U.S. Department of Education
2018 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 Dr. Renee Mallory
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name E. A. White Elementary School
(As it should appear in the official records)

School Mailing Address 9431 Custer Road Building 3030
(If address is P.O. Box, also include street address.)

Fort Benning, GA   DD   31905-6627
City   State   Zip Code+4 (9 digits total)

County

Telephone (706) 545-1175   Fax
Web site/URL
           https://www.dodea.edu/WhiteES/index.cfm   E-mail   renee.mallory@am.dodea.edu

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. Christy Huddleston   E-mail
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   christy.huddleston@DODEA.edu

District Name DoDEA Americas Southeast District   Tel.   (706) 545-7276
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 Dr. Lisa B. Coleman
(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, write N/A in the space.

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. 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.

10. 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.

11. 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.

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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district   21 Elementary schools (includes K-8)
   (per district designation):   4 Middle/Junior high schools
                                        2 High schools
                                        0 K-12 schools

                                        27 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban
   [X] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	31	17	48
K	18	19	37
1	23	13	36
2	20	16	36
3	19	22	41
4	20	16	36
5	16	11	27
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	147	114	261

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 2 % Asian
                                        6 % Black or African American
                                        15 % Hispanic or Latino
                                        1 % Native Hawaiian or Other Pacific Islander
                                        64 % White
                                        12 % 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 2016 – 2017 school year: 44%

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

We are a DoDEA school serving the students of military personnel on an U.S. Army installation. The soldiers change duty station every 2 to 3 years on average.

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 *to* the school after October 1, 2016 until the end of the 2016-2017 school year	54
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	40
(3) Total of all transferred students [sum of rows (1) and (2)]	94
(4) Total number of students in the school as of October 1, 2016	214
(5) Total transferred students in row (3) divided by total students in row (4)	0.44
(6) Amount in row (5) multiplied by 100	44

6. English Language Learners (ELL) in the school: 8 %
                                                         20 Total number ELL

    Specify each non-English language represented in the school (separate languages by commas):
    Spanish, Portuguese, Arabic, Korean, German, Samoan

7. Students eligible for free/reduced-priced meals: 6 %
    Total number students who qualify: 16

8. Students receiving special education services: 16 %

      41 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. It is possible that students may be classified in more than one condition.

8 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	1 Other Health Impaired
17 Developmentally Delayed	2 Specific Learning Disability
0 Emotional Disturbance	41 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance 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   15:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	97%	96%	95%	95%
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 2017.

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 X

     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.

We educate, engage, and empower each student to succeed in a dynamic world. Vision: We aspire to provide an environment for student excellence in academic behavior, and leadership that results in lifelong learners who contribute to a global society.

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

PART III – SUMMARY

Edward A. White Elementary School, opened in 1962, is a Department of Defense sponsored school located on the U.S. Army Installation at Ft. Benning, Georgia. It is part of the Americas Southeast School District and follows the directives, curricula, and guidelines of the umbrella organization, the Department of Defense Education Activity (DoDEA). The school is one of six schools located at Ft. Benning and currently serves PreK-5th grade students who live on Post in the surrounding neighborhood.

There are high expectations for both staff and students at E. A. White E. S. and continuous school improvement processes are in place to ensure that goals are met. Teachers analyze the results of student assessments to identify student needs and differentiate accordingly, proactively planning varied instructional approaches that are aligned to what students need to know and be able to do. We have a significant number of high performing students and take our responsibility to challenge them seriously, providing numerous opportunities for enrichment. On the most recent Terra Nova assessments ninety-two percent of our 3rd-5th graders scored in the top two quarters in reading and ninety-four percent of them were in the top two quarters in math. The teaching and learning scores from our latest AdvancEd accreditation visit were the highest in DoDEA that year. Leadership at the school monitors school climate and stakeholder satisfaction, as well as instructional effectiveness.

The faculty at E. A. White E. S. believes it is a privilege to teach students whose parents serve our country. With military service comes a unique set of challenges for children. Parents are frequently tasked with deployments and family separations for extended periods of time. This takes a toll on our young students who might not see a parent for several months or, in some cases, for over a year. The guidance program offers a deployment support group, which provides an opportunity for children to deal with separation anxiety and other challenges they may face. Most of our student population comes from the surrounding neighborhood, giving parents and students easy access to teachers, support personnel, and the administration. Some of our parents are foreign military liaison officers and others are part of Western Hemisphere Institute for Security Cooperation (WHINSEC). The families that come to us from other countries have special needs as their children strive to be successful in an environment that is different from their home country. These children and their families also provide our students with rare opportunities to learn about different cultures and our teachers take advantage of this.

