

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

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

School Mailing Address 12513 John Lee Road
(If address is P.O. Box, also include street address.)

City Biloxi State MS Zip Code+4 (9 digits total) 39532-8596

County Harrison

Telephone (228) 392-5640 Fax (228) 392-9868

Web site/URL http://harrisonwoolmarket.ss11.sharpschool.com/ E-mail KeRoberts@harrison.k12.ms.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Roy Gill E-mail rgill@harrison.k12.ms.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Harrison County School District Tel. (228) 539-6500

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. Barbara Thomas
(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):
- 15 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 20 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	30	26	56
1	27	31	58
2	27	28	55
3	30	29	59
4	22	24	46
5	35	21	56
6	23	40	63
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	194	199	393

*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
 - 4 % Asian
 - 24 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 57 % White
 - 6 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 19%

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

Due to the makeup of the community, many families are low income. Additionally, the surrounding area has several areas that allow members to pay rent on a monthly basis without a contract.

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	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	49
(3) Total of all transferred students [sum of rows (1) and (2)]	80
(4) Total number of students in the school as of October 1, 2019	416
(5) Total transferred students in row (3) divided by total students in row (4)	0.19
(6) Amount in row (5) multiplied by 100	19

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

Hispanic, Vietnamese, Korean.

English Language Learners (ELL) in the school: 4 %
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 75 %

Total number students who qualify: 296

8. Students receiving special education services: 12 %
47 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>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>7</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>15</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: 3
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.	22
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.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	95%	95%	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 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 Woolmarket Elementary is to educate all students through high standards and expectations, and to achieve academic excellence while promoting lifelong learning.

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.

Woolmarket Elementary opened it's doors in August 2020, using a traditional path and a distance learning path. Parents were given a choice at the beginning of the school year and again after the first semester.

