

U.S. Department of Education
2020 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 Ms. Angela Williams
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 700 West Shawntel Smith Blvd
(If address is P.O. Box, also include street address.)

City Muldrow State OK Zip Code+4 (9 digits total) 74948-4013

County Sequoyah County

Telephone (918) 427-5421 Fax (918) 427-1034

Web site/URL http://www.muldrowps.org E-mail angela.williams@staff.muldrowps.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Ronal Flanagan E-mail ronal.flanagan@staff.muldrowps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Muldrow Public Schools Tel. (918) 427-7406

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

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

1. 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 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 most recent school year (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

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, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	47	48	95
6	48	35	83
7	40	49	89
8	51	54	105
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	186	186	372

*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):
- 44 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 43 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 21%

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

Muldrow Middle School is located in an area near several other small schools and towns with many low cost apartment complexes. The town has an industrial OK Foods factory which employs people from those nearby small towns. Muldrow is also 15 miles away from Ft. Smith, AR which has numerous factories and opportunities for employment. As employment opportunities change for our students parents, the mobility rate is affected.

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, 2018 until the end of the 2018-2019 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	48
(3) Total of all transferred students [sum of rows (1) and (2)]	79
(4) Total number of students in the school as of October 1, 2018	378
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

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

Cherokee, Spanish, and Urdu

English Language Learners (ELL) in the school: 8 %
29 Total number ELL

7. Students eligible for free/reduced-priced meals: 80 %

Total number students who qualify: 296

8. Students receiving special education services: 23 %

87 Total number of students served

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

- | | |
|-----------------------------------|--|
| <u>10</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>41</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>10</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

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:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
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 16:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	97%	97%	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 2019.

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.

We are committed to providing high quality education, ensuring students achieve our mission statement:
Succeeding Today, Preparing for Tomorrow, Inspiring a Lifetime of Achievement.

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

PART III - SUMMARY

Muldrow is a rural town located in eastern Oklahoma's Sequoyah County on Interstate 40, just 10 miles west of Ft. Smith, AR with a population of 4,000 and a school district population of 8,000. The ethnic diversity consists of 49% Caucasian, 41% Native Americans, 8% Hispanic, and 1% Black and less than 1% Asian. The highest education level of adults 25 and older is 14% with college degrees, 67% with high school diploma without a college degree, and 20% having less than a 12th grade education. The median household income is \$50,268/year, with a poverty rate of 25%, an unemployment rate of 11%, and 38% being single-parent households. Many of the people in the district work in Ft. Smith; as such the school system is an important element helping to maintain the community's sense of identity.

The school district enrollment is 1325, with the elementary consisting of 464 students, the middle school consisting of 372 students, and the high school with 489 students. The school district provides transportation for 1046 students daily, which include students participating in the after-school program. The ethnic backgrounds of our students consist of 46% Caucasian, 41% Native American, 2% African American, 9% Hispanic and 2% Asian with 70% of the students qualifying for free/reduced lunches. The faculty consists of 102 certified staff and 62 support staff. The average years of experience of the certified staff is 15.8 years, with 31% holding advanced degrees, and five National Board certified.

Muldrow Middle School recognizes the importance of supporting the social and emotional needs of the student as well as their academic needs. Four years ago we adopted what we refer to as a house system. This program encourages leadership and a sense of pride, tradition, and belonging in our school. Students have the opportunity to connect with students across grade levels that they may not normally have a chance to interact with. This helps students gain more friendships and create a family-like culture at our school. Our houses are named for positive attributes all citizens hope to attain (i.e. House of Charity, Respect, Perseverance, Wisdom, Patience, Creativity, Integrity, Kindness, Loyalty, and Courage). Each month the students are faced with a challenge to meet in order to earn points for their house. Point leaders are rewarded at the end of each nine weeks with a celebration. Students learn to set goals and to work cooperatively to attain these goals. Our house system provides an opportunity for mentoring and leadership, as well as to encourage civic and service mindedness for our community throughout the year.