There is a wonderful blend of time-honored values and traditions, combined with innovative 21st Century teaching and learning, at E. A. White E.S. The parents and community demonstrate strong support and are very involved with the total school program. The faculty is responsive and compassionate and works together to create a caring, supportive environment and sponsors activities based on student interest. The student-led news broadcast kicks off each day and reminds us of upcoming events, including Red Ribbon Week, Scholastic Book Fairs, Field Day, field trips, and chorus concerts. The reading incentive program, based on Reading Counts points, encourages all students to become better readers. Each classroom has a Paw Pal, a second staff member who interacts and supports the students with activities throughout the year.

E. A. White is a small, close-knit school that still holds true to the ideal of the neighborhood school where faculty, parents, students, and other stakeholders work together as a community. Stakeholder involvement is evident through partnerships with the Officer Candidate School (OCS), WHINSEC, and 2/58 Infantry Brigade. This program, Partners in Education (PIE), is an organization established with the purpose of improving education through individual partnerships with businesses, military units, civic clubs, and professionals. Our Partners in Education are an important part of our school. The Parent Teacher Organization is a very active at E. A. White. The teachers and staff work closely with the PTO in planning and hosting a variety of school-wide events, with a teacher liaison and the principal attending monthly PTO meetings. They plan special family and community events and publish a monthly newsletter. These activities support the school's purpose of "working together to create a strong mind, healthy body and giving spirit."

The school community at E. A. White is anxiously awaiting the opening of a new, state-of-the-art replacement school which will open in the 2018-19 school year. The staff is excited and energized by the

possibilities for teaching and learning in this new environment. In spite of the limitations of our current physical plant, 21st Century Learning is a reality here as teachers have found ways to collaborate and deliver engaging lessons that challenge all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Department of Defense Learning Activity (DoDEA) began phasing in new College and Career Ready Standards (CCRS) three years ago in all schools. These standards establish clear, consistently high learning goals and are focused on preparing students for success in college and careers. The continuity of College and Career Ready Standards presents an excellent opportunity for academic development which is beneficial to our highly mobile, military-connected students. To support the new curriculum standards, DoDEA provided intensive training for teachers for each subject area roll out, with additional support provided at the district and school level. In addition, the Partnership for Assessment of Readiness for College and Careers (PARCC) was adopted as the comprehensive assessment system for DoDEA because it more accurately measures student mastery of the new standards. The PARCC contains questions that measure student readiness to master rigorous academic content, think critically, apply knowledge to solve problems, and conduct research to develop and communicate a point of view.

Language Arts for our students includes reading, writing, listening, and speaking. Teachers engage students with technology supported instructional practices combined with traditional print and media formats. The standards-based curriculum allows students to research and explore literature through integrated reading and writing programs. Teachers have been using High Leverage Team Actions (HLTAs), they plan together during focused collaboration and create common formative assessments for their students. Tiered instruction and work stations ensure that students at all levels are challenged. Guided reading is the cornerstone of the reading program at E.A. White. Instructional walkthroughs by the principal and literacy instructional specialists ensure the fidelity of this program.

For Mathematics, the goal of the CCRS program is to offer a balanced curriculum including hands-on learning, problem solving, mathematical discourse, conceptual development, and procedural skills. This is accomplished by providing students with an instructional sequence that is focused on their ability to reason and think mathematically. Curriculum standards, effective learning strategies, and on-going assessment of student progress are essential components of the mathematics program. The program uses a backward design model and asks the question, "what is it that we want our students to know and to be able to do at each grade level?" The emphasis in elementary school is placed on students learning to reason and think mathematically. There are fewer standards per grade level with CCRS, but the learning is much deeper and richer.

The goal of the CCRS for Science is to provide students with experiences that will form the foundation for continuing to learn about science and help them advance their understanding of the world. This scientific understanding is created using a three dimensional learning approach based on disciplinary core ideas, science and engineering practices, and crosscutting concepts. Learning experiences are designed to engage students by allowing them to investigate phenomena and solve real world problems using the engineering design process. At the elementary school we are using the Full Option Science System (FOSS) for science instruction. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in experiences that lead to a deeper understanding of the natural and designed worlds. In many instances this involves the study of live specimens and journaling of student observations.