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

In 1910, the Woolmarket Consolidated School was formed after Harrison County Superintendent of Education, J.J. Dawsey, joined the three one-room schools of the Coalville, King, and Oakhead communities, creating the first consolidated school in Mississippi and one of the first in the nation. The generous donation of ten acres by John Read afforded the new school a location to be constructed, and the eventual \$2000 dollar price tag of the building was paid in part by equally generous monetary donations from individuals in the communities. The developing educational spirit of the area was demonstrated as students from the Coalville and King schools walked to the new school, while those students from Oakhead were brought to school on a pioneer wagon pulled by mules that were stabled in a barn during school hours, which proved to be an example of one of the earlier forms of a modern day school bus. These examples of generosity and determination along with a commitment to education are still elements of the present day where parents, students and teachers continue to build on the storied history of Woolmarket Elementary School. Thus, making it an illustration of a community that takes care of its greatest asset, its children, in their most important pursuit, education. The pioneer spirit of the Woolmarket community has persevered and flourished through extreme weather conditions, and challenges to the health of community members, yet, has become a vibrant and prosperous citizenry who gave back and continue to give back to the community and school. Woolmarket community continued to grow, as did the school, and eventually incorporated portions of Beulah, Peace, Cedar Lake, Progress and Lorraine School Districts. A high school education, primarily because of staffing issues, was not offered locally and only parents who were financially able to bear the burden were able to send their children to pursue secondary education. Woolmarket Consolidated School employed four teachers and, as a result, was able to offer high school classes for every community member. After two years of the school's existence, the citizens served by Woolmarket Consolidated School voluntarily levied a tax of \$7 per thousand on the property of the district to support the school for an eight-month session. What is now a standard practice, was pioneered by the Woolmarket community back in 1910. As the school district began to grow, so did the number of schools and in 1956, Woolmarket Consolidated School discontinued its high school offerings. The pioneer spirit is alive and well in Woolmarket Elementary School's parents, teachers, students, community leaders, businesses, and churches as all work together to strive for academic excellence in a school that is a reflection of the community's values and work ethic. Woolmarket incorporates several strategies to ensure a well-rounded and effectively targeted academic experience geared to maximize instructional quality and expectations. The school has implemented the motto, "Academics, Attendance, Attitude" and has structured school life and culture around it. Academic success is rewarded through generous gifts from the community, as is attendance. Dedicated academic interventionists tutor students throughout the day in areas where grades or benchmark assessments indicate a need for extra help to promote academic success. The school's social worker meets and counsels at-risk students through the "Why Try" program. The social worker is also available to meet with any student who is experiencing social, family, or personal challenges. These strategies are complimented through an active library and art programs which strive to augment specific grade level classroom curriculums. Additionally, there is an active and vibrant Gifted program which serves students in Grades 2 through 6 and amplifies and extends classroom instruction. The strong bond between community and education which began 110 years ago, has grown and evolved over time. Local businesses, community members and groups, as well as churches, partner with the school to enhance the educational experience at Woolmarket Elementary through active participation in a wide variety of school and student-centered activities. These efforts were initially hampered by COVID-19 school closings and reopening protocols, but the can-do community continued their support through printed materials and monetary donations. The day-to-day operations of the school, after reopening under the COVID-19 protocols is a testament to the resolve and courage of administration, teachers, parents, and businesses and harkens back to the attitude of the first days of Woolmarket Elementary's existence. Traditional and virtual routes were offered, and unique scheduling of instruction created to accommodate both instructional modes. Teacher – virtual student interaction and teacher – virtual parent interaction were available daily through the virtual platform Schoology as well as the teacher – parent communication application ClassDojo. This app empowers teachers to work with parents and students to build more effective learning communities. Teachers embraced the challenge of delivering effective instruction virtually, many times engaging both virtual and traditional simultaneously in live classroom instruction.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Mississippi uses the MS College- and –Career- Readiness Standards, (MS CCRS) as our curriculum. Reading and Language Arts instruction begins in Kindergarten and continues through to 6th grade for all students. The ELA standards require students to develop skills in reading, writing, speaking, and listening, which are the foundation for language. Students, who meet the state standards, easily conquer complex passages of literature by reading critically and analyzing the purpose and components of written works. Woolmarket Elementary uses a cross-disciplinary approach to informational text. Students are required to balance the reading of literature with the reading of informational texts, in order to equip them for proficiency in all content areas, and the ability to use strategies which increase their vocabulary. Writing is an integral portion of the ELA curriculum. The curriculum emphasizes that students base their writing on a response to literature, incorporating a variety of writing purposes. The students begin the meaningful process by brainstorming, then developing a frame with graphic organizers, and ending with a culminated writing piece that is connected to literature or informational texts. The Language standards include the essentials of written English by integrating the rules of grammar into the writing process. Additionally, the curriculum focus of acquiring an extensive vocabulary is to comprehend words in context, understand the root derivatives, and exposure to a vast number of genres. Woolmarket Elementary uses the five (5) essential components of reading as identified by the National Reading Panel, which are Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Our approach to an effective ELA curriculum is to build the foundations of reading in the early grades and ultimately create students who are lifelong readers. The core Mathematics curriculum is centered on conceptual understanding, coupled with organizing principles. The MS CCRS emphasize the use of “Standards of Mathematical Practice” as the cornerstone of the mathematics curriculum. Students are urged to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically, attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning. The state of MS refers to the NCTM process standards and the strands of mathematical proficiency specified in the National Research Council’s report, Adding It Up. Although the MS CCRS are the foundation of our curriculum, we supplement with EngageNY, and Pearson’s enVision. Because of the rigor and depth of the standards, The Mathematics Scaffolding Document is used to aid teachers’ understanding of how to teach the standards through a natural progression of student mastery. Woolmarket is dedicated to ensuring all students receive mathematics instruction which will enable them to excel and become competitive in the academic world. The 2018 MS CCRS for Science provides a basis for curriculum development for K-12 teachers. It provides an outline of content strands and performance objectives that students must master at each grade level. The content of the standards is centered on the strands of physical science, life science, and earth and space science. The content strands integrated with core elements, which are Nature of Science, Crosscutting Concepts, Technology, Science and Society, History of Science, and Engineering Design Process create continuity for the instruction of science. The teachers are provided with a systematic progression across grade levels, and it is written to ensure the development of essential science concepts. Our teachers use a variety of resources to enhance the standards and performance objectives. Science content is used to enhance reading comprehension and is often cited in the students’ writing. It is an integral part of informational text and assists with the foundations of reading. Our teachers use the 2018 Mississippi Social Studies Framework to structure and plan instruction in a comprehensive and logical manner. The standards are comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History. Additionally, the teachers ensure that students are educated in civic learning and engagement, prompting them to make informed decisions and understand the democratic principles unique to the United States. The students are encouraged to participate in civic and community projects which relate to the MS CCRS.

