



## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   1   Elementary schools (includes K-8)  
  1   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  6889

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school:   7
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying 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	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	31	42	73
10	35	35	70
11	31	38	69
12	29	21	50
<b>Total in Applying School:</b>			<b>262</b>

6. Racial/ethnic composition of the school: 4 % American Indian or Alaska Native  
1 % Asian  
2 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
90 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 16%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	40
(4)	Total number of students in the school as of October 1, 2011	251
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 2

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 22%

Total number of students who qualify: 57

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 17

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>32</u>	<u>1</u>

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

13:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	96%	96%	95%	98%
High school graduation rate	98%	100%	96%	97%	96%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>53</u>
Enrolled in a 4-year college or university	<u>36%</u>
Enrolled in a community college	<u>26%</u>
Enrolled in vocational training	<u>9%</u>
Found employment	<u>25%</u>
Military service	<u>2%</u>
Other	<u>2%</u>
<b>Total</b>	<b><u>100%</u></b>

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

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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Chisholm High School's mission is to empower our 262 students to strive for personal excellence while growing in mind, body, and spirit. This mission was developed many years ago and yet continues to permeate and resonate through our school. We at Chisholm High School try to reach each child's heart before we reach their minds.

With our mission in mind, many traditions have been established throughout the years that assist students in growing in mind, body, and spirit. One tradition that has positively impacted our school and builds on our strengths is the CHS PRIDE program. It is a school-wide recognition program that positively awards students who consistently exhibit positive behavior. To qualify, students must meet the following criteria for the nine weeks: no grade lower than 70% in any class, no office referrals or detentions assigned by teachers or administration, no more than four absences in any class, no zeros in any class. When the program started in 2007-08 an average of 21% of the student body qualified for PRIDE recognition. Thus far in 2012-13, an average of 38% of the student body has qualified for PRIDE. This is a 17% increase in participation which also translates to a 95% attendance rate, 94% graduation rate, and a decrease in out-of-school suspensions from ninety-four in 2008 to twenty-three in 2012.

Chisholm High School was built in 1973 halfway between the two small communities of North Enid and Carrier. The campus is on the north edge of the city limits of Enid, Oklahoma, a city of around 50,000 whose primary industries include agriculture and livestock, oil and gas, flour milling, and Vance Air Force Base. Our students live in the Enid city limits as well as surrounding acreages and farms to the north of Enid. With eight school districts in and around Enid, 30% of the Chisholm student population is students who transfer into the district from neighboring schools. Our students are predominantly Caucasian with only 22% of our families being considered low income.

With no city or industry in place to support our school system, the passage of three bond issues since 2006 totaling \$5,365,000, with \$4,000,000 of that going to upgrade technology, is seen as a major milestone. This technology will help students practice concepts, engage in higher-order thinking, and problem solve.

One hundred percent of Chisholm High School faculty is highly qualified according to NCLB. Fifty percent of the faculty holds Advanced degrees and 16% of our teachers are Nationally Board Certified. Sixty-eight percent of the faculty has taught at Chisholm five years or more. Todd Whitaker states, "Outstanding educators know that if a school has great teachers, it is a great school." Chisholm High School has great teachers. They are effective because they focus on students and demand excellence from all students in their classes. They use research-based strategies to increase student achievement and formative and summative assessments to monitor progress. They come early and stay late to insure all students have the opportunity to learn. All students are treated with dignity and respect and students at Chisholm know their teachers care about them as individuals.

Over the past five years, Chisholm High School has consistently ranked above the state and national average in ACT subtest and composite scores. In 2011, Chisholm received the College Readiness Award for increasing the number of students taking the ACT Assessment over the past five years and significantly increasing the level of achievement and college readiness.

The latest Oklahoma College Remediation Report of 2010 shows percentages of Oklahoma High School Graduates in public higher education that needed remediation. Chisholm High School's graduates had a 0% remediation rate in English and a 5% remediation rate in Math.

In 2010-11, Chisholm High School's Academic Performance Index, was 1401, placing our school in the top 5% of high schools in Oklahoma based on student achievement on state exams and total school performance on areas such as student attendance, dropout and graduation rates. In 2011-12, the A-F Report Card replaced the API score in Oklahoma. Chisholm received an "A" grade on the new system which measures student achievement on state exams, student attendance and dropout rates, graduation rates, advanced course participation and performance, overall student growth, and overall student growth in the bottom 25% of students. Chisholm was identified and recognized by the Oklahoma State Board of Education as a Reward School in the category of High-Performing School.

