

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 845 SE Deer Creek Drive  
(If address is P.O. Box, also include street address.)

City Cedaredge State CO Zip Code+4 (9 digits total) 81413-3321

County Delta County

Telephone (970) 856-3118 Fax \_\_\_\_\_

Web site/URL <https://cms.deltaschools.com> E-mail [doug.egging@deltaschools.com](mailto:doug.egging@deltaschools.com)

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\* Mrs. Caryn Gibson E-mail [caryn.gibson@deltaschools.com](mailto:caryn.gibson@deltaschools.com)  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Delta County Joint District No. 50 Tel. (970) 874-4438

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. Dan Burke  
(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

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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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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

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**Data should be provided for the current school year (2022-2023) 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):
- 8 Elementary schools (includes K-8)  
3 Middle/Junior high schools  
5 High schools  
0 K-12 schools
- 16 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, 2022 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 Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	55
7	66
8	58
9	0
10	0
11	0
12 or higher	0
Total Students	179

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
  - 0.1 % Asian
  - 1 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 96.8 % White
  - 2 % 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 2021 - 2022 school year: 13%

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, 2021 until the end of the 2021-2022 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2021	197
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

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

Spanish

English Language Learners (ELL) in the school: 2 %

4 Total number ELL

7. Students eligible for free/reduced-priced meals: 38 %

Total number students who qualify: 68

8. Students receiving special education services with an IEP: 19 %  
Total number of students served 34

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>3</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>5</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>19</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %  
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 2

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	8
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	93%	95%	94%	93%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

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

Attitude + Effort = Success is the mission of Cedaredge Middle School to encourage students to put their best foot forward to achieve as students and contributing members to our school culture.

17. Provide a URL link to the school's nondiscrimination policy.

[https://drive.google.com/file/d/1rB1PHrRY\\_2n3yQPbXBH7QtFsOu-E7CrS/view](https://drive.google.com/file/d/1rB1PHrRY_2n3yQPbXBH7QtFsOu-E7CrS/view)

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

## PART III – SCHOOL OVERVIEW

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Cedaredge Middle School is a school full of a family oriented positive culture. Everyone on the staff is supportive and steps in as needed to ensure that students are having their needs met intellectually, physically, socially and emotionally. Relationships are built with students beyond the classrooms and into the activities and sports they participate in. At any event, you will find staff cheering on students and supporting who they are. This belief extends into the community as well. Many businesses, including the local grocery store, welcome students after school hours as part of the community to hang out in their seating areas to enjoy what they have to offer. Additionally, Cedaredge has a wonderful organization called the Grand Mesa Arts and Entertainment Center that brings together community members, students, and families to engage in art, theater, music, and health classes. Cedaredge as a community, and Cedaredge Middle School is truly a family committed to student success.

In order to group and achieve success, Cedaredge Middle School's staff was committed to returning to in person learning following the 2020 COVID pandemic ready to do what was needed to ensure that learning loss did not impact Cedaredge students in the way the news was already addressing concerns. Students returned to in person learning August of 2020 with a full new English department, as well as new math, science, and art teachers. As a collective effort, the school began to work to make school as normal as possible. Teachers focused on teaching standards based, using the Colorado content standards and the Beyond Textbook pacing documents as their guide. The school worked to build relationships with students and their families post pandemic. While masks were a regular part of the school day, every class took "brain breaks" from their 90 minute blocks to get outside and take care of both mental and physical health. Some classes took the students to the playground/obstacle course and held challenges, others took laps around the track. It provided the opportunity to connect with students and take a break to support student needs beyond academics.