Our school district opened in August 2020 without delay. Students were issued laptops to assist with learning and instructed on safe online procedures. Parents were given a choice of traditional instruction or virtual instruction. Woolmarket began with approximately 60 students learning online, using Schoology as the platform. Flexibility allowed for success with the necessary changes which affected the school. Virtual students followed the traditional schedule and met with their classrooms via Zoom and/or Microsoft Teams.

Although distance learning was optimal for several families, most of the students returned to the classroom by January 2021. The use of Mastery Connect to provide assessments continued this year, as well as benchmark testing using CASE 21 assessments, which identify what students know and provide the teachers with data to drive instruction. Additionally, students are provided feedback by meeting with the administrative team and reviewing their individual results. Along with NWEA benchmark testing, teachers are aware of what was taught successfully and areas which may need attention.

All teachers use differentiated instruction to address the needs of every student. This is completed by grouping in the classroom and working with each group to achieve success based on the needs of the students. The use of Lexia, Kahn Academy, and IReady Reading/Math provide computer program support for our students at school and at home.

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

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

2. Other Curriculum Areas:

Every student at Woolmarket Elementary attends Art and Library classes each week. The Art teacher promotes the exploration of a variety of basic materials and art media to produce works of art. They use color, line, shape, balance, texture and pattern to create original art pieces. Students progress from demonstrating manipulative skills such as cutting, gluing, coloring, and painting to the more advanced skills of modeling, constructing, stitching and weaving. They learn to coordinate their hands and minds in explorations of the visual world. All students perform in a Christmas program in December and demonstrate their musical and dance talents. Additionally, Kindergarten students learn to present their songs using sign language and demonstrate their proficiency during the scheduled performances. Our students are exposed to cultural exhibits on the gulf coast by attending the Walter Anderson Museum of Art and musical performances at the Coast Coliseum. We strive to ensure our students are exposed to cultural experiences that surround our community. Physical Education (P.E.) and Health are integral parts of the curriculum. Students receive a minimum of 150 minutes a week, participating in some type of physical activity. The Mississippi Healthy Students Act of 2007 strengthened physical education and health education requirements in Mississippi and mandated that schools provide programming that will aid in reducing obesity in the state. This legislation also strengthened the child nutrition program and school health councils in the state. We believe that a quality physical education curriculum is an important element of a student's overall education. Physical education is delivered through a sequential developmentally appropriate curriculum, utilizing best instructional practices. A variety of student-centered activities are utilized to teach movement skills and concepts in a safe and positive environment. In contrast with the movement education and sport education models, the underlying premise is that physical activity is essential to a healthy lifestyle and that students' understanding of fitness and behavior change result from engagement in a fitness education program. The lessons are designed around the health-related components of cardiorespiratory fitness, muscular strength and endurance, and flexibility. Every class has incorporated the "Move to Learn Initiative" where students take short fitness breaks throughout the day to re-energize and refocus for the day. Our school has received the MS Fresh Fruit and Vegetable Program (MS FFVP) grant for the last two years, which provides funds for the purchase of fresh fruits and fresh vegetables to serve the students throughout the day. Our school nurse organizes a Health Fair to promote good choices, healthy living, and the importance of maintaining and improving their health, preventing disease, and reducing health-related risk behaviors. Woolmarket works to enhance the students physically, emotionally, and mentally from an educational process which provides the skills, attitudes and knowledge needed to develop and maintain a physically active and healthy lifestyle. Both computer labs are equipped with 25 computer stations that were updated in the summer of 2018. The classrooms have a minimum of four (4) computers for student use. The computer science curriculum includes coding, digital literacy, keyboarding, and robotics. The entire school participated in the Hour of Code during Computer Science Education Week to nurture problem-solving

skills, logic, and creativity. With the evolution into the digital world, Computer Science is a part of the necessary foundational knowledge for students, which is necessary for our students to compete in the technology driven world.

