

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

[X] Public or [] Non-public

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

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

Official School Name Oak Grove Lower Elementary School
(As it should appear in the official records)

School Mailing Address 424 Martin Luther King Drive (Physical Address: 1762 Old Highway 24 Hattiesburg MS 39402-8235)

(If address is P.O. Box, also include street address.)

City Purvis State MS Zip Code+4 (9 digits total) 39475-5028

County Mississippi

Telephone (601) 549-2645

Fax (601) 794-1012

Web site/URL

<https://www.lamarcountyschools.org/en-US>

E-mail ybrumfield3100@gmail.com

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. Steven Hampton E-mail steven.hampton@lamark12.org

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

District Name Lamar County School District Tel. (601) 794-1030

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. Jeremy Chance
(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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
3 Middle/Junior high schools
4 High schools
0 K-12 schools
- 16 TOTAL

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

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

☐ Urban (city or town)

☐ Suburban

☒ Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	161	146	307
3	131	138	269
4	0	0	0
5	0	0	0
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	292	284	576

*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
 - 2 % Asian
 - 45 % Black or African American
 - 9 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 43 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 10%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	36
(3) Total of all transferred students [sum of rows (1) and (2)]	60
(4) Total number of students in the school as of October 1, 2020	576
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Spanish, Mixteco, Mam, Arabic, Chinese, Portuguese, Twi, Urdu, Vietnamese

English Language Learners (ELL) in the school: 11 %
62 Total number ELL

7. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 266

8. Students receiving special education services with an IEP or 504: 23 %
133 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>23</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>27</u> Other Health Impaired
<u>5</u> Developmental Delay	<u>46</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>28</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: 2
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.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
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.	4

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 13:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	97%	96%	96%	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 2021.

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

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

Yes ☐ No ☒

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

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

Our students will be thriving, productive leaders who make a positive difference in their lives and the lives of others. Our mission is to provide a quality education in a safe and healthy learning environment with opportunities for all students to experience success.

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

Lamar County School District's Parent/Student Handbook page 25:

<https://drive.google.com/file/d/1FdptZn0hBBagIPd7FsbfsXJug5c2Hf9a/view>

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

PART III – SCHOOL OVERVIEW

Oak Grove Schools have a rich history in Lamar County School District and in South Mississippi. In 1897, we began as a one-room schoolhouse in the rural area west of Hattiesburg. Within the past 30 years, our schoolhouse has become one of the largest schools in Mississippi. Oak Grove is now home to six schools housing pre-K through 12th grade and is surrounded by commercial development and planned neighborhoods.

Oak Grove Lower Elementary (OGLE) is one of the Oak Grove Schools and is home to 576 second and third grade students. It is a safe place where all children are valued for their abilities, talents, and differences. We educate the whole child and strive to create an environment that promotes excellence and inspires a life-long love of learning.

In 2005, a surge in population created one of our school's greatest challenges. The average classroom size went from 21 to upwards of 28 students per class. In addition to this increase, we also had an influx of economically and culturally diverse families move into our area. These changes presented challenges in space and resources but provided an opportunity for professional and personal growth. Diversity became our strength as our educators learned to understand the academic, behavioral, cultural and emotional needs of each student. In order to meet these challenges, teachers implemented new teaching strategies and focused on adjusting instruction and programming to meet the changing needs of our students.

Our school began to set consistent norms for monitoring and evaluating data while using information to differentiate instruction and realign assessments. Using research-based strategies with an emphasis on critical and academic vocabulary, OGLE began making its first major academic shifts. Teachers began utilizing culturally immersive lessons and flexible grouping strategies which allowed for interventions and enrichment. Our data sources grew to include universal screeners, such as Northwest Evaluation Association (NWEA), common assessments, and behavior reports. A Data Comparison Sheet was developed to record and monitor student academic and behavioral progression throughout the year. Data sheets are now analyzed in Professional Learning Communities (PLC) each term.

In addition to teaching strategies, OGLE hosts several programs to support and enhance learning. For example, we are a Tier 1 model site for Reach MS Positive Behavioral Interventions and Support (PBIS). The goals are to improve social, emotional, and academic outcomes through intervention and support. We host monthly themed "Wahoos" that are based on student interest to celebrate exemplary student behavior.

For OGLE students scoring in the lowest percentiles on screeners, small group or individual instruction is given and the Multi-tiered Systems and Support (MTSS) is followed. Through this tiered program, students are given individualized intervention and progress monitored for growth towards their goals. All stakeholders collaborate throughout the process to best serve struggling learners.

Our gifted learners participate in our Exceptional Children's Education in Lamar County (EXCEL) program designed to challenge students through an innovative curriculum. This program meets the needs of students identified as intellectually gifted. Their units of study expose students to higher level thinking through STEAM and project-based learning.