2021-2022 brought new administration and an even greater focus for success and achievement at the beginning of the year when the state data came back and the school had exceeded the state and district in many areas. The sixth grade also welcomed a new math and English teacher who joined their department's professional learning communities ready to do the work. PLCs (professional learning communities) met every single week outside the school "hours" to make sure there was alignment between instruction and data. The school focused on unwrapping the standards with the students to explain exactly what the standards said, what would be learned, and how we would know that we learned it. Learning was moved from "here is the lesson today" and "why are we learning this," to "here is our standard" and "I know I learned this because..." There was not a single set program that was used to teach the students, as resources are meant to be universal and not set to one state. Teachers universally had students practice retrieval and review of previous learned material, spiral of new material with older material. Active, feedback driven metacognition for students to honestly reflect on their learning, why they addressed problems and assignments the way they did with teacher feedback to address reteaching and extension as needed. Staff has engaged in professional development specific to Depth and Complexity, Science of Teaching and Learning, and Culturally Responsive Teaching.

Cedaredge Middle School also follows the Capturing Kids Hearts program by creating classroom social contracts to address how they would create the culture in their classrooms. In addition, classrooms start the beginning of class sharing "good things" that happen in their lives. Teachers set high expectations and let students know that they expect themselves to work hard and do work they are proud of and feeling challenged is a good indicator they are learning and growing. The staff facilitates a space in which it is ok to "fail" and necessary to try and oftentimes try again. Many teachers also use mindfulness techniques to support students socially and emotionally. While the school does not engage as often in "brain breaks" due to shorter class periods, whole body movement is often used as it can help students regulate emotions and improve focus. When a student is having a difficult time maintaining behavior appropriate for the classroom, different staff will often take the student for a "walk and talk". We encourage and challenge students academically by making connections to real world scenarios whenever possible. This increases engagement. Students care about learning when they find ways to apply it in their lives.



## **PART IV – CURRICULUM AND INSTRUCTION**

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

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

Sixth through eighth grade English/Language Arts classes use the Beyond Textbook pacing guide to determine the standards that are to be taught each quarter as required by Delta County School District. This program also has a benchmark assessment at the end of the quarter with formative assessments used to determine student learning. At Cedaredge Middle School, the three English teachers use EB Academics as a resource to teach writing, response to literature, and evidence based instructional practices. The team decided to use this approach when they joined Cedaredge Middle School as there was no writing program in place. EB Academics is a program created by educators who sought to improve the students' writing abilities, through aligning the Colorado standards with BeyondTextbooks to begin the year and quarters focusing on standard 1, citing text evidence to support comprehension. The focus of EB Academics is to respond to literature, write essays, and evaluate text specifically using text evidence. This program has allowed the team to master practice to teach students, and provide students a clear understanding of not only how to write using text based evidence, but why.

Additionally, the team uses a variety of resources for students to engage in text to increase reading skills, especially comprehension. The results of the students writing responses to literature paragraphs and essays has increased the student success and achievement on formative, summative, and state assessments.

To address reading instruction, Cedaredge Middle School began to use the online program CommonLit, Actively Learn, My Perspectives, and novel studies for their reading materials. The English team felt strongly about focusing on the Colorado Academic standards to drive instruction, while engaging in student interests and providing opportunities for students to read a variety of experiences and perspectives as Colorado standards set the idea of variety of knowledge and experience as a college readiness standard. By breaking down and teaching the students to analyze the standards, the team is able to read and annotate a variety of texts from various sources. Comprehension of text is taught through direct instruction, practice, and the traditional “I do, we do, you do” method. Additionally, Depth and Complexity by JTaylor questioning frames and prompts are used to develop critical thinking of text. Students are often given open ended comprehension questions to build comprehension. Using various texts allows the teachers to include science, social studies, humanities, and current event topics into reading as the standards are addressed and spiralized.

Formative assessments are given at the end of each standard to ensure student comprehension. In order to address both reading and writing standards, students read text passages, answer multiple choice questions, and write responses to check their understanding in a variety of manners. In the formative assessments students also always incorporate citing text evidence to support their answer. In every assessment given, students complete metacognition forms to explain their reasoning for answering comprehension questions the way they did. This has helped students to slow down and think critically about their reading.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

Sixth through eighth grade English/Language Arts classes use the Beyond Textbook pacing guide to determine the standards that are to be taught each quarter required by Delta County School District. Using Beyond Textbooks as a pacing guide allows the teachers to use a variety of resources to teach the standards effectively. Each teacher begins their instruction with a five question daily math review that spirals mathematical concepts allowing students to retrieve math from the entire year. The spiral review often increases certain problems based on student data and needs increased repetition for long term memory. Like the English Department, Beyond Textbooks provides/requires benchmark tests each quarter that are given district wide to provide data regarding student achievement on Common Core Standards.