Muldrow Middle School strives to meet the learning needs of every child. We engage in effective professional development that results in changes in teacher practices and improvements in student learning outcomes. Bi-monthly content area Professional Learning Community (PLC) meetings are held with the district literacy coach, principal, and content area teams to review curriculum and assessments. Content teams then work on the development of content area playbooks that include instructional strategies, curriculum choices, and classroom assessments to ensure coherence of scope and sequence within each grade, and from grade to grade. The foundation of the playbooks is the frameworks found on the Oklahoma State Department of Education (OSDE) website for the content area Oklahoma Academic Standards (OAS). Teachers align the OAS standards, adjust the rigor, depth of knowledge questioning and increase text complexity. These playbooks are maintained throughout the year and are continuously edited from year to year.

When students struggle, it is important to implement interventions as soon as possible. Students are given the Study Island Benchmarks quarterly, as well as the Renaissance STAR Reading and Math assessments at the beginning, middle and end of the year, for which a standards based mastery report and item analysis is generated each time, in order to monitor their proficiency. These assessment tools are aligned to OAS standards, and allow us to target the skills students need to grow academically and to gain proficiency.

English Language Arts (ELA) and Math teachers, the counselor and principal meet when preliminary Oklahoma State Testing Program (OSTP) end of the year assessment scores are released. Students scoring in the lower 25% on the ELA and/or Math OSTP and testing consistently below grade level on the Renaissance STAR Reading and Math test are reviewed for placement in co-teaching classes for these content areas. Our co-teaching class consists of a special education teacher also certified in the content area and a regular education content certified teacher. Students with IEPs and regular education students are inclusively taught with two teachers in a more flexible differentiated environment. We have seen an increase in student confidence and self-worth as a result of instruction geared to individual needs, particular attention to teacher-student relationships, and yearly repetition with the same team of teachers in these classes.

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

Muldrow Middle School believes the vision of our school is to help our students “Succeed Today” so each student can “Prepare for Tomorrow” and can have “Lifetime of Achievement”. We believe all students should obtain the critical literacy skills to be college and career ready and ensure they are lifelong learners in reading, writing, speaking, reasoning, and listening. We are committed to the development of literacy skills and are dedicated to student motivation, engagement, and achievement with the integration of literacy across the content areas.

Our staff uses a common lesson plan template to ensure the teachers are implementing the OAS in Math, ELA, Science, and Social Studies. At the beginning of each year, the lesson plan template is revised to include the OSTP assessment results for the OAS Standard in each subject area. Each teacher will set yearly goals to ensure growth within the standard. Hyperlinks to the OAS Math, Science, and ELA frameworks are included on the lesson plan template to make access easier for the teachers to the ELA, Math, and Science frameworks. Within the frameworks, teachers will focus on an objective analysis in ELA or Math to ensure growth within the objective.

Teachers monitor student growth within the standards using the STAR Standards Based Mastery Report and/or Study Island Benchmark Item Analysis to compare the results to the OSTP end of the year Assessment. Teachers have bi-monthly PLC meetings to discuss the results of the standards mastery and any changes that should be made in instructional strategies or change within the curriculum. A grade-level playbook will ensure coherence among standards, instructional strategies, curriculum choices, and assessments. The grade-level playbook is revised yearly to make any changes in the instructional strategies and revision of any curriculum choices.

1b. Reading/English language arts

Muldrow Middle School ELA builds on the foundation that every child reaches their full potential following the vision of Muldrow Public School to be literate and become lifelong learners in literacy. The foundation of all of the ELA classes 5th through 8th grade is that reading improves writing and writing improves reading. The ELA OAS are eight overarching standards in reading and writing, and are recursive; each student revisits the concepts again and again. Because of the recursive nature of the ELA OAS standards, ELA classes introduce the objective in reading or writing and the student also uses the same skill in content area classes.

The ELA classes establish a common structure in the instruction and curriculum that is aligned with the ELA OAS standards and guidelines using the elaoak frameworks provided by the OSDE. Our ELA curriculum provides evidence based instruction aligning with the ELA OAS standards in reading and writing. The scope and sequence of each 6 week unit contain a set of routines for each grade level that support targeted instruction of the skills students need most. Each routine provides explicit instructions to ensure the specific skill can be applied in ELA and other content area classes. Students acquire complex reading skills and produce quality writing and also utilize effective speaking and listening skills that prepare the students for college, a career, and their future. Our school believes we can instill the love of reading in the classroom with book studies and independent reading with activities through the class weekly library visits. Student progress is monitored through formative assessments so the teacher can adjust instruction to meet the students’ needs. At the end of each unit, students complete an end-of-unit task that provides the students an opportunity to apply what they have learned about the skills in reading and writing. At the end of every 9-weeks, a comprehensive benchmark assessment that is aligned with the ELA OAS standards is given.