DoDEA has recently rolled out the CCRS for History/Social Studies. These new standards are aligned to the College and Career Ready Standards for Literacy (CCRSL) and the College, Career, and Civic Life (C3) Framework. Alignment to the C3 Framework includes crafting questions that promote inquiry, cultivate collaboration and civic responsibility, integrate content and skills purposefully, and provide opportunities for taking informed action. These instructional priorities allow teachers to be intentional about helping students become ready for college, career, and civic life. Students at every grade level are exposed to opportunities to help support the school, the neighborhood, and the community as they learn what is meant by being a good citizen. One of our school goals, selfless service, supports civic responsibility.

Preschool at E. A. White is a half day program where children are encouraged to explore, investigate, and

respond to a variety of materials. The preschool program is based on a hands-on, interactive, interest-based approach. The DoDEA standards are embedded in the activities of classroom centers where children have access to various activities, such as block building, dramatic play, picture books, art materials, and music and movement. Creative Curriculum provides the basis for the preschool instructional program. Assessment in the classroom is ongoing, authentic and is used for the purpose of planning, addressing individual children's needs, and monitoring progress. The kindergarten teachers applaud the preschool curriculum, stating that of their 38 students, the 30 who attended pre-kindergarten were significantly more prepared for kindergarten than those who had not.

2. Other Curriculum Areas:

The co-curricular areas connect directly to the school's purpose and motto, "Working together to Create Strong Minds, Healthy Bodies, Giving Spirit." Physical Education, Music, Visual Arts, Media, and Technology are part of the regular school day at E. A. White for grades K-5. Students attend 45 minutes in each of these special areas, a minimum of once per week and have one area twice per week. Grade level teachers keep special area teachers informed bimonthly of what concepts are being emphasized at different grade levels to facilitate subject area integration.

The physical education program promotes the physical growth and development of all children, while contributing to their general health and well-being. The curriculum is based on developmentally appropriate learning activities which begin, in the early grades, with basic movement concepts and skills, and progresses to more complex games and sports as the children get older. A healthy, physically active student is more likely to be academically motivated, alert, and successful in school. The physical education program promotes social skills and cooperation that are essential for student success in school and in real world applications.

DoDEA is implementing CCRS in the arts this year. The Arts standards (music, art, and media) embody the key concepts, processes, and traditions of study in each of the courses. The Visual Arts program helps to cultivate creativity, confidence, and an appreciation for the study of fine arts. Students have the opportunity to express themselves, explore, and be creative through the use of different mediums. Our students learn about famous artists such as Vincent Van Gogh, Jim Dine, and Georgia O'Keefe, while connecting with the classroom curriculum at their grade level. The Visual Arts program helps ignite a creative flame and develop skills that can be applied to many aspects of student learning.

In Music, students at E. A. White E. S. explore, practice, and perform choral and instrumental music and learn to appreciate a variety of musical genres. Music from different parts of the world and from different cultures is integrated into the curriculum and careers in music are explored. Music has anchor standards that link to the classroom curriculum with creating, responding, and connecting ideas. The program encourages students to explore a variety of musical styles. Performances are planned cooperatively between our school and a nearby school, so that the students learn from each other and interact as they would in the real world.

At E. A. White E. S. we have developed a technological program that teaches the students to explore, problem solve, experiment, create, and self-assess. Students have the opportunity to think creatively and work with other students to "venture outside of the box" in their use of technology. Students receive technology instruction at least once a week to enhance their skills with different software, applications, and equipment. These lessons integrate the classroom standards with the technological standards in a collaborative environment among the Educational Technologist, teachers, and students. There is also an after-school Technology Club open to all students. This provides them with an opportunity to expand their knowledge and pursue their interests beyond the classroom. Our goal is to develop sound digital literacy in all of our students.

The Information Center at E. A. White E. S. connects with teachers and students to help promote reading, learning, and researching through a flexible schedule for student check out and project development. The staff works closely with the faculty to support grade level standards and offers reading incentives that promote our school reading goal. In order to stimulate continued growth, exploration, and learning, the media center offers online resources for students and resources for teachers to include a professional library,

interlibrary loan program, and guided reading materials.

The co-curricular offerings at E. A. White ensure that students receive a rich, well-rounded education that will allow them to develop an interest in and an appreciation for the arts, media, technology, and physical education. These areas promote creativity, self-discipline, and problem solving and encourage the development of life-long habits that improve our students' quality of life.