For instructional purposes, the team uses the district’s GOMath curriculum as their primary resource.

However, the guiding principle and decision driver for student instruction is the state standards. Therefore several of the math teachers use Delta Math or Kuta Math for the students to practice the concepts they are learning. This is used as a homework and practice tool. Mathematics is taught using the traditional “I do, we do, you do” method for students to learn the process and algorithms, practice in groups or pairs with teacher support, then independent practice. Providing instruction in this manner ensures adequate practice for students to increase their mathematical knowledge. Weekly Friday Five quizzes are given to check student understanding of standards, with additional end of standard assessments. Students who do not pass will be provided intervention to increase practice and instructional opportunities. The team meets weekly to discuss student data regarding standards being taught.

The math department meets weekly as professional learning communities to discuss content standards, student data, successes and challenges, and various methods in which to teach mathematics so all students can succeed. Data from formative, summative, and state assessments are used to determine need for additional instructional support, professional development, and student success. Additionally, the team increased the expectation of students showing their work and using metacognition to explain how they solved the problem, and understood the mathematical concepts. This practice has afforded the teachers to dive deeper into the data to determine the student’s understanding of math, and how to support misunderstandings when students are not successful in a concept.

### **1c. Science curriculum content, instruction, and assessment:**

The science department at Cedaredge Middle School uses the Next Generation Science Standards (NGSS) to drive instruction focusing specifically on inquiry based learning, stations, and hands-on activities. Since Colorado only tests students in 5 ,8, and 11th grade, the building chose to focus on cross cutting standards to help students to learn the four domains of science and how they interact within each other and without. The science teachers use the NGSS to guide instruction, then they unwrap the standards to determine the essential skills students must learn to successfully understand the science concepts. The main resource that Cedaredge Middle School teachers use is Kesler science, a curriculum that was intentionally created for middle school students. One reason this program was chosen is because of the vast differentiation for all levels of students, and the integration of both online, paper, and hands on components.

The 5E style of lesson planning is used to Engage, Explore, Explain, Elaborate, and Evaluate their learning with the focus being on inquiry learning. Students begin lessons by engaging with prior knowledge to determine what is already known, like a pre-assessment, as well as excite the students through anticipatory sets giving a sneak peek into the concept they will be learning. Students then dive deeper into inquiry based through scientific investigation, problem solving, and design. This almost always involves some form of hands-on activities to help students be the driver of the learning process. Once students have had the opportunity to explore through the lessons, they explain, usually using claim, evidence, and reasoning written responses. Instruction continues through elaboration often including small groups, videos (amoeba sisters, sci show), songs about the topic to help students embed learning farther. Finally, the students are given an assessment. Students are provided opportunities to relearn through tutoring if they were not successful the first time.

### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

During the 2022-2023 school year, the social studies department at Cedaredge Middle School added the Houghton Mifflin online social studies program as part of their curriculum. This program provides teachers with additional support to teach the Colorado Social Studies Standards. The social studies department, like all teachers at Cedaredge Middle School, begins with the standard, not a set program. The teachers then break down the standards and determine the materials that will include ample amounts of reading, writing, and interactive learning to support students' success. Since the teachers are engaging students with materials from history, the use of primary resources is included whenever possible, in addition to secondary resources to support comprehension of world events on the Eastern Hemisphere in 7th (including the various empires), Western Hemisphere in 6th grade, and United States History in 8th. Both social studies teachers primarily use the “I do, We do, You do” instructional method to engage students in learning. This allows for checks and clarification on a daily basis to evaluate student learning. One of the real world experiences 8th graders

engage in with US History is taking a practice citizenship test at the beginning of the year and end of the school year to show growth. Additionally, the students often engage in project based learning to demonstrate their learning throughout each unit. After each unit, the teachers assess the students on their learning with assessments that have been created and modified by the team every year. Part of the assessment always includes written responses to support the focus of writing at Cedaredge Middle School.