Muldrow Middle School uses computer programming to screen our students to determine reading

achievement levels. If a child struggles, strategic instruction is provided in a Co-teaching class utilizing the same curriculum. The Co-teaching class uses Tier 2 intervention text that pre-teaches and reteaches the weekly core skills and vocabulary. The Co-teachers use scaffolding practice for struggling readers. The teachers provide clarity in reading and writing skills while measuring progress with the curriculum benchmark or an online OAS standards alignment benchmark. The assessments and the OSTP assessments data help educators monitor students' literacy skills and students' progress toward becoming independent readers.

We also offer ELA enrichment activities in our 21st Century Community Learning Centers (CCLC) PAWS program. This program targets students that struggle academically in order to narrow the achievement gap by offering lessons and projects that requires use of ELA, Math and STEM skills. Further, we offer after-school tutoring two days a week through our Title I finding, that allows students to have individualized instruction in the area of literacy for which they are struggling.

1c. Mathematics

Muldrow Middle School Math curriculum follows the mathematical actions and processes with the National Council of Teachers of Mathematics (NCTM) and OAS Math Standards. Our school expects the students to demonstrate a deep and flexible conceptual understanding of the mathematical skills. Our 5th through 8th grade teachers develop mathematical lessons that are developed using the OAS. Our instruction model supports student learning through whole group lessons with explicit instruction for all students. The content is developed with a focus using the okmath frameworks provided by the OSDE. Our staff focuses on Webb's Depth of Knowledge to increase the rigor of the content. The attention to the rigor reflects on the flexible conceptual understanding, procedural skills and fluency and applications of the content covered. Fifth grade students receive explicit instruction in one math class, then in another, they develop strategies for problem solving with projects and the ability to communicate mathematically using interactive notebooks and projects. Sixth through 8th grade classes begin with a "Problem of the Day" and use manipulatives to develop mathematical reasoning and a productive mathematical disposition. Students reflect their understanding and communicate using interactive notebooks.

Muldrow Middle School recognizes that our school's assessment system is tied to our students' learning and teachers' instruction practices by using formative assessments that make student learning visible. Our system provides a strong summative assessment program that prepares the students for the OSTP at their grade level and moves the students to become Career-and-College-Ready. Using the data from our formative assessments, benchmarks, screening and the OSTP results, our staff knows how well our students are growing in the knowledge, skills, and abilities outlined in the OAS. Our teachers review each student's data to analyze the overall performance of the programs we use and the performance of students or groups of students. Students who are performing below performance level for the grade are provided with their core instruction in a Co-Teaching Class. Students who exceed grade-level performance are given problem based material and projects; such as, stock market game competition or computer programs that provide engaging lessons.

As with the ELA, Math enrichment activities are also offered in our 21st CCLC PAWS program. Once again this program targets students that struggle academically in order to narrow the achievement gap by offering lessons and projects that require use of Math, ELA and STEM skills. And again, we offer after-school tutoring two days a week that allows students to have individualized instruction in the area of mathematics for which they are struggling.

1d. Science

Students at Muldrow Middle School are engaged in their learning of Science. The engagement gives them a greater sense of ownership of their increased achievement in Science. Our teachers create engaging units aligned with the OAS for Science and the Next Generation Science Standards. Teachers use the okscience frameworks provided by the OSDE to help build the units. Each unit builds on the inquisitive mind of each student and engages them in new and varied ways. Teachers use three pathways: reading, inquiry, and digital pathway. The reading pathway targets reading skills in vocabulary, critical reading and writing and

are aligned with the ELAOK frameworks. The students begin each lesson with a scaffold method of inquiry that allows the students to engage in hands-on experiences. The Digital Pathway allows the students to experience virtual labs or single computer activities.

Every unit includes a STEM activity that enables students to apply Science and Engineering skills to real-world problems. Students have opportunities to communicate and collaborate about Science. Formative assessments are used to guide instruction. Scaffolding questions throughout the lesson will determine the need for re-teaching in the lesson before the summative assessment. Assessments are an on-going activity and provide opportunity for students to demonstrate their knowledge of the content. The assessments also provide opportunities to monitor student progress and modify instruction whenever necessary. Students show what they have learned with projects, activities, and problems in order to deepen the understanding of Science.