One of our most successful programs has been our partnership with local experts, in the higher education community. Using video conferencing technology, we have put a scientist in every classroom and walked students through the scientific process to solve real world problems. One lesson allowed our students to experience how scientists use genetic codes to identify species and their interrelationships. Following the lesson, students used genetic codes from a mother and father to solidify their understanding of inheritance and heredity. Our partnership has made learning more relevant, and it gives students chances to ask STEM-related questions to a scientist.

OGLE values making relationships with parents and community stakeholders. We believe these partnerships are integral to the education of our students. Parents are welcomed as partners and are encouraged to be a part of our school culture through surveys, volunteering, and attending events. One example of this

partnership is OGLE's Hispanic Heritage Night which highlights the cultural diversity within our school family.

The relationships we built over time with the community and parents were an asset during COVID-19. Because of the efforts of our PTO, we were a one-to-one technology school meaning Chromebooks were available for each student for at-home or at-school learning. These resources made virtual learning possible on day one of the school year as we opened school during a pandemic.

To bridge the learning gap between home and school, PLC groups adjusted lessons and utilized new programs. Our administration hired a parent/student liaison with Title 1 funds to assist with at-home technical issues. This allowed for teachers to maximize instructional time for all students.

The adaptive nature of the faculty, staff, and administration of Oak Grove Lower Elementary has been an essential component to its success. This flexibility, combined with a shared vision for excellence, has allowed us to close achievement gaps in even the most uncertain of times. We are a work-family who share the responsibility of educating and supporting students, their families, and each other.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

OGLE's overarching philosophy is excellence for all learners. We seek to produce well-rounded citizens who are prepared for success in society. The basis for all decision making is to reach all students socially, emotionally and academically.

Part of our success is due to the meaningful work that develops in our PLCs. These meetings follow a cyclical pattern where teachers ask what students must know and determine how they will demonstrate that knowledge. Using questions aligned to the Mississippi College and Career Readiness Standards, teachers create common assessments that are rigorous and measure growth towards mastery of standards. From there, teachers develop plans, teach and then meet after lessons to review data and reflect on student progress and efficacy of the assessment and lessons. Administrators use this data, alongside universal screeners, to identify professional development needs and bring in additional resources to strengthen lessons as needed.

From this data, teachers use various flexible grouping strategies and instructional styles depending on the desired outcomes of the lesson. Teachers have autonomy to create and structure lessons in a variety of ways and to create unique and exciting learning environments. Whole group instruction is often used to introduce new content and/or review foundational skills in all subject areas. Teachers are invited to dress up, sing, dance or use any other hooks to get students interested in the topic. While teachers are allowed the freedom to be creative, they continue to focus on creating rigorous lessons designed to close achievement gaps.

When teachers identify an individualized learning target, high-quality small group instruction is integral. Flexible grouping allows for teachers to prescribe learning in deficit areas or enrich learning to move students into higher quartiles. Teachers incorporate partner work to promote cooperative learning and peer tutoring while also working to develop social and collaborative skills. Since we encourage students to discover ways they can be most successful, they are often allowed to choose their own working parameters as part of our student-centered learning approach.

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

Our English Language Arts (ELA) curriculum strives to develop students' reading, writing, speaking, and listening skills. Our instruction is focused around the ELA domains of key ideas, craft and structure, and integration of knowledge. We meet in PLCs each week to break down the focus standard(s) and refer to our state curriculum to determine what students must know and be able to do. We analyze resources and select those that are most closely aligned to the rigor required.

In reading, we base our instruction on the science of reading and the 5 components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). We use a variety of text types (literature, informational, poetry) and incorporate topics and texts to represent the diverse cultures in our school. In our information-rich, globalistic society, we have had to adapt our instructional and assessment approaches accordingly. Instead of using basal readers, we have developed thematic units based on novel studies that will expose our students to more current and relevant topics. We chose to use novel-based thematic planning because it would allow us to make connections between the subjects for our students and allow us to select texts that would be relevant and culturally significant. We used these novels as the basis for an integrated curriculum, connecting our teaching of all subjects to deepen our students' understanding of concepts.

Our students have frequent writing experiences that are tied to our text or topic of study so that they can use text-based evidence to support their thinking. We explicitly teach phonics based on a systematic scope and sequence. This phonics instruction helps build fluency in reading, writing, and spelling while also boosting vocabulary knowledge with the introduction of roots and affixes. In addition, we have had to adopt more

technology-based resources to engage our students and build their background knowledge.

