

U.S. Department of Education
2021 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 Mr. Louis Bell
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bloomfield Middle School
(As it should appear in the official records)

School Mailing Address 505 Court Street
(If address is P.O. Box, also include street address.)

City Bloomfield State MO Zip Code+4 (9 digits total) 63825-0650

County Stoddard County

Telephone (573) 568-4283 Fax (573) 568-4286

Web site/URL https://www.bps14.org/ E-mail thill@bps14.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Toni Hill E-mail thill@bps14.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bloomfield School District R-XIV Tel. (573) 568-4564

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	24	20	44
6	17	20	37
7	24	26	50
8	26	20	46
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	91	86	177

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 99 % White
 - 0.5 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: ≤1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2019	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

Total number students who qualify: 101

8. Students receiving special education services: 11 %
20 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</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: 7
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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	8
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 20:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	98%	97%	96%	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 2020.

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

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

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

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

The Mission of the Bloomfield R-14 School District is to provide an educational environment that allows each student to reach their fullest potential.

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

Bloomfield R-X14 has had in-person learning since August 26th. We have implemented several safety measures in our building and have successfully remained in-person the entire school year. Some of the specific safety measures we have implemented are: 1) desks six feet apart. 2) masks required when leaving the classroom. 3) Assigned seats to help with any contact tracing. These seating charts remained the same or as close to it as possible when changing classes. 4) assigned seats on bus and students wearing masks.

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

PART III - SUMMARY

Bloomfield R-14 Middle School is located in the heartland of Missouri. We are a small school with a big heart, and we always put students first. We are dedicated to a simple blueprint. Every student deserves high quality instruction, community relationships, and leadership development. Our school promotes student success by using researched-based practices to help every student reach their potential. Specialized instruction and targeting student strengths are delivered in a multi-tiered format. Another successful component at Bloomfield Middle School is the use of our Professional Learning Communities (PLC) style model. This model allows our staff time to meet regularly and analyze student data and gives us opportunities to work collaboratively on long term planning to accelerate the learning process.

Students are immersed in technology enhanced, Project-Based learning. Project-Based learning gives diverse learners opportunities to be successful. You can see this in our Robotics, Medical Detective, and STEM (Science, Technology, Engineering, and Mathematics) classes. Early on, Bloomfield Middle School recognized the need for their students to feel a community connection. Students are provided a mentor from the community to support their emotional needs. During this time, students can develop relationships beyond the school setting, fostering a growth mindset. Staff members are always building partnerships with students. This is why we developed a positive behavior program to support student efficacy called Phantom Friday. With this program, staff members guide students in making positive life choices. During our Phantom Friday, students participate in self-selected activities or participate in our Prank the Principal, where you might see our principal duct taped to a wall. Students have become empowered by making these positive behavior choices, and that transcends to all aspects of their lives.

Moreover, student leadership is paramount at Bloomfield Middle School. Evidence of this is in our student leadership projects. Every year Bloomfield Middle School volunteers in a community help project called "Make a Difference Day." This is where Bloomfield Middle School elicits and fills community needs, such as planting flowers in the city park, picking up trash, cleaning business windows, making hygiene bags for the children's home, and filling Easter eggs for our community egg hunt. Another student-led project is called "Backpacks for Friday, or our Better Future Forward (BFF) program. Middle School students organize and distribute food backpacks for struggling families. They pack and deliver every week.

Bloomfield R-14 Middle School students and staff grow together putting learning as the ultimate goal. Together we cultivate a better future for our students, parents, and community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Here at Bloomfield R-14 Middle School we believe every instructional minute is used as a learning opportunity. You can see this in our instructional approach and core curriculum. Bloomfield staff utilizes a collaborative instructional approach blended in a multi-tiered framework, and supported with continuous progress monitoring. The foundation of our instructional philosophy is collaboration. Collaborative instruction including unpacking and reviewing learning standards, co-planning, analyzing student assessment data, and researching and sharing instructional techniques. Bloomfield Middle School uses Project-Based Learning with all content areas. One excellent example of our collaborative instructional is how we implement our Project-Based Learning model. At Bloomfield Middle School, the traditional mindset you have for daily instruction will not look like a classroom from the past. Students are actively collaborating on projects and actively engaged in student feedback during this process. Project-Based Learning activates the five E's of the inquiry Model. These are engage, explore, explain, elaborate, and evaluate. Immersing students in this framework will prepare them as global thinkers and not linear fact checkers. Student presentations are self-selected using new technology to capture the learners best way to show mastery. This allows all learners the opportunity to shine.