**1e. For schools that serve grades 7-12:**

At Cedaredge Middle School, we have a student group called BruinHood. Bruinhood is a program that was created in 2018 to help students find a place where they can “belong” and give back to their community. The group works to engage students in the school with their community. This includes volunteers at food and animal shelters, leading food and clothing drives, connecting and building relationships with the senior center, and helping out during the yearly 9/11 Fun Run. Additionally, the group works with the community to host a career fair every other year.

The school also has a financial system called “Bruin Bucks” in which students earn “money” for kindness, preparedness, civic engagement, and excellence by going above and beyond expectations. Students are then able to purchase items from the “Bruin Store.” This program has helped students increase their high school readiness skills, executive functioning skills, and financial responsibility. Additionally, students participate in business and personal finance classes to prepare them for financial success as young adults. The business class also hosts a business day in which students “run” their own store of items they have made or created on their own. This is run twice a year and is a highlight for the whole school.

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

**2. Other Curriculum Areas:**

**2a. Arts (visual and/or performing)**

Middle school art based on the Colorado state standards via curriculum our own design that results in both 2 and 3-dimensional works in a variety of mediums; sculpture, ceramics, drawing, painting, and metalwork. There is a rhythm of INTRO/THINK/CREATE/CLOSE. Each class starts with an "intro" portion where the teacher focuses the students on where they are in the unit. This looks like the teacher stating the objectives, students recalling information, teacher providing the timeframe for our work, etc. We then move into the "think" portion, which focuses on recall and lasts 5-15 min and students are asked to play a game, answer 3 questions, share their work in structured ways, etc. The create portion is the bulk of class and students are engaging with materials and processes during this time. Close involves sharing, cleaning up and sometimes a launch related to the project. The whiteboard is color coded to show the daily rhythm for students; Intro= blue, think=red and create= green, close is not on the board. Objectives are always purple.

**2b. Physical education/health/nutrition**

Cedaredge Middle School is a small school, so there is not a dedicated PE teacher, instead two of the math teachers teach the 6, 7, and 8 grade PE classes. All students take either a semester or a year of physical education. Students participate in a variety of physical activities to teach them important life skills. This includes teamwork, fundamental understanding of rules and practice. Students learn cooperation through games as they have to develop strategies to accomplish their winning goals. All 7th graders participate in a comprehensive health curriculum.

**2c. Foreign language(s), if offered (if not offered, leave blank)**

## **2d. Technology/library/media**

Students are able to take different technology classes based on their grades. Students are taught the various components of Google Suites, as Delta County is a Google School District. Students learn how to word process, spreadsheets, websites, and slideshows. Students have the opportunity to take coding. Students begin all tech classes with bellwork that is a spiral review of everything that has been taught during that grading period. Students are then provided direct instruction of the lesson, discussing different types of code or technology they will be using for that project. Students then spend time working on the current technology or coding assignment before completing the exit ticket.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

## **3. Academic Supports**

### **3a. Students performing below grade level:**

Pre-test- At the beginning of the semester students are presented with the topics of the units for the semester and asked what they already know about each topic. Throughout the semester, student learning is assessed on a weekly basis via at least one structured formative assessment. PLC's meet weekly to address the formative assessments. Students who were determined to be performing below grade level in English and math were provided in intervention during their elective class to have the opportunity to work with teachers to increase their understanding and capacity. During this time, the intervention lead teacher would focus on reteaching the previously taught standard to ensure deeper comprehension. Then at the end of the week the student would again be assessed to determine proficiency.