Our mission statement states Chisholm High School is "empowering students to strive for personal excellence." As individual students understand and practice personal excellence, Chisholm High School collectively has become an institution that embodies excellence-excellence in student achievement, rigorous curricula, and producing college ready students.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Oklahoma high school students are given Oklahoma Core Curriculum End-of-Instruction tests in the areas of Algebra I, Geometry, Algebra II, English II, English III, Biology, and US History. According to state standards, students must demonstrate mastery of the state academic content standards in Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and US History in order to graduate from a public high school with a standard diploma. Performance levels of the tests are identified as Advanced, Proficient, Limited Knowledge and Unsatisfactory. Mastery is defined as scoring a Proficient or Advanced on a test. Students moving into Oklahoma from out-of-state who have taken an approved test may use the alternate test score in place of passing the Oklahoma test equivalent. The state has also developed a listing of alternate tests and score equivalents that can be used in place of the End-of-Instruction tests, only after a student has taken and not passed the End-of-Instruction test.

Chisholm High School requires all students take End-of-Instruction tests until the test is passed. Parents may opt their child out of testing only after graduation requirements are met and with written consent. Alternate test scores are used as a last resort and only with written parental permission. It is Chisholm's desire that all students score proficient or advanced on all End-of-Instruction tests given and taken. If a student makes a proficient on Algebra I or English II, it is Chisholm's desire that the student move to an advanced level in either Geometry or Algebra II or English III. Chisholm is not satisfied with proficient scores but seeks to encourage "personal excellence" from each student.

Performance trends from the last five years in Algebra I indicate an 11% increase between 2008 and 2009 in percentages of all students scoring proficient and advanced. While subgroup results deal with a very small number of students, socio-economic disadvantaged students saw an 18% increase that same year with special education students and Caucasian students seeing an increase as well. The trend since 2009 has held steady with only minor variations seen.

During the 2008-09 school year Chisholm High School began formal, one-to-one and small group remediation. This program has grown into our current FLEX time planned on Friday afternoons throughout the school year. The increase in math scores between 2007-08 and 2008-09 has a direct correlation to the implementation of teacher-directed remediation.

English II scores have remained consistent over the past five years. In 2009-10, a new English teacher was hired and scores decreased slightly that year. However, the scores rebounded the next year and have continued to remain high since that time. The number of students scoring in the advanced range has decreased over the past five years, from 77% in 2007-08 to 57% in 2011-12. Proficient scores have increased from 16% in 2007-08 to 41% in 2011-12. So, although a lower percentage of students are scoring advanced, a higher percentage of students are scoring proficient which equates to a higher percentage of students passing the test.

Scores for students in special education remain among the lowest seen on the data tables. Although the number of special education students is low, Chisholm High School remains diligent in working to improve scores in this area. Special education teachers are testing for additional certifications, co-teaching with regular educators, tutoring students, and providing supplementary materials during the summers for students in their program. Students are exposed to more rigorous material and given assistance as needed to increase their scores. Remediation is given weekly in all subjects through the Friday FLEX schedule. National Honor Society students are tutoring students upon request.

The Oklahoma Modified Alternate Assessment Program (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP) are used in English II and Algebra I with students who cannot otherwise

participate in the regular assessment even with appropriate accommodations. IEP teams determine eligibility for these tests on an annual basis.

Chisholm High School is doing several things to close the achievement gap for socio-economically disadvantaged students. Chisholm started providing breakfast in March 2012 and bags of food are delivered to students' homes each Friday by volunteers in the community. These bags of food go to any student who is identified as free or reduced meal status. There has been an increased alertness and motivation observed by faculty of the students receiving the food. Also, students' grades are improving on a day-to-day basis. In addition to the meal program, students are given instruction on how to access and use the Odysseyware and Study Island web portals. These web-based programs provide remediation and instruction in all core areas. If grades are low, students attend Friday FLEX time in classes that need remediation. Finally, teachers request students come early or stay after school to receive additional instruction as needed.