Since the pandemic, we adapted our teaching materials to provide equity and increase access for all students. We created interactive teaching slides and became adept in using online learning platforms such as Google Classroom. These methods were essential for us to reach students in the various learning environments (in-person, virtual, and hybrid) during COVID-19. Digital options were accessible for students to use and reference. They proved to be helpful for parents as they worked with their children at home. We researched and found adaptive, digital programs such as Lexia, eSpark, Readworks, and Reading Plus that would help us differentiate and fill in the gaps that developed from the learning interruptions during the pandemic.

We integrate whole and small group instruction and cooperative learning in our lessons. We differentiate instruction based on numerous data points by using leveled texts, targeted questioning, student choice, and technology-based programming. We also incorporate a daily spiral review that allows us to revisit concepts and do some pre-teaching of challenging topics. Daily formative assessment includes think-pair-share, quick writes and journaling, teacher observation, and digital quizzes. Summative assessments cover several weeks of learning and are digital, which provides immediate feedback to students and prepares them for high-stakes testing.

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

Our math curriculum aims to deepen students' mathematical skills through problem solving, writing, and cross-curricular collaboration. During our weekly math PLCs, teachers meet to discuss the upcoming standards, analyze data, and plan lessons. Teachers start by breaking down Mississippi College and Career Readiness Standards and examining the scaffolding documents to determine the depth of skills to teach. The scaffolding document is used to ensure that students have the appropriate prior knowledge needed to master that standard. We also analyze released test items, question types/formatting, standards, and practice state tests to create classroom assessments that best mirror what students will see on their end-of-the-year state test.

Teachers also discuss and analyze data from various assessments. Assessments include universal screeners and teacher-created common, formative, and district assessments. We use the data from NWEA to gain a broad picture to help us plan differentiation and assess mastery of skills. We use this information to identify and plan for the specific needs for our students.

We have a math anchor curriculum, but we research the best ways to teach the standards. We strive to solidify conceptual understanding through the use of hands-on manipulatives and concrete examples. After this, we use picture models and then move to numeric representations. We also use many online programs, including Reflex Math, Prodigy, Boddle, MobyMax, and Edulastic. Edulastic is used to create and administer formative and summative assessments. This program provides an online filter for tests to mirror our state assessment formatting (drag & drop, matching, drop-down).

We provide differentiated instruction in a variety of ways. We review skills with a daily spiral practice and whole group math talks to provide remediation and enrichment opportunities. Our math talks are created weekly based on data analysis. To support students with reading deficiencies as well as our English Language Learners (ELL), we strive to emphasize mathematical academic vocabulary based on the state standards and the scaffolding document. To provide differentiation in our classrooms, students are presented with a variety of instructional strategies such as hands-on learning, technology-based programs, reteaching videos, small group teacher-led instruction, as well as individualized tutoring. By presenting the skills in a variety of ways, students are given the opportunity to show mastery of the standard in the way that is best suited to their learning style.

In response to COVID-19, we adapted in many different ways to help ensure students are learning to the fullest. When our school implemented safety protocols, our teachers began using Google Classroom. To help parents understand the objectives of each lesson, teachers created tutorial videos to help parents learn how to help their child at home. We also shared other resources families could use to provide remediation and enrichment. We would share ideas of hands-on, engaging activities that families could do together to

learn various standards outside the classroom setting. For example, when teaching arrays, families were encouraged to use materials gathered outside their home to create an array. Students created photographs and videos to share learning with others. In addition, we have researched and sought out online learning platforms that allow teachers to individualize lessons for each student based on their unique needs.

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

PLC teams ensure that science lessons are integrated within all subject areas. OGLE students deepen their understanding in life science, physical science, and earth/space science. Second grade students organize and recognize living things, construct arguments and investigations, and begin reporting evidence. Third graders are expected to engage in the engineering design process, conduct research, and communicate their understanding in a variety of ways. This allows students the opportunity to obtain, chart, and analyze data. Teachers use formative and summative assessments to measure student understanding of grade specific standards and to adjust lesson scope and sequence.

OGLE students engage in a variety of creative science lessons that prepare them for the challenges of the Mississippi College and Career Readiness Standards. Students participate in various science lessons and field trips. Our second graders enjoy a fall themed Punkin' Chunkin' unit which incorporates ELA, math, art, and science. Students write about pumpkins, complete science lab reports, and predict the number of seeds in the pumpkin they get to carve (with adult volunteers). When they see their teachers toss pumpkins, they learn the relationship between mass and gravity.