As with ELA and Math, STEM enrichment activities are offered in our 21st CCLC PAWS program. We create engaging lessons and projects that allow students the opportunity to use inquiry-based methods they have learned. Our students that are involved in the program gain experience that helps them to attain a higher level of achievement in the regular school day classes.

1e. Social studies/history/civic learning and engagement

Muldraw Middle School uses the OAS for Social Studies to incorporate Geography and History in 5th through 8th grades. Our overarching goals for Social Studies are to help our students become productive and contributing citizens in our society and community. We integrate standards 6, 7, and 8 of the OAS for ELA while using the context of Social Studies as a way for students to communicate and make connections to the content. Our teachers use many literacy skills such as compare and contrast, cause and effect, nonfiction text features, note taking strategies, summarizing, and author's purpose. Teachers use several teaching methods such as mini-lectures, inquiry groups, reading workshops with read aloud materials, and partner projects. Throughout the units, students participate in online learning, read various texts on different topics, complete research projects, investigate primary sources, maps, and timelines, create Google Slides, and present posters and videos they create.

Our 5th and 6th grade students use the Studies Weekly newspaper that is aligned to the OAS. Each week the students read a newspaper that incorporates inquiry-based opportunities, integrates literacy-based strategies, and exposes the students to thousands of primary sources. For each unit, students research and plan projects while including speaking, listening, and building academic vocabulary. Through various resources our 7th grade Geography students learn about different countries around the world and 8th grade students travel back in time to learn about the famous people that built and shaped our country.

Muldraw Middle School partners with the Cherokee Nation sharing tribal cultures through a Cherokee Culture Day. The Social Studies department plans and organizes Veterans Day, Constitution Day, and Freedom Week activities. We encourage our students to be productive citizens through our Middle School house system by participating in community service projects such as food drives and collecting materials for hospitals and nursing homes in our community.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Muldraw Middle Schools recognizes that each child is a unique individual who needs a secure, caring, and a stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. As educators we help students meet their fullest potential in these areas. We act as a guide to allow a child's natural curiosity to direct his/her learning. Every day, we work hard to establish and maintain an environment for all students to have choices to develop in areas that best suits their interests. We offer curriculum outside the core subjects in the hope that students find an area of interest to express their

uniqueness.

Muldrow Middle School's 5th grade students take keyboarding fundamentals, Math Lab and have the choice between Physical Educations (PE) and Competitive Athletics. Sixth graders take a semester each of Technology Education I and Math Lab and may choose two electives. Their choices include PE, Competitive Athletics, Beginning Band, or a semester each of Spanish Exploration and Career Exploration. Seventh grade students take Health and may choose two electives. Their choices include PE, Competitive Athletics, Technology Education II, Choir, and 7th grade Band. Eighth grade students may choose three electives. Their choices include Personal Financial Literacy for high school credit, Spanish I for high school credit, General Agriculture, Introduction to Speech, Technology Education III, 8th grade Band, and PE or Competitive Athletics.

Keyboard fundamentals became a necessary class for our students when our state tests converted to online testing, with a section of the ELA test being a writing prompt and written response question on other content areas. Students will demonstrate mastery of touch keyboarding using correct keying techniques including correct posture and finger placement. Math Lab is a hands on reinforcement of math concepts using manipulatives. Technology Education exposes students to software and hardware to develop skills in computer science concepts and creating tangible products. PE and Competitive Athletics provide instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, and sportsmanship. Band students receive instruction on ensemble performance with an emphasis on skill development and performance. Choir emphasizes voice training, music reading, and developing listening and performance skills. Spanish exploration is an introduction to the language enabling students to identify words or phrases and to become familiar with the Spanish culture. Career explorations introduces students to career choices, interest inventory, and helps them to identify how to obtain the necessary skill for their choice. Health students receive instruction on having the skills, knowledge and disposition to lead a healthy active life. Personal Financial Literacy emphasizes decision-making skills, how to become a knowledgeable consumer, saver, investor, how to user credit, manage money, and to be participating members of a global workforce and society. Spanish I is structured so that students will be able to listen, read, speak, and write words and phrases in the formal use of the language. General Agriculture is an introduction to the science-based approaches to the agricultural industry, plant and animal science, as well as the economics and careers involved. Introduction to Speech develops student's skills in effective oral communication. Students will be engaged in informative and persuasive speech, oral and original interpretation and duet acting.