3. Academic Supports:

The Mississippi Department of Education requires all school districts to follow a model which consists of three tiers of instruction. In accordance, teachers and school leaders at Woolmarket Elementary use Response to Intervention (RTI) to make the student more successful by following their progress in academics. Tier I includes quality classroom instruction for all students based on the Mississippi College and Career Readiness Standards. Tier II focuses on supplemental instruction. Tier III consists of intensive interventions specifically designed to meet the individual needs of students. In keeping with the state's model, our instructional approach at Woolmarket is always based on, and driven by, student data. Students in grades three through six are assessed annually through the Mississippi Department of Education's state mandated assessments in English Language Arts, Math, and 5th grade Science. Students are given a proficiency level from Level 1 through Level 5, with Level 5 being the highest. Additionally, all students, kindergarten through 6th grade, are assessed in each subject area at three different intervals during the year: fall, winter and spring. The following benchmark assessments are nationally normed research-based measures of academic progress: Northwest Evaluation Association (NWEA), Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and STAR Reading and Math Assessments. In addition to these assessments, the students are administered a CASE 21 benchmark test, three times throughout the year. The CASE test is a rigorous, predictive benchmark that measures student learning and academic growth. Woolmarket uses this data for placement in tutoring and interventions. The results of these assessments are reported to parents and used by teachers and school leaders to determine if a student's performance is below, on, or above grade level. Growth goals are calculated through the school district's database and teachers present these goals to the students through student/teacher conferences. This in turn promotes the students to become active, accountable stakeholders in their own progress. In order to maintain high levels of achievement, students performing on or above grade level receive differentiated instruction based on the results of these assessments. Students' results are carefully evaluated by the classroom teacher, Instructional Literacy Coach (ILC), and the principal during data meetings. A strategic plan of explicit instruction is built to ensure high levels of student learning and achievement. Subsequently, daily lessons are crafted to increase complexity and offer challenges to keep learners actively engaged. Often this lesson content is taken from the grade level state standards above their current level, increasing the rigor of the lesson. A student-centered approach is taken where students are encouraged to participate in meaningful discussions allowing them to expand on peer's answers through shared academic discussions. They are in turn given opportunities to work cooperatively through problem-based learning which allows the students to facilitate their own learning. After reviewing the student's data, interventions to target the child's area of difficulty are considered. A plan is prescribed, and supplemental instruction is provided based on the specific targeted areas of deficiency. Computer-based programs such as Lexia Core 5 and IReady Reading are used to supplement and remediate Reading Instruction. Small group and one-on-one interventions are provided by classroom teachers as well as interventionists and tutors. This includes the supplemental program, Great Leaps, and small group individualized instruction. Biweekly progress monitoring and checks are performed by the teacher and leadership team. In accordance, the principal observes and documents that the intervention instruction is provided with integrity and fidelity. Students with disabilities meet with the appropriate teacher as identified in their IEP's. Resources, accommodations, and special instructional time are provided to meet the needs of the students. The EL students at Woolmarket are serviced by the district EL teacher and progress is monitored by the assistant principal.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Woolmarket Elementary has adopted the three A's: Academics, Attitude, and Attendance. Each day the students are reminded of our motto and to apply it continuously. This further focuses the drive to succeed and unite with a common goal. The culture of the school is created by the students' drive to achieve. They accept nothing but the best and hold each other accountable. Our students understand and accept the high expectations that form the school's foundation for achievement. They take pride in the successes resulting from diligence and hard work. This is evidenced by their constant reflections and desire to improve every aspect of the school's performance. To keep our students moving forward, we have implemented reward systems and extrinsic motivational programs. Each class has developed a tracking system for accountability and the results are visibly posted every two weeks to encourage friendly competition between the students. Data Boards are used for the students to track their academic progress, which are located in the building hallways. School attendance is acknowledged and rewarded as well. Not only do the students receive recognition each month for perfect attendance, but the classroom with the highest attendance rate receives incentives. ELA and Math fluency have become a goal for the school. The administrative team maintains the expectation of accuracy by performing fluency checks throughout the day while students are at lunch, recess, or P.E. However, it must be noted that our students are highly intrinsically motivated, which is a result of the school climate's desire for excellence. During the time of school closure, we continued to engage with our students through phone calls, social media, and Zoom lessons. The teachers became very creative in maintaining contact with their students by visiting homes and leaving academic materials, scheduling drive-throughs at the school, and providing feedback on written work. To recognize our students for their achievements at the end of the school year, a decorative photo station was created on school grounds for pictures. Parents were invited to bring their students to receive awards, prizes, and resources for summer learning.

Although this academic year has been challenging for all students, the virtual students have been the most difficult to reach and engage. However, the teachers included them in all classroom activities and encouraged them through classroom discussions and phone conversations. The virtual students attend the school for all benchmark testing, which gives an opportunity for interaction.