Our third grade students participate in The University of Southern Mississippi's virtual STEM lessons. They attend engaging field trips such as the interactive FARMtastic experience. FARMtastic is a unique agriculture learning activity hosted by the Mississippi State University Extension Service. During this hands-on, walk-through trip, students explore and learn about leaf rubbings in the forestry area, cow milking in the Barnyard Bonanza, and have a scavenger hunt in the farm village. Students also build a model of soil components. In this activity, various foods are used to represent soil layers. This creative lesson allows students to understand the distinct characteristics of soil and encourages deep thinking and higher-level questioning pertaining to plant and animal life.

These lessons provide opportunities for students with limited access to experience different college and career opportunities within science and math fields. Our lessons are aligned with Mississippi College and Career Readiness Standards and promote problem solving and critical thinking.

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

OGLE teachers incorporate five essential content strands in social studies: civics, civil rights, economics, geography, and history. The Mississippi College and Career Readiness Standards for Social Studies enable students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. Teachers use multiple instructional approaches to teach vocabulary and help students make cross-curricular connections. OGLE recognizes the diversity of our student population and the importance of representing different cultures through the selection of our instructional resources. One such event is our annual Hispanic Heritage Night. Community volunteers come in to speak, cook authentic dishes, lead sporting events, assist with arts and crafts, and lead musical performances.

Students are challenged with real-life problems that speak to our past and present civil inequities. Teachers present primary resources from different civil rights leaders that tell first-hand accounts of stories of segregation. Students draw connections and relate experiences to things they see currently. During Black History month, students read a variety of biographies about famous African Americans that have influenced our country and complete research projects about a famous American of their choice.

Students interact with maps and local resources to learn about our world. They complete a Google Earth project incorporating map skills where important places are located. We also invite community helpers, such as our local sheriff K9 and our county's conservation society for our students to learn about the roles and

resources within their community. Every year, our second grade students create a physical community that takes up an entire classroom floor. Using recyclable goods, they build urban, suburban, and rural areas, run for office, and understand their roles as producers and consumers in our society. These experiences help students to understand abstract economic concepts and help to define their roles as citizens both now and in the future.

1f. For secondary schools:

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

2. Other Curriculum Areas:

As we strive to teach the whole child and to instill a love of learning, OGLE includes several supportive curricular programs in the following content areas: visual and musical arts, physical education, library/media, and technology. These programs give every student at OGLE the opportunity to participate in each specialized area one day a week for 45 minutes. Our students value these programs incredibly, so we worked diligently to preserve the integrity of these classes during COVID-19. Auxiliary teachers would come to each classroom, designing lessons that could be taught safely while social distancing.

The special area teachers strive to align lessons with general education curriculum standards to deepen students' understanding of these concepts across content areas. In both visual and musical arts students acquire knowledge of history, math, and reading skills. Through our PLCs, our activity teachers work on collaborating with grade level teachers to create cross-curricular lessons. For example, when our students were studying the habitats of animals in the regular classroom, the art teacher facilitated a lesson in which students traced the silhouette of bats. Additionally, in the arts, students broaden their abilities, creating a dynamic repertoire of fine motor skills through drawing, painting, molding clay, or playing instruments.

In physical education, students acquire fine and gross motor skills that are necessary for overall physical development. Our PE coaches know and understand the academic vocabulary words used in our school. Multiple-meaning words like inverse, rotate, and infer are embedded into physical activities to help students develop strong connections to the terms. Our physical education department also works closely with our PBIS behavior team to create school-wide incentives for positive behavior. Our Scatterball Derby and annual Field Day significantly lower the need for office discipline referrals, explicitly teach sportsmanship and teamwork, and motivate students to remain responsible and respectful in school.

Our computer teachers teach digital literacy to our students, helping them to learn about internet safety and online etiquette. Lessons are taught to promote digital citizenship as students are exposed to topics in privacy and security, cyberbullying, media balance, and well-being. Our technology instructors collaborate with general education teachers and provide opportunities for students to research and create digital projects relating to content studied in the regular classroom. Students become adept in using online programming to type, research, and navigate Google Classroom and other digital learning platforms.

The library/media specialist helps to develop a love for reading in all students by presenting a variety of award-winning texts to students each week. These texts are selected intentionally and used to teach character and values while also connecting to ELA content standards. Our library also supports the school's Accelerated Reading program by helping children select books on their independent reading level. The librarian works to build students' vocabulary through exposure to sophisticated words during read-alouds and to academic vocabulary during book discussions. Students also learn that the public library works in collaboration with our school library. After students learn the process of acquiring a book, they can use this process to obtain books in the local community library.

3. Academic Supports

3a. Students performing below grade level:

Student data from universal screeners and weekly assessments are recorded on a data comparison sheet and analyzed throughout the year. General education students scoring below the 21st percentile on NWEA have an Individualized Reading Plan (IRP) written for them and are placed in tutoring or intervention support. Progress is monitored by a Teacher Support Team (TST). All teachers provide instruction through small groups focused on specific student needs after conducting formative and/or summative assessments.

