

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

[X] Public or [] Non-public

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

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

Official School Name Hayes Cooper Center
(As it should appear in the official records)

School Mailing Address 500 Martin Luther King, Jr Street
(If address is P.O. Box, also include street address.)

City Merigold State MS Zip Code+4 (9 digits total) 38759-9632

County Bolivar County

Telephone (662) 748-2734 Fax (662) 579-3105

Web site/URL https://www.cleveland.k12.ms.us/Domain/13 E-mail rlamastus@cleveland.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Otha Belcher E-mail obelcher@clevelandmssd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cleveland School District Tel. (662) 843-3529

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. George Evans Evans
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

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

- Urban (city or town)
- Suburban
- Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	17	14	31
K	22	18	40
1	20	14	34
2	18	18	36
3	13	20	33
4	17	30	47
5	11	13	24
6	24	11	35
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	142	138	280

*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):
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 42 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 0 % Two or more races
 - 100 % Total**

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

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

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2020	282
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Spanish

English Language Learners (ELL) in the school: 3 %

9 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 280

8. Students receiving special education services with an IEP or 504: 18 %
50 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>2</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>3</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>43</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: 9
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.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
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 17:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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

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

Yes No

If yes, select the year in which your school received the award. 2006

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

The time is now. We do not waste a moment. We are building the future. Through high standards, thoughtful planning, reflective and responsive practice, a well-rounded curriculum, and rigorous instruction, we provide a stellar education for the children of the Cleveland School District while constantly seeking improvement. We are educating tomorrow's leaders.

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

The Cleveland School District does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, parents, volunteers, vendors, and members of the public.

(This can be found on the bottom of <https://www.cleveland.k12.ms.us/Domain/13>)

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

Hayes Cooper Center is one of two magnet schools that serves the families of Cleveland, Mississippi. Each year in October, the school district releases the application for enrollment to the magnet schools. Families who reside in the Cleveland School District are invited to apply for grades PK-6. Although the guidelines have not yet be enforced for the last 9 years, Cleveland School District did approve magnet school guidelines to be approved pre-Covid. They will be enforced beginning this year, 2021-2022. The entrance criteria is: 1) a prospective student cannot have 10 more unexcused absences during the previous school year. 2) the prospective student must have at least a "C" average in all coursework for the previous grade level. 3) the prospective student must not have been suspended or expelled during the previous school year and 4) the student must live in the Cleveland School District with a parent or legal guardian.

PART III – SCHOOL OVERVIEW

Established in 1991, Hayes Cooper Center became the first magnet school in the Mississippi Delta. Hayes Cooper Center serves the families of students in PK-6th throughout the Cleveland, Mississippi area. It is a unique school with high standards and family active participation. Hayes Cooper Center holds the top 20% of all Mississippi elementary schools in six out of eight tested Mississippi Academic Assessment Program (MAAP) areas. The remaining two areas are in the top 24%. Secondary schools report our students, after promoting from the school, possess strong foundational skills and are prepared for advanced classes. Our mission states that we offer a well-rounded curriculum with high standards. The students are exposed to a well-rounded curriculum that includes computer, library, science lab, PE and INSPIRE gifted classes, and we do have high expectations for the entire school community. Parents are expected to be involved in their child's education, faculty and staff constantly seek to improve their skills, and we, in turn, have high expectations for our students in and out of the classroom.

The sixth grade students, under the direction of the sixth grade teachers and the counselor, are part of the Hayes Cooper Ambassadors program where they help with the daily operations of the school like carpool duty, helping the custodians, science lab and library assistants, and giving school tours. The counseling program is holistic and proactive. Students participate in creative interventions through the use of play and art, individual and family counseling, and friendship /group skills counseling. The counselor also works closely with classroom teachers and the families of students with autism, developing social skills to better prepare them for peer relationships and life in general. Hayes Cooper Center's Faculty and Staff, seeing the need to promote good character traits that would benefit the whole child, began the "PATRIOTS ARE" character education program in 2016 that has now resulted in a common daily language and expectations for our school community. Students are recognized for exhibiting the "PATRIOTS" traits of persistence, ambition, trustworthiness, respectfulness, innovativeness, organization, tolerance, and self-control.