It is our hope that in all the choices we are able to offer to our students that they are able to find an interest that they can engage in with others. We take into consideration any curriculum that a student is interested in that we do not offer and review our certified staff and resources in order to make decisions about whether or not it is feasible to add to the schedule.

3. Academic Supports:

3a. Students performing below grade level

Students scoring in the lower 25% on the ELA and/or Math OSTP and test consistently below grade level on the Renaissance STAR Reading and Math test are reviewed for placement in co-teaching classes for these content areas. ELA and Math teachers, the counselor and principal meet when preliminary OSTP end of the year assessment scores are released. Our co-teaching class consists of a special education teacher also certified in the content area and a regular education content certified teacher. Students with individualized education plans (IEPs) and regular education students are inclusively taught by two teachers in a more flexible differentiated environment. We have seen an increase in student confidence and self-worth as a result of curriculum geared to individual needs, particular attention to teacher-student relationships, and yearly repetition with the same team of teachers in these classes.

Students needing greater supports and identified as part of the special education population may be place in one of two types of classes other than the co-teaching. Our C3 basics class provides more one on one support with a maximum of 10 students. For students requiring even more one on one, they are placed in a C3 concepts self-contained classroom with a maximum of 15 students and currently 4 paraprofessionals to assist.

After-school tutoring for ELA and Math are offered two days per week through Title I funding. Students can be assigned by the teacher to attend or may attend on their own accord. Teachers that offer tutoring communicate with the regular day teachers to determine the content that needs to be covered with the students they assign. The 21st CCLC PAWS program has a block of homework help time built into each day. Students are helped by PAWS staff and volunteer high school students. PAWS continues in the summer as a half day program with educational enrichment to help prevent learning loss.

3b. Students performing above grade level

Students' abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for individual educational planning. Gifted students are calculated as the top 8% of the student population of each grade. After-school enrichment classes that meet weekly are taught to be supplemental to the established curriculum, which are purposefully planned with the needs, interests and capabilities of particular students in mind. High school credit classes such as Spanish I and Algebra I are offered to allow students to gain high school credits while still in middle school. Through the PAWS after-school and summer program, enrichment opportunities are offered so that students are able to stay involved with the curriculum of their interest.

Students that excel in band as 8th graders may be invited to join the high school marching band, concert band or jazz band. If so, students may choose to be enrolled in both classes or may be enrolled in only high school band if their electives cause their choice to be limited to just one or the other class. Students are chosen based on technical proficiency and musical understanding.

Proficiency based promotion testing is offered at a parent's request. Tests are administered by the school counselor, and students that perform at a proficient level in the curriculum of that designated grade's assessments can be promoted to the next grade level. Our school counselor provides planned activities and sessions that assist gifted and talented students in planning their academic careers in school and after high school. The school counselor also addresses the specific social-emotional needs of the gifted, including underachievement

3c. Special education

Muldrow Middle School is committed to providing comprehensive educational services to all students with disabilities in the least restrictive environment. The IEP team determines the least restrictive environment for the student. We offer options such as mainstreaming with monitoring, co-teaching classes, C3 basics, and C3 concepts that are provided in a self-contained classroom. Related services such as occupational therapy, physical therapy and speech are provided to those who need it to ensure the greatest level of achievement and inclusion.

Mainstream with monitoring is a continual process with communication between the regular classroom teacher and the IEP team. This process allows us to determine if a child needs additional academic support at any time. Our co-teaching class consists of a special education teacher also certified in the content area and a regular education content certified teacher. Students with IEPs and regular education students are inclusively taught by two teachers in a more flexible differentiated environment. The co-teaching utilizes a tag team approach where both teachers are teaching and helping all students to understand and apply the concepts. C3 basics is designed for those students that need more support and is offered at a teacher/student ratio of no greater than 1:10. C3 concepts is a self-contained environment where students receive extensive supports in addition to life skills training and may include the assistance of a paraprofessional. The teacher/student ratio is not greater than 1:15 and includes a number of paraprofessionals.