OGLE uses research-based intervention programs from Lexia Core 5, MobyMax, Phonics First, and Reflex Math to help close learning gaps. Professional development and training was given to all teachers so they could apply Orton-Gillingham based strategies. We follow MDE procedures using the Multi-Tiered System of Supports (MTSS). Tier I includes quality best practice instruction within the classroom. Tier II includes supplemental instruction that targets the five components of reading, as well as fact fluency and problem solving strategies for math. Tier III involves intensive intervention specifically designed to meet the individual needs of students.

One of our most significant responses to closing the achievement gap in reading has been REACH (Responding Engaging And Climbing Higher), our Reading Intervention Program. REACH is funded through Title 1. The REACH paraprofessionals tutor students individually four days a week for 30-minute sessions. Each REACH student is individually assessed, and their instruction is based on reading strengths and weaknesses. This program has consistently shown success with students who need reading intervention.

After a month of traditional schooling, our school moved into hybrid and virtual learning. This caused concern, but teachers quickly prioritized adaptive digital programming as well as video-based explicit instruction in ELA. Phonics skills were taught in Google Meets. Through their consistent work, achievement improved significantly. By January 2022, only 19% of our students were reading below grade level, a decrease from 25% in July of 2021 even with hybrid teaching conditions.

3b. Students performing above grade level:

Students performing above grade level are enriched in the regular education classroom through individualized, small group instruction. Students are assessed periodically throughout the year using universal screeners. Teachers use performance data from weekly assessments and norm-referenced assessments such as NWEA and Star Reading. Teachers use the learning continuum from NWEA to determine students' target skills and academic vocabulary to create instruction that is tailored to the students' personal needs. Students are also provided opportunities to engage in collaborative learning projects with their peers.

Students utilize a program called Reading Plus, an adaptive reading program used to accelerate reading achievement through individualized instruction. The program is very interactive and interest-driven allowing the students to choose stories based on their preference. Reading Plus measures fluency, vocabulary, and comprehension and maintains a high level of rigor all while keeping students focused and engaged.

Students who consistently perform above grade level are often referred for the intellectually gifted program at OGLE. This special education program, EXCEL, is for students who have scored in the 91st, or higher, percentile rank on an individually administered norm-referenced intelligence test. Students are identified as intellectually gifted through a two phase referral process. Those who qualify for EXCEL are pulled from their regular classroom one day a week to participate in a class where the Mississippi Gifted Outcomes are introduced, discussed, and developed. These outcomes incorporate higher-level thinking strategies in areas such as communication, creativity, informational literacy, and critical thinking skills. In the gifted classroom, students are challenged to apply these higher-level thinking strategies during units that cover a wide variety of topics and subject areas. STEM/STEAM activities are often involved. Robotics, coding, polymers, art, cooking, and career research are just a few of the unique activities observed in our gifted classrooms. Students have opportunities to explore areas of interest and experience working individually and within groups to accomplish daily objectives.

3c. Special education:

Twenty-three percent of OGLE students have exceptional needs that require an Individualized Education Plan (IEP). This number moves to 27% when including students with a 504 eligibility. The special education department takes a team approach in the development, coordination, and implementation of special education and related services. From the initial request for testing, through the eligibility determination, to the daily provision of services, general education teachers and special education teachers work together to determine, address, and progress monitor students' individual needs. Students are "pulled" for these interventions but remain in the least restrictive environment as much as possible to ensure exposure to grade-level standards and participation in discussions and activities. Assessments are tailored to students with IEPs to accommodate and modify for specific needs by chunking, reading aloud, testing in small groups, and allowing extended time.

However, focus is not only devoted to academic growth but also for emotional, social, and behavioral deficits. Teachers collaborate across school settings to ensure students' accommodations are implemented correctly, share success strategies with one another, and offer peer support in handling any behavioral concerns as soon as they arise. These students aren't considered "yours" or "mine," they are "ours," and they are loved and supported in every room and space on our campus.

In addition to our teachers, administrators, and service providers, another vital component of our team approach is parental engagement. Great effort is made to ensure that parents are informed of student progress and included in any decision-making regarding their child. In addition to progress reports, reports cards, and quarterly progress monitoring of IEP goals, parents are informed through weekly newsletters, phone calls, School Status messages, and daily behavior charts. Parents often provide valuable input, such as successes/stressors or emotional triggers at home, that allows our school team to interact positively and proactively with students, in turn increasing their academic growth and personal development.

