U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

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

School Mailing Address 4202 West Carrier Road
(If address is P.O. Box, also include street address.)

City Enid   State OK   Zip Code+4 (9 digits total) 73703-1019

County Garfield County

Telephone (580) 234-0234   Fax (580) 234-0343
Web site/URL
https://www.chisholm.k12.ok.us/o/cms   E-mail sdent@chisholm.k12.ok.us

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

_____Date_____
(Principal's Signature)

Name of Superintendent*_Mr. Chad Broughton_____E-mail_cbroughton@chisholm.k12.ok.us_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chisholm School District   Tel. (580) 233-2852

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. Andrew Ewbank
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.

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

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

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

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

PART II - DEMOGRAPHIC DATA

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

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

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

                                          3 TOTAL

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

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

   [ ] Urban (city or town)
   [ ] Suburban
   [X] Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	54	47	101
7	47	47	94
8	45	47	92
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	146	141	287

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

4. Racial/ethnic composition of   5 % American Indian or Alaska Native
    the school (if unknown, estimate):   1 % Asian
                                         2 % Black or African American
                                         5 % Hispanic or Latino
                                         1 % Native Hawaiian or Other Pacific Islander
                                        85 % White
                                         1 % Two or more races
                                       100 % Total

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

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 3%

    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 *to* the school after October 1, 2019 until the end of the 2019-2020 school year	6
(2) Number of students who transferred *from* the school after October 1, 2019 until the end of the 2019-2020 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2019	297
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

    Spanish

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

7. Students eligible for free/reduced-priced meals: 0 %

    Total number students who qualify: 0

8. Students receiving special education services: _14_ %

    _39_ Total number of students served

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

_1_ Autism	_0_ Multiple Disabilities
_0_ Deafness	_0_ Orthopedic Impairment
_2_ Deaf-Blindness	_15_ Other Health Impaired
_0_ Developmental Delay	_11_ Specific Learning Disability
_0_ Emotional Disturbance	_0_ Speech or Language Impairment
_4_ Hearing Impairment	_1_ Traumatic Brain Injury
_3_ Intellectual Disability	_2_ 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.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
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   _22:1_

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	92%	94%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes _   No <u>X</u>

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.

To empower students to strive for personal excellence while growing in mind, body, and spirit.

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

Our school started with a 100% virtual option or a hybrid model of in-person and virtual.

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

PART III - SUMMARY

Chisholm Middle School is located north of Enid, Oklahoma. The school district, Chisholm Public Schools, is a consolidated district that retains the previous communities of Carrier, Oklahoma, and North Enid, Oklahoma. These two small communities consolidated in the 1970s and formed Chisholm. The district is still influenced by its rural agriculture-based roots. However, Chisholm has also seen continuous growth as part of Enid, Oklahoma has grown into the district boundaries. Another key component is the presence of Vance Air Force Base in Enid, OK. Many officers in the USAF chose to move within the district when stationed at Vance.

The blending of these different groups has been difficult considering our patron base lives in four distinct communities. It has been a focus of the administrative staff to make the school the center of the "community" given the fact that the school doesn't have a true "home." Chisholm Middle School actually sits on land approximately halfway between Carrier and North Enid. This lack of a home town has been a challenge but also an advantage. Our patrons have been wonderful in their support. We hold multiple events on campus to make sure that all parents have access to school personnel and to each other. These events include cookouts, guest speakers, community and civic group meetings, and more. At Chisholm, we look for opportunities to involve our parents and students and the school has benefited from the efforts. Our students feel connected, welcomed, and valued as members of Chisholm Nation.

Our school-based programs further build and expand on the definition of community. All of our organizations and clubs have a community service component. Our school-wide character program is built with community in its language and practice.

The focus on community has allowed us to build relationships and serve as an anchor as we attempt to look for ways to accomplish the mission. The mission statement includes words like empower, personal excellence, and growing in mind, body, and spirit. As community and responsibility to the community as a base, the mission takes on extra value. It allows for all members of our school to see the connection and the responsibility to serve.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum, Instruction, and Assessment**.

Chisholm Middle School is a standards-referenced school. Chisholm uses the academic standards from the Oklahoma State Department of Education (OSDE) to design our courses, assessments, curriculum maps, and more. Over the last few years, Oklahoma has worked to increase the rigor of those standards as well as consider out-of-state resources and/or standards like the Next Generation Science Standards and the National Educational Technology Standards. The leadership of the State Department of Education has ushered in a new era of purposeful design. The influence of the OSDE and the lessons from previous improvement efforts have led to the development of a comprehensive curriculum strategically aligned both vertically and horizontally. The effort has also resulted in the identification of overarching educational goals that we believe are not only appropriate for middle school students but also essential for reaching higher educational goals at the high school.