Students that do not qualify for an IEP but require additional attention, receive 504 accommodations to be successful in the classroom have individual plans developed and reviewed annually. These students are monitored and the plan is adjusted as needed to ensure the students have full access to education and school activities. Classroom and testing accommodations are monitored much the same as those students on an IEP.

3d. ELLs, if a special program or intervention is offered

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We believe that motivating our students, giving them a sense of belonging and providing them with a fun and safe environment is essential to student success. As students arrive on campus the first day of school they are directed to the gym where they see character words on the wall that are representative of our 10 houses. They are greeted by upperclassmen that inform them of the house they have been assigned. Students engage in a whole day of participation in getting to know one another and team building activities. From the first day of school our students engage with one another across grade levels, with teachers, and with classmates they might not spend time with due to schedules being different. Each house has a particular color that represents them and t-shirts of that color with that house name are given to students a few weeks into the school year to make them easily recognizable.

Each month house leaders decide on a challenge that the houses compete with one another to gain points. Individual houses meet to have a chance to connect, learn of the challenge, and strategize. Students then move to a general session where we emphasize a character trait that goes along with the monthly challenge. There students engage in a school-wide fun activity in which houses choose students to represent them in that activity. House points are given for these challenges and many other things throughout the year. For example, “Caught You” cards are given when students are caught doing things above and beyond for others which earns their house points. On t-shirt Tuesdays, students receive house points for wearing their house t-shirts. “Math Madness” in March is a math problem solving competition. Throughout the month, points are posted so that houses can see if they are meeting their goal or if they need to strategize to move ahead of another house. At the end of the year we have another whole day track and field day. Students spend the whole day outside even having a lunch cookout.

The house system would not be possible without the efforts of the entire staff. From planning activities to engaging students daily in classroom activities, everything we do centers around what is best for our students. Fostering relationships with our students, as well as parents and the community, is an essential part of what makes our students successful.

2. Engaging Families and Community:

Parent and community involvement is a priority that we feel is essential to keeping students motivated. We make every effort to make families and other community stakeholders feel welcome and willing to be a part of our school. A few days before school starts parents and students come to the school to pick up schedules and locker combinations. This gives them a chance to make any changes to their student’s schedule that they may need before school starts. A couple of weeks after school starts, we host a parent night where parents meet the teachers and receive course syllabi and classroom expectations. Parent/Teacher conferences are held on the Tuesday evening and Wednesday just before Fall Break in the middle of October. We have a chili supper for the families, allowing them to eat with the teachers and other members of the community.

In early October we host a Fall Festival that allows everyone from the community to come and play games and win prizes. Many of the prizes are donations from the families, and parent volunteers help run the booths. Our families love the atmosphere and have a great time. The middle school band and choir host a Christmas concert on a Sunday afternoon just before Christmas, as well as a spring concert in April. It is a wonderful way to showcase the talents of the students and to show the students the support of parents, teachers, school leaders and community members. We also have a family night for the students in our 21st CCLC PAWS program to showcase their project and recognize their accomplishments.

Our students are enthusiastic about giving back to our community and participate in service projects. For example, they have sponsored can food drives, toy drives, nursing home gifts and caroling, and attended to the community blessing box. We work with members of the Veterans of Foreign Wars helping to honor our community Veterans at our annual Veteran’s Day program. We have members of the community who have

served in the military to speak to our school and to highlight their time of service. Showing our students the importance of serving the community and citizenship is a goal for every student.

3. Creating Professional Culture:

Muldraw Public School has a PLC structure in place that uses data when making decisions for student achievement and choosing, planning, and implementing professional development supports. The district strives to ensure that all professional development aims to strengthen coherence among standards, instruction, curriculum, and assessments to enhance student learning. Job-embedded professional development is coordinated by the curriculum director and the principal. PLC meetings provide opportunities for shared learning.

To ensure that our students reach the greatest levels of achievement, teachers engage in professional development that continues their growth in ways to meet the ever changing needs of our students. School-wide professional development through Ruby Payne's Framework for Understanding Poverty and Emotional Poverty has been used to best meet the needs of students in poverty. This has helped to increase our parent involvement and attendance at parent and community events. Strategies that teachers have developed through this training also reduced office referrals, the number of chronic absences and improved student achievement on state test scores.