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

Eleven percent of our students are English Language Learners (ELL) with ten different native languages represented. We tailor instruction for our ELL by grouping them in two classrooms in each grade using the push-in model to meet their academic, cultural, social, and emotional needs. ELL are not separated completely from their language group. This model allows for the comfort of interactions within their language while building relationships with students whose primary language is English. General education teachers collaborate with the ELL teacher and tutors to plan lessons and create assessments to differentiate the learning of ELL students in the general education classroom. When ELL students need extra support, we utilize a pull-out (intervention) model to help students acclimate to the rigor of the classroom standards. In this model, the ELL teacher works with students on phonics, reading fluency, and language development using research-based strategies to scaffold the learning of the students.

The ELL program also fosters relationships with families through meetings and by sharing information with families in the language of each household. Meetings are conducted to share information with parents to make them feel included and valued in the school environment. To further build relationships with families, a Hispanic Heritage Night was established. It started first as a small event in the school library and expanded to an outside festival where parents of Hispanic students brought food to share their culture with others. This free school event has grown from about 100 to a district-wide event for over 1,000 people. In an effort to include all cultures, an international dinner was hosted by the school to allow all families to bring and share their food and converse with others. Building relationships and English language are simultaneous goals of the OGLE ELL program.

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

OGLE provides multiple supports to our students who are in the homeless and/or migrant populations. When notified that a student is without a permanent residence, we provide support to those students immediately. Once a line of communication is established, our counselors and district social workers determine the immediate needs of the family, provide school supplies and uniform needs, and make sure that

students have access to all school services. We enroll the students in our Backpack Food Program, which provides them with a pack of food to take home on the weekends. Families are also provided with outside agency information and assistance in enrolling in community programs to support both immediate and long term goals.

Our school also partners with the Mississippi Migrant Education Service Center (MMESC) through Mississippi State University to serve the needs of our migrant students. A regional liaison aids the families in registering for school and setting up tutoring services, which our ELL teacher provides. She also works with MMESC to teach and organize thematic summer camps. The camps provide instruction missed while the families traveled to other states in search of work during the regular school year. The summer camps average 20-25 students each summer. Three to four teachers from neighboring school districts collaborate to create community among the migrant children and their families. The camps last four weeks in June, Monday-Thursday from 8-12. The success of these programs have led many migrant students to exit the migrant program due to their desire to stay in the community. Many of our families have stayed in Lamar County and have graduated or are on the track for graduation.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

OGLE is known for its positive environment that supports academic, social, and emotional growth. The positivity begins every morning as our students are welcomed with lively music playing at the carline or with a friendly greeting from staff members at buses. OGLE follows the MTSS tiered behavior system and is a Tier 1 Model Site for PBIS. We use a token economy to encourage students to follow our “Warrior Way” - We are Responsible. We are Respectful. We are Ready to Learn. We are Warriors. When a student exhibits positive behavior, the student earns a “Warrior Buck” and the behavior is stated. For example, “I love the way you helped your friend”. Each month, students who receive a set number of Warrior Bucks attend a special event called a Warrior Wahoo. One Wahoo is the “Pie in the Face” event where all staff participates and the principal is “Pied”. We also have a “Scatterball Derby” in which teachers and students play a familiar game together. Our PBIS team analyzes behavior data monthly. When first implemented, data revealed that negative behavior increased before our holiday break. We developed a “Holiday Store” Wahoo to counteract this spike. Events such as this build a positive culture within our school and families and require a high level of community and staff involvement to make them effective.

While schoolwide events largely contribute to student engagement, teachers work hard to plan thematic lessons that are highly collaborative and interest driven. These units receive schoolwide support. For example, during a unit based around a graphic novel, students created and animated a comic using digital tools. Administrators, activity teachers, and secretaries had an opportunity to encourage students in the writing process and view the final product. When the entire school is involved in the learning process, student engagement is maximized.

When schools closed for COVID-19, it was important for teachers to see their students. Teachers set up daily video meetings to teach lessons and answer questions. Many times teachers played games or just talked with students. COVID-19 made many feel isolated. Students were unable to be with their friends, so teachers worked to make an environment where students were able to feel some sense of social normalcy. Our school counselors continued to provide students with social emotional support. The counselors called students individually, speaking with both the students and their families. They offered community resources and scheduled hours for students to speak with them. The counselors also collaborated with teachers for lessons on anxiety and coping skills which were necessary during this uncertain time.

2. Engaging Families and Community:

The partnerships between parents, students, staff, and community boost the potential for OGLE student achievement. We value parental input and incorporate several programs to collect their feedback and suggestions. At OGLE, we have multiple community partnerships with various churches, universities, and community organizations. They have provided gift cards, food, cleaning services, and school supplies. The support of these organizations has helped us meet the various needs of students and teachers.