Another excellent example of staff collaboration is how we use and analyze student data. At Bloomfield Middle School, we implement a multi-tiered framework to build our intervention program. During our collaborative data meetings, discussions are focused on analyzing diagnostic data to drill down and implement specific learning targets. Then struggling students experience intervention from highly trained and motivated professionals. We implement intervention daily by adapting a constant school day schedule. This gives us consistent and multiple opportunities for interventions in reading and math. Staff members design progress monitoring quizzes to adjust instruction and learning targets every six weeks. This flexible intervention framework pushes students to their potential.

All of these aspects of instruction are guided by our academic coach and curriculum director. Each teacher is granted the opportunity to complete a coaching cycle with our academic coach. Together they work on researched based practices and instructional methodologies to develop effective instruction.

Bloomfield Middle School began its curriculum journey in 2016. Our staff has worked diligently to map out the Missouri learning standards, especially with English Language Arts (ELA), and infusing them with all other content areas. Our first curriculum goal was to synthesize our ELA standards and our Social Science standards so co-planning and project collaboration would occur. We created scope and sequence charts using the Missouri Learning Standards. This, in turn helped us develop unit plans focused on Social Science. Once this was completed, we began to work on Mathematics. Synthesizing Math and ELA made our staff examine the eight math practices much closer and gave us a better understanding on how and why to use them. Our staff developed a math journaling requirement so students would have opportunities to reflect and give feedback to one another. We could see our students grow in understanding and flexibility. We also added Number Talks. This provided access to multiple strategic ideas all generated by students. Since we are a project-based school, Bloomfield Middle School purchased four Project Lead The Way (PLTW) programs for our science department. We have Medical Detectives, Robotics, Innovators and Makers, and Magic of Electrons. In these programs you can see ELA standards interweaving throughout the Science curriculum.

Another item that became very important was the item specifications that enabled our staff to develop rigor, vocabulary, and assessments. Our Curriculum teams develop an assessment guide to support staff members. This assessment guide supplies statistical information for staff members to design assessments that are tailored to Missouri Standards.

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

Bloomfield Middle School supports College and Career Readiness by offering our Project Lead the Way experiences. We implement Medical Detective, Magic Force of Electrons, and Robotics units. We also

have an active Robotics Club that meets after school. Additionally, Robotics has become a Junior Chapter of the National BETA Club, governed by a community and staff member.

Bloomfield Middle School is actively involved in service projects to develop leadership skills. We set aside one Saturday in the year to provide community service for Bloomfield citizens. These may include cleaning up community members' yards, picking up trash in the city park and cemetery, and planting flowers in the town square. Different grade levels plan and execute each service project. We want students to feel empowered by tackling real world problems and community problems. Realizing this will let students know, yes, you can make a difference.

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

Bloomfield RXIV Schools offers a three and four year old preschool. We structure this with project based learning. Students have opportunities to explore technology and be immersed in a conflict resolution environment. During the pandemic we modified our instruction with Google Meet. It posed many challenges, but our staff rose to the occasion

2. Other Curriculum Areas:

Bloomfield Middle school is focused on developing the individual as a whole. Our middle school staff regularly meets during our in-service days discussing different ways to energize and synthesize different projects, such as Art and Innovators and Music and History Day. Bloomfield Middle School does not focus on just one aspect of a student's life. Understanding this, we allow self-selection, so students will feel ownership and active participation in their education.

First of all, we have an active music department. Music is divided into Choir and Band for our 6th through 8th grades. At the 6th grade year, students can choose Band or Choir. Our Choir department showcases our student talent at Parent Teacher Organization (PTO) meetings and other community events throughout the year. As mentioned before, we are a small school, but we average fifty students in our Middle School Choir. For students who choose not to participate in Band or Choir, they are able to select our life skills program, where they can develop executive functioning skills such as study habits and organizational skills.

Secondly, Art is available weekly for our 5th through 8th grades. Art is important because Project-Based Learning uses self-selection for presentations and assessment. Students can select different media tapping into each inner artist. Middle School students participate in local art competitions and showcases. In our Art Department we develop skills that require students to use different levels of skills, such as sensory details, abstract thought, and imagery. All lending a hand in the development of the "Whole Student."

Lastly, Bloomfield Middle School developed and excellent STEAM (Science, Technology, Engineering, Art, Mathematics) program for all students. The initial start of this journey is in 5th and 6th grade with our Project-Based Learning activities in class and a supporting STEAM Class provided by our Computer teacher. All students in 5th and 6th grades have this STEAM Class experience once per week. At the 7th and 8th grade years, we branch off and provide students with additional PLTW programs Innovators and makers and Automation and Robotics. Our computer teacher received specialized training to offer these classes to our Bloomfield Students.

