

Part I – Eligibility Certification

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 25 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 7 High schools
 - 2 K-12 schools
- 44 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 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	80	99	179
8	64	110	174
9	73	94	167
10	55	95	150
11	54	73	127
12 or higher	54	66	120
Total Students	380	537	917

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 10 % Black or African American
 - 27 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 47 % White
 - 9 % 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 2017 – 2018 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1, 2017	917
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Chinese, Dinka, German, Iban, Luo, Mayan, Rundi, Spanish, Swahili, Tigrinya, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 39%
Total number students who qualify: 358

8. Students receiving special education services: 1 %
6 Total number of students served

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

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

9. Number of years the principal has been in her/his position at this school: 2
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	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	42
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	97%	91%	96%	96%
High school graduation rate	99%	99%	99%	95%	97%

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 2018.

Post-Secondary Status	
Graduating class size	85
Enrolled in a 4-year college or university	89%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	5%

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

Yes No

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

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

Our goal at City Middle/High School is to help students develop the tools, skills, and habits of mind to thrive as adults, build flourishing communities, and create a more sustainable future.

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

As a public choice school, applicant students must complete a theme school application for the Grand Rapids Public Schools district and select City Middle/High School as their preferred option. As an academically select school, all applicant students are required to submit current achievement scores in reading and mathematics from the North West Evaluation Association Measure of Academic Progress assessment (NWEA MAP). In order to be eligible for entry into the lottery system for potential selection for the proceeding school year, applicant students must demonstrate achievement at or above the 50th percentile (national ranking) in both reading and mathematics at least once during the school year in which they are applying, per the NWEA MAP assessment. If achievement is demonstrated accordingly, the applicant is entered into a lottery system for potential selection. After they have met aforementioned achievement criteria and are entered into the lottery process, personal identifying information is excluded and qualifying applicants are selected randomly through a blind process in accordance with the number of seats available.

PART III – SUMMARY

City Middle/High School is the only urban, public school in the area that currently offers both the International Baccalaureate's (IB) Middle Years Programme (MYP) and Diploma Programme (DP) comprehensively in a combined middle and high school setting. City is also unique in that every 11th and 12th grade student is a Full Diploma Candidate of the International Baccalaureate. Additionally the district pays 100% of each of our students' registration fees. This means that City offers the Diploma Programme at no cost to our families. City intentionally sets high expectations for all students by providing every student access to the IB model. Each year, City continues to be ranked in the top 5 of all high schools in Michigan with regard to academic achievement as reported by multiple organizations (US News and World Report, Mackinac Center for Public Policy). City is an academically select theme school, meaning students are accepted for enrollment based on standardized achievement scores. City encourages critical thinking and open mindedness and is locally known for having a strong culture of tolerance, acceptance, and respect. In order to ensure all students feel welcome and valued at City, school leadership explicitly recognizes and promotes a culture of diversity, equity, inclusion, and international mindedness. City has a reputation as being a school with a positive culture and climate, where all students can find a place to be themselves and grow.

City Middle/High School's student body reflects the socio-economic status and cultural diversity of the city of Grand Rapids, Michigan. The student population is diverse in many ways. Racially, the school has very similar demographics by comparison to the city of Grand Rapids, including: Caucasian (47%), African American (10%), Hispanic (27%), Asian (7%), and students identifying as two or more races (9%). City currently has 39% of the student body that qualifies for free or reduced lunch. The school interacts with the Creston Neighborhood Association and is frequently involved in the immediate community. We have ongoing relationships with numerous local and regional organizations which support students and staff working with their organizations in a variety of capacities. These opportunities for partnering are varied and include educational programming, events, workshops, volunteering, environmental service, arts/music involvement, recreation, fitness, and more. These connections are highly valued as they allow our school to establish valuable relationships in our surrounding communities that in turn result in great experiences for students and staff.

City strives to expand student access beyond the local surroundings to include global resources and opportunities and encourages students to be active participants in global communities. We offer students opportunities to engage in global activities such as the IB World Student Conference, the Youth Virtual Conference on Sustainability (the conference is an in-school, student-led, real-time international conference hosted in conjunction with the United Nations University that allows our students to connect with IB schools around the world on the topic of sustainability), service trips, foreign exchange programs, service learning opportunities, and student study trips to Europe, Central America, and the Caribbean.

