

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Michelle Grinsteiner

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

Official School Name Cheyenne Middle School

(As it should appear in the official records)

School Mailing Address 1271 West Covell Road

(If address is P.O. Box, also include street address.)

City Edmond State OK Zip Code+4 (9 digits total) 73003-3556

County Oklahoma County

Telephone (405) 340-2940 Fax _____

Web site/URL http://cheyenne.edmondschools.net/ E-mail michelle.grinsteiner@edmondschools.net

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Bret Towne E-mail bret.towne@edmondschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Edmond Public School District Tel. (405) 340-2800

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 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	152	146	298
7	145	118	263
8	157	124	281
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	454	388	842

4. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 5 % Asian
 - 8 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69 % White
 - 8 % 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 2015 – 2016 school year: 8%

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, 2015 until the end of the 2015-2016 school year	38
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	75
(4) Total number of students in the school as of October 1, 2015	986
(5) Total transferred students in row (3) divided by total students in row (4)	0.076
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 4 %
35 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Chinese, Chuukese, Farsi, French, German, Hebrew, Korean, Malay, Nepali, Russian, Spanish, Urdu

7. Students eligible for free/reduced-priced meals: 21 %
Total number students who qualify: 178

8. Students receiving special education services: 9 %
72 Total number of students served

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

- 8 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 6 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 7 Orthopedic Impairment
- 20 Other Health Impaired
- 31 Specific Learning Disability
- 19 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects	47
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

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

Yes No

If yes, select the year in which your school received the award. 2009

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

The Cheyenne Team joins with parents and the community to empower all students to succeed. This defines our purpose of providing learning experiences for students that empower them in their education and life.

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

PART III – SUMMARY

Our student body and families are dedicated to excellence in education. They encourage their children to reach for the stars and challenge them to achieve. It has been imperative to continue a support of parent/family involvement and communication. Our population's socio-economic diversity has begun to expand and we continue to engage our families and students in our school community. We provide many avenues for parents/families to become involved. Our Parent Teacher Organization is very active and remains a strong support for our school academics, programs, and goals. We have continued a very positive and collaborative relationship with our PTO through frequent and varied forms of communication. We have expanded our means of communication from the typical newsletter to an interactive website, school Facebook page, SchoolWay mobile app for instant messaging, School Connects for robotic calls and emails, and using our school information system for messages to our families. These different forms of communication have allowed us to immediately celebrate our students, recognize school achievements, and recognize the support of our community partners with our families and community.

Our school is deep in a tradition of excellence in education with the sources of encouragement stemming from families that expect a quality education, the district which requires us to challenge the status quo and do what is best for kids, our staff who believe that students will be successful no matter what it takes, our partnerships with local higher education institutions, and willingness to go beyond the standards to engage and innovate learning. Over the last 17 years, our school has hit many milestones and continued to advance and challenge our families, community, students, and staff. As our school, has grown over the years we have celebrated the finalization of our building after the first 6 years, our first class of students to graduate from high school, fully operational sports and elective courses, excellence state school ratings (A+), improved and maintained excellent attendance and state test scores, National Blue Ribbon 2009, staff accomplishments in National Board Certification, Teacher of the Year, Master Degrees, and Great Expectations Model School 2015 -2017. We continue our relationship with the southern Cheyenne, which has played a significant role in our school's name and developing the pride for our school. Our 6th-grade curriculum continues this tradition each year by covering a unit which highlights the Cheyenne people, their pride, and perseverance.

The key strategies used to encourage and challenge the development of the whole child include many research based and leadership initiatives. A foundation for professional development support and implementation have increased the use of research-based strategies and programs in our classrooms. Specific programs have included a grant to the K20 Center to implement inquiry-based practices in our science classrooms, local grants have provided the support to develop an outdoor classroom or Exploratorium, grants from Cox Communications to provide training in Rachel's Challenge which has supported our Friends of Rachel Club to actively make schools safer by supporting kindness, respect, and a learning environment full of engaging educational opportunities. Over the past 5 years, we have worked diligently as a staff to be trained and implement the practices of Great Expectations. This program has challenged students and staff to create an environment that celebrates teaching and learning and inspires them to seek academic excellence. The school has expanded the elective program to include a Career Technology Program called Gateway to Technology which engages students in real-world problem solving and technology. The program is expanded to afternoon Technology Student Association and VEX/IQ Robotics. The groups compete in local, state and national competitions. Recently our school has returned to its' roots by providing an elective exploration hour where students rotate through each alternative elective every six weeks. This is provided as an introduction to our elective offerings in hopes that students will identify with their interests in select elective courses and their course choices for future years will be purposeful.

