

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 450 Crabapple Lane
(If address is P.O. Box, also include street address.)

City Peachtree City State GA Zip Code+4 (9 digits total) 30269-1078

County Fayette County

Telephone (770) 487-5425 Fax (770) 487-6590

Web site/URL https://www.fcboe.org/cles E-mail rachels.vicki@fcboe.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. Jonathan Patterson E-mail patterson.jonathan@fcboe.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fayette County School District Tel. (770) 460-3535

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Scott Hollowell
(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 electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not 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 as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	15	21	36
K	35	38	73
1	49	45	94
2	51	44	95
3	36	49	85
4	46	45	91
5	53	42	95
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	285	284	569

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 4.9 % Asian
 - 16.7 % Black or African American
 - 10.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 60.6 % White
 - 7 % 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 2019 - 2020 school year: 8%

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, 2019 until the end of the 2019-2020 school year	37
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2019	636
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish, Chinese, Japanese

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

7. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 56

8. Students receiving special education services: 13 %
74 Total number of students served

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

- | | |
|----------------------------------|------------------------------------------------|
| <u>12</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>29</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
 Yes No

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

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

At Crabapple Lane Elementary, we encourage lifelong learning in a respectful, responsible, and loving community.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Crabapple Lane Elementary opened the 2020-2021 school two weeks later than planned. Fayette County determined that teachers needed additional time to prepare for school in a pandemic. We opened as a hybrid model. Students were divided into two groups, A and B. They attended school two days per week. Wednesdays were reserved for planning purposes. In October, Fayette County made the move to full time brick and mortar (face-to-face). Crabapple Lane Elementary has remained face-to-face full time five days per week since October. Some students attend full time virtual school as well.

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

PART III - SUMMARY

Crabapple Lane Elementary is an accredited public school located in Peachtree City, Georgia. The school is one of fourteen elementary schools in the Fayette County school system. We currently serve 569 total students pre-K through 5th grade in both the brick and mortar setting and the virtual setting. Families served by Crabapple Lane live in single family dwellings in numerous subdivisions in Peachtree City as well as Tyrone, one large apartment complex, one mobile unit park, and single family homes located in more rural portions of the school attendance zone. Our students come from a variety of family structures - two parent households with one parent working, households with two parents working, single parent households, and multi-generational households. Students come from every socioeconomic level, ranging from affluence to poverty.

Peachtree City has many amenities for families to enjoy, most especially is 90+ miles of multi-use paths for pedestrians, cyclists, or golf carts. Many businesses thrive in Peachtree City and Tyrone. Parents work in Fayette County and surrounding counties, or they commute to the metro-Atlanta area. Parents indicate they choose to reside in Crabapple Lane's attendance zone in order to provide their children with a high quality educational experience.

Strong, positive relationships are the core of student success at Crabapple Lane. Our students are emotionally supported; therefore, they develop to their full potential academically, emotionally, physically, socially, and culturally. There is a tradition of high levels of parent engagement at Crabapple Lane. During the 2020-2021 school year, this has been limited due to Covid-19. Crabapple Lane has an active parent/teacher organization (PTO), the school council, and a number of volunteers during a "normal" school year.

Students at Crabapple Lane are taught utilizing the Georgia Standards of Excellence. Teachers collaboratively plan. They unpack the standard(s), determine the language of the standard and the rigor expected, develop common assessments and plan engaging activities to meet the needs of all students. Students who are eligible for additional academic and / or behavioral supports are typically in the general education setting with collaborative teachers. The MTSS (multi-tiered system of support) process is utilized to evaluate student progress and determine if additional supports are necessary. A new initiative for Crabapple Lane is the intense focus on quality assessment practices. Teachers are asked to plan together, determine priority standards, determine appropriate instructional strategies, determine reteaching and enriching components and most importantly, create common formative and / or summative assessments based on the standards. Teachers are asked to utilize the data from the assessments to inform their planning and instruction. The leadership is active and involved in instruction on a daily basis. Frequent walkthroughs are evident with specific feedback provided to teachers.

Positive Behavioral Interventions and Supports (PBIS) is a school wide emphasis. PBIS provides students and teachers with social / emotional supports on a daily basis. Students / Classes have the opportunity to earn Cardinal Cash for demonstrating appropriate behaviors that support our PBIS initiative of Be Respectful, Be Safe and Be Present. Student of the Month has been implemented for each grade level this year. This has been a positive for both our students and the community. Recognizing students for doing the "right thing" creates a positive tone for everyone.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The school's core curriculum is based on the Georgia Standards of Excellence. The school district provides a scope and sequence for each content area. Teachers follow the scope and sequence when planning for instruction. Although textbooks are provided for all subjects, teachers utilize resources beyond the textbook to make learning more engaging and relevant. The use of technology has become more prevalent this school year due to Covid-19. Students have been involved in at home learning during the hybrid model and some students are enrolled in the elementary virtual school.