## **2. Using Assessment Results:**

Chisholm High School uses a data warehouse from the Aurora Learning Community Association (ALCA) to store all Oklahoma Core Curriculum Test data from year to year. The ALCA program, which is named Comprehend, allows the user to select a data set to analyze, filter for one or more disaggregate filters at the same time, and select charts or reports that are simple to understand and interpret. Disaggregated filters include test names, test years, term, grade, retake, group name, gender, OMAAP, ethnicity, FAY, 504, ELL, IEP, Title X, economically disadvantaged, and quartile range. Reports can be generated on performance breakdowns, quartiles, OCCT and OMAAP, any disaggregated filter listed above, and aggregate OPI scores. The information generated from the data tables is then used to guide instruction and remediation throughout the year. Faculty members can even look at data from Chisholm Middle School to plan for incoming freshmen each year.

Assessment data is used to guide remediation of students not passing a previous year's standardized assessment. Faculty members are given names of students they are responsible to remediate. They access the data reports in the Comprehend system to assess which specific objectives are problematic for each student. Once objectives that need remediation are identified, teachers develop lessons to remediate students in each of the problematic areas. Lessons can be teacher directed or selected from Odysseyware or Study Island web-based computer programs.

Assessment data is also used to guide classroom instruction from year to year. Because multiple year data is stored in the Comprehend program, teachers can access and manipulate the data to determine specific objectives which are weak for entire groups of students. This microscopic look at detailed data guides the development of classroom lessons throughout the year.

Parents and students are given a copy of each year's standardized test results. Phone calls are made from the counselor when summer remediation needs to take place. Students meet with the assistant principal at the beginning of each semester to conference about which remedial class they must attend for the semester. Students know the reason for remediation is to provide success on the End-of-Instruction exams given in the summer, fall, and spring. This remediation time occurs on Fridays throughout the school year. Success on standardized tests is celebrated at Chisholm High School collectively. Assemblies and announcements provide information to students concerning the school's success on tests. Ice cream is sometimes a part of the celebration.

Chisholm High School's standardized test results are posted from year to year on the Chisholm website. The local newspaper always includes an article about the test results of area schools each year. Several years ago, the Chisholm School System developed a public relations brochure to hand out to community members and prospective new students and families containing information about the demographics of Chisholm schools as well as test data and other helpful information.

Chisholm High School also uses the ACT Educational Planning and Assessment System (EPAS) for instructional support and evaluation, as well as educational and career planning. All students in the eighth grade take the ACT EXPLORE Test which gives the students, parents, and teachers insight into the student's level of preparedness for college and career by high school graduation. In tenth grade, all students take the ACT PLAN Test which is a mid-point measure of academic progress. These curriculum based assessments of English, Math, Reading, and Science assist students in preparing to take the ACT Test their junior or senior year. All students in the eleventh and twelfth grades are encouraged to take the ACT Test regardless of their grades and achievement at Chisholm High School. The ACT Test measures academic readiness for college and the career exploration component assists students in identifying career options.

Teachers have access to the test results from the EXPLORE, PLAN, and the ACT College Readiness Report to assist them as they guide students and advise them about post-graduation options, evaluate student progress and develop classroom instruction.

Chisholm High School faculty and administration spend time each year analyzing test data from both the Comprehend system and the ACT EPAS Tests in order to ensure that all students at Chisholm High School have the knowledge and skills essential for success in post-secondary education and workforce training. Our faculty is not satisfied with proficient scores from Chisholm students, but seeks to move all students to an advanced level of proficiency. "Personal Excellence" is the goal.

### **3. Sharing Lessons Learned:**

Chisholm is in a fairly rural setting, and with only one high school in our district, sharing strategies with other schools is very important in order to keep abreast of the latest techniques and instructional methods as well as information about curriculum.

With the emergence of Common Core Curriculum in Oklahoma in 2014, it is imperative that all stakeholders in our school system revisit standards and objectives to align subjects according to the new standards. Therefore, vertical and horizontal curriculum alignment is an ongoing effort to maintain a logical flow of instruction from grade level to grade level and from teacher to teacher. During the past two years, teachers in our district have met together extensively and shared information about content and best practices. We have also met as departments to align the new standards within our respective buildings.