Cheyenne received National Blue Ribbon School recognition in 2009. This recognition has played an important role towards our current programs, school programs, and community involvement. Our curriculum and instruction have continued to be innovative and on the cutting-edge of research. For example, our curriculum is engaged in project-based learning and STEAM. Students and teachers work collaboratively to create an integrated curriculum that at times is transdisciplinary in nature and expands itself regularly into real world connections. Our property surrounding the school has developed quickly to

include businesses that regularly engage our school in partnerships and supports. We collaborate with Lowe's, Uptown Grocery, Walgreens, doctor's offices, and restaurants in many ways. The local business partners want to support our unique and innovative programs through donations, participation in the curriculum, and working with our students and staff on projects. Our school culture and philosophy have continued to be designed around research-based, quality professional development. Great Expectations and Rachel's Challenge have been two programs that have been successful because our school has a continued focus to develop the whole child. The attainment of National Blue Ribbon School continues to challenge our staff and leadership to do what is best for kids and staff, and never remain stagnant.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Cheyenne, the curriculum is the engagement between teachers, students, and the standards. To accomplish this our staff works closely with one another, in content and grade level teams, to develop purposeful learning experiences that are challenging, provide multiple learning approaches, and varied assessments. This interactive curriculum includes math, science, language arts, social studies and foreign language. Our curriculum is designed around the standards and objectives provided by the Oklahoma Academic Standards and our district curriculum but our teachers create a learning experience around the delivery of the content.

Our school foundation was developed and continues today with the focus on aligning our curriculum with our beliefs in how young adolescent students learn. Teams of teachers have always worked together and collaborated as professional learning communities to create enriched, innovative, and real-world lessons for students. The collaborative planning has always included content partners and interdisciplinary teams which have created many transdisciplinary lessons and activities over the years. This method of planning ensures that all teachers are making connections with key concepts and cross-curricular implementation. The staff also elected to include additional training and practice through Great Expectations Methodologies. These skills have expanded our core and elective curriculum to create a learning environment that includes the practices of civic learning, celebration, a pursuit of academic excellence and inspiring teachers and students. Our school has chosen these research-based practices to address the learning standards to standardize the learning experiences of our students. The curricular approaches of professional learning communities, interdisciplinary teams, and Great Expectations provide a foundation of high expectations for learning and curricular instruction. The integration of the programs together creates an expectation of scaffolded lessons, extended vocabulary, higher level Bloom's questioning techniques, standards of behavior in the classroom, respect and responsibility for learning, and demonstration of the learned material.

The math curriculum transitions students from elementary math skills to Algebra I or Geometry. The program uses assessment data to help identify students for the appropriate programs. The students are provided multiple opportunities throughout their years at Cheyenne to qualify for advancement and or remediation. Students are also challenged in their math courses with real-world applications of the content and practice those skills with purposefully staged experiences.

The science curriculum has grown to expand the method of instruction from scientific inquiry to lessons designed around real-world cross-cutting concepts identified in the Next Generation Science Standards and STEAM. Our science program challenges teachers and students to act as scientists, engineers, and mathematicians while integrating their use of technology and language/performing arts. Our interdisciplinary teams work together to build these lessons to provide innovative learning opportunities.

The language arts curriculum integrates reading, writing, listening, speaking, language, research, vocabulary, and presentation. These skills identified in the Oklahoma Academic Standards easily transfer to student civic engagement. Every student takes English as a full-year course, which provides lessons that are designed around the infinite processes of reading and writing. These skills are also integrated and pursued in a semester Literacy. Students are provided additional opportunities to expand their choice of reading matter, use the reading material to engage in writing instruction, practice speaking, and presentation around high interest and student selected materials through Literacy class.