Reading and language arts are taught in all grade levels with a balanced literacy approach that incorporates the components of a strong literacy program: oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and listening. Teachers present literacy strategies in whole group mini-lessons, small group instruction and independent reading and writing opportunities. The instructional framework utilized at Crabapple Lane mirrors that of the Georgia Department of Education Standards-Based Classroom Instructional Framework. Teachers provide an opening, transition to a work session, a work session, and a closing. Pervasive lesson practices include Literacy Across the Content, Writing Across the Content, Vocabulary Development, Formative Assessment, and Classroom Culture. Classroom teachers provide direct instruction (I Do), guided practice (We Do) and independent practice (You Do). There are also opportunities for collaborative learning and formative assessment practices. There is a strong emphasis on close reading and citing evidence from text to support opinions. Writing takes place daily in all grade levels across content areas. Exemplars are used to help students conceptualize what good writing looks like. Rubrics and checklists are utilized by teachers and students are learning how to self-assess their own writing.

Mathematics instruction focuses on grade specific standards. Math concepts are introduced whole group with targeted skill instruction delivered in small group instruction. Independent math practice includes math games and software programs such as Dreambox and ReFlex Math. Students learn a variety of strategies for problem solving including use of manipulatives, open-ended number lines, and drawing a picture. Students are asked to explain their mathematical thinking orally and in writing. Math vocabulary is heavily emphasized at all grade levels. Spiral review is also included to reinforce previously learned concepts.

The science curriculum teaches students to value and use science as a process discovering and obtaining knowledge, based on observable evidence. Students learn science concepts, then experience those concepts through hands-on explorations that apply the scientific method. In social studies, students strive to understand their past and that past influences the present day and the future. Teachers support this by bridging the past with current day events. Students are taught to understand the nature of historical inquiry and the role of primary and secondary sources. Teachers encourage students to reflect on the actions of historical figures and apply their learning to present day. Literacy is intertwined with both science and social studies. Students build knowledge through reading content-rich nonfiction. Reading and writing are grounded in evidence from text and regular practice with complex text and its academic vocabulary are provided.

Crabapple Lane has utilized the Georgia Standards of Excellence for instruction for both brick and mortar students as well as virtual students this year. Many instructional practices were tweaked to accommodate virtual learning while students were in the hybrid model and/or in the virtual school. Many assessments have been administered utilizing technology. Students typically are provided immediate feedback after completing a technology based assessment. Teachers adapted well to the virtual model. Whole group mini lessons and small group instruction continued no matter the student's location. Since March/April 2020, teachers have learned to think about how material can be presented in an engaging manner utilizing strong instructional practices throughout the day in both the brick and mortar setting and the virtual setting. Students are learning differently and teachers have met this challenge in a phenomenal way.

Assessment practices have been emphasized this school year. Teachers have been asked to collaboratively plan and discuss the language of the standard. As part of this process, grade levels have been tasked with

creating common assessments such as ticket out the doors, white board assessments, common writing opportunities, etc. The data generated from these formative assessments is analyzed. Teachers then determine next steps for each student based on the data. Strong assessment practices coupled with clear, specific feedback to students is a powerful way to improve student performance.

1a. For secondary schools (middle and/or high school grades):

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

One of Crabapple Lane's pre-K classes is offered as part of Georgia's lottery funded pre-K program. The curriculum is based on Georgia Early Learning and Developmental Standards. The standards are developed around five areas: physical development; social/emotional development; approaches to play and learning; communication, language, and literacy; and cognitive development.

Assessment is ongoing to insure that students are progressing in these areas. We find that the students in our pre-K program exhibit better school readiness skills when they return for kindergarten. They have a solid foundation in literacy and social emotional skills are better developed.

Crabapple Lane does have two additional pre-K classes that are comprised of students with disabilities and typical peers. The students in these classes also receive a curriculum that is literacy rich. Students requiring special education support receive those services collaboratively and in the resource model.