3. Instructional Methods, Interventions, and Assessments:

E. A. White E. S. maintains a dynamic and innovative instructional environment where teachers strive to provide rich educational experiences for all students. One thing that sets us apart from other schools is the high expectations set for our staff, students, and stakeholders. The instruction, learning opportunities, and assessment system are designed to meet the needs of our students and it begins with vertical and horizontal staff collaboration sessions that are built into our master schedule. Administration, Instructional Support Specialists (ISS), reading and math specialists, the gifted teacher, and the English Second Language (ESL) teacher join these collaboration sessions to support classroom teachers and provide meaningful input. Classroom teachers complete curriculum updates bimonthly and they are sent to all special areas and support staff in order to create rigorous learning experiences that are not only standards based, but are connected across all content areas. Professional Learning Communities (PLC), consisting of grade level and special area teachers, as well as support staff, engage in focused collaboration. Embedded in these sessions is the use of ten High Leverage Team Actions which guide the steps we take as we plan, implement, and reflect during a unit of study. High level cognitive demand tasks, and opportunities that provide students with the ability to engage in discourse, and productive struggle are fundamental to our instructional model.

The comprehensive assessment system in place at E. A. White E. S. includes standardized, district, and local assessments. A variety of both formative and summative assessments are used to measure student success. Assessments incorporate both lower and higher level cognitive demand tasks. At the local level, formative assessments are ongoing and many are selected during grade level collaborative sessions, while others are selected based on class and individual student needs. In addition, common scoring criteria are determined to ensure there is continuity within and between grade levels. We maintain an assessment schedule and have protocols in place for the administration of both standardized and common local assessments.

The school maintains a data management system where student assessment results are stored and analyzed to determine changes that may be needed to improve instruction. After administering formative and summative assessments, time is allocated for grade levels to score assessments and look at student work using a uniform three-stack protocol. During this time, teachers engage in reflective practices to determine next steps in order to meet the needs of students who achieve mastery and those who do not. Changes in the delivery of instruction and tiered intervention are provided for those who perform below expectations with opportunities for students who demonstrate mastery to engage in more rigorous tasks.

The faculty provides opportunities for students to have choices, self-assess, and engage in goal setting. We praise effort, perseverance, and achievement. It is not always about the correct answer, but the process. Teachers make connections in order for students to understand the purpose of the learning activities. Objectives are clearly posted in child friendly "I can" statements so all students know what they are learning and why. The teacher's role is that of a facilitator in the classroom and they utilize purposeful questioning strategies that permit students to make sense of their own learning. This allows students to think metacognitively as they engage in the acquisition and application of skills and knowledge.

In order to ensure that teachers have the expertise and experience in a variety of instructional approaches, research-based professional development has been embedded in the roll out of College Career Ready Standards. An integral part of this training focuses on a learner-centered curriculum ideology where students are encouraged to develop a growth rather than a fixed mindset. In addition, professional development opportunities are focused on how to engage students in discourse, productive struggle, as well as media and digital literacy.

Programs such as Read 180, Leveled Literacy Intervention (LLI), ESL, SST, and 504 and Case Study

Committees are designed to identify those students who are struggling and may need special support. The special education model we use combines resource and inclusion services for identified students. Speech, occupational therapy, and physical therapy are provided for students who qualify for these related services. The Child Find program helps us identify students who have special needs and may need services as early as three years old. Qualifying children are enrolled in Pre-School Services for Children with Disabilities (PSCD), and we are able to provide extra support and interventions to help them progress, with an emphasis placed on readiness skills for kindergarten.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We are proud of the school culture at E. A. White E. S. There is a focus on activities that are healthy, engaging, and challenging before, during, and after school. The staff shares a common set of beliefs about learning and student engagement which drives every decision we make and is the foundation for the positive family and community oriented culture at the school.

Measures that support the emotional growth of our military students include Paw Pals, the Positivity Project, and Star Student recognition. The Positivity Project, sponsored by our School Board representative, encourages students to practice 24 positive character traits that they learn about each week. Our Star Student program supports social responsibility by highlighting Army Values. The counselor and Military Family Life Counselor meet with groups of students who need extra support, such as dealing with deployment, social issues, and family concerns.

To support the social well-being and inclusion of all students, E. A. White teachers and other stakeholders sponsor clubs based on student interest. These include Technology, Robotics, Leadership, Reading, Chorus, Safety Patrol, Broadcast, and Running Club. All students have the opportunity, regardless of academic performance, to participate. Community service projects are ongoing with students and faculty, with participation encouraged for parents as well as students.