In addition, after school tutoring and before school tutoring was provided to students free. The increased practice of spiral review for bellwork and the metacognition sheets also provided the teachers with targeted in-class interventions to provide immediate, meaningful feedback to support student understanding of the assignment or assessment. The recall and repetition that happens in our classrooms is helpful for guiding reteach. Teachers observe and respond to reteach needs on an individual basis

Based on the data provided from the Colorado Department of Education 2022 Final Transitional Performance Framework, the academic achievement gap between all students and free/reduced lunch eligibility was 10% between students. Studies show that lower income students frequently are exposed to less reading opportunities at home. To increase the importance of reading, the school's crew classes implemented free reading Friday, where students would spend their 20 minute block just reading. Additionally, the classes increased opportunities for reading and writing to help students transfer the idea of literacy beyond the English classroom. Every student focuses on being literate.

### **3b. Students performing above grade level:**

Students who score Exceed on the state assessment are accelerated to the next grade level or to the advanced instruction. Cedaredge Middle School has a gifted and talented program that meets daily. During this time students work on their affective and academic goals that they set at the beginning of the year. The students also work with their advisor to address instruction when they do not feel challenged enough in the classroom. The gifted and talented coordinator provides professional development to the staff to support increasing depth and complexity in the classroom. Teachers also provide advanced opportunity when students pre-test out of topics and demonstrate above 90% prior to instruction. The school focuses on providing extensions for students to increase the depth and breadth of their learning.

### **3c. Students with disabilities:**

We have an amazing special education teacher who works closely with each individual student not only to meet the goals of the IEP, but to rerelease relationships with the students and prepare them for success in high school and in life. Students participate in grade level classes with appropriate support to ensure learning is

accelerated not stagnant. There are several wonderful support staff who work to support student's learning, whether it is through modification or accommodations. Each teacher works to develop relationships with students and meet them where they are. Their IEPs are provided to each teacher at the beginning of the year to ensure that teachers know the accommodations and goals that need to be met. Teachers work with students on IEPs to meet both their goals and to feel successful in the classroom.

Students in special education with specific identifications are provided the opportunity to go swimming every other week to focus on physical and gross motor skills. Last year the special education department implemented the "Breakfast Club". They built a math curriculum around making and selling breakfast to staff members. Students helped decide what to make. Then they researched the best prices for groceries. They took orders from staff members and helped make grocery lists. They came to school early and helped make breakfast (breakfast sandwiches or granola/yogurt parfaits). Then they delivered it to the staff and collected money.

**3d. English Language Learners:**

There are only four students who are designated English Language Learners. The students receive support and intervention based on their academic data and needs. There are no students designated as "non" English speakers.

**3e. Other populations, if a special program or intervention is offered:**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Cedaredge Middle School embodies the idea that Attitude + Effort = Success. Teachers start class with positive attitudes and several days a week ask students to share the “good news” going on in their lives. The teachers remember this information and use it to engage with students throughout the week to follow up one on one with the students to build non-academic relationships. The school works to support the individuality of the students and respect various beliefs and backgrounds. These relationships help to build the first belief of attitude. However, teachers also support students when they have days that are not positive, due to various circumstances. Teachers, administrators, staff, and the counselor help the students to address their feelings in a safe way. It is believed that it’s ok to not feel ok, but that we are still responsible for our actions. This practice really helps students and the number of physical altercations at the school between students is less than 2%.

The second component of the school’s motto is Effort. Teachers work with students and teach the students that it is not about getting it correct, it’s about the importance of trying. Failure at Cedaredge middle school is thought very similar to failure, it’s a new opportunity to learn and try. The metacognition of students and teachers is important for reflection and understanding the way we think and how we draw conclusions. The effort that students are encouraged to put forth, has resulted in students' support through each task they undertake. The most advanced student is encouraged to take risks at the same level of students who are on alternate assessments. Every single student is given the respect and opportunity to share their thoughts. This practice of class and small groups has increased both the learning environment and achievement of students, and as they are not afraid to try, students put forth their best effort in every task.