Literacy is a semester course for students that is complemented by a Spanish semester course. Every child is expected to take these courses. Over the course of three years' students will also have addressed reading, writing, listening, speaking, language, research, vocabulary, and presentation in their Spanish I course objectives. At the end of their 8th grade, Spanish semester course students will demonstrate their knowledge through a final exam and could earn a Spanish I elective credit on their high school transcripts.

Students study the 5 themes of geography over the course of two years from 6th to 7th grade. During 6th-

grade students study the western hemisphere and eastern hemisphere in 7th grade. US History is the eighth-grade course of study. The Oklahoma Academic Standards for Social Studies are designed around the development of the foundation, formation, and transformation of the American System- politically and economically. Teachers engage students in the curriculum through questions, exploration, analysis of primary and secondary sources, data, charts, the arts and use of technology to provide valuable insight into cultures and history.

By combining research-based strategies, understanding adolescent development, and knowing the alignment of curriculum standards provided by the Oklahoma State Department of Education and our Edmond Curriculum Department, our curriculum aligns and supports college and career readiness. We offer the core curriculum courses required for high school and college along with student opportunities to advance in the curriculum through Pre-Advance Placement Courses and implementation of interventions for students struggling with core concepts. Grade level and content teams also consider the career connections within their curriculum and offer many opportunities for students to research, experience or visit with professionals in these areas. Our 8th graders experience a realm of support through our Career Fair and our implementation of the ACT Profile for students.

2. Other Curriculum Areas:

Cheyenne's expanded curriculum provides students opportunities and the choice to experience music, visual and home arts, drama, technology, physical education, leadership, and STEM in 6th, 7th and 8th grade. Recently our school has returned to its' roots by providing an elective exploration hour where 6th-grade students rotate through a specified elective every six weeks. This introduction to our elective offerings is in hopes that students will be selective in elective courses and their course choices for future years will be purposeful. The curriculum in our elective courses scaffolds each year to expand student skills, practices and knowledge in the courses.

Band and orchestra start with instrument introduction and development of learning to read music and perform on the instruments. 7th and 8th grade focus on instrumental progression, solo/ensemble contest, large group contests, and performances. Students participate in concerts twice a year.

Vocal music students study the beginning concepts of basic singing techniques, general composers, and styles of music. 7th and 8th grade students expand to vocal productions, harmonization, theory and music appreciation, solo/ensemble contest, honor choir auditions, and sight reading. Our program plans a school-wide musical production with two evening performances.

Drama explores the world of theater, creates performances through creation and application of pantomime, charades, improvisation, storytelling, scriptwriting, and character creation. We offer a school-wide dramatized production each year with evening performances.

Art students explore a variety of art materials and concepts which are demonstrated in drawings, paintings, and sculpture. Coursework focuses on the elements of design, principles of art, and interweaves art projects with art history. Students have multiple opportunities to enter a variety of art contests locally and statewide.

The emphasis of Physical Education and Fit for Life is designed around Oklahoma Academic standards, leisure time, outdoor, and indoor activities, with a focus on team and life-long physical education skills. The courses at each grade level are differentiated by the activities/ team sports offered and additional instruction in sports history, health, and real world applications for a healthy life.

Our foreign language curriculum is a core class of Spanish that is required each year at each grade level. The Spanish I component is demonstrated and explained with the core courses in section I of Part IV of the application.

Technology literacy provides the basics of typing proficiency, desktop computer use and fostering a basic understanding of computer applications with office and google programs. The course also includes coding, app creation, google education suite and advanced use of Chromebooks.

Multi-media is a technology course offered for 7th and 8th-grade students. The course develops skills to include video correspondence and production, digital layouts and advertisements, taking and producing quality photos and videos, and researching/learning up-to-date programs. The 8th-grade class, Mustang Productions, has a specific focus on the use of created videos and photography specifically for school.