Student achievement is celebrated in the quarterly recognition of students who achieve perfect attendance, Honor Roll and Principal's List. Teachers, the PTO, and our Partners in Education sponsor ongoing celebrations to motivate and promote a growth mindset among all learners. Because many of our students are high achievers, we strive to provide engaging enrichment opportunities. The gifted teacher often consults with teachers and pushes into their classes to support all students who need an extra challenge.

There are many factors that contribute to the positive working environment for teachers at E.A. White. Parents and parent volunteers provide vital support to teachers. Their contributions enhance the school atmosphere. The PTO provides teacher support by sponsoring luncheons, snacks, funding for field trips, recognition during Teacher Appreciation Week, birthdays, and classroom supplies, all of which enhance the positive climate.

At the school level the Principal creates a working environment that is positive, inclusive, collaborative, energetic, and supportive. This has been noted in our annual Administrative Effectiveness surveys and faculty climate questionnaires. We always have excellent stakeholder participation in DoDEA's Customer Satisfaction Survey and also utilize data from a locally developed exit questionnaire for families when they leave for another duty station. These reflections are overwhelmingly positive and many families, after they leave, continue to communicate with our faculty.

2. Engaging Families and Community:

E. A. White E. S. has a long standing tradition of fostering strong community, military, and parent stakeholder support. This was recognized as a "Powerful Practice" in our most recent AdvancED Accreditation visit.

Our school actively engages the community in various ways. Local community members come to the school and engage our students through the World of Work day, where the children learn about future career opportunities. The Reading Celebration, sponsored by stakeholders, includes all students and is the reward for reaching the school reading goal. Another activity that engages our parents and the community is the Griffin Club, a student service and leadership organization. Numerous family service projects are planned that enable students to volunteer at a local retirement home and participate in food and pet supply drives. The Club members also fill book-bags with school supplies for those in need and donate to national causes, such as the Leukemia Pennies for Patients.

One collaborative relationship that we are extremely proud to share is our Partners in Education (PIE) program. At our school, this partnership consists of three military units: Officer Candidate School, Western Hemisphere Institute for Security Cooperation (WHINSEC), and 2-58 Infantry Brigade. Combined, they served our student body by providing over 4500 hours of volunteer services this past year. The PIE Partners regularly work with students in the classroom with projects, tutoring, and mentoring. They also assist classroom teachers, serve food at the Holiday Luncheon, offer free Spanish lessons to the staff to help facilitate communications with our non-English speaking families, and help with various school activities such as running club and field day. Additionally, 2-58 Infantry Brigade sponsors an after-school leadership program for fifth graders which emphasizes Army Values and students have the option of participating in the weekly Positivity Project.

At E. A. White E. S. we have a strong, active involvement with our parent stakeholders as we communicate and engage our families in school activities. We keep families informed through our kiosk, student work displays, school newsletters in English and Spanish, Facebook, Town Hall meetings, Continuous School Improvement brochures, parent calling system, emails, school website, and phone calls. Parents are informed of their child's academic progress through required parent-teacher conferences, report cards, data walls, progress reports, and parent and student access to Grade Speed for 4th and 5th grade. The school also offers a variety of educational programs which support parents, to include Parent to Parent workshops, Family Nights, the Annual International Festival with WHINSEC, the quarterly Principal's Breakfast, and student recognition and performance programs.

3. **Professional Development:**

At Edward A. White research-based professional development, focused on identified teacher and student needs, is not just an event, but is embedded in everything we do. The growth mind-set that we encourage in our students extends to our teachers. Professional development is aligned with DoDEA's goals and expectations for 21st Century learners and College and Career Ready Standards and is provided by the district, the community, and the school. The School Improvement and Professional Learning Communities at the school help develop professional development plans at the beginning of each semester. Teacher leaders and district level support personnel provide relevant, rigorous workshops that can immediately be incorporated in the classroom. Professional development sessions are student focused and allow teachers to collaborate horizontally and vertically across grade levels. In addition, both administrators and teachers collaborate through our online professional community.