During their time at City, students are shown the benefits and value of living a balanced lifestyle through direct education in content, approaches to learning, arts, health, service, and technology. Using the IB model of education, City strives to create balance across all aspects of the different content areas and through the IB learner profile, which features ten attributes that well-rounded students exemplify. City students know and understand the attributes as teachers and staff incorporate them into their daily lessons and school environment. City also promotes the attributes of the learner profile through initiatives such as our Humanitarian Award, which is a monthly honor that recognizes students who exemplify varying attributes of the learner profile. The learner profile has become a part of the culture within the building.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English Department at City Middle/High School has a strong focus on literature. A backwards mapping approach is used for planning differentiated lessons that are aligned to the content and skill benchmarks of the Michigan Merit Curriculum, Common Core, and that of the International Baccalaureate. Skills and content benchmarks are both horizontally and vertically aligned. In grades 11 and 12, our school uses the Diploma Programme Curriculum for English A: Literature from the International Baccalaureate Organization. This curriculum clearly deems that certain skills are met throughout the two year course. These skills include, but are not limited to, a student's ability to annotate and evaluate text, develop an appreciation of the author's work, organize and develop ideas, and to complete an oral commentary. Keeping these skills in mind, our English Department strives to create curriculum throughout the grades that helps students build and develop these skills with each year. Content is directly tied to the Common Core Standards, ensuring that students are achieving the benchmarks required at each grade level. While using the framework designed by the IBO, City teachers work together to ensure that students are continuously growing in their learning. Teachers collaborate within Professional Learning Communities (PLC) to identify any areas that may need improvement and design strategies to implement in their classrooms to work toward improvement in the weaker areas. The use of assessment data to identify skill and concept gaps is a key strategy of the English Department. Data is analyzed from assessments such as the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Scholastic Aptitude Test (SAT) and Practice SAT, and Michigan Student Test of Educational Progress (MSTEP) in order to differentiate instruction according to the needs of individuals and subgroups. Teachers use data to develop lessons that incorporate differentiation strategies with the goal of providing different opportunities for students according to their unique needs. This data-based approach sets the stage for differentiated instruction which serves as an intervention for students with gaps in the attainment of skills and concepts.

1b. Mathematics:

The Mathematics Department systematically guides students into an appropriate mathematics course trajectory for their high school and post secondary education. When beginning at City Middle/High School, students are placed in a mathematics course level that meets their needs and aligns with their knowledge base. This is one of the departments that allows students to progress through courses at their own pace versus strictly moving with their cohort. The following courses are available: Honors Math 7, Algebra (typically 8th grade-high school credit), Geometry (typically 9th grade), Algebra II (typically 10th grade), Math Studies Standard Level (Diploma Programme course), Math SL (Standard Level Diploma Programme course), Math HL (Higher Level Diploma Programme course). We have several paths established for students, which helps them reach the desired math class in their 11th grade year. Math Studies, Math SL, and Math HL are all courses that are designed with specific purposes in mind with regard to college and career preparation. Math HL, for example, is a course for students that have the desire to go into a career focused on mathematics, Students that take this course are committed to a rigorous math course that exposes them to concepts that typically can place them into third year college math. All math courses are again focused through the Middle Years Programme (grades 7-10) and Diploma Programme (grades 11 and 12). In both programs one of the major math foci is to ensure that all students understand the process of solving math problems. Students are not only asked to show their work, but to justify their answers through demonstration of their thinking and process. The use of assessment data to identify skill and concept gaps is a key strategy of the Mathematics Department. Data is analyzed from assessments such as the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Scholastic Aptitude Test (SAT) and Practice SAT, and Michigan Student Test of Educational Progress (MSTEP) in order to differentiate instruction according to the needs of individuals and subgroups. Teachers use data to develop lessons that incorporate differentiation strategies with the goal of providing different opportunities for students according to their unique needs. This data-based approach sets the stage for differentiated instruction which serves as an intervention for students with gaps in the attainment of skills and concepts. Backwards mapping

is used to ensure that necessary skills and content are being taught throughout the courses and so that all students are well prepared for whatever Diploma Programme course trajectory that they choose.