The Lamar County Education Foundation and our Parent Teacher Organization (PTO) participate in fundraising events and celebrations. PTO members meet monthly with our staff to gather information and develop plans to support our students and teachers. As our educational partners, these groups have purchased the resources needed to support student achievement. From fundraising efforts, we have been able to buy additional Chromebooks, purchase software, and provide new, high-quality text for 30 homerooms.

The local Junior Auxiliary group donated a large bag of recess equipment to each homeroom class. COVID-19 guidelines restricted playground and PE equipment access. By having a classroom set of equipment, our students could safely play games and it brought a sense of normalcy to our students. This group also provides eye exams for 3rd graders each year to identify any vision problems that could affect learning.

Additionally, we have established partnerships with two 4-year universities in Hattiesburg, Mississippi. Professors from both universities provide outreach to our campus, which helps our students experience real-

world problem solving. These partnerships also allow for our school to help grow the next generation of educators by hosting student teachers and practicum students. These pre-service teachers pull small groups and tutor students as needed to help close the achievement gap. We also have many retired teachers in our community who volunteer throughout the year serving as mentors to students and providing support for teachers.

We also have developed partnerships with retail stores and local banks. They help enhance our learning environment and make the school more inviting by donating hallway and display decorations. Local bankers also come to teach lessons about financial literacy and provide resources to help our students get started on a savings plan.

We use multiple social media accounts and our class websites to share student and teacher achievements and to keep our community partners informed of their impact at OGLE. The relationships that OGLE works to build with students, parents, and community members have been crucial to raising student success.

3. Creating Professional Culture:

The professional culture at OGLE is unmatched. This is reflected in the rapport developed amongst all members of our OGLE family. Our teacher retention rate is one of the highest in the district. We have cultivated an environment that makes us love our work and gives us the drive to see our students reach their full potential. Our administrators value teacher input in decision making and have worked to create pathways to amplify teacher voice. Our principal values teacher autonomy and recognizes that teachers know students' strengths, weaknesses, and behavioral needs. This fosters a sense of belonging that builds a stronger team and provides opportunity for greater impact on student success.

When restrictions from COVID-19 threatened to impede learning, our principal met with teachers to develop plans that would keep students safe while learning. After discussing state and district guidelines, we decided self-contained classes, instead of switching classes, with a combination of virtual and physically-present students would best support our students academically, socially, and emotionally. This design would allow teachers and families to feel closer connections and be able to handle situations related to illness, technology, and interventions quickly and safely.

After several weeks of implementation, we found through data that our in-person students were showing more growth than our students who were learning virtually. This was mainly due to internet connectivity issues and other restraints. At the end of term one, our principal called a brainstorming session and we redesigned our learning environments. Of our 15 homeroom classes per grade, one teacher volunteered to teach all virtual students and the other 14 teachers moved to a traditional classroom model. Our PLC teams continued to plan together so all students received the same content and were given similar opportunities for learning. By concentrating solely on at-home students, our virtual teachers were able to work through connectivity issues. This is an example that shows our team members are willing to take risks together. Our change in strategy resulted in improved learning for all students.

Our professional development plan is multifaceted as we participate in workshops, share best practices in PLCs, and provide mentors for new teachers. Teachers are encouraged to seek professional development based on their personal goals, observe in the classrooms of our own expert teachers, and determine how they can best improve teaching practices. Our administrators ask for input from teachers and review data to gauge needs before selecting schoolwide professional development courses. After training, our administration provides encouragement throughout the implementation process.

4. School Leadership:

Our leadership team, including our principal, assistant principal, lead teacher, and counselors, walk the campus every morning to greet students and teachers. They learn about current teacher interactions with parents and or students, identify classrooms with substitutes, and survey the grounds for cleanliness and safety. This time is important to set the tone for the day and to be as proactive as necessary. Each day brings new challenges but also new opportunities to cultivate relationships and to share expectations in academics

and behavior.

Our principal can be described as a leader who provides guidance, support, and works to build an environment of teamwork and trust between students, teachers, and parents. She has an open-door policy and is accessible. Her philosophy is one of building a safe culture and adopting an adaptive leadership style. Building trust comes with a mutual understanding of expectations and a shared vision for our school. Autonomy to make thoughtful decisions in classrooms is met with checks and balances and within the alignment of our schoolwide goals.

To maintain open communication, our principal believes that constructive feedback for all (including herself) is vital. In addition to feedback on classroom observations, our administrator has worked to create practices that focus on student achievement. Weekly data meetings are scheduled to review the efficacy of specific instructional practices. Students set personal goals, and we honor their successes through a variety of incentive programs.