Our faculty consists of several trained artists, so we do find ways, through Hayes Cooper Art and Soul program, to bring the visual and performing arts to the classrooms. We have completed community art displays for the city's downtown area, murals for each sixth grade promoting, talent shows, musicals, art shows, and open houses during Black History month where we showcased famous black artists. The faculty meets to plan monthly art activities that address grade level or socio-emotional standards. With limited funds, we are resourceful with our efforts. We often partner with local arts initiatives and organizations such as the Delta Arts Alliance, the Grammy Museum, and the Bologna Performing Arts Center of Delta State University. For example, the fifth grade students studied printmaking, papermaking, and bookbinding through a grant from Mississippi Professional Educators and their work was displayed at the gallery at Delta Arts Alliance. After doing a book study by Rita Williams Garcia, the artist visited Cleveland and the fourth grade teachers partnered with a local initiative, "Reading at the Park," for an author talk. After a "blues" unit, local artist and performer Tricia Walker performed and discussed song writing with the students. Country music performer Garth Brooks invited our sixth grade to a private concert and special lecture about songwriting at the Grammy followed by a songwriting workshop.

COVID-19 brought a unique challenge during the 2021-2022 school year where we extended the school year by a month, releasing in June. Since there was quite a bit of time after state testing and summer break, we came together as a faculty to determine how to best meet the needs of the of the students. We determined that for some of our students, the effects exacerbated by the pandemic, were lacking some social-emotional and life skills. Therefore, Hayes Cooper "Summer Camp" was born. Each day, for four weeks, students were placed in multi-age "communities" where they rotated through activities like life skills, art, reading club, and game time. Students learned to sew a button, wrap a present, plan a meal, and set a table. They experimented with several diverse art mediums and learned the rules of popular, but forgotten by many, games like tag, badminton, card games, and board games, diverging from any technology-driven games since technology seemed to take a primary role in their after COVID-19 with virtual learning and entertainment. For our school community, COVID-19, a global devastation, was of course, scary and a challenge, but it did make us into better educators. These two years have taught us how to adapt, be more resourceful, work with parents even more, and increase technology skills. A reflection activity by our faculty and staff showed that

we really did embrace partnerships with families and community organizations and we know understand how crucial they can be.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The curriculum promotes high levels of achievement for all students through a scaffolding based on the Mississippi College and Career Ready Standards. The focus is on growth, not perfection. The faculty adheres to the "Curriculum and Work Policies," a faculty created and agreed upon set of policies. Individual teachers have the autonomy to create units of study addressing the MCCR standards. All students are assessed through universal screeners administered three times a year. Individual, classroom, and schoolwide goals are set for each of these screeners, and instruction and/or interventions for individual students is adjusted accordingly. We also administer benchmark assessments three times each year. These assessments specifically measure grade level standards taught. Multiple sources of data such as classroom performance, are considered for enrolling students in Tier 2 or Tier 3 interventions. The MTSS (Multi-Tiered System of Supports) Committee meets each month to analyze data, create intervention plans for students, and progress monitor. The tiers are "fluid," meaning students may move in and out of tiers. Realizing that a large majority of instruction is on grade level during classroom instruction, we created a schoolwide differentiated instruction block, "WIN (What I Need) Time." During WIN Time, students are grouped according to their needs. Small groups vary depending on the need of the student. A formative or summative assessment may have revealed a need to remediate a group of students. COVID-19 presented a particular challenge with having approximately 45 students learning virtually. Instructors were expected to teach virtual and in-person students. Because of the lack of technology to teach both groups synonymously, we restructured the schedule to allow the teachers to meet with the virtual learners. A learning schedule, content, and videos were also posted. It was a challenge, but we managed to show growth in a majority of our students.