In addition, several teachers have presented and shared information at conferences within the state through serving in the state's Master Teacher program. These teachers attend professional development conferences during the summer to learn, share, and discuss ideas with other teachers from across the state. During the school year, the teachers hold study sessions with teachers in their home district to share the ideas they learned during the summer. The study sessions center around a specific text, such as *MAX Teaching*, by Mark Forget or *The Art and Science of Teaching*, by Robert Marzano. The members of each session share their experiences and apply the ideas to the teaching within their individual classrooms. Eventually, the Master Teachers then present workshops at statewide professional development conventions sponsored by the state superintendent to share methods with other teachers for applying the philosophies they study during the year.

Faculty members are encouraged to attend state and national conferences in their respective subject areas to gain knowledge and share teaching strategies with other attendees from across the state and nation. Conferences attended include The National Council of Teachers of English, The National Council of Teachers of Math, ASNE'S Institute for Journalism, Advanced Placement Summer and Fall Institutes, Oklahoma Library Association, and Quartz Mountain Fall Arts Institute. These conferences provide venues for our faculty members to share informally with others concerning best practices for increasing student achievement, improving curriculum design, and providing rigorous and college preparatory lessons.

#### **4. Engaging Families and Communities:**

The key to engaging families and community is building relationships. At Chisholm, increased communication through the use of technology and face-to-face interactions builds these relationships and leads to student success. The faculty and staff have used a variety of techniques and programs to increase communication.

The implementation of Powerschool, a web-based technology with live time results, has provided students and parents the opportunity to access individual information regarding classes, assignments, grades, and attendance. Each student enrolled at Chisholm has confidential access to his or her information via the internet. Students and parents can easily keep up-to-date with the student's status.

The school's website is also a resource for community awareness. The school's activity calendar is posted, and specific sections are devoted to more details about athletics, extracurricular activities, library resources, or college and scholarship opportunities. Each teacher's contact information is listed, along with his or her own page listing assignments, links to academic resources, or details regarding outside of class events to keep both students and parents informed.

Similarly, Chisholm has implemented a program named SchoolReach, a telephone broadcast system that enables school personnel to notify households and parents by phone, e-mail, or text. When parents are more aware of day-to-day details, they are more likely to take an active role in the child's education.

To increase face-to-face interactions, the school hosts Open House and Parent-Teacher Conferences. We have utilized a variety of strategies to increase attendance at these events. These include providing food, showcasing students' talents, or including short "seminars" for parents on topics such as college applications, financial aid and scholarships, and how to use Powerschool. Through all of these, we found the best method for improving attendance, with an 80% attendance rate, was a personalized phone call to each parent to invite him or her to conferences. Thus, our experience reinforced our philosophy that building relationships is the key.

One of the benefits of involving family and community is the type of support they will provide for various programs. We are fortunate to have many parents involved in our Band Boosters, Athletic Boosters, After-Prom Committee, and Adopt-a-Teacher program. Community members also wish to support students by recognizing their achievements through Student of the Month programs sponsored by the Rotary Club, Kiwanis Club, and Lions Club. In return, our students provide community service through programs such as National Honor Society, Student Council, FCA, and Spanish Club. These groups volunteer to work at the Loaves and Fishes Food Pantry, to visit residents at Golden Oaks Retirement Home, and to "adopt" families in need during the holidays.

Building relationships also includes taking care of peoples' physical needs. When faculty and staff noticed an increasing number of students who came to school hungry, a group worked to develop a school Food Pantry which delivers groceries to families in need each Friday. Taking care of a student's physical needs helps the student's desire to learn increase due to increased attention and processing abilities, as well as an increased trust level with the faculty.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Chisholm curriculum is tightly aligned to Priority Academic State Standards and is currently transitioning to the Common Core State Standards beginning in 2014. While the State of Oklahoma requires twenty-three credits for high school graduation, Chisholm High School requires twenty-four. The departments of English, Math, and Science have honors, Pre-AP and AP course offerings. Students may enroll in these advanced classes each year as they wish. Teachers encourage students to pursue more rigorous classes each year. Many of our Honors and AP class textbooks are used in colleges and universities in the state. All students complete a college preparatory/work ready curriculum. Only by written approval of a parent or legal guardian may a student opt out of the college preparatory/work ready curriculum to enroll in a core curriculum for high school graduation.