3. Academic Supports:

Bloomfield Middle School tailors instruction across the academic continuum. With our multi-tiered framework, we provide essential instruction based on learning targets for struggling students. We pride ourselves in student inclusion. Our Special Education population is at eleven percent, so we can meet our students' needs by a co-teaching structure called "Class, Within a Class." Our Special Education Teacher pushes into the regular education class and provides support and strategies in real time. Special Education students are not excluded from the regular curriculum. They are included in all content areas when appropriate. Our staff at Bloomfield Middle School believes this is how you close the gap and lift students to their potential.

Bloomfield Middle School is a Title One school, meaning we have over fifty percent of our students living at or below the poverty line. Students living with this seem to have difficulty getting access to internet services and/or devices. One way we academically support students at Bloomfield Middle School is providing internet services for any student in need. Now that we are one-to-one with technology, we can supply devices for students as well. Having this service greatly increases student achievement by providing access to an array of learning resources. We can see academic growth in students that perform below grade level or that have qualified for Special Education Services.

Lastly, we continually review student achievement and devise an academic pathway designed to meet the needs of students with a diverse range of abilities. During our PLC meetings we discuss techniques and strategies that can improve the academic achievement of our students performing below grade level. We work within the students' Zones of Proximal Development. Instructional pacing is based on student progress. Staff members use informal assessments and quick checks to determine student mastery. Intervention is deliberate and has purpose for closing our achievement gaps. Intervention specialists co-teach and collaborate on student progress. We use progress monitoring data to make decisions, fuel student motivation, and design curriculum. From this approach, plus our Project-Based Learning program, we foster student success which allows Bloomfield Middle School to have an extremely low population of students performing below grade level.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our Middle School has implemented Project Lead The Way in our Science education program. We have also implemented Robotics for our students. We want to provide opportunities for students, so each can have choices. Not only choices, but we need to prepare our students for the future. Technology, being essential to navigate throughout the world, means we must prepare students for jobs that have not even been invented. Our world is on a global network, and we must prepare our students to be creative thinkers and movers so they can take on any new tasks.

Bloomfield Middle School has designed a program to motivate students daily. It is called Phantom Friday. This program teaches students leadership skills and guides students on an organized pathway to develop Executive Function. We call it Phantom because the positive incentives for students is a mystery. Students can participate in Prank the Principal and get extra common time for socialization. We have found extending this social time has lowered discipline referrals and reduces stress levels for students and for staff.

2. Engaging Families and Community:

Bloomfield Middle School has built a strong connection with students' families and the community. As noted, we believe in strong leadership skills for our students. Many students lead community projects throughout the school year. One project is our Backpacks for Friday. This service is organized and distributed by our middle school. It gives a backpack full of food for our students to have over the weekend. This is needed, knowing that fifty percent of our students live at or below the poverty level. Another student-led project for the community is our hygiene kits. Our students collected items and organized them into kits for any student needing assistance. A student can walk into the counselor's office and privately ask for these items. We also have CLASS which is Community Loving and Supporting Students. This program provides money to purchase clothing for students.

Helping others in the community can be seen in our Make A Difference Day program. Middle school students reach out to community members who need help with a home or business project. Some examples we have completed in the past are cleaning up the park, cleaning out sheds, planting flowers, and helping businesses remove trash. Of course during our shutdown these programs were suspended, but in August students were eager to continue helping with the above projects.

Moreover, Bloomfield Middle School partnered with SEMO Fiber to provide internet services for students who did not have access which is extremely important when dealing with COVID-19. During our school shutdown, Bloomfield Middle staff members planned and implemented daily check-ins with students asking about their mental health and household needs. Bloomfield Middle School also connected families with other resources that could provided assistance with day-to-day bills.

3. Creating Professional Culture:

Bloomfield Middle School has established a PLC style approach. We diligently review data and use a top down approach to determine any professional development needs for our staff. Data analysis can identify weaknesses in our curriculum or instruction. Through our academic coach and principal walkthroughs, we can discern any weak areas that have become a common theme in the building. These themes, or targets, are directly addressed in our weekly professional development or our in-service time during the year. Identifying our weaknesses for staff members to discuss is paramount. It empowers teachers by giving them tools and strategies to resolve problems. When teachers have solutions, then students can be successful. New staff members will participate in a two-year mentoring program guided by our curriculum director and academic coach. In this program, each new staff member will complete a coaching cycle. In this experience, teachers model, and provide feedback to improve instruction. They also meet with teachers on a bi-weekly basis to co-plan long term learning.