A new Career Technology Program, Gateway to Technology, has been added in the past two years. The curriculum is designed using Project Lead the Way modules. The course introduces students to engineering skills to solve everyday problems through hands-on projects and problem-based learning. Students experience how science has affected technology throughout history; they learn about applied physics and nanotechnology through exploratory activities and projects. Additional skills include the use of solid modeling software (Inventor), sketching techniques and descriptive geometry as a component of design, measurement, and computer modeling. The program has extended offerings to include Technology Student Association and VEX/IQ Robotics.

Family and Consumer Science is a comprehensive Career Tech program that is a progression of life skills information from 6th-8th grade. FACS offers the following skills: personal, family and social skills; resource management, and consumer skills; healthy growth and development; money management; child care; career exploration; meal planning and nutritional food selections. Hands-on activities include sewing, cooking, and goal setting. Family, Career and Community Leaders of America (FCCLA), is an integral part of this course.

Leadership is a course in the 6th-8th grade that provides students opportunities to demonstrate and design communication skill activities in a variety of situations, practice and implement goal-setting in life and school, develop and expand interdependence, and improve self-esteem. Student participation includes tutoring students, creating bulletin boards or presentations, and helping teachers with a variety of other tasks.

Enrichment is provided to 6th, 7th and 8th-grade students that qualify through district assessments and requirements. The course includes problem-solving skills, abstract thinking, and creativity. Unit topics may include an archeology dig, explore ancient China, and design a future city. Students have lots of hands-on activities, inquiry projects, and participate in Invention Convention. Projects for this course change based on research and student interests.

Our school also provides additional curriculum experiences through the implementation of Great Expectations and clubs such as Friends of Rachel, Technology Student Association, Family Career and Community Leaders of America, Student Council, Yearbook, and Chess.

3. Instructional Methods, Interventions, and Assessments:

Cheyenne is unique in the varied instructional approaches and diverse continuum of students that enroll in our school. Our teachers use a variety of instructional strategies to engage students in the curriculum. In math courses, teachers will use a variety of instructional approaches and methods to meet students' needs. It is a usual practice for desks to be grouped into fours and students are working on an assignment and sharing how they solved it, determining what is the right answer and which process they are going to share with the class. The teacher may be seen working with a specific group of students that are struggling while others are working at their own pace in groups. Card games to teach students how to solve inequalities by labeling the cards red as negative numbers and black as positive numbers and then solving to determine if the number makes the inequality true or false and prove with a number line. Students have also been given a budget for grocery shopping. They field trip across the street to our local grocery store and must purchase their list of items within their budget and identify which purchase was best based on the unit price and taxes charged. Our special education classes will take the same math lessons and differentiate them for their class to accomplish the same skills. They may implement additional manipulatives, accommodate by identifying a smaller amount of problems that need to be solved to show mastery and assess aloud or over a period. Student assessment and state testing data would be used to identify struggling students. The students are recommended for interventions during our FOCUS class, before school for support with assignments and

skills, and after school advantage provides students another option for assistance and intervention. Enrichment is provided through our advanced math course offerings along with keeping students engaged in their group and work provided as self-paced with assignments provided on a table of contents at the beginning of each week.

Science teachers group students and assign them jobs in problem-based projects. Students will be given an essential question and a choice of topics to choose from. They research, design and perform an experiment or create a solution for a problem. As a team, they must follow a given rubric and create a shared model, demonstration, poster presentation, technology video or presentation to the class with their findings. Student assessment would include grading assignments periodically through the process to identify missing standards and check on progress. Intervention for struggling students or groups is attended to on the spot and provided additional time or chunking of the work or sentence starters or choices that would help guide them to next phase of the project. The projects provide multiple opportunities for students to differentiate, stretch and challenge their learning through topics, research and choice of presentation.

Our grade levels provide high-interest activities that are multidisciplinary and provide natural accommodations and differentiation for all students through teacher monitoring and check-ins. In 6th grade, our teams designed a unit around a murder mystery and each subject area had an assignment that went along with the mystery. Local partners in education, UCO Forensics education lab, and Edmond Police Department were invited to help provide support in the process. Our 7th grade designed a STEAM project around the purpose, design, execution and history of catapults. Students worked in collaborative groups and individually at different points during the day to complete experiments, research, newspaper articles, and presentations. The 8th grade has designed a STEAM project around purpose, actions, and history of rockets. Students will work in groups to design and fly rockets, calculate their distance and statistics to increase the chance of flight, research the history or rocket flight, and write a report incorporating their knowledge, research, and test flight.