The college preparatory/work ready curriculum requirements for Chisholm students include four units of English which incorporate reading, writing, speaking, listening, and viewing; three units of Mathematics beginning in Algebra I and progressing through AP Calculus BC for the most advanced students; three units of Laboratory Science with the following offered each year; Physical Science, Biology I or Pre-AP Biology I, Chemistry I, Chemistry II, Botany, Zoology, Environmental Science, Earth Science, and Forensic Science. Physics, Honors Physiology, AP Biology are offered on a rotational basis as needed so a wider variety of courses can be accessed. Three units of History are needed which concentrate on these subjects: Oklahoma History, United States History, World History, Government, and Economics. Two units of the same Foreign Language or two units of Computer Technology are needed. Chisholm offers Spanish as the foreign language. One additional unit from the courses listed above or career and technology education courses approved for college admission requirements are needed to graduate. Additionally, one unit of Fine Art or one unit of Speech is required. All students must complete Personal Financial Literacy education which can be embedded into a class or serve as a stand-alone elective class offering. Electives are chosen to complete the twenty-four credits needed to graduate. Unique elective offerings are tailored to student choice and change yearly. They include Vocational Family and Consumer Science and Agricultural Education, Competitive Athletics and Physical Education, Health, Newspaper and Yearbook, Old and New Testament History, Reading for Pleasure, Photography, Leadership, and Peer Tutoring.

Juniors and seniors may elect to attend Autry Technology Center in place of certain electives to learn specific vocational skills. With a qualifying GPA and ACT score, juniors and seniors may enroll in college classes while attending high school to replace electives or in some cases replace a core class. The State Department of Education selects which high school classes may be substituted for college classes. Oklahoma School of Science and Mathematics offers the most educationally gifted students in our state the opportunity to live on campus and attend class, or there are several regional campuses around the state. One such regional campus is located close to Chisholm, so students can attend one-half day at OSSM and one-half day at Chisholm.

Chisholm High School has the responsibility of meeting the educational needs of all students, providing equitable educational opportunities, and fostering lifelong learning as students prepare to participate in a democratic society. Our educational programs address academic, personal/social, and career/vocational development of students as they prepare for the future. Rigorous curriculum addresses and surpasses the learning standards set by the State of Oklahoma and is vertically aligned throughout the district. The latest college remediation rates for Chisholm students are very low, 0% for English and 5% for Mathematics, thus showing that our curriculum is relevant, rigorous, and college ready.

## **2. Reading/English:**

The English language arts classes are vertically aligned to ensure that all students receive instruction based on standards listed in Oklahoma’s Priority Academic Student Skills. English language arts classes employ integrated writing, grammar, usage, and mechanics lessons along with the study of literature. English I, II, and III are divided into two levels—college preparatory and Pre-AP. English IV is divided into college preparatory and AP English Literature and Composition. The college preparatory classes provide students the reading, writing, and thinking skills they will need in the future, for college and career. The Pre-AP and AP classes challenge the students with more rigorous assignments and a faster pace. On a daily basis, instructional methods used within a class will include cooperative learning strategies, individual instruction, hands-on learning, discussion techniques, and research-based questioning methods.

Writing instruction includes teaching the steps of the writing process, from brainstorming to publishing. Grammar lessons are tailored to meet students’ needs during the revising and editing stages of the process. Students are asked to write in several different genres and practice long-term assignments as well as on-demand writing.

Literary instruction includes reading and analyzing all genres of fiction and non-fiction. Lessons are designed to teach students to analyze the texts for meaning and for style. Literature assignments include reading strategies, vocabulary instruction, and writing activities.

Another emphasis in the English classes is research. The teachers use a variety of short-term and long-term projects to develop academic research skills and give students practice in evaluating and synthesizing information from sources. Students are expected to use authentic primary and secondary sources and to cite these sources correctly without plagiarizing.

To develop reading skills, students read texts assigned to the whole class and self-selected novels that are at the appropriate Lexile level. To support students who read below level the teachers provide graphic organizers, teach annotated reading strategies, and make modifications as needed on an individual basis. The Special Education department helps by co-teaching with the regular education teachers and providing modified editions of main texts taught to the whole class. If more individual assistance is needed, teachers can assign students to an academic study session once per week. These “FLEX” sessions are used for academic assistance or enrichment activities, and teachers can give more one-on-one help to those students. Students who are reading above level are challenged with the “classics” that are used in the Pre-AP and AP classes, and they are expected to read more text independently.