Success at Cedaredge Middle School is the ultimate goal. Success means each student that walks out of the building into the high school is not only academically prepared, but prepared socially and emotionally as well. Groups such as “Girls Group,” “Grief Groups,” and sports provide additional opportunities for adults to provide students with skills to learn teamwork, coping skills, and social interactions.

### **2. Engaging Families and Community:**

The relationship between family and Cedaredge Middle School begins when students are in 5th grade. Students are brought from the elementary school to tour the building, meet teachers, and “experience” the day as a middle school student. Then that night, students and families come back to learn more about the school, ask questions, and meet the staff. Since Cedaredge is a small community, many families have already had students attend the school, and staff are active in sports and the community so families have built relationships and trust.

The Nature Connection is an organization in Delta County that works with schools, including Cedaredge Middle School, to teach students about the outdoors and encourage them to get outside and learn about the natural world. 6th grade students are taken to Cottonwood Campground to learn about the biology of nature. They get to interact with fish, the river system, plants, and the impact of humans within the environment and the ecosystem. Later in the year, students get to go up on the Grand Mesa to cross country ski, learn about snow pack, and mountain survival skills. Students are also provided opportunities to learn to rock climb, mountain bike, and kayak or paddle board. In the summertime, students get to participate in a month-long day camp with The Nature Connection through support of the school and community scholarship.

The Grand Mesa Arts and Education Center is another important non-profit organization that significantly supports Cedaredge Middle School. The organization works closely with the art teacher to host student showcase events for the students’ “best” work to be on display at the GMAEC. Additionally, during school breaks, GMAEC provides activities for students to engage and learn more about various forms of art, health, and technology. The largest activity GMAEC partners with Cedaredge schools is through the summer theater program. Student’s at Cedaredge Middle School write the script every spring around themes

including Cedaredge History, and Art meets Music. The plays are then brought to life through collaboration with Cedaredge schools, elementary, middle, and high.

### **3. Creating Professional Culture:**

Cedaredge Middle School believes in standards based instruction, therefore teachers are provided autonomy to teach instruction based on their expertise in the content blended with any district curriculum expectations, such as Amplify Science, Beyond TextBook , and HMH Social Studies. The teachers are encouraged to embed retrieval, spacing, interweaving, and metacognition into their lessons with specific targeted feedback. To support this work with “Powerful Teaching” Delta County School District hosts quarterly professional development days in which teachers engage with “Powerful Teaching” author Patrice Bain to better understand and implement the content of the book, as the district completed the book study.

At Cedaredge Middle School, the science teachers and several other teachers in the building take advantage of the regional nature and science professional development offered by “The Nature Connection,” and Western State Colorado University. These professional development days involve teachers engaging in the outdoors, in lessons that can be replicated within their own classrooms allowing students to engage deeper into critical thinking and problem solving. The professional development opportunities also provide teachers with materials to teach the concepts and activities.

The English department has all engaged and participated in multiple professional development sessions around JTaylor’s Depth and Complexity. This learning model supports teachers in asking questions that dive deeper and broader into the concepts, helping students to understand text beyond the surface level. The entire English department committed to using Depth and Complexity type questions throughout each reading text and unit. This combined with the EBAcademic program, which has embedded professional development, raised the bar and level of thinking the students were required to do in English. While it was sometimes appropriate to answer questions with simple statements, as a general rule the English department had students answer questions with depth and complexity, using the EBAcademic claim, justification, and reasoning short response model. All of the professional development also led to the team deciding to have students embed metacognition practices into multiple choice to require students to reflect on why they chose the answer they did. This significantly impacted the immediate feedback and conversations with the teachers upon completion of assessments and assignments.

Social studies, math, and other departments have also been supported greatly any time professional development opportunities or additional learning to meet the needs of students and standards arose.