Effective implementation of day to day teaching strategies aligned with OAS in all content areas and increased teacher knowledge of differentiated instructional strategies is another key approach to student academic success. We enlisted Shelly Harris, ACT and OSTP testing specialist, to train both teachers and students in October just after school starts and again in the February before testing review. This has enabled us to increase the number of students who met or exceeded proficiency on the OSTP. These strategies can be applied to a variety of exams throughout our students' educational careers.

Teachers monitor the growth of the standards using the STAR Standards Based Mastery Report and/or Study Island Benchmark Item Analysis to compare the results to the OSTP end of the year Assessment. Teachers have bi-monthly PLC meetings to discuss the results of the standards and any changes that should be made in instructional strategies or changes within the curriculum. The grade-level playbooks ensure coherence among standards, instructional strategies, curriculum choices, and assessments.

Our paraprofessionals are trained in several areas to ensure our students with special needs are able to achieve success in the learning environment. Yearly diabetes management training is conducted along with proper restraint techniques training to refresh our paraprofessional in managing students that may require these skills. Every two years they also receive cardiopulmonary resuscitation (CPR) training.

We feel our professional training has provided for us to be successful at monitoring student progress, making data driven decisions, and maintaining high student achievement. Further, the professional development we have chosen to be involved with has helped us build stronger student, parent, and community relationships, as well as relationships among the staff.

4. School Leadership:

Muldraw Middle School's leadership philosophy is to lead by doing and by showing others you would not ask of them what you are not willing to do yourself. Leadership is distributed among the principal, assistant principal, counselor, teacher leaders, and student leaders. These leaders share a common vision with clear goals. As distributed leadership has evolved at our school, we have been able to ensure an alignment of standards, curriculum, assessments, and policies. We closely monitor student data in order to determine the link between the programs and practices to learning.

The greatest influence on student achievement is through influencing classroom instruction. By holding staff accountable for high student expectations, expecting teacher excellence, and by monitoring performance, we provide guidance and oversight that improves teaching and learning. Targeted professional development has also improved teaching and learning, as well as making use of school-based coaching and support.

Sustaining improvement efforts has required us to look at improvement as a process. The process requires researching the solutions that are right for our school, making thoughtful decisions about what needs to change, and then committing to a particular change initiative. Our dedication to improvement helps staff internalize change and motivate them to move improvement forward.

We make every effort to manage the external distractions for our teachers as much as possible. Allocating resources strategically is necessary to support quality instruction. We have learned to be flexible with resources as they might be needed to support low-performing students. We take responsibility for responding to state and federal policy mandates and coordinating efforts to organize local businesses and community members in support of the school. We want teachers to focus on the students and their instruction and achievement as much as possible.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

A key factor to the success of a school and its students is establishing a common vision and mission, based on shared values and beliefs and working collaboratively to find ways to successfully communicate and implement this charge. While the vision and mission of the school provides the foundation of the school, all stakeholders must be committed to working toward this common goal. We have worked together to communicate a purpose that provides our students with a foundation that allows teachers and leaders to continue building a curriculum that empowers students with educational tools to meet their needs.

The beliefs and core values that provide the direction for the district are based on collaborative and continuous data-driven decision making, goal setting, and instructional adjustments necessary for optimum individual student achievement. We endeavor to maintain a climate of excellence in teaching, learning, and behavior, frequently communicating high expectations for student learning and behavior, staff performance, ethical behavior, and professional practice. We believe that students need differentiated, challenging, and engaging academic instructional strategies. These strategies are based on current research and grade level standards, with developmentally appropriate materials, current technology, and learning experiences delivered by highly qualified professionals, in an equitable and appropriate learning environment.

Learning to work collaboratively in establishing and working toward common goals has become a driving force. Scheduled department meeting time allows for development of common assessments, review of student achievement, understanding of student profiles, and teamwork in discovering ways to better meet the needs of our students. Through this training and collaborative effort, ways to implement practices that will meet our vision and mission are incorporated into daily endeavors.

Team, site, and district collaboration is an integral part of our professional learning community and of the Muldrow School District. A district Superintendent's Advisory Council and bi-monthly principal's meeting provides a time when all schools can share in establishing district goals, sharing successes, and finding ways to meet the needs that we have as a district. Site meetings allow time for setting goals that are relevant to each individual school. The weekly and bi-weekly department and team meetings provide the next step in meeting the needs of individual students. As goals are set and the vision is reinforced at the district level, sites and departmental teams are then able to work toward meeting this common goal.