### **3. Mathematics:**

Chisholm High School’s approach to mathematics is anchored on four concepts: 1) start students in high school as far up the math ladder as their comprehension and base knowledge will allow, 2) provide a flexible program that allows students from year to year to accelerate or slow down as their comprehension requires, 3) provide for threads of consistency in the curriculum so that students encounter the same vocabulary and concepts as they progress through high school, and 4) allocate as much teaching time to the review of previously taught concepts as to the teaching of new concepts.

Course selection decisions start at the middle school where students have an opportunity to take Algebra 1 in the eighth grade. Students who demonstrate a propensity to handle algebra at that level can then take honors courses in high school culminating in AP Calculus AB. Those who complete calculus by the end of their eleventh grade year have the opportunity to attend the local regional branch of the Oklahoma School of Science and Math (OSSM) where AP Calculus BC and AP Physics are taught. Students who are better suited for a normal progression enter high school as Algebra 1 students.

Flexibility is key in making this program right for every student. At any point in the progression, students can move from honors courses to standard courses or standard courses to honors, depending on their level

of understanding. This flexibility enables the faculty to tailor a sequence of math courses for each student. Also, time is formally scheduled during the school week for remediation for students who are behind in their understanding of the concepts taught in class or have not yet passed the state required end-of-instruction exams. The ability for faculty to assess needed changes in students' curriculum is paramount to success.

Education is based not only on student understanding of concepts, but also their ability to remember and apply those concepts to future learning. Learning without retention is not education. As a result, teachers spend as much time in class reviewing the past as teaching the new. The bridge between the two is the demonstration to the students that what was learned before can be used as tools to solve what seems to be unfamiliar problems today. The key to success is to take "old" knowledge and apply it to "new", unfamiliar problems to achieve a solution. This concept of review also occurs from course to course.

#### **4. Additional Curriculum Area:**

The mission statement of Chisholm H.S. asserts that we will empower students to strive for excellence while growing in mind, body, and spirit. In order to achieve excellence students need to acquire essential skills and knowledge. Although some people assume that essential skills and knowledge are based on typical curricular areas such as math or English, the visual arts curriculum is also an excellent program to develop these areas.

Visual art helps students grow in mind by providing them with an opportunity to work through complex processes, such as printmaking and papier mache. Both of these processes require knowledge of multiple steps in sequential order to achieve successful results. Students also employ critical thinking to creatively solve problems they encounter as they work.

Visual art applies the use of critique to improve best practices. Students learn to use the information from critique sessions or notes to improve their use of technique and finished art product. This is a "real world" skill in which students will use both positive and negative feedback to further their careers and productivity in the workplace.

Visual art develops critical thinkers by use of the creative process. Students who create original work are using the highest order thinking. This development of higher order thinking will enable students to look at problems from multiple directions. In turn, students are better prepared for issues that might arise in a multitude of scenarios: in the workplace, in interpersonal relationships, or in living independently.

Visual art helps students to grow in spirit by encouraging students to express and develop their own ideas and belief systems. Students are encouraged to be creative. They develop their own ideas based on thoughts, emotions, and situations which are personal. These expressions of self provide students a visual outlet to communicate with others.

At Chisholm H.S. the visual art department partners with the foreign language department to provide students with an experience that will help them grow in mind and spirit. Each year, these two departments travel abroad with students and parents. They have taken students to Paris, Madrid, Barcelona, and Rome where students have had the cultural experiences of a lifetime. The critical thinking skills developed in this type of interdisciplinary lesson clearly affect the mind and spirit. Students begin asking about and thinking about the sites they will experience before they leave, and when they return they eagerly share the knowledge with others.