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

The Reading/English language arts curriculum is designed to promote high levels of achievement and growth through a scaffolded curriculum based on the Mississippi College and Career Ready (MCCR) Standards. Most of the units are literature based, with some being topic based. We strive to give students diverse, content-rich experiences that embed other standards from other subject areas. Grades PK-1 are self-contained which allows for seamless alignment with subject areas, but grades 2-6 are departmentalized. Common planning times are necessary to ensure that the grade level teachers work together for purposeful, rich learning experiences. The approach is holistic in nature; we make sure that we address all aspects of reading beginning in the early years; phonics, phonemic awareness, vocabulary, comprehension, and fluency, but most importantly, we want to build a love of reading and make language purposeful. As students move toward grades 3-6, we have an advanced vocabulary program with fluency standards for each grade level. While time is dedicated to the mechanics and grammar, we believe that application is the only way to truly master these skills. Therefore, a great amount of time is spent with writing. Using mentor text, modeling writing, peer editing, revision, sharing, and journaling are daily activities in a reading/language arts classroom. While the approach and focus may differ in the lower and upper grades, there are some common characteristics. First, we work very hard to create an environment that promotes active participation. Book Clubs, interactive and choral reading, debates, inquiry-based projects, and writing workshops (even in the early years) is commonplace. We create opportunities to make connections with other subject areas. For example, being proficient in text features and cognizant of approaches to fiction vs. nonfiction texts aids in learning for other subject areas like science and social studies. Second, we work to foster a sense of responsibility for students' own learning. Students can tell you their reading goals, fluency goals, show you revisions of a writing piece, and explain how to improve their writing. Multiple diverse assessments and screeners throughout the year give learners feedback with their goal progress. Third, it is important, because of the diverse population of the student body, to expose our students to texts from a variety of texts that represent different cultures and perspectives. We regularly monitor the texts and library inventory to make sure that we evaluate for bias. Fourth, we do want our students to know that reading/language arts serves a purpose. We want our students to know that they have a voice, and what they

want to communicate matters. Students are regular participants in writing contests, share their journal entries, write letters to the principal and/or community members about their concerns.

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

The mathematics curriculum is designed to promote high levels of achievement and growth through a scaffolded curriculum based on the Mississippi College and Career Ready Standards. With two views of mathematics that seem to dominate now, skills-based instruction vs. solutions and process, the math department at Hayes Cooper Center finds a balance between both approaches. In the early years, we focus on building number sense, understanding the place value system and base-10. For example, during the morning meetings, a majority of the time is spent with a hundreds chart, counters, visual representations. Patterns are discussed daily, and measurement is a common practice. Much mathematical computation and discussion is done with the guidance of the teacher in centers. We want our students to be fully supported and to receive immediate feedback when beginning their investigation of math. We want them to develop a "language" for math and feel confident explaining while being comfortable with taking risks. In short, we want our learners to understand the purpose behind math and have a common language. In grades 3-6, there is a shift to a departmentalized setting where relationships and application in interdisciplinary connections (with opportunities in science lab and other subject areas) are more prevalent. Formative and summative assessments in other subject areas often includes math. The overarching goal in 3-6, is to continue to build confidence and interest in math. Math becomes more inquiry-based and a way to solve problems. While it may seem that our approach is a more "solutions and process," an ample, necessary part of direct instruction is skills-based, and we have standards for math fact fluency. Past instructional experiences have shown us that math fact fluency builds confidence and allows our students to solve lengthy, multi-step problems more accurately. Also, when students are struggling in math, we often find that many interventions address number sense and/or fact fluency when given Tier 2 or Tier 3 interventions. Therefore, it is critical to have balance in math instruction that includes time to not only work on fluency but give the connections between the operations. We realize that math can be challenging and obscure to young learners, and with our balanced approach, we give Hayes Cooper Center students a solid foundation so they may enter secondary school with a feeling of competence, confidence, and empowerment.