1c. Science:

The Science Department uses Next Generation Science Standards to guide their planning and courses. In the Diploma Programme, we have four science options for students to choose from, each is a two year course. These options are Biology, Physics, Chemistry, and Environmental Systems and Societies. The unique part about City Middle/High School's science course structure is that students are able to sample each class in a lower grade level before determining which class will best meet their needs when entering the Diploma Programme. This also allows for the science department to collaboratively plan and structure their courses to ensure that the programs are designed with scaffolding in a way that best meets student needs. The Science Department uses assessment data to identify skill and concept gaps. This data leads the backwards mapping process of developing lessons that incorporate differentiation strategies that allow students to show their knowledge and understanding of the aligned skills and concepts.

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

The Social Studies Department makes use of problem-based learning and inquiry-based instruction. Students are encouraged to learn through collaboration and inquiry. Direct instruction is used to support students doing the majority of the cognitive demand. Assessment data is reviewed to inform instructional strategies to hone in on any gaps that may be present. This includes, but is not limited to, reading skills and the ability to evaluate and interpret information to support student learning. The social studies teachers work together to unpack the state standards, backwards map lessons, and design assessments to meet the needs of all students. Teachers utilize collaborative planning time to backwards map both concepts and content that students will need to know by the end of their time at City Middle/High School. History is structured in a way that allows students to explore perspectives in both United States and World History, working their way to the Diploma Programme History of the Americas class, which explores many different historical perspectives within the Americas. Students are expected to be able to use various sources and to determine their origin, purpose, value, and limitations. This use of both primary and secondary sources allows students to become historiographers and better understand the world around them.

1e. For secondary schools:

City Middle/High School offers the International Baccalaureate Diploma Programme, which is a two-year college/university preparatory program for grades 11 and 12. Students at City are all enrolled as full IB Diploma candidates, which means they have the opportunity to attain an internationally recognized diploma based on the scores they earn in each subject which are designed to provide credit articulation at the post secondary level. Students in the Diploma Programme have six core content areas: Language and Literature (English), Language Acquisition (World Language), Individuals and Societies (Social Studies), Sciences, Mathematics, and Arts (Visual and/or Performing). Students are also required to complete the 3 core requirements: Extended Essay (4,000 word culminating analytical essay), CAS (Creativity, Activity, and Service hours), Theory of Knowledge (a philosophical class that studies epistemology and how knowledge is constructed). The IB Diploma is widely recognized as the highest standard of achievement for high school graduate certification and is very valuable in college and university acceptance, credit articulation, and scholarship opportunities.

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

2. Other Curriculum Areas:

Part of having an International Baccalaureate program means fostering the development of well-rounded individuals who will become active members of an ever-changing global society. Our goal is to equitably focus on each content area that we offer and consider all content areas to be core subject areas of equal

importance. In accordance with the goals of the IBO, there is no one subject area that is more heavily weighted than another as the goal is to develop students who live balanced lives and have a well-rounded educational experience.

In the Middle Years Programme (grades 7-10) the program model has eight core areas. These include arts, physical and health education, design, and language acquisition (in addition to English, math, social studies and science). In the Diploma Programme (grades 11 and 12) the program has six core areas. These include arts and second language acquisition (in addition to English, math, social studies and science).

Arts: Visual and Performing

Grade 7 students sample from both visual and performing arts in order to have exposure to both areas and to facilitate a choice between the two programs after that school year. Students take these classes on a daily rotating basis throughout the entire school year.

In grades 8-10, students choose to focus on either visual or performing arts and continue with that choice throughout the remainder of their time in the Middle Years Programme. Students take these classes in their daily schedule throughout the entire school year.

In grades 11 and 12, students have the option of choosing to take one of these courses in the Diploma Programme, or to take a 2nd course from one of the other five areas. Students studying Visual Arts become artists that curate work, hold an exhibition, and demonstrate their understanding of a variety of artistic modes and mediums. Students studying Music, become experts in analyzing music, studying and understanding music theory, exploring music from a variety of time periods and countries, and developing their skills as artists through creation, arrangement, and performance. Students take these classes in their daily schedule throughout the entire school year.

Psychology

In grades 11 and 12, students that do not have a strong interest in the arts are able to take this class in place of Visual Arts or Music. Students that want to explore theories of behaviorism and cognitive psychology, as well as create and carry out their own psychological study, take this course to better prepare them for post secondary education. Students take these classes in their daily schedule throughout the entire school year.

Physical Education

In grades 7-9, students spend one semester in each of the 3 years developing a better understanding of physical activity, motion, team and individual sports, fitness, and skill development. Students are to use these courses to better develop their habits of mind and lifestyles as the curricula encourage them to be active young people.