#### **5. Instructional Methods:**

At Chisholm High School, classroom instruction is varied depending on individual student need. Students in special education, based on an IEP team decision of what the least restrictive environment is for each

child, receive instruction in part-time special education settings or full-time regular education settings with monitoring and/or modified curriculum. Special education teachers spend time in the regular classes remediating and modifying instruction for any student in the classroom who could benefit from the service. Additionally, Chisholm has developed a Friday FLEX schedule for any student that failed a state exam, any student failing a class, ELL students, or any student that needs additional assistance on an assignment, project, or test. For forty minutes each Friday students attend FLEX time to receive the extra help needed. In addition to FLEX, students in National Honor Society provide one-on-one tutoring to any student who desires tutoring. Peer tutors, students who enroll in a Peer Tutoring class, assist students with special needs while in regular classes or during lab class time. Faculty members provide additional assistance to students before and after school on a regular basis. All students have access to Study Island and Odysseyware, web-based programs that provide a self-guided learning experience in all curricular areas. These programs are closely related to the standards set forth by the Oklahoma State Department of Education. Students have access to three computer labs when they need to use Study Island or Odysseyware, or complete assignments or tests. Teachers also assign lessons from Study Island or Odysseyware as needed for students requiring more attention to an objective or those who want or need supplemental or additional knowledge.

Junior and Senior students have an opportunity to attend Autry Technology Center. Attendance at Autry allows students to receive instruction and college credit if desired while earning a degree or certificate of completion from a wide variety of technical programs. Autry is also a regional site for Oklahoma School of Math and Science. Students apply to attend morning or afternoon classes at OSSM where coursework is rigorous and challenging for even the brightest student. Concurrent enrollment is available to junior and senior students through colleges and universities in Oklahoma. With certain GPA's and ACT composite score requirements met, at no cost to the students, students can receive high school credit for attending college classes. Honors classes, pre-AP classes, and AP classes are available to any students wishing to enroll in them. Faculty members advise and encourage students to take challenging courses while at Chisholm. Through advisory groups and individual counseling with the school counselor and teachers, all students are given the opportunity to have their diverse needs met.

## **6. Professional Development:**

Professional Development grows from the school mission statement, the goals set by faculty and administration each year, assessment results, and individual needs as seen by administrators. Five designated days are set aside during the school year, one faculty meeting per month, and designated times after school are all used for professional development.

Additionally, faculty members attend state and national conferences in content areas where they attend sessions on best practices in education to support student achievement and how to make curriculum more rigorous. Because Chisholm faculty members are very self-directed, well qualified, and veteran teachers, they know areas they need to improve upon. Faculty return to school and present material learned to others in their department.

PD360, an online, on-demand professional development platform for educators, is available to faculty and administrators both individually and collectively in groups. Faculty members choose topics they are interested in that align with the goals Chisholm is working on collectively. Faculty members are also assigned professional development videos as a group when a school improvement goal is identified.

Faculty members engage in book studies each year. These books center around best practices in supporting student achievement. Several titles read include, *Classroom Instruction that Works* by Marzano, Pickering and Pollock, *Using Technology with Classroom Instruction that Works* by Pitler, and *Building Academic Vocabulary* by Marzano and Pickering. In weekly faculty meetings, faculty members discuss the research-based strategies that increase student achievement being read about in the book studies. As strategies are discussed and implemented in the classrooms, administrators conduct informal walk-through observations designed to guide faculty in refining the skills being learned. Two formal

observations and a yearly evaluation done by administrators require faculty members to continue using and developing skills learned throughout the book studies.

Because we, at Chisholm, believe so strongly that teachers make the difference in the classroom, teachers identified their individual areas of weakness from the new TLE Evaluation Instrument introduced this year in Oklahoma. Relevant and research-based books were purchased in the areas identified as weaknesses by the faculty. Throughout the entire school year, the faculty is meeting in small groups to discuss, collaborate, and generate new teaching ideas based on their individual needs.

Professional Development is critical in motivating and stimulating faculty. It brings faculties together to achieve the foremost goal set before us -- "Student Learning". It revitalizes and re-energizes veteran as well as new faculty members. Professional Development is an essential piece of school improvement at Chisholm High School.

## **7. School Leadership:**

Every decision made by an administrator at Chisholm High School should include the question, "What is best for students?" At Chisholm High School the focus is on people, not programs.