Universal screeners (Gates, Curriculum Based Measures, Benchmarks), state testing data, teacher recommendation, and common formative assessments are used for each grade level to identify targets areas and students that need instructional interventions. Student data is used to group students of like target areas so that intervention strategies and assessments are similar. Interventions may include fluency readings, site word recognition, math facts, comprehension, or specific content skills on grade level. Weekly assessments provide data to show student growth with interventions or no growth and require a change in interventions. We collaborate to look at student data to determine if a change is necessary. Student baseline data is used to determine if students need to remain in the intervention course or require alternative supports from our intervention pyramids.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Our school offers multiple opportunities to engage and motivate students. We offer Technology Student Association and VEX/IQ Robotics, Family, Career and Community Leaders of America (FCCLA), yearbook, chess club, student council, Friends of Rachel, Musical Productions, Mustang Productions, and sports. These programs are offered before and after-school throughout the year. Students can participate in as few or as many as possible.

Teachers motivate students through Mustang Grill, Student of the Month, and Friends of Rachel recognitions. There are 17 life principles that are studied throughout the year school wide. Teachers recommend students to Mustang Grill that have exhibited one or more of the principles and present them with a certificate that explains how they demonstrate the life principle. Administrators serve the students at a special luncheon where they are presented their certificates by their teachers. Two Students of the Month are selected by each team of teachers and they are selected based on their all-around behavior and academics. We hold a special assembly in the morning each month where teachers and families honor these students in front of their peers. Friends of Rachel provides opportunities for students and teachers to be recognized for random acts of kindness throughout the year. Strips are completed by students and teachers and placed in a bucket. Random ones are drawn and read over the intercom once a week. Student's whose act was recognized on the announcements receive a special treat from the administrative team.

Counseling groups are offered two times a year to support students struggling with divorce or demonstrate characteristics of being at risk behaviors. We also have counselors for each grade level that provide classroom lessons throughout the year regarding, relationships and social interactions.

As a school, we recognize student and teacher achievements regularly through daily announcements, pictures with brief snippets for our school Facebook page and the newspaper.

We celebrate our teachers each month with the help of our Parent Teach Organization. We provide a luncheon or selection of treats for teachers during their lunch time. Our administrative team celebrates teachers periodically through the school year with breakfasts, sweets, specialty fountain drinks, treat bags, and games. During the month of December, we played three games with staff throughout the building a candy cane hunt, holiday word strip matches, and name that holiday tune. Our social committee also offers get-togethers every nine weeks after school off campus to enjoy snacks and sweets at local establishments. Our relationships with our community members have been very supportive by surprising staff with snacks, goodies, discounts, and gift cards. I make sure that our budget is created around supports for our teachers and we can provide opportunities for professional development, curriculum field trips, and supplies for projects.

2. Engaging Families and Community:

We engage families and community member specifically in supporting student successes and school improvement.

Families are invited to schedule pick-up day to walk the hallways and find student lockers and schedules and meet teachers. We have an open house in late August to provide families an early opportunity to meet teachers and learn about their course and expectations. In September, we have a Family Fun Night to introduce our performing arts programs in an outdoor area and reserve food trucks and mingle with one another. In October, we offer drop-in style conferences two evenings for families to have opportunities to meet with teachers and administration regarding student progress and concerns. Our PTO offers multiple opportunities for volunteers to help at school in the workroom with teacher projects, pizza lunch sales, Mustang Grill lunch decorations and food preparation, recognizing students for performances on state tests, design social activities for each grade level throughout the year, organizing our recognizing our veterans of the community and families with Veteran's Day lunch, multiple fundraisers to impact support for our

programs and curriculum, and 8th grade promotion ceremony.

