recently began inviting a therapy dog and handler to visit the school and meet with students once every two weeks on an as needed basis.

### **3. Creating Professional Culture:**

If one were to ask a FGES staff member about the overall culture of the school, the answer would likely be that the school provides a family-like atmosphere. This is also evidenced by the climate and culture surveys that are completed annually. Staff are respected and supported by their peers, administration, and the community. The community and school members share a common vision of creating an environment of well-rounded learners with the intent to excel them to their highest potential. This sense of community and culture within the workplace has been developed over many years by school administrators, teachers, families, and stakeholders. The expectation the administrators have set is that parents and other stakeholders will respect the work and vision the teachers provide in order to enhance education for their students. This is culminated as faculty and staff maintain personal expectations to implement best practices every day. Teachers, in turn, feel supported and respected by their administration, the community, and peers.

Fancy Gap Elementary creates annual goals that set the tone for the school's vision and desired professional development. Monthly, the school administrator facilitates a meeting with teachers to review the school's annual goals, reflect on the progress of attaining the goals, and examine ways to move forward. This time of reflection is powerful in creating a unified understanding of vision and goal attainment. School leadership takes an active role in classrooms in order to gain a full understanding of the needs in the area of professional development for faculty and staff. Professional development is provided and made available by the school and district administration. All staff members participate in many ongoing learning opportunities including book studies, educational conferences, vertical alignment meetings, district grade level meetings, and monthly faculty meetings. These professional development opportunities are focused on the individual needs of the educator as well as the district and school's visions.

Teachers also set personal and Specific Measurable Achievable Realistic and Timely (SMART) goals that reflect the vision of the school and allow the teacher to realize their own personal and professional growth. For goal setting and monitoring, teachers meet with administrators to discuss thoughts about the school and how their teaching style fits within the school's vision. These conversations occur at least three times a year. Administration and teachers maintain safe and open communication in order to work towards common and individual goals. Fancy Gap Elementary prides itself on identifying school needs, goal setting, progress monitoring, and goal refinement due to the "all in" mentality. The additional support provided by the school district, such as gifted and reading specialists, directors of curriculum and instruction in both elementary and secondary levels, school psychologists, therapists, and community school liaisons, provide immediate in-house access to professional development when it is needed. Sixty-three percent of Fancy Gap Elementary instructional staff have continued their education and received advanced degrees. This is a testament to the dedication Fancy Gap Elementary teachers have toward personal and school improvement.

### **4. School Leadership:**

Fancy Gap Elementary has undergone leadership changes within the last three years due to a principal's retirement and the subsequent school transfer of the interim principal, to the hiring of a new principal. Despite these changes, Fancy Gap Elementary has remained a strong performing school. The leadership

from the Superintendent's office, including the Director of Human Resources and the Director of Curriculum and Instruction, have greatly influenced the continuity of expectations for the school environment and academic successes of Fancy Gap Elementary. FGES aligns the school motto, "Working As One As We Strive For Excellence In All We Do" with the vision of the district. The principal provides an environment that is supportive of students and staff and promotes autonomy for leadership skills.

The school leadership leads by example. The principal sets high expectations for self, staff, students, and families. The principal sets goals for self and school that mirror the vision of the school and division. The vision of the school stems from building meaningful relationships with all involved in the educational process. Fancy Gap Elementary staff understand the importance of relationship building with their students and families as well as with their peers. The school has a small community/family like atmosphere. The principal respects the students, staff, and families and expects the same in return. The vision and goals of the school are clearly communicated with staff and community members. Continuous efforts to maintain goals and meaningful relationships help in the retention of teachers and staff.

Though Fancy Gap Elementary is a small school setting, school leadership delegates responsibilities in an effort to build leadership skills among staff. The school has a head custodian and principal designees. This leadership enables the school to continue to operate smoothly when the principal has outside obligations. Many teachers take on extra responsibilities such as yearbook coordinator, LEGO League supervisor, gifted coordinator, mentor teachers, event coordinators, and more.