### **4. School Leadership:**

The principal at Cedaredge Middle School strongly believes in the philosophy. The biggest impact that a leader can make is hiring quality teaches and providing them with the time, tools, and resources they need to effectively provide students instruction in a safe learning environment. The principal believes that in order to support his staff, being a visible leader is necessary. He makes it a priority to be in every classroom, every day. While it is not always possible to make it to every class, he does see every classroom and teacher at least once. This practice allows for significant and meaningful feedback to occur in real time, just like teachers provide to students. Since the principal is in the classroom daily, he is able to not only ensure that programs and initiatives are correctly used and followed, but he also is able to understand and support multiple content areas and how each needs support in different ways. There is also a Leadership team, comprised of leaders from each of the Core areas, that assists the principal. Being a quality leader is not about the required observations, it’s about the day-to-day interactions and observations that make a difference in the school’s culture, climate, and success.

The principal at Cedaredge Middle School is passionate about following the policies and procedures set by both the district and school. He is part of the district policy committee (2nd read) to ensure the voice of an on the ground school leader is able to provide feedback to the team to ensure policies remain equitable and feasible.

The principal at Cedaredge Middle School believes that relationships are the key component of student achievement. Programs like Capturing Kids Hearts, Sources of Strength, and Bruinhood, as well as other individual efforts are in place to allow and encourage staff and students to develop meaningful relationships within our school and our community. Relationships are important to the principal and he makes sure to know what is going on in each staff and student's lives to support them with difficult situations and cheer on the positive ones.

## **5. Culturally Responsive Teaching and Learning:**

Cedaredge middle school has a variety of socioeconomic students including middle class and free and reduced lunch. While a large majority of the students and staff identify as white, respecting the home beliefs and cultures of the individuals in our building is important. A large practiced and held belief is that everyone is respected and entitled to their own belief system, but their beliefs and behaviors need to be kind and safe towards others.

The administration has a true open door policy and students, staff, families, and community members come in and share concerns and collaborate to improve our community. Additionally, our counselor leads a group of students called BruinHood who work to improve themselves through the service of others. This group intentionally works to support the needs of less served groups and encourage embracing of individuals who are different from others.

Sources of Strength is also an important program run at Cedaredge Middle School. Sources of Strength works to support students by enhancing strengths including family, friends, community, and spirituality. They learn ways to support each other and connect friends who need support, a safe space, or equity by connecting them with a trusted adult. Additionally, Sources of Strength runs campaigns including 21 days of Kindness and Affirmations are Powerful to bring focus into our individualities and that makes us connected.

Finally, as a Capturing Kids Hearts School, every class builds a social contract that students and staff build in each classroom to embody how they want to be treated, empathizing how others want to be treated, and how they will deal with conflict when it arises. Staff meet students at the door to do "temperature checks" to touch base with every student every day. Meeting at the door allows staff to have private conversations with students before entering the classroom to increase social emotional and academic success.



## **PART VI - STRATEGY FOR EXCELLENCE**

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The one practice the entire staff and several students feel has been most instrumental to the school's success and achievement is breaking down the standards with explicit focus on understanding the depth of the standard with scaffolding to achieve true, long-term understanding and success. Every teacher posts daily learning objectives with essential questions on the board, but the practice that the Cedaredge Middle School staff takes to ensure that it's understood is the key component that makes a difference. Many teachers will literally “unwrap” the standard with the students to identify verbs and application of what the standard intended for them to do. Students will then engage in setting the success criteria to ensure there is comprehension of the depth of knowledge required to understand the standard. This is guided by the teacher so students are able to know exactly what they are learning and why.

Using Bloom's Taxonomy or similar models, instruction is then scaffolded for students to ultimately achieve the depth of understanding required by the standard. This is not always a stair stepping process. If the outcome is for students to synthesize or create, then analysis of information might be required before summarizing it. Teachers are constantly engaging in informal formative assessments to determine the students level of understanding at present time. Teachers then scaffold each student's learning, sometimes advancing, to support long-term comprehension. Teachers have built trusting relationships with students to allow for two-way communication with the students when they need more challenge and when they need more support.