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

The science curriculum is designed to promote high levels of achievement and growth through a scaffolded curriculum based on the Mississippi state science framework. We are fortunate to have a science lab that provides a block each week of hands-on learning for our students, PK-6th grade. Classroom instructors plan with the science lab specialist to ensure that content delivery in the classroom and science lab coincide. The classroom teacher and science lab specialist work together to provide an engaging, immersive experience that helps with a better understanding of taught concepts. We understand that science vocabulary and the scientific method are two aspects of teaching science that cannot be overlooked. Therefore, labs are inquiry-based, often using the scientific method as the delivery method. Vocabulary is taught beforehand, and like knowledge gained in the classroom instruction, is applied in the lab. For grades 3rd-6th, much of the year is also devoted to their own scientific investigation. Each student is required to complete a science project and present to the class in January. We plan a school fair with judges that come from a scientific background such as the USDA, Baxter Healthcare, and our local university. These same judges often speak to our students about their field of work. For example, a local meteorologist came and spoke to the fourth-grade students after a weather unit. Our educational excursion program also addresses standards. For example, during our trip to Shaw Nature Reserve in Missouri, we investigate the diverse ecosystems like prairies, woodlands, glades, and wetlands. Students learn about native plant horticulture and ecological restoration. This trip, and the other educational excursions planned, always address science standards because it is the belief of the faculty and staff that hands-on, inquiry based, immersive learning is the most effective way to teach science.

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

We strive to give students diverse, content-rich experiences that embed other standards from other subject areas. For example, the fifth-grade studies civil rights during a six-week unit. During this unit that addresses

not only social studies standards, but other subject area standards also. The students read a variety of historical fiction texts including *The Watson's Go to Birmingham* and *Number the Stars*. They analyzed news articles and other informational texts, citing text-based evidence to gain knowledge. The reading book clubs included novels about people dealing with the topic of rights infringement. Book Club discussions, many courageous conversations, helped the students to gain a better understanding of historical accounts and make text connections. The students wrote letters to community or family members asking them if they had experienced any type of infringement of rights. We have always received an incredible response with historically rich accounts. This unit concludes with a civil rights tour to Birmingham where they visit the American Village where they learn the American struggle for freedom. The trip includes a Civil Rights Museum tour and a visit to the 16th Street Baptist Church. We plan to be responsive to the needs of our students that are not addressed in the standards. For example, a formative assessment and observations revealed there was a need for more extensive map skills. Students, with the common use of GPS location technology, rarely have a use for maps anymore. We spent several weeks reviewing and mastering map skills. World and community events also prompt the need for engagement. This year, we have a student unable to come to school because of a heart condition. As a school community, we worked together to raise funds to help find her family's travel expenses to Boston for a critical, life-saving surgery.

1f. For secondary schools:

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

Over the years, since its inception, our prekindergarten program, while addressing the social/emotional, language, physical development, and cognitive needs of early learners, has shown significant impact on preparation for K-6th instruction. Mississippi Kindergarten Readiness Assessment (KRA) rates our prekindergarten program as 8th in the state. In the most recent KRA, 90% of the students that left our PreK program were prepared for 5K for the 2021-2022 school year. Partnered with the Early Childhood Collaborative of Mississippi, we work to make a developmentally sound program and addresses the needs of our diverse student population of early childhood learners. Our PreK program is based on the Early Childhood Standards provided by the state. K-3rd grade curriculum is based Mississippi College and Career Ready Standards. Past and current universal screeners of students in kindergarten show an advanced preparation of our Prek students. Our PreK core curriculum areas include science and social studies, art, physical education, literacy, math, and social emotional learning. Students begin each day with a Morning Meeting and enjoy centers, both teacher directed and independent, unstructured play, and are involved in the same specialty area classes: science lab, library, Spanish, physical education, and computer and technology. To minimize the disconnect between our early childhood program and K-6, Prek students are involved in these specialty areas as a part of their day and the specialty area teachers provide developmentally appropriate learning experiences for our young learners.

2. Other Curriculum Areas:

Other curriculum areas at Hayes Cooper Center that support students' acquisition of essential skills and knowledge are physical education for grades PreK-6th, Spanish for grades PreK-6th, library for grades PreK-6th, science lab for PreK-6th, and computer and technology for PreK-6th and band for 6th grade.

The students participate in physical education class once a week. The approach for health of the whole child is collaborative. The physical education teacher, in partnership with the science lab teacher, counselor, and classroom teacher, addresses physical development and skills, mental health, and social-emotional development of our students. Health lessons are taught by the science lab and/or classroom teachers. The counselor develops social-emotional skills and peer relationships through classroom guidance activities. As well as a structured physical education program, students are given thirty minutes of unstructured playtime. Together, our program aims to produce students who are physically active, know the importance of mental and physical health, and learn skills to perform a variety of physical activities.