2. Other Curriculum Areas:

At Crabapple Lane, other curricular areas are referred to as "specials" classes, attended by students in grades pre-K through grade 5. Specials include art, music, world language, and physical education. Students attend art, music and world language classes one time per week and they attend physical education two times per week. Technology classes are provided in the general education setting as planned by the general education teacher in collaboration with the technology teacher. Specials teachers implement the Georgia Performance Standards for their specific area.

The arts benefit children by cultivating the whole child, gradually building many kinds of literacy while developing intuition, reasoning, and imagination into unique forms of expression and communication. In art, students are exposed to art history, art genres, and the works of great artists. They have the opportunity to explore different media and techniques. Changing exhibitions of student artwork are displayed throughout the school. In music, students study music theory and composition. They focus on listening, rhythm, note recognition, and tempo as well as influential musicians.

Physical education is differentiated to allow students to participate at their physical ability while being challenged to build coordination, agility, strength, and stamina. PE lessons begin with warm-ups. Students participate in high energy games that combine skills, strategy, teamwork, and good sportsmanship.

Instruction in technology is ever-evolving as technology itself evolves. Students in grades two through five have their own Chrom books provided by the county. Students in the primary grades has access to technology in their individual classrooms. The technology teacher collaborates with classroom teachers to develop projects that allow students to showcase their creative integration of technology skills with content knowledge.

Students in all grades participate in classroom guidance lessons delivered by the school counselor. The lessons cover a range of topics such as personal safety, goal setting, listening skills, social skills, regulating emotions, conflict resolution, and bullying. The counselor also provides instruction on the Georgia Career Clusters. The school counselor works with students in whole classroom groups, small groups, and one-on-one.

3. Academic Supports:

Crabapple Lane teachers plan for standards based instruction utilizing the backwards design model. Teachers utilize both formative and summative data to inform their instruction. Based on data, explicit instruction is provided to students using a variety of strategies in whole group and small group settings. Technology tools are integral to instruction as well as more traditional methodologies. Students are asked to read, then respond citing text evidence, research topics, create presentations, practice skills and concepts, listen to stories, practice reading fluency, etc.

Differentiated instruction is evident in all classrooms in both ELA and math. Different levels of questioning are prevalent in classrooms. Teachers have participated in professional learning this year on questioning strategies based on the model of Deepening Student Understanding Through Depth and Complexity. Teachers received an overview of the model and then participated in a more in-depth learning session. This professional learning has benefited teachers of all levels.

Students work on projects suited to their interest level and skill level, read different "good fit" books, work in collaborative groups (as much as Covid-19 has allowed), etc. Teachers use flexible groupings to meet the needs of students. Resources such as personnel and instructional time are maximized. For example, support teachers remediate during zero period. Paraprofessionals provide instructional support throughout the school. Teachers use data that is generated daily to develop instructional plans that meet individual student needs. Utilizing formative assessment data to inform both planning and instruction has been a big emphasis during the 2020-2021 school year.

Interventions are part of the instructional thought process and academic conversation at Crabapple Lane. Teachers use research based interventions. Reading, writing, math, speech and behavior interventions are integral to student success. Students may participate in Early Intervention Reading and/or math classes, ESOL classes, gifted support, Lexia, and behavior supports such as check in / check out, timely breaks, and positive reinforcement. Explicit instruction is also provided for those students who need support with social skills, work completion, peer interactions, etc.

Assessment for learning strategies are evident in classrooms. Learning targets are emphasized, and both formative and summative assessment opportunities exist. Benchmark assessments are given three times per year in reading, writing and math. This data is reviewed and used to determine which students are meeting benchmarks, which students require additional support, and which students are exceeding the bar, requiring acceleration.

Data team meetings are held monthly to review benchmark data and progress monitoring data. Data teams are comprised of grade level teachers, early intervention teachers, special education teachers, a counselor and the assistant principal. This is a true collaborative process to problem solve in order to best meet the needs of students. Progress monitoring is graphed with a trend line and is used to guide instructional decisions. Teachers use DIBELS 8, STAR Math and additional progress monitoring tools as appropriate to monitor students' skill acquisition. Current interventions are discussed and changes made as necessary in regard to frequency, duration and intensity of the intervention.

Approximately 20% of Crabapple Lane's student population is identified as gifted. Our gifted students are served by the gifted teachers through a resource model. Gifted students are also frequently placed with classroom teachers that are gifted certified in order to best meet the unique needs of the gifted learner.