Chisholm Middle School serves students in grades sixth through eighth. The State of Oklahoma requires testing every year for grades third through eighth. Fortunately, Chisholm Middle School has sufficient data from state assessments, both prior and during those grades, to assist with the evaluation of the effectiveness of our academic programs. The data has allowed us to determine essential standards and supporting standards. The assessments have also allowed us an opportunity to identify essential learning goals for promotion from one course to another or for promotion from one grade to another. The process of determining these essential learning standards was identified through our study of Richard DuFour's work with professional learning communities and the work of Larry Ainsworth dealing with rigorous curriculum design. Although academic standards are fluid and change from time to time, the heavy lifting was done several years ago at Chisholm and now a process for program effectiveness is in place allowing revisions and adjustments to happen much faster when the need to respond presents itself.

To address the academic standards referenced above, the curriculum and course design at Chisholm Middle School was carefully designed. For example, we identified a substantial step in the amount of learning objectives from fifth grade to sixth grade. After discovering the number of objectives and understanding the natural transition from an elementary experience to a secondary experience we reduced the number of electives for our sixth graders to one of seven periods. One of the primary areas that had an exceptional amount of learning objectives was in English language arts. Yet, not only were there a substantial number of objectives within the discipline but also a number of standards and objectives in the other content areas dealt with similar "literacy" learning objectives. To make sure that we had ample time to address these standards we dedicated two periods of our seven-period day to ELA. This allowed for greater specificity of what to teach, and how to teach. In addition to the extra period dedicated to ELA standards and objectives, we require a computer course for our sixth-grade students. The computer course allows us to strategically address some important ISTE standards but also a venue to blend our content area goals with technology. This class allows our kids to use computer applications and become proficient with those applications while addressing our school-wide literacy goals based on Heidi Hayes Jacobs' work on Active Literacy.

As students progress through Chisholm Middle School, they earn the opportunity to have more electives or to take high school credit courses. Since the learning is aligned, a clear path allows us to transition students at a more personalized pace. An example would be math. A sixth-grade student who is making adequate progress may take seventh-grade math the following year. However, a student who is progressing at a more rapid pace may take Pre-Algebra or Algebra (high school credit). A student who needs more support may continue to have his or her ELA curriculum divided into two courses during seventh and/or eighth grade whereas another may have a combined ELA course allowing him/her the opportunity for another elective course.

With the flexibility in the structure, it is important to consider quality electives. Chisholm Middle School offers Instrumental Music to all three grade levels, a STEM elective to our seventh and eighth-grade students, a humanities class, a physical education program, a competitive athletic program to students in seventh and eighth grade, and high school credit courses like Spanish and Computer Science for eighth-graders. Since some students need more support, the school utilizes an advisory program to enrich all

students with activities like drama performances, musicals, public speaking, community service, entrepreneurship, and more. By incorporating these extra programs for all students, we have less negative affiliation from our students who receive more academic support and greater acceptance from our higher achievers from having limitations regarding elective course offerings.

We feel that our purposely designed program is quite powerful especially considering the limitations of a small faculty. With thirteen to fifteen full-time faculty members for nearly three hundred students, the design allows us to offer our students an excellent foundation for success in high school.

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

At Chisholm Middle School, students are allowed to take high school credit classes in the eighth grade. In some individual cases, we have allowed seventh graders to enroll in such classes. Students also take the PSAT 8/9 in eighth grade. The combination of coursework and testing allows students to see where choices in education can lead them. We also partner with our local technology center to show them career tech options available to them later in school. In addition to our formal efforts in eighth grade, we also incorporate career and post-secondary education planning into our coursework. Specifically, students research careers in our English classes and students work on entrepreneur projects in computer class. Our students also build a digital portfolio that they add artifacts and revise every year in middle school. These portfolios are wonderful tools for authentic assessment but also incorporate items such as interest inventory results and more aimed at helping them see the correlation between school and life beyond school.

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

2. Other Curriculum Areas:

The purposeful design of our curriculum extends beyond the core content areas. At Chisholm Middle School, we have invested in core areas to grow anchor elective courses that provide stability and comfort with our patron base while retaining the flexibility to respond to changing interest of our students. Keeping this balance allows the school another opportunity to demonstrate our commitment to the mission statement. The first line of the mission statement is as follows: "to empower students to strive for personal excellence…" Course design, activities, clubs, and more are always designed with the mission statement in mind. Although early in our understanding, we are attempting to utilize value-focused thinking and follow the methods identified by Ralph Keeney as we think as an organization.