With that thought in mind, each administrator's role is to structure the entire school for student success. This is accomplished by working side-by-side with faculty members to develop a clear focus and objective for the year, keeping the mission statement of the school in mind with every decision, and developing a culture that allows students to feel safe, secure, valuable, and significant. Faculty meetings occur each week where open communication concerning successes, students, and upcoming challenges are discussed. Additional meeting times occur at lunch where departments have working lunches with the principal to discuss curriculum alignment, best practices in instruction, assessment data, and implementation of new ideas. Individual conferences with faculty are planned as needed to refine teaching skills, offer ideas for instructional improvement and collaborate concerning behavioral challenges. A principal's advisory team meets as needed when innovative ideas are being introduced. This advisory team consists of any faculty or staff member willing to be a part of the group. It is a fluid group, meaning members change at every meeting, comprised of roughly twenty percent of the faculty and staff. As new and innovative ideas are presented by faculty and administration, details and challenges are discussed, revised, and refined in the advisory team before the idea is presented to the entire faculty.

Student success is also accomplished when administrators support the school mission by treating all stakeholders with respect and dignity. Pride-o-grams are given to students by faculty and administrators when students are seen exhibiting good character, showing personal excellence in an area, or encouraging others to grow in mind, body, or spirit. Pride-o-grams are written, positive, behavior referrals that are shared with the student and a parent/guardian. The Pride-o-gram is accompanied with a card signed by the principal with restaurant certificates for a free meal inside the card. Administrators can be seen before and after school greeting students as they enter and leave the building and in between classes in the halls. Relationships are built with brief, informal interactions between students and administrators. Every student in the school has the principal's phone number. Students must feel physically and emotionally safe before learning can occur. Positive encouragement is given to students daily to create a supportive learning environment.

Administrators also spend time managing the school environment so teachers can teach. This includes preserving class time, handling classroom behavioral disruptions calmly and consistently, providing opportunities to build relationships with students, and teaching school-wide expectations with systematic reinforcement for compliance of the expectation. Teachers are given autonomy in their classes and in decision making to create their own dynamic, individual environments; administrators support this because great teachers matter!

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Oklahoma Core Curriculum Tests - End of Instruction English 2

Edition/Publication Year:  
2012/2011/2010/2009/2008

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	98	96	83	96	93
Advanced	57	63	50	43	77
Number of students tested	54	49	58	53	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	3	7	1	1
Percent of students alternatively assessed	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100	80	93	92	92
Advanced	50	40	53	42	77
Number of students tested	12	10	15	12	13
<b>2. African American Students</b>					
Proficient Plus Advanced	Masked				Masked
Advanced	Masked				Masked
Number of students tested	1				1
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		1		
<b>4. Special Education Students</b>					
Proficient Plus Advanced		Masked		Masked	Masked
Advanced		Masked		Masked	Masked
Number of students tested		1		5	1
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced			Masked	Masked	
Advanced			Masked	Masked	
Number of students tested			1	1	
<b>6. Caucasian/White</b>					
Proficient Plus Advanced	97	98	82	96	93
Advanced	57	65	50	42	76
Number of students tested	47	48	50	50	58
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. Reported on this form: Regular students Full Academic Year. 2007-08 Proficient is listed as Satisfactory on Oklahoma tests. The test was renamed in 2010.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Oklahoma Core Curriculum Test - End of  
9 Instruction Algebra 1

Edition/Publication Year:  
2012/2011/2010/2009/2008

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	95	94	93	96	85
Advanced	52	57	50	35	46
Number of students tested	46	49	40	46	48
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	4	8	3	2
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	100	84	93	Masked	70
Advanced	46	38	57	Masked	50
Number of students tested	13	13	14	8	10
<b>2. African American Students</b>					
Proficient Plus Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	1	1			1
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced		Masked		Masked	Masked
Advanced		Masked		Masked	Masked
Number of students tested		1		1	1
<b>4. Special Education Students</b>					
Proficient Plus Advanced				Masked	Masked
Advanced				Masked	Masked
Number of students tested				1	3
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced		Masked		Masked	
Advanced		Masked		Masked	
Number of students tested		1		2	
<b>6. Caucasian/White</b>					
Proficient Plus Advanced	95	95	91	96	84
Advanced	52	52	54	37	44
Number of students tested	42	42	35	41	45
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. Reported on this form: Regular students Full Academic Year. 2007-08 Proficient was listed as Satisfactory in Oklahoma. Test renormed in 2010.					

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