Our staff at E. A. White E. S. collaborates in a risk free environment where teachers reflect on best practices and challenge current practices. Killion's Change Model is the structure that our district uses for professional learning. It is the standard for ensuring that training is research-based and ongoing, that teachers have opportunities for meaningful practice of new strategies, and that data is used to measure the effectiveness of instructional changes. Teachers have time to implement best practices in the classroom and receive real time results and feedback from administrators through DoDEA's walkthrough forms and program fidelity evaluations utilized by the principal and district instructional specialists. The immediate feedback allows teachers to refine instruction to increase student achievement. After professional development sessions, teachers participate in feedback surveys to offer opinions and suggestions to improve the learning.

There is an early release day for students each Tuesday, which allows for school and district initiated training, practice, and collaboration within and among schools. At the school level, we also have a thirty minute block before students arrive each morning for teachers to engage in structured, focused collaboration and engage in mini-training sessions. Particularly effective sessions have been led by teacher leaders, who assist teachers with integration of appropriate technology, higher level questioning skills, and standards-based instructional techniques. Teachers have been trained to use High Leverage Team Actions (HLTAs) and that training is at the heart of our professional development and collaboration at the school. This structure ensures that the staff remains focused on student achievement and enrichment.

4. **School Leadership:**

Leadership at E. A. White E. S. starts with a guiding principal who believes all stakeholders should have a part in making decisions and that everyone has a shared role in promoting excellence in teaching and learning. Recognized as a "Powerful Practice," the AdvancEd team, acknowledged that, "The Edward A. White Elementary School leadership and staff are clearly committed to a culture that reflects a passion for rigorous student learning, mutual respect, and nurturing children through a process of continuous learning." The principal has high expectations and emphasizes the importance of communication among all stakeholders. Our school leadership recognizes that a risk-free culture of learning and sharing for both students and teachers is the ideal environment for growth. Everyone feels comfortable being a part of the team and sharing their ideas and opinions. Leadership promotes an open door policy for teachers, parents and students and, when decisions are made, considers input from many sources.

Teaching and learning are monitored through weekly principal walkthroughs with immediate instructional feedback. Formal teacher observations with timely, effective reflections and suggestions are conducted and a yearly evaluation is completed for each staff member. There are both formal and informal processes in place to assist teachers in need of extra classroom support.

Although the principal is the instructional leader of the school, staff works together closely at E. A. White E. S. With the support of the Continuous School Improvement and Professional Learning Communities (CSI and PLC), data is analyzed and professional development is planned based on identified school and student needs. Teachers are offered leadership opportunities through the CSI and PLC Leadership Teams, Quarterly Committees, and leading school and district professional development. Structured vertical and horizontal collaboration time is provided daily as teachers discuss data, analyze individual student performance, and examine student work. Collaboration related to special education students' progress is scheduled weekly and we also have an active Student Support Team. E. A. White E. S. staff is a team that works together like a family to make our school the best it can be. The positive team concept that school leadership has established is what makes the learning environment encouraging and supportive, while being progressive and innovative---a combination that ensures maximum student engagement and learning.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

In the last four years our district has restructured the school day for teachers to allow for a thirty minute block before students arrive each morning for teachers to engage in structured, focused horizontal and vertical collaboration. Current educational research indicates that purposeful teacher collaboration is a highly-effective practice and a high correlation to improved student achievement. During this designated morning collaboration time, grade level teams use High Leverage Team Actions (HLTAs) to develop high level cognitive demand tasks and create assessments. These focus on unpacking the standards and identifying essential learning, designing common, formative assessments and rubrics, planning tiered lessons, looking at student work, and analyzing what they might modify and enrich, with a focus on higher level depth of knowledge . The driving questions are: What do we want students to know and be able to do? How will we know if they achieve it? What will we do if they don't? For students who achieve proficiency, the next question is: What will we do to enrich these students?

An agenda and notes are kept and each session concludes with what the next steps will be. All teachers in the building actively participate in collaboration groups that work to effectively implement actions that will result in increased student learning. This was recognized as a powerful practice, implemented with fidelity, by our last visiting AdvancEd accreditation team. "The faculty of Edward A. White Elementary School regularly engages in a focused, ongoing collaboration process that is clearly dedicated to improving student performance."

At the beginning of each school year, there is a review of the HLTAs, led by teachers in the school, and there is time provided for guided practice with new collaborative team members. Norms are revisited regularly and notes are archived so that absent teachers and other support personnel can access them for review. Much of the discussion is data driven, as teachers measure student proficiency and discuss ways to improve student achievement. Use of data to improve instruction was also identified as a powerful practice during E. A. White's last accreditation visit.