As an instructional leader, the principal and other members of the leadership team meet in PLCs and collaborate with teachers to revise and/or develop instruction to best serve students. Teacher input and data reports are used to drive instruction and the principal ensures instruction relates to overall goals, programs, professional development focus and expectations. Furthermore, she advocates for resources as needed. When teachers revised curriculum plans, she worked diligently to purchase and supply classrooms with enough chapter books, so every child had a copy in hand.

Our administration does not work solely within the parameters assigned to oversee operations in a school. Faced with understaffing from COVID-19 quarantines, the principal was challenged to find creative avenues to keep the school open. The leadership team willingly stepped into any role necessary, be it to cover classrooms, pull trash, or even serve lunch to our entire campus. This adaptive approach to leadership protected teachers' instructional time, limited outside distractions, and kept the focus on student achievement.

5. Culturally Responsive Teaching and Learning:

OGLE is an open and inclusive community school. As our school population grew, we saw a significant change in student demographics. We wanted our teachers to effectively meet the needs of our diverse student population. We believe that culturally responsive schools begin by examining their pedagogy. As our school moved to become more inclusive, we examined our anchored texts to ensure they represented a deeper understanding of cultural knowledge. We used research from Ruby Payne: a Framework for Understanding Poverty, the learned experiences of our own diverse staff, and the cultures represented in our ELL population to restructure the method in which we chose texts. For example, our teachers developed an integrated curriculum plan around the theme "cultural diversity" and we were careful to represent diverse cultures, ethnicities, and relevant topics. One term, our anchor text in 3rd grade ELA was *Sylvia & Aki* by Winifred Conklin. This historical fiction book is based on two girls during the 1930s-1940s. Aki was sent to a Japanese internment camp, while Sylvia's family challenged school segregation after she was forced to attend the "Mexican school". The Asian American hate-crimes prevalent in the news today made the treatment of the Japanese in the book relevant. Students recognized mistreatment of people in the book based on skin tones and heritage. Students were vocal about their value of diversity and inclusion, often outraged about inequities. We wanted our students to connect to our curriculum, and know that they are seen, valued, and represented by our school.

As our school families and staff became more diverse, we examined practices in our PLC's that may have produced unintentional inequities. Looking for unintentional biases in our student identification process for accelerated students and students with special needs became part of bi-monthly PBIS data meetings. Our PBIS team is purposely diverse allowing us time to authentically engage with members of our staff and members of the community who come from different cultures and backgrounds. These meetings were centered around our discipline practices. Did we overly identify students of color for harsher disciplinary practices? Were their trends in our discipline data that could show bias? Our PBIS team used these questions to examine data and worked to create different strategies that would foster a community of respect for all

students. The behavioral data was submitted quarterly to Reach Mississippi. We became a model school for PBIS, and were given a statewide distinction.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At the beginning of the 2021-2022 school year, we recognized deficits in student skill mastery and that it would take a collective effort to close achievement gaps. We adopted a mindset designed to build the resilience of teachers, leaders, and students to address these complex challenges. This mindset is based on the active research of adaptive leadership and has been instrumental in our school's success. Every colleague is unique, and therefore brings various personal and professional experiences that can be used to maximize the success of each student. Using this approach has allowed our teachers to thrive in a culture where they can take risks and create unique learning opportunities. Adaptive leadership allows the effective translation of our school's cultural differences into collective strengths.

For example, our principal brought together a schoolwide "Trailblazers" team of educators with various professional experiences to examine OGLE's best practices, programs, and data. The members had expertise in an area of ELA, math, statistics, interventions, ELL, science, or social studies. The Trailblazers identified and prioritized schoolwide needs, the first of which was reexamining common assessments. We wanted to ensure Lexile levels and text lengths progressed throughout the year so that students' stamina and rigor advanced to match end-of-year expectations. This goal was shared with ELA PLCs who then used individual strengths to adapt and develop stronger assessments.

The next item we addressed was test reliability and validity. Our PLC members worked diligently to create universal testing protocols in an effort to streamline assessment procedures and expectations. With the newly revitalized testing protocols and updated assessments, we had more accurate data that allowed us to better identify specific student growth needs. We were then able to develop prescriptive learning plans for these students to create a learning environment where they felt supported. The Trailblazers helped steer educators through substantial change and transform longstanding practices.

OGLE's adaptive culture permeates into our relationships with students. Because of the changes we have made in both school climate and academics, our students are provided with the resources they need for success, no matter their achievement level. We have found that because of these supports and opportunities for success, students want to come to school. For the last two years, our school has averaged a 96% student daily attendance rate. When we look at data, we see the faces of our students. These faces show up every day because we have created an environment that empowers them to take ownership of their education, pushes them towards excellence, and inspires a life-long love of learning.