The difficulty with our chosen path is maintaining balance. A few of our "anchor" electives are established and serve a large percentage of our student population. Programs like Instrumental Music and Athletics have stable participation rates that allow a level of predictability when allocating resources. The stability of these programs allows for long-term planning that includes the specific inclusion of school-wide goals and essential learning targets. A specific example would be our volleyball program. Volleyball is one sport within our athletic program. Obviously, the goal of competitive athletics is to win. However, the goals of our sports programs (and other programs) are to further the mission. In volleyball, student-athletes are organized into different levels of responsibility based upon proficiency with a multitude of established objectives. One such objective is communication. When we examine the academic standards in the core areas, communication was identified as an overarching area and specific standards were identified within the area for our electives. In volleyball, students receive specific instruction using research-based strategies and are assessed on those objectives. Students are taught how to speak to teammates, how to welcome opposing teams, how to address officials, how to use technology appropriately, how to write and publish information about the team, and how to speak publicly as a representative for the team.

Instrumental Music and Athletics serve as the largest, based on student participation rates, of our elective areas. Chisholm Middle School offers these two areas to all students in all grade levels. When students enter eighth grade, they are introduced to additional electives that serve as established areas or programs. Those electives include Spanish, Computer Science, and Art. These established elective programs are taught at the

high school. Chisholm High School is on the same campus and the two schools are separated by a parking lot estimated at fifty meters wide. Before entering eighth grade, the students are given opportunities in grades six and seven to take courses that explore the broader purpose of the high school credit electives. One such course is our STEM class. The class is offered as an elective for primarily seventh-grade students. Our sixth-grade computer class is focused on proficiency with identified applications including various productivity suites and digital portfolios. The STEM class allows our students to enter the field of computer science and uses popular units of instruction including robotics, 3D printing, and coding. The class allows students an opportunity to explore the content before enrolling for a high school credit computer science course.

As we mentioned before, the school is dedicated to being responsive to student interests as well. One such example was the creation of a Civic elective for this year. With so much news and information during the last year, our students identified an interest in learning more about government and policy. The COVID-19 pandemic was a major event in the lives of our students. As young adolescents, they have a developing view of the world around them and an internal desire to be a part of that bigger world. The Civics course was designed with the same process as all of our other courses. Special attention was given to identifying standards within the social studies discipline. However, additional attention was given to overlapping standards like critical reading and communication standards. Most importantly, careful identification of technology standards was completed and incorporated early in the instruction of the course.

Courses at Chisholm Middle School are purposefully designed to accomplish as much as possible. They are always done to achieve high levels of learning but also to further the mission of Chisholm Public Schools. The mission is the base of our value-focused thinking process. This process has empowered our staff to further define the purpose of each class and our classes as a collective program of study.

3. Academic Supports:

Data-based decision-making is essential when working with students or groups of students that are not making the desired progress. At Chisholm Middle School we attempt to balance the art and science of teaching. We utilize third-party assessment tools like Star Reading and Math to give us an outside view of learning objective attainment by our students. The use of this outside assessment tool gives us additional data to measure our internal data (school-developed formative and summative assessments). We use these assessments at the beginning, middle, and end of the year to provide additional information and to inform our decisions regarding support and interventions. The data from the third-party assessments and from annual state testing help identify learning objectives that we might not assess in a respective course. For example, in sixth grade math, we might not assess a student's knowledge of fractions due to the fact that the objective is not a "grade level" objective. However, external assessments that indicate a deficit in learning allow our teachers to further investigate and to adjust instruction. In such a case, students that struggle with fractions will be given personalized objectives and direct instruction with fractions based on the student's need. For some, this might be prior to learning about ratios (a sixth-grade standard) or while teaching number sense and prior to ratios. Then, the student is monitored during the unit of instruction and given support based on performance on formative assessments. The student might be given re-teaching opportunities and chances to re-assess or might need other services like small group instruction or one on one instruction. The important part is to identify the intervention methods ahead of time and to provide teachers with the professional development to use the data and to implement services based on data.

PART V – SCHOOL CLIMATE AND CULTURE

1. **Engaging Students:**

The school mascot for Chisholm is the longhorn. Thus, Chisholm Middle School is nicknamed "Hornville." The name is purposeful as we strategically attempt to create an opportunity for our students to learn about community. Every student is assigned an advisory group that serves as a team or neighborhood. Horville has a set of standards that are published, defined, and communicated within the school. The students are issued a Hornville card that they carry each week. The card is for minor school infractions. For example, if a student comes to class unprepared, they receive a hole punch in the card. At the end of the week, students tabulate how many "points" they have or contribute to the Advisory. The top advisories are allowed to compete in friendly games for the weekly winner. The system also allows for students to track performance and reflect on areas that they are doing well and areas where they may need improvement. The students keep the cards in his or her portfolios and are presented to parents during student-led conferences. Each month, a top "investor" is awarded a Chisholm piggy bank. The piggy bank symbolizes investing and for CMS investing in ourselves, our classes, and our community is a high honor. The creation of Hornville has had a huge impact on the school culture. It helps define our values and creates a structure for conversation between home and school. The system has continued during the current school year and has allowed us an opportunity to easily incorporate new procedures necessary during the Covid-19 pandemic.