We provide multiple avenues to share achievements and challenges. Our school Facebook page is public and we recognize and tag our community partners to thank them for their support regularly. The school newsletter is emailed to families, provided as a Facebook post, printed for guests waiting in our office to read, and posted to our school web page. We use the newsletter to share our upcoming events, needs, and information about the school. In our Parent Teacher Organization meetings, we collaboratively work together to celebrate our achievements and set goals to overcome our challenges. We have a great relationship and they work very hard to provide special opportunities for students and teachers. Every year they offer teacher grants and award more than \$5000 to staff for their requests. These purchases are used in the classroom to engage students in learning experiences aligned to standards. This year we challenged our families and community to donate towards our goal for 2 Chromebook sets for next Fall to be used with our 6th and 7th grades. This is necessary to support our teachers in the year before they go 1-1 to help them transition curriculum to a digital format which impacts student learning. When our school started the Gateway to Technology program we partnered with our local Lowe's to help us fill and build a room that would be conducive to student creations and building. They did more than we could have asked for by not only donating equipment and furniture but also came over and helped design/setup the room. Our program and associations benefitted by having the appropriate tools for projects and a room to practice with their equipment setup and robots.

Our local universities are very active in our performing arts programs through lessons, helping choreograph and support productions, and working with our students during their field experience hours and/or student teaching. We are asked to accept these students into our buildings because they know the caliber of teachers and innovative curriculum we provide to our students.

These recognitions and partnerships must be publicly acknowledged and appreciated so that teachers, students, and the community understand our investment in their education. I believe through the interactions our students have a higher engagement in the classroom and have better work ethic and self-worth.

3. Professional Development:

Professional development is an integral part of Cheyenne's continuous improvement. We have a committee of dedicated teachers from each curricular area and grade level to oversee the decisions and planning of professional development opportunities. It is our belief that our time and dollars should not be wasted on frivolous opportunities. We budget the money and survey teachers to get an accurate representation. As the administrator, I believe that strong focus on professional development and dedication to providing identified professional development offers a continuous improvement to our curriculum and encourages teachers to stay at our building.

Our professional development is closely aligned with our site growth plan which is also written by a committee of teachers. The site growth plan is developed using resources from our district office regarding the mission, vision, goals from the instructional office, our test scores, and our evaluation of current programs offered in the building. The committees specifically chose to focus on district initiatives and long-standing school initiatives based on supports necessary to continue high expectations for learning. These programs include STEM education, technology, professional learning communities, Great Expectations, and developmentally appropriate research-based strategies. Our building has long-standing support for collaboration across the grade levels, content, and teams. This basic practice of professional learning communities supports the framework for planning with the standards, developing common formative assessments, using data to initiate enrichment or interventions and to make change for improvement in school offerings or programs. These actions directly impact our student achievement and school improvement by identifying and teaching the standards, knowing if our kids know it, and what to do when do and don't get it. We are also able to align professional development requests to the curriculum and goals to justify the use of money and time. Many of our teachers return to PLC training every year to learn new and improved strategies to support our struggling students and to learn new ways to foster our network of collaboration. We attended last summer as a group and identified a plan to implement student

data notebooks in phases. This process has been implemented slowly and used effectively to use data to make student intervention and enrollment decisions. We have also approved professional development funds for our local middle-level conference each year. The conference provides opportunities for teachers to network with other middle school teachers and to receive targeted research-based professional development. These teachers return with ideas and support to continue the focus of learning with adolescent students. This year they returned with ideas on how to improve the implementation of project-based learning and to get more specific assessment feedback.

This approach through professional learning communities has been supported through state test scores and closing the achievement gap in our school. Our approach towards data and providing interventions based on data has increased 8th grade math test scores in an identified diverse group from 32% in 2010 to 68% passing in 2016. We have similar data in 8th-grade reading which shows our students have maintained a 90% or higher pass rate on the reading test every year since 2003. The 7th grade teachers have maintained a 90% or higher pass rate on the Math and Reading test from 2010-2016 with at least 25% of students scoring in the advanced range. Over the past 4 years, our teachers have moved the bottom quartile of incoming students towards proficiency with a 77-78 performance index, which is very difficult to maintain.