Spanish class is offered to students in grades PreK-6th once a week. The approach to Spanish instruction is a

student-centered approach, the communicative method, where our students learn by doing. This approach increases motivation and allows for natural learning. The Spanish teacher also seeks to educate the school community of the culture by planning Day of the Dead and Cinco de Mayo activities with several community families to provide an authentic experience.

Library is offered once a week. As well addressing the Mississippi College and Career Readiness Learning Standards for Libraries which includes a library media, reading engagement, research and information, and digital literacy strand, the library/media specialist collaborates with classroom teachers. Research projects have included planets, history, and science concepts in preparation for science fair. Students attend the computer/technology lab once a week where the lab assistant works to aid in learning in other subject areas. PreK students become familiar with how to use the hardware including the mouse where they learn basic skills like “drop and click,” and older grades learn and refine typing and other publishing skills that can be used across several subject areas.

Students attend a 90-minute inquiry-based science lab once a week for grades 2nd-6th. Grades PreK-1st attend for 45 minutes. Classroom instructors plan with the science lab specialist to ensure that content delivery in the classroom and science lab coincide. The classroom teacher and science lab specialist work together to provide an engaging, immersive experience that helps with a better understanding of taught concepts.

We offer band daily to 6th grade, and although we do not have a separate visual or performing art class, several years ago we created the "Art and Soul" program to bring the visual and performing arts to the classrooms. The approach varies; the faculty meets to plan monthly art activities that address grade level or socio-emotional standards. Limited with funds, we are resourceful with our efforts; we often partner with local arts initiatives and organizations.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level are enrolled in Multi-Tiered System of Supports (MTSS) Tier 2 or 3 and receive in-school tutoring. All students are assessed through universal screeners administered three times a year. Individual, classroom, and schoolwide goals are set for each of these screeners, and instruction and/or interventions for individual students is adjusted accordingly. We also administer benchmark assessments three times each year. These assessments specifically measure grade level standards taught. Multiple sources of data such as classroom performance, universal screeners, and benchmark assessments are considered for enrolling students in Tier 2 or Tier 3 interventions. The MTSS Committee meets each month to analyze data, create intervention plans for students, and progress monitor. The tiers are "fluid," meaning students may move in and out of tiers. Realizing that a large majority of instruction is on grade level during classroom instruction, we created a schoolwide differentiated instruction block, WIN (What I Need) Time. During WIN Time, students are grouped according to their needs. Small groups vary depending on the need of the student. A formative or summative assessment may have revealed a need to remediate a group of students. Students performing one grade level or more receive in-school tutoring for 30 minutes a day. The support team (the classroom teacher, the tutor, and the parent/guardian) meet often to determine the direction of assistance. All students that receive tutoring are also discussed during MTSS meetings. A monthly review of progress monitoring occurs. Although MTSS should not be considered a pathway to Special Education, after a review of data where no progress has been made despite a change in frequency or approach of an intervention, a student will be referred to District Multidisciplinary Evaluation Team (DMET), the local district committee that determines eligibility for comprehensive testing for special services.

3b. Students performing above grade level:

All students are assessed through universal screeners administered three times a year. Individual, classroom, and schoolwide goals are set for each of these screeners, and instruction and/or interventions for individual students is adjusted accordingly. We also administer benchmark assessments three times each year.

Realizing that a large majority of instruction is on grade level during classroom instruction, we created a schoolwide differentiated instruction block, WIN (What I Need) Time. During WIN Time, students are grouped according to their needs which includes enrichment for advanced learners. Also, during regular classroom instruction, it is common to group kids in small groups according to the needs of the student. During the spring semester of first grade, students take a placement test to determine eligibility for Gifted Services. If they are eligible, students, in grades 2-6, attend gifted classes for one hour per day to meet the five-hour minimal gifted instruction required by the state. During gifted, the Mississippi Gifted Outcomes, which include thinking skills, creativity, information literacy, success skills, affective skills, and communication skills are addressed. Programs like iReady, Accelerated Reader, and other resources also help to address the needs of the advanced learner.