2. **Engaging Families and Community**:

Our community has been great. We had the help and support of our PTO, retired teachers, our district foundation, and volunteers that all pitched in. One of the first actions was having our students teach parents how our content delivery and technology applications work. We spent time making sure our parents understood what a typical in-person learning day looked like and what a virtual or home-based model looked like. Our foundation provided extra financial support to help with mobile hot spots to provide wi-fi for students that needed access. Our retired teachers pitched in to help with extra substitutes in the event of a faculty member's quarantine or isolation. With the help of so many teachers and volunteers working during the summer, we had a well-understood plan and vision for the upcoming year. Our attention then shifted to sharing that vision with our parents. We held meetings to educate them on the "how, the when, and the why." These meetings helped reduce anxiety and allowed our parents an opportunity to partner with us maybe more so than previously.

3. **Creating Professional Culture:**

Our teachers led the development of our return to learn plan for the current school year. In March of 2020, the state department of education made the difficult decision to cancel in-person learning. Our district, immediately went into planning for the current school year. With community, state, and federal support we completed our district's one-to-one technology initiative and teachers began to build a comprehensive plan for the year. Teachers volunteered during the summer to work as a collective group and on subcommittees to define a well-thought-out plan. The district administration and school board "repaid" our teachers with the purchasing of technology tools, sanitizing equipment, and flexible leave policies to provide financial stability. We started with a review of current literature and compared our established routines, practices, and procedures to identify what needed to be addressed. Then, we prioritized our needs and formed subcommittees based on teacher strengths and areas of interest. The teachers assisted with every step and were crucial to the development of our plan. We believe at Chisholm that ownership is important and wanted our teachers to have ownership for the upcoming year.

4. **School Leadership:**

Chisholm Middle School believes that it's people, not programs, that make a difference. Terms like "investing" are common in our building. Leadership understands that when teachers feel supported they thrive. Our efforts are to make sure that we have high standards of performance but to make sure that the professional development is constant and embedded. Empowering our teachers and making sure that we had

a technology application specialist in each building was huge. When the staff identified software and applications like GoGuardian, Flipgrid, Peardeck, and Google Classroom we made sure that all staff members had time to help each other reach a level of proficiency and then created experts or specialists that were willing to provide additional training and support to anyone that requested. More than any other time in our history, we not only leaned on our teachers for help but we also granted them the autonomy and power to accomplish the mission. We believe this will continue to be a shift that leadership looks to grow and support. Giving teachers more freedom in selecting professional development was a very positive step toward not only empowering our teachers but also valuing them as professionals.

The duties of the building principal are continuously evolving as well. The principal must serve as the instructional leader, the liaison between the school and the community, and the manager of the staff, building, and resources. Yet, most importantly the principal is charged with the responsibility of maintaining and enhancing the school culture. Effective leadership in this regard requires active communication with teachers, parents, and stakeholders to consistently define and redefine the mission. During the Covid-19 pandemic, the role of the principal took on new challenges as fear and anxiety infiltrated our ranks. We determined quickly that our school community members had a variety of views and opinions regarding the appropriate response to the pandemic by the school. As we listened to our community, we searched for common ground and designed three primary short-term goals for our school. Once these goals were identified and communicated, productive conversations were had as we moved toward re-opening our school.

5. Culturally Responsive Teaching and Learning:

Keeping with the theme of community our school has an onsite food bank, a clothing bank, and an emergency help fund created by our patrons. To respect our families' privacy, strict guidelines, procedures, and rules are in place. Our students and parents help with fundraising efforts and drives to supply these resources. Then, distribution is coordinated by school staff. Teachers volunteer time to drive predetermined routes and leave food at houses. Parents in need of assistance are encouraged to call the office and assistance is provided with no questions asked. Our efforts have led to many improvements in the health and well-being of our students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The biggest challenge any school has is time. In a traditional school setting, time is fixed. We have fifty-minute classes, one hundred seventy-five days of instruction, and so on. At Chisholm Middle School, we try to hold the learning constant not the time. Our teachers work with students during lunch and provide tutoring, re-teaching, and re-assessment opportunities before and after school and in some cases on the weekend. Thankfully, our parents have been willing participants. In a majority of cases, parents are able and willing to spend extra time at home with resources provided by our teachers on standards and/or objectives that need improvement. For parents that lack the time or ability to assist, our teachers meet with students whenever needed. During this year, quite a bit of the one-on-one help our teachers have provided has been done with virtual meeting software applications. The direct involvement with our parents has been huge. Part of our mission statement includes the word "empower" and we have found that empowering our parents with specific resources and strategies to help their children has been an essential part of what we do.