The Georgia Milestones Assessment was not given 2019-2020 due to the Covid-19 pandemic; therefore, we do not have recent data regarding achievement gaps. However, interventions and specialized instruction are delivered through the Early Intervention Program, the ESOL program, or through special education. Targeted skill-based instruction is provided during small group instruction in the general education classroom. Quality Tier 1 instruction and assessment is a school-wide emphasis this year.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Crabapple Lane has continued to engage students in learning during the 2020-2021 school year. The most impactful practice has been the emphasis on social emotional supports for both students and teachers. The school environment is positive and supportive. Students are cared for first, and then provided standards based instruction. The Positive Behavioral Interventions and Supports (PBIS) committee has worked hard during this challenging year to provide a positive learning environment. The PBIS committee initiated the Student of the Month initiative began this year. This initiative has provided a tremendous positive impact on the school and the community. The PBIS committee provided teachers with postcards and stamps. This allowed teachers to reach out to each student in personal way to make them feel valued. Teachers have also benefited from the PBIS initiatives. Each month, the PBIS team provides teachers with a special snack delivery, Boo grams posted outside their classroom door, etc. Our counselor has provided teachers with daily social emotional lessons to use with the whole class. Each day begins with a social emotional check in/lesson that allows students to feel safe and supported. When students feel safe and supported, they are more engaged in their learning.

Fayette County was one of the few surrounding counties that has provided face-to-face instruction throughout the school year. We did have a hybrid model initially, but within a couple of months, the school system began face-to-face learning in the brick and mortar setting five days per week. For those teachers responsible for a virtual classroom, they have received professional learning regarding the usage of technology, use of Schoology, etc. Virtual lessons were engaging for students and high expectations for student learning have been in place for all settings.

Communication with our stakeholders has been important this year. A weekly newsletter for parents was started as well as Friday Facts for teachers. Social media sites were updated and utilized to share information regarding school activities. This frequent communication allowed parents/guardians to have a glimpse into the learning students were experiencing at Crabapple Lane this year. If our community knows and understands what we are doing at school each day, student engagement and motivation are higher. This directly impacts student achievement.

2. Engaging Families and Community:

Crabapple Lane embraces all members of its family - students, parents, staff, and community members. Parent participation is high in normal school years. This year, parents have participated in virtual book fairs, virtual Santa shop, virtual 5K Redbird run, provided supplies and snacks for parties, etc. Parents have participated in meetings regarding their child, school council, PTO, etc. via Zoom and face-to-face as allowable. Parental volunteerism in the classroom has not been allowed due to Covid-19 safety protocols.

Frequent communication with parents regarding school information, student achievement, Covid-19 protocols, etc. has been key to maintaining family and community involvement. Our counselor has worked closely with community resources to provide supports such as counseling, medical needs, basic needs such as food and clothing, etc. for our community members. Community business partners are part of our school council as well. Teachers received gift cards from the Fayette Education Foundation this year. Panasonic Corporation has also made a generous donation to the school in support of our special needs students. Chick-fil-a provides our teachers with a Second Mile award each month. Crabapple Lane has participated in food drives and assisted in providing holiday gifts to needy families. Additionally, we will begin a community effort to support an elementary school in a neighboring county impacted by tornadoes/severe weather recently. This community project begins mid-April 2021.

School improvement goals and data have been shared with Crabapple Lane's School Council. Benchmark assessment data was shared as well as the school improvement plan for 2020-2021. As Covid-19 guidelines relax, there will be additional opportunities to embrace our community stakeholders.

3. Creating Professional Culture:

Our teachers are our greatest asset. They are valued as the most influential factor in a child's educational experience. Administrators respond quickly to their needs. Without our high quality staff, we would have been unable to meet the challenges that 2020-2021 presented. Teachers are recognized on our morning broadcast in partnership with Chick-fil-a and the Second Mile Award. This award is voted on by teachers. The PBIS committee recognized and understood that teachers needed support this year. Frequently, the committee provided special snacks, celebration times, etc. in order to recognize the hard work of our faculty and staff. School leadership also shares positive notes with teachers on a regular basis. Leadership has an open door policy and teachers are encouraged to discuss matters that may be of concern or share exciting things happening on their grade level or around the school. Teachers have a voice in school decisions and innovative solution seeking is encouraged.

For those teachers who are teaching virtually or concurrently, grace has been extended as we learn the best ways to meet the needs of our students in a virtual world. The work teachers have done this year has been nothing short of amazing. Leadership continues to provide positive supports and encouragement to teachers each day.