3c. Special education:

The focus for our special education department is on outcomes. The special education department is comprised of a special education teacher and a speech/language therapist. Outside therapists, occupational and/or physical therapists, are used also. Each student has an Individual education plan (IEP). The department works closely with each student's support team (faculty, staff, and parents) to monitor the progress of a student towards the goals of the IEP. Because general education instruction is the foundation to special education, it is a priority to maintain an inclusive setting; most special education assistance is given in an inclusion setting by forming small groups or working in centers within the class. This allows for individualized assistance while protecting instructional time. If needed, extra instructional time is given on an individual basis. For speech and other therapies, the student is served in the therapy room. Offering and exposure to a different level of text and/or manipulatives also helps our special education students. Our counselor works with the faculty and staff to meet the needs of students who struggle behaviorally. The increase of students on the spectrum in recent years has resulted in special training on how to best meet the needs of these learners. The special education team and the counselor were trained and trained the faculty and staff on how to best help students with special needs exceed, our approach is "whatever it takes," as evidenced in the latest universal screener of students with an IEP 98% of the students with an IEP showed growth, some significant gains from the Beginning of the Year to End of the Year screener.

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

English Language Learners are served by a district team of ELL tutors. The tutors meet with their students 2-4 days weekly for 30-45 minutes, depending on the need of the student. Because general education instruction is the foundation, it is a priority to maintain an inclusive setting; most ELL assistance is given in an inclusion setting by forming small groups or working in centers within the class. This allows for individualized assistance while protecting instructional time. If needed, extra instructional time is given on an individual basis. As well as universal screeners, benchmark assessments, and additional summative and formative assessments, ELL learners, complete LAS Links, a test used to identify and monitor the progress of our learners, PreK-6th grade, in speaking, listening, reading, and writing. We meet with each family, along with our district ELL Coordinator, each nine-week period to discuss progress and build relationships with the families.

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

This year, we welcomed four migrant students who needed an extra layer of support. These students, along with the assistance given to ELL students, receive daily interventions to help with mastery of English skills.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

As cliché as it may sound, it really is all about having a common language and building relationships. The PATRIOTS Character Education program is the backbone to our school and expectations. The PATRIOTS traits of being persistent, ambitious, trustworthy, respectful, innovative, organized, tolerant, and self-controlled encompass and address academic, social, and emotional growth. This "language" is part of daily communication. Each day, we begin morning announcements with the "Patriots Creed." Friday "Shout Outs," positive notes mailed home to parents, Nine Week Celebrations for students who have shown growth, met academic and behavioral guidelines are all a common part of the school day and year. For students who struggle to meet expectations, our PBIS and MTSS committee meets regularly to create, review, and/or modify academic and behavioral plans. We are goal-driven, emphasizing growth, not perfection. It is common to see data and standards trackers posted along the school indicating when academic standards are met. Hayes Cooper Center is known for our high academic standards, but after a time of reflection with the Leadership Team and the counselor, it was clear that we should celebrate the diversity, uniqueness, and humanity of our students- not just their academic and behavior achievements. "Student Spotlight" was created to showcase our diverse student population along with just celebrating student for being a part of our school community.

We have an overnight educational excursion where relationships are built among peers and the families and faculty members. We travel to Camp McDowell Outdoor Education Center and stay for three nights. We also travel to Shaw Nature Reserve in Missouri, and Birmingham, Alabama for a Civil Rights Tour. These opportunities address academic and social emotional standards and extend learning beyond the classrooms. It creates an environment to build relationship among school community members.

Creativity and innovativeness played a crucial role during the school closures due to the COVID-19 pandemic. During that time, the school faculty conducted virtual meets, drive-bys, and phone calls to stay connected to the students and their families. Sixth Grade Promotion, a much beloved annual event, posed a special challenge since we wanted to celebrate our students and make them feel appreciate before they left for secondary school. A team of teachers went to each house and surprised them with a "lawn sign" showcasing their accomplishments. We arranged for a photographer to take special pictures in a park while socially distancing.

2. Engaging Families and Community:

Hayes Cooper Center was created as a vision of our community members, so community support is an integral part the school's success. An active, engaged Booster Club recruits and organizes parent volunteers during the school day and special school events. They plan and execute schoolwide celebrations like the "Harvest Carnival" and "Patriots Palooza" (our annual field day). Last year, the Booster Club partnered with seventeen businesses and organizations to support our school and its endeavors.