4. School Leadership:

School leadership philosophy at Cheyenne is a shared leadership, connected through collaborative decision making in committees and developing strong, dependable relationships between staff and administration. In *This We Believe* published by the Association of Middle Level Educators identifies as one of the 16 characteristics of successful schools in leadership and organization that leaders are courageous and collaborative. This highlights the commitment of the principal working collaboratively with leadership teams, building a learning community involving every teacher and places top priority on education and health of every student, teacher and staff member. We believe by involving stakeholders in the implementation of our mission, vision, and goals the collaboration and practices will be fueled by doing what is best for kids and be the vehicle for true change.

Shared leadership is structured in the building by teams and committees of stakeholders. Our current teams include school-wide administrative/counseling/paraprofessional team, grade-level academic team, elective team, curriculum department vertical teams, site leadership team, site professional development team, site Great Expectations team, STEM/Technology team, Special Education Team, and Friends of Rachel team. The teams always include representatives from all three grade levels and varied curriculums with varied levels of experience. The site teams meet regularly with the principal or assistant principal that helps chair the committee. The purpose of meetings is to confer, share and report on the direction of school programs, curriculum, initiatives, and to make suggestions or decisions to ensure we have shared decision making. The role of administrators on these teams is to provide a structured environment for decision-making, share research and information from the district level, and to encourage staff to act as leaders and to bring the ideas together to make uniformed decisions that impact the school.

These committees have made specific decisions that impact student achievement and staff professional growth. Our leadership committee and professional development committees collaborated on the development of our site based growth plan. They expanded the growth plan to other school committees to carry out the initiatives and research for training, evaluation, and implementation. Our STEM /Technology committee is an example of an extended leadership committee that is making decisions on how our goal of implementing STEM based lessons in the classrooms will be developed to increase our interactive real world lessons with students. The professional development committee has been responsible for identifying areas of needed professional development and creating a plan to provide multiple learning opportunities for teacher growth. Our SET team has worked diligently to identify appropriate data, interventions, and supports for students and teachers this year. They are responsible for the implementation of online intervention program support to track and assess reading and math scores for struggling students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our school works diligently and collaboratively as a professional learning community. Many of our staff have attended Solution Tree's professional development conference with an emphasis on improving school instruction, student learning, and to gather ideas for interventions and enrichment. Cheyenne has been collaboratively working in grade level teams and content teams since the school's inception in 2000. The foundation of collaborative decision making for the school and for students has always been expected, supported and implemented. Previous administrations set the precedent with stakeholders to recognize and protect content and team planning time each week. The administrative team has always encouraged the use of pre-planned agendas to help facilitate discussion and decision making. The district curriculum specialists have played the important role of supporting and encouraging the implementation of research-based strategies and assessments. These practices have only gotten stronger and better implemented throughout the past 17 years.

Teachers answer the four questions that are outlined by the DuFour's for successful PLCs: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? PLCs begin the year by analyzing test data and setting curricular goals. Throughout the year they are developing common lessons and assessments that directly aligned to the Oklahoma Academic Standards. Teachers can assess student learning and determine how to improve the lesson, enrich, remediate or intervene. The PLC model provides support so that teachers provide an equitable learning environment and to move students forward without leaving teacher or student behind. Currently, our content teams meet every week to plan and discuss common formative assessments. Their meetings include a grade level principal and submitting an electronic agenda or lesson plan answering the 4 questions.

Our teams can identify which interventions were used last year and determine if they are appropriate for our student involved in Focus. Students who need additional supports are identified and data is used to determine the appropriate tiered interventions. The students requiring tier 2 or 3 interventions have additional data that is reported weekly to show student response to specific interventions. The intervention data help students and teachers determine how students might perform on state level assessments. Our district provides statistical reports showing students growth on state assessments. This past year's data showed growth in more than 90% of our student scores which is important to making progress in a student's education. This growth increased 448 student's scores last year alone. Currently, our teams analyze data weekly to adjust and determine if the appropriate interventions are successful.

The foundation of academic success at Cheyenne has been the implementation of collaboration amongst teachers and administration. This practice continues to develop, improve, and become everyday actions in our school that guides our data decisions for student academic success.