The initial professional development approach this year was revised due to the pandemic. The number of professional learning opportunities was reduced in order to allow teachers additional time to focus on their teaching during a difficult time and focus on student learning. Professional learning was still important but reduced in scope as circumstances dictated teachers must focus on instruction in the virtual world. The professional learning opportunities that were reduced will be reconsidered for the upcoming school year as we return to a more "normal" time. Our instructional data will drive the creation of the school improvement plan and subsequent professional learning.

4. School Leadership:

Crabapple Lane is very child-centered, and all decisions are based on what is best for the academic, social, and emotional growth of our students. Leadership is collaborative, inviting input from students, parents, certified staff, and support staff. The entire staff pulls together to meet the needs of everyone in our building.

The administrative team consists of the principal and the assistant principal. Their primary focus is on instructional leadership, although they support all other areas of educational leadership. Both leaders strive to be accessible to all and highly visible. Neither administrator hesitates to do whatever is needed.

Teachers have numerous opportunities to serve in leadership. There is a grade chair for each grade level who serves on the leadership team. Other members of the leadership team include the assistant principal, the media specialist, the technology specialist, the counselor, the special education lead teacher, and a representative for support teachers (ESOL, early intervention, gifted). Leadership team members act as liaisons between the groups they represent and the administration, giving input on school-based decisions. During the summer, the leadership team members participate in a day-long retreat during which they set the course for the instructional focus and professional learning for the upcoming school year.

There are content experts in the building for ELA, math, science, and social studies. These leaders serve as liaisons between the school and the Fayette County curriculum department.

The MTSS teacher leader works closely with the assistant principal to support the MTSS process. This person supports teachers with documentation of the tier process, selection of interventions, and analysis of progress monitoring data. Together, the MTSS teacher leader and the assistant principal host monthly data review meetings. These meetings give teachers the opportunity to evaluate the effectiveness of interventions.

The special education lead teacher serves as a chairperson for the special education department. This teacher oversees the management of students' IEPs. She collaborates with the school psychologist,

administration and the school system consultant when students are in the referral process. She also serves as a liaison between the special education department and the rest of the staff.

5. Culturally Responsive Teaching and Learning:

This year more than ever, cultural awareness and respect for others has been at the forefront of our thoughts. Cultural awareness and equity professional learning were integrated into pre-planning for teachers. This awareness factor was highlighted at each faculty meeting throughout first semester. Specific current events/social movements were not addressed with the faculty. The intent of the professional learning was to bring focus on diversity and respect. As questions arose at the classroom level, teachers responded with cultural awareness and empathy as appropriate.

Each day, students began their day with social emotional lessons. These lessons included cultural diversity and respect for each other. Students participated in The Voyage-Adventures in Character weekly. This is an elementary school initiative dedicated to transforming students' perspectives of the decisions they make and the actions they take. This program is easily connected to equity and diversity in our world. Our PBIS committee also provided teachers with high quality social emotional lessons to use with students.

Administration visited classrooms frequently. Participation by all students was one of the areas looked for during informal walkthroughs and formal observations. Are all students participating at the same level? Are only a few students selected to answer questions, etc.? Multicultural literature is utilized across content areas to provide students with exposure to different cultures. Black History month and Hispanic Awareness month were both celebrated at Crabapple Lane. A holiday musical virtual presentation was created and shared with families. This presentation included songs from different cultures and information about how different cultures celebrate holidays.

Our school counselor also provides students in both whole group and small group explicit instruction on positive peer interactions and respecting differences. Our behavior intervention paraprofessional also provides explicit instruction on getting along with others, even if they have different beliefs.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Crabapple Lane has been able to successfully educate and support students since school closures began in February/March 2020 due to a focus on social emotional learning and support. Social emotional learning and support have impacted student learning and student achievement more than any other practice in place at Crabapple Lane.

Throughout the pandemic, students and their families have been anxious and uncertain. School has been the one constant in their life. Teachers have been flexible, approachable, and caring every day. This has allowed students to feel safe in their environment whether that environment is virtual or face-to-face. Crabapple Lane staff has worked hard to provide emotional stability for our students. As we initially went virtual due to Covid-19, it was difficult for both students and teachers to know what each day would bring in regard to Covid-19. However, our teachers remained constant in their presence and provided engaging instruction without missing a beat. Paraprofessionals reached out to students who were not as engaged in virtual learning and encouraged them with positive notes, small group instruction, etc. The school has worked together to meet the needs of all students and their families. This has been an incredibly challenging year, but our students are thriving due to the strong emotional connections they have to their teachers. Building these connections was intentional and deliberate. Over time, the social emotional emphasis has increased and solidified. Our students are our reason for working, and we continue to strive to meet all their needs each day.