Delta State University has partnered with our school as a site to train pre-interns and interns for the Elementary Education programs. Under the guidance of experienced teachers, pre-interns spend two days a week at our school where they are part of the daily operations of the school, work in small groups, plan and teach a lesson, and assist classroom teachers. Interns spend a semester as an "apprentice," gradually adopting full-time role as a classroom teacher. The university also offers assistance to below grade level readers through a university class to give future educators an opportunity to work with students.

The Junior Auxiliary has provided emergency aid to families facing a crisis, "Secret Servings" where they give weekend meal to families in need, installed a sensory path in the hall, made "KidCare" IDs to help with identification of children, and provided clothing and personal hygiene to students. The Bolivar Literacy Council offers afterschool tutorials for students, and the tutors work with our teachers to meet the needs of our students. This organization, along with several area churches, provide a safe place afterschool for our students.

Through Hayes Cooper "Art and Soul, " an art initiative born in 2010 to bring the arts to the classrooms, we depend on our community. Limited with funds, we are resourceful with our efforts; we often partner with local arts initiatives and organizations such as the Delta Arts Alliance, the Grammy Museum, and the Bologna Performing Arts Center of Delta State University. For example, the fifth-grade students studied printmaking, papermaking, and bookbinding through a grant from Mississippi Professional Educators and their work was displayed at the gallery at Delta Arts Alliance. After doing a book study by Rita Williams Garcia, the artist visited and the fourth-grade teachers partnered with a local initiative, "Reading at the Park," for an author talk. After a "blues" unit, performer Tricia Walker discussed song writing with the students.

Together, the school and these community businesses and organizations, work to promote the student wellbeing and success.

3. Creating Professional Culture:

The leadership of Hayes Cooper Center has always understood that highly qualified teachers are critical to the success of the school. Teachers who feel valued will be more engaged in their work, seek ways to improve performance, and their students have less absences and disciplinary actions. For the 2020-2021 school year, our retention rate of certified teachers was 100%. For the upcoming year, one teacher will not return. Before the pandemic, the faculty and staff met weekly as a faculty and staff, and professional development was mostly presented by the district by a preset plan and/or outside sources would train individuals as a need arose. COVID-19 changed the trajectory by emphasizing virtual learning skills. In just a matter of weeks, through a series of trainings through Google Meet, the faculty and staff were trained on how to use Google Classroom, schedule Google Meets, and promote engagement of learners virtually. The leadership understood that, more than ever, teachers, dealing with the effects of a pandemic, feeling valued and supported would play an even more critical role. Partnering with the Booster Club, monthly lunches are provided to the faculty and staff. The schoolwide schedule was modified to give teachers an extra period of planning to serve virtual students and families. This fall, despite increased efforts to support teachers, a survey showed that we were facing a time of low morale. Some of the reasons listed were COVID-19 rates spiked, pressure to continue with teaching prevailed, and we had an unusually short summer break. The principal, partnered with the counselor, planned the faculty and staff with "Wellness Week" where teachers were provided healthy lunches, gourmet brewed coffee, shoulder massages on break, healthy recipes, yoga sessions, and seminars on managing stress. The efforts were well received, and now a "Wellness Room" is in its planning stages so teacher will have a place to take a break. The faculty and staff of Hayes Cooper Center are professionals who seek to improve their skills through continued learning whether it be seeking National Board Certification, a graduate degree, or specialized training. These accomplishments are published and celebrated. The faculty and staff receive "shout outs" from parents via social media. A Faculty and Staff Member spotlight celebrates their endeavors and shows our appreciation as well.