2. Engaging Families and Community:

The whole staff at Woolmarket Elementary is dedicated to making every attempt to communicate with parents. Parents are encouraged to meet with their child's teacher on a regular basis. Progress reports and report cards are sent home each nine weeks. At the beginning of the school year, parent meetings/conferences are held to explain state testing data and it's levels of achievement. Student's individual state test results are sent home. Parents are asked to sign and return a letter documenting the receipt of scores and comments are noted. Throughout the year conferences are held between teachers and parents to inform them of their child's performance and expectations on benchmark and state tests, and to discuss promotion/retention. The use of the Comprehensive Needs Assessment, parent surveys, parent/teacher conferences, as well as student performance data help teachers and staff to gather pertinent information needed in order to develop the Parent Compact. The Parent Compacts are reviewed and discussed during the Title I parent meeting at the beginning of the year. Parents are encouraged to give feedback on revisions through a survey. Our school has initiated a school app which allows instant communication with parents of all students. This develops a platform for teachers to instantly share classroom moments through photos, videos, and student folders. Woolmarket Elementary has an open-door policy where parents and grandparents can visit the cafeteria and have lunch with their children. We frequently have community members visit our students and present information about aspects unique to the surrounding areas, including the Keesler AFB Hurricane Hunters and the fire department. Our parents are proud of our school's accomplishments and support the academic endeavors of the students. However, this year has been a challenge to actively engage parents, visitors, and the community. The teachers continue to have parent conferences, whether by phone, at the school, or using Microsoft Teams. Keesler Federal Credit Union provided all Kindergarten students with backpacks and supplies for the school year. The Biloxi Junior

Auxiliary has continued to provide clothing, bookbags, and resources for families in need. Walmart has provided several monetary donations to assist the students with academic supplies and incentives. Domino's Pizza has provided food to award classrooms with high attendance. This community and school have continued to work together for our students at Woolmarket Elementary.

3. Creating Professional Culture:

The administrative leaders use a team approach to facilitate a collaborative and empowered staff. Every stakeholder, from the teachers to the bus drivers, custodians, and cafeteria workers have an investment in the school. We are all here for one purpose and that is to educate our students and provide them with the foundation to succeed socially, emotionally, and academically. The Woolmarket teachers are committed to excellence and have high expectations for their students. Our teachers are given freedom to research and implement various strategies for improving student achievement. They are respected for their ability to reflect and regroup if necessary. They collaborate and have an open mind to constructive criticism. They are rewarded throughout the year for accomplishments, both in the school and in the district. Every year, the teachers are required to complete a Comprehensive Needs Assessment which identifies areas of concern for the school. To better meet the needs of the teachers, this survey is used as a tool to address any necessary improvements that the teachers may recognize and allow them to voice their opinions as to the vision of the school.

The focus of needs is addressed in weekly meetings and collaborative learning opportunities. The district professional development sessions and the school's weekly Professional Learning Community (PLC) meetings include the focus topics of Differentiated Instruction, teaching strategies for all subjects, goals and plans. Modeling by the Instructional Literacy Coach assists teachers in visualizing direct instruction in the classroom. Journal articles, videos, and books provide research-based evidence on the success of differentiated instruction and also contribute research to the strategies of implementation. Math Instruction strategies are addressed in PLC's within the school and across the district. The use of curriculum resources, including the scaffolding documents, standards, and blueprints drive the forums and activities within the Professional Development meetings. Modeling of mathematics instruction is available at the district level, and ongoing math learning communities take place within the district and school. The use of effective teaching strategies, discernment of resources, availability of data, effective assessments, and the development of teacher content knowledge, all ensure a positive impact on student achievement and effectively close any gap that may occur. Due to COVID-19, additional training and support was delivered to assist the staff in successful implementation of distance learning. Ongoing professional development on engaging students virtually is offered throughout the school year.

Teachers ensure their instructional strategies are implemented with fidelity and continue to have high expectations for their students. Educator learning focuses on student learning outcomes and learning goals are based on analysis of educator and student data. Professional learning focuses on proven effective classroom strategies and includes appropriate follow up.

4. School Leadership:

The leadership team at Woolmarket Elementary consists of the principal, assistant principal, and Instructional Literacy Coach. Additionally, our social worker is an essential member of our group as she is very involved in the social and emotional stability of the students. The teachers are an integral part of the decision-making process and their input is valued when determining best paths for improvement and progress. The principal's role is best defined as the instructional leader. She has extremely high expectations for the students to succeed, regardless of their disadvantages. She is the expert at tracking data through assessments and ensuring the needs of each student is accommodated. The principal provides enriching professional development opportunities for the teachers and strives to improve teaching and learning. She continuously reflects and researches to make certain the students at Woolmarket have every opportunity for success. Her commitment to the students is evidenced by the exemplary rating that the school received for the last two years. Together with the ILC, the principal and teachers collaborate and choose programs, technology, and resources to enhance the instruction. They focus on outcomes and the best ways to financially support the needs of the students. The leadership team evaluates, models, and

coaches on best practices throughout the year. They lead quarterly book studies, focusing on differentiated instruction, accountability, and teaching strategies. This practice encourages collaboration and involvement from all teachers. Each member of the leadership team visits every classroom daily. If needed, they assist students during instruction and participate in classroom activities. Their belief is that continued visibility and involvement improves relationships and fosters achievement.