Furthermore, professional development is not limited to academics. We also look at behavior, student connections, and school culture. Using this framework, we have seen a dramatic increase in our students' achievement, engagement, and connections. One example of this is our "Tech Thursday" workshops we provided to staff members after we went one-to-one with technology. Technology was a topic of concern during our collaboration meeting. Teachers all had Chromebooks but were not confident in their ability to best use them. Our academic coaches planned instructional workshops on Chromebook features and extensions. Soon after these workshops, student Chromebook usage increased in the classroom.

A direct example of this can be seen during our COVID-19 shutdown. First, we assembled a team consisting of staff members and administration to collect and provide support. Then staff members were surveyed regarding technology skills. From this we devised a quick online professional development plan for our staff members to be able to meet the demands of online learning. This speaks to the mindset of our team. Being proactive is a daily occurrence with our staff. Staff members are active participants in the daily operations and lives of our students.

4. School Leadership:

Through creative scheduling, Bloomfield Middle School provides meeting times for different leadership teams. Our academic teams always include the academic/technology coaches, principal, and curriculum director. Collaboration teams are structured by content area. During ELA meeting times, we will have representatives from 5th grade through 8th grade along with our Social Science teachers. The same format will be followed for Mathematics and Science. These teams meet regularly once a week with administration providing a working agenda. Meeting topics can be focused on professional development, student needs, and resources. We also have a Student Assistance Team composed of the school counselor and the principal discussing student and family needs. These meeting times are in addition to our teacher in-service dates.

Our leadership philosophy is to be always thinking as team. And, as with any team, we capitalize on each other's strengths. During these meetings we lean on each other. Each team member brings a specialty such as data tracking, cooperative learning, conceptual understanding, and academic vocabulary just to name a few.

In a snapshot, we are discussing three questions. What do we want our students to know? How do we know if they have learned it. What do we do if they do not? We use data analysis to drill down with these questions. Diagnostically, we are looking for data trends with student strengths and weaknesses. Then we can develop a plan of attack for intervention. Staff discussion will be focused on the following questions. Which grade level has more academic needs? Who will be receiving intervention? Do we have enough resources? What are the instructional targets to accelerate learning? Professionally do we have strategies to provide for specialized instruction? If we do not, who can we ask to help us? These questions are not simple in design, but with our staff working together we can find solutions.

5. Culturally Responsive Teaching and Learning:

Bloomfield School is located in a rural area. Our businesses are agriculturally based. Student and community culture is focused in this way. From this we have developed a strong Future Farmers of America (FFA) program. They are active in the school and community. We have churches and businesses participating in many programs for our students like funding student support programs, and extracurricular activities.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Bloomfield Middle School is a small school with a big heart. We believe you have to think with your heart, put students first, work as a community of leaders, and always have a growth mindset. This change in our mindset has enabled us to help students reach their full potential. Reflecting on our journey, the single most important change we have made at Bloomfield Middle School would be to build a community of collaboration. Collaboration has enabled us to develop a data-driven culture, develop teachers through mentoring and support, rely on teacher and student leadership, and have a growth mindset.

we believe in the power of collaboration. This paradigm for Bloomfield Middle School created a community of trust. We discovered many powerful moments during our collaboration times. One single teacher cannot possibly find all the answers, and who wants to? This culture shift in collaboration-built trust among our teachers; and, you could physically see the atmosphere change from one of tension, to an atmosphere of possibilities. Analyzing student data and empowering teachers with learning targets and strategies. This changed morale with our staff and students. We could identify students' needs and provide interventions that gave struggling students positive learning moments. Student culture changed, which created fewer discipline and office referrals.

Moreover, developing effective collaboration has given us the tools we needed to face our challenges during COVID-19. COVID-19 has given Bloomfield Middle School the ability to advance technology usage for all our staff and students. During the COVID-19 shutdown, we saw technology as a professional learning opportunity, and by working together an educating ourselves online, we turned this into a positive for our district. The staff at Bloomfield Middle School could immediately see the advantages from technology, such as real time data analysis, different modalities of instruction, and assessment alternatives.

COVID-19 has been stressful for students, parents, and educators. Having the ability to stay connected to students and staff during this time has been essential. Technology has allowed immediate emotional support for students and staff. Our staff and students have stayed connected through Google Meets. In some extreme cases, students have emailed our counselor or other staff members for advice, and even for help. Having this ability to reach out for help outside the home gives positive support to our rural community.