4. School Leadership:

Shared leadership is the more evident philosophy at Hayes Cooper Center. Decisions are based on the mission and values of Hayes Cooper Center and alignment of the Strategic Plan. The Strategic Plan addresses the goals of: 1) Recruit, retain, and build capacity 2) Maintain a safe, respectable, equitable learning environment that fosters a growth mindset 3) Maintain a rigorous curriculum reflective of the state standards and high expectations focusing on the whole child to build a more well-rounded curriculum that celebrates the diversity of our school. When planning or making any changes in curriculum and policies, the principal will collect information and discuss with grade level teams and the Leadership Team. The Leadership Team consists of six teachers, each with at least 5 years of experience. These teacher leaders must be willing to meet with the principal once a week, be a chair of a committee, and serve on the team that oversees the pre-intern and interns of the local university. These teacher leaders regularly do peer observations and lead staff development after school. When faced with a critical decision, they meet with their content area groups and report to the Leadership Team. The Booster Club meets bimonthly, and the principal and one Leadership Team member advises the board about decisions made, ensuring that the decisions ultimately benefit student achievement. This leadership model has adapted and shifted throughout

the years. When the current principal began nine years ago, a Leadership Team was not organized. As the principal grew as administrator, a more shared leadership model emerged. The Leadership Team has proved to be invaluable, especially during COVID-19. Team members stepped in to help support and make connections to students, families, teachers, and each other during an unprecedented time. The diverse team had made sound decisions based on the mission, values, and strategic plan.

5. Culturally Responsive Teaching and Learning:

Because Hayes Cooper Center has always benefitted from having a diverse school community, cultural awareness and respect is apparent, but we, as a faculty and staff, see the need for continued learning and increased respect. Connections and relationships with students and families play a major role in this. The leadership of the school and counselor makes a special effort to greet and talk to students every morning. It is amazing how you can build rapport by simply making an effort. We prioritize reaching out to families of diverse backgrounds. Families are often asked to present information about their cultures to increase understanding. For example, we have had families come present about Hanukkah, Diwali, and their own immigration experiences. Families have planned with the Spanish teacher to present on Cinco de Mayo. We began a "Student Spotlight" where the school community, via social media, learns about students and their families. Working with classroom teachers and the librarian, we have made special efforts to purchase materials our students are exposed to represents a wide range of cultures and perspectives. A recent library "book talk" brought about an engaging conversation about families and how they can look very different. One student shared his feelings and took a risk, and he found that his courage was met with understanding. COVID-19 brought about an even greater feeling of isolation and a fragmented society, so the extra efforts made by our faculty and staff to meet with families virtually, helped with connections. When issues arise, the school counselor plays a significant part with working with individuals, groups, and/or the entire school community. For example, an increasing population of ELL and Migrant students has presented some microaggressions that had to be addressed. The counselor worked with groups of students and presented a training after school. As a faculty and staff, we are willing to address inequality and biases. A monthly review of school events, practices, and discipline from the Leadership Team gives an avenue to discuss emerging issues and how we can better meet the needs of our diverse learners.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Since the implementation of the schoolwide WIN (What I Need Time), universal screeners and other measures have shown increased growth in our students and satisfaction from the school community. WIN Time began when we were looking for a way to have interventions without pulling students out of the classroom. We understood that the loss of quality Tier 1 instruction would only hinder progress. A student survey showed that students did not like to be pulled out for Tier 3 interventions. We wanted to find a way to instill "growth mindset" in all students. We have a fairly large on grade level and above grade level population of learners, and that group of students has shown to be harder to show growth. Monthly review of MTSS interventions showed the results varied; students in Tier 2 and Tier 3 were not receiving equitable amount of intervention time. Teacher Support Team discussions found that many teachers felt overwhelmed and not supported with interventions. Since our district was giving instructional emphasis on small groups, we needed a time to work on small group instruction and model it to the pre-intern and interns also. Therefore, a schoolwide WIN (What I Need) Time was born. Since its inception, we have seen tremendous growth and positive feedback about the schoolwide intervention block. For example, out of the 12 assessed areas in the end of the year universal screener, grades 1-6, math and ELA, we met 9 out of 12 (75%) of our goals for all learners. Before COVID-19 and the schoolwide "WIN" time, we would meet growth goals of approximately 5 out of 12 (42%) assessed areas. By modifying our schoolwide schedule to allow for "WIN" Time, the faculty and staff survey reported 90% of the faculty and staff "strongly agree" that WIN time was instrumental in growth for all students. 10% of the faculty and staff "agree." With the school community having a time set aside to work on individual goals together at one time, WIN time also fosters a growth mindset.