The leadership team meets with each student after the CASE 21 assessment, to discuss the scores and create plans to improve before the next benchmark test. This ensures that students are aware of the teams' personal interest in their academic success.

The ability to balance strategic and operational goals, manage change, and maintain an unbreakable flexibility is an asset that the team possesses, resulting in a school that is student-centered and successful. The team stays the course with a clear and attainable vision. They work relentlessly for the children at the school and foster relationships with the parents and community members.

5. Culturally Responsive Teaching and Learning:

In an effort to utilize culturally responsive teaching and expectations for student outcomes, educators take the time to assess the learning style of each student. Additionally, students are closely monitored during each aspect of classroom instruction to ensure all students learning needs are addressed. When using direct instruction, they strive to create an inclusive classroom environment which empowers all students to share their thoughts. Additionally, diverse work during instruction is presented using examples and models drawing from a broad spectrum of cultures and backgrounds. Attention to individual study practices and needs are assessed throughout the academic year and adjustments are made to maximize at-home and in-class content and structure. Teachers regularly vary instructional approaches to better create relatable intercultural lessons. They establish inclusiveness in their instruction by highlighting how the topic may relate or apply to all students. This involves regularly grouping students with different classmates and encouraging discussion to solve problems and demonstrate universal understanding. The classroom environment is structured to ensure the development of positive attitudes toward instruction and classmates. Teachers strive to offer a choice in activities that will allow students to showcase their values, strengths, and experiences. Lesson content is strengthened by drawing connections with real world issues when appropriate and feasible. Teachers seek to elicit opinions and discussion of the students' existing knowledge base to the topic under discussion, occasionally using student jargon to help clarify the lesson content. Differentiated instruction is augmented by differential assessment approaches. Teachers work toward assessment structure that is less intimidating and explore different ways to demonstrate skills and understanding, by utilizing a variety of assessment techniques. After testing, teachers give the students time to reflect on their performance and progress and steer them to focus on growth through their learning experiences and individual data. Additionally, teachers make sure all students are engaged and actively involved in the lessons by seeking input from all participants.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

A culture which promotes high achievement and maximum academic growth continues to maintain the educational excellence at Woolmarket Elementary. The school's leadership team implements school wide practices that are targeted toward raising student achievement. A consistent focus on improving instruction, setting high standards, and leading by example are personified by the leadership team. High expectations are set for the school, teachers, and students. The dedicated staff is driven to work together, pushing themselves and their students to be the best. By communicating regularly through weekly PLC meetings, the teachers are encouraged to discuss and participate in key decisions involving the school's instructional practices. This collaboration and shared decision making, along with discussing effective teaching strategies, are employed to help teachers become more effective. Teachers are encouraged to read and explore new techniques in an effort to improve their pedagogy. The teachers know good instruction and facilitate a sense of shared responsibility for improving student achievement. Data is frequently used to closely monitor student progress. Data analysis allows the school leaders and teachers to identify and focus on critical needs. With the understanding that students' abilities and needs are different, classroom instruction is differentiated to help students become successful. Students are actively involved in learning with a variety of opportunities to grasp key concepts. The school climate sets the tone for the students' achievement. The staff work diligently to increase personal connections with the students and implement caring relationships. In turn, the students feel welcome and know that the staff cares about them. High expectations for exemplary student performance are insured by a support system. Instructional strategies are tailored to the students' performance level as well as extra support for areas of academic difficulty. An orderly and positive environment, where discipline is enforced and classroom routines are in place is evident; therefore, disruptions are minimal. The methods for instruction have changed over the last year, but the expectation for growth and achievement have remained the focus for faculty and students. The school culture did not shift, despite the need to learn alternative methods of teaching and learning. By keeping a climate which implements change, yet continuously keeps academic success at the forefront of the school vision, Woolmarket Elementary will triumph, regardless of environmental interruptions.