The school leadership provides ample opportunities for staff to participate in professional development including book studies, educational conferences, mentors, and continuing education. The staff openly offer input to the principal suggesting the needs of the staff. The principal meets with staff individually to discuss observations and personal/professional goal setting progress. The school leadership observes operations and instructional programs and redesigns these as needed to meet the goals and visions of the school and district. The principal communicates regularly with students, staff, families, community members and stakeholders.

## **5. Culturally Responsive Teaching and Learning:**

The percentage of racial diversity is low at Fancy Gap. However, the diversity of the students is apparent when looking into the socio-economic factors that impact the student and their families. Fancy Gap is a rural community; and, although there is tremendous community and family support, the diverse dynamics of families are great. Students suffer from poverty, mental health issues, physical and sexual abuse, single parent homes, incarcerated parents, students in foster care, drug abuse, homelessness, various disabilities, and more.

Fancy Gap Elementary is special because of the community and "whole child" response to each individual circumstance. Staff members are able to embrace every student and every family surrounding them with needed support. Creating and maintaining relationships is not only part of the school's shared vision but it is what excites both students and educators to want to come to school each day. School staff and students treat each other with respect and dignity, and it is evident in their daily interactions.

Fancy Gap Elementary maintains high expectations and rigor in the areas of behavior and academics regardless of staff or student backgrounds. Ongoing data proves that these high expectations are consistently met by our students. When given the educational obstacles that came with COVID, administration and teachers continued to respond with high expectations of our students and families. Again, this proved to increase students' autonomy and therefore self-esteem and confidence as students continued to show great academic performance.

Classroom teachers, the school librarian, and support staff maintain rich libraries full of literature that promote acceptance and teach similarities and differences of a variety of cultures. The school creates a positive environment in which every student is recognized and represented. Display of this can be viewed in student's artwork, writings, presentations, projects, and their own voices.

(SAT) works diligently to ensure every student and family has all available resources given to them in order for the family unit to succeed while the student progresses through their education. Fancy Gap Elementary staff understand the importance of including the family when addressing the needs of our students. Staff communicate regularly with families to solidify positive relationships. The families support teachers just as teachers support our families.

## **PART VI - STRATEGY FOR EXCELLENCE**

---

Fancy Gap Elementary uses many approaches to maintain success; however, the most important strategy is implementing high expectations for all students, staff, families, and the community. Students are empowered by school staff in the affirmations they receive daily. Three areas of focus for these high expectations are goal setting, continuous reflections of school climate, and academic progress.

The school sets achievable goals that challenge teachers and students in the areas of academics, school climate, and safety. The school's comprehensive school plan includes the highest level of performance in all subject areas and in all student groups, in our state accountability system, as well as supporting a safe and disciplined school environment conducive for learning. Administration and teachers also set personal and professional goals towards individual growth. Some examples of individual goal setting include setting high percentages for class academic success, creating positive learning environments, and expanding professional knowledge. Administration and staff are diligent in self-reflecting in order to create and maintain growth goals.

Fancy Gap Elementary has an exceptional school climate . The school's vision is clear and recognized by all students and staff. Rules and expectations are set up before the school year begins and are maintained by all. The school environment promotes the lifelong love of learning which is evident in high attendance percentages among students and staff. Stakeholders contribute to the development and well-being of the school. A focus on staff and student social emotional support lends to the success of the school. Everyone is expected to have respect for themselves and others. Ongoing professional development concerning relationship building enhances the staff's ability to create life-long relationships with their students and families. Students and staff are often recognized for their exceeding efforts.

Fancy Gap Elementary has a reputation for having high academic expectations. There is a common belief that all students can learn and achieve measurable growth. The school expects all students to be successful, even when overcoming obstacles. School staff sets a precedent that when students enter FGES they will share responsibility in their own learning. Each school year, the staff works to strengthen students' academic stamina through rigor and high expectations. Academic progress is continually monitored by administration, teachers, students, and families. Conferencing with students and families is a way in which teachers communicate the progress of students and set expectations moving forward. Through collaboration, vertical alignment, interventions, differentiation, and professional development, teachers are able to maintain ongoing student success and high academic expectations.