Health Education

In grade 9 students spend a semester examining the body and learning what it means to be healthy. They look at the effects that certain decisions have on one's body and focus on education about eating healthy, healthy decision-making, and well-rounded life styles. Healthy relationships are also a concentration of the health education curriculum in grade 9.

Design

In grades 7 and 8, students enrolled in the Business Technology course spend a semester learning computer operations. They become familiar with programs such as Microsoft PowerPoint, Microsoft Excel, Microsoft Word, Microsoft Publisher, and Prezi. Students build confidence through presentations and learn about technological issues such as internet safety, while building their knowledge base around programs. In grade 10, students enrolled in Multimedia spend one semester taking their computer basics and developing them into creative skills, demonstrating the ability to create, edit, and complete presentations, advertisements, flyers, websites, and applications.

World Language

Beginning in grade 7, students elect to study a foreign language and study that language for all 6 years at City. The foreign language options include Mandarin Chinese, French, and Spanish. The goal is for students

to begin the language when they start as students at City and to continue with that language study through their senior year until graduating with the end goal of fluency and bilingualism. Students take these classes in their daily schedule throughout the entire school year and for the entirety of their years at City. Second language acquisition is an integral aspect of being a well-rounded and internationally-minded student. Therefore, equal time, energy, and resources are dedicated to learning both a second language as well as to learning English.

3. Special Populations:

As part of the qualifying criteria for enrollment at City Middle/High School, students must perform at or above the national average in reading and mathematics. Therefore students must demonstrate academic abilities at or above grade level to enter City Middle/High. However, the needs of students are diverse and instruction that is designed to address gaps in achievement is critical. We have a growing population of Hispanic/Latino students who have a primary home language other than English. Teachers and staff have experienced training in the Sheltered Instruction Observation Protocol (SIOP), in order to better scaffold instruction to meet the varying needs of students based on differing language abilities. Providing teachers with differentiation strategies they can incorporate into their classrooms is crucial to ensure they are meeting the needs of our diverse student population. The majority of English language learner students that enter City will be able to be exited from receiving language support services during their time at City as a result of instructional support strategies.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

In order for students to be successful and motivated individuals, it is important to establish a positive environment where students feel supported and safe. The leadership and staff at City Middle/High School strive to build and develop relationships among the colleagues and students. All voices at City are considered equally important and receive mutual respect. City as a community works to ensure that all voices are heard, including those of disadvantaged students and less represented demographics. Avenues for parents, students and staff to provide feedback include monthly Coffee With the Principal meetings, Parent Teacher Student Association meetings, EPIC Student Representative meetings (student/principal advisory group) and work sessions, Professional Learning Communities, student-led Grade Level Meetings, and cultural celebration assemblies. Furthermore, as a facet of a student-led cultural shift, school leadership provides opportunities for those included voices to motivate action and change, so that the student community can see results from their sharing of ideas. Addressing climate and culture in regards to school improvement has the potential to benefit the school in all areas from academics, to behavior, to safety. City has established a Continuous Improvement Team (CIT), that is made up of teachers, administrators, and student representatives working hand in hand to focus on school improvement through addressing culture, climate, instructional initiatives, and the building environment. The CIT has focused on applying the research and strategies showcased in the school improvement text *Transforming School Climate and Learning* (Preble, Gordon). The book sheds light on the benefits of developing leadership capacities of all school stakeholders as a key tenet of improving schools. Improving school climate and culture by directly involving staff and students in the decision-making and problem-solving process is a high leverage strategy for holistic school improvement. The continuous improvement team has developed a framework that allows more stakeholders to become involved in the decision making through the formation of Design Teams. Design Teams are made up of student staff and student representatives from across various grades and demographics, who bring forward ideas, comments, concerns, and questions to help attack and solve a specific problem that has been identified as a major need of the school through data and survey processes. Through the CIT and specific Design Teams, the school improvement process is inclusive and problem-based and allows for students and staff to make the changes necessary to continuously improve the school's climate, culture, and learning.

2. Engaging Families and Community:

The International Baccalaureate Diploma Programme requires students to earn hours in the areas of Creativity, Activity and Service. Being that this is a requirement for City's 11th and 12th grade students, the City community decided that this would also be an amazing opportunity for our students in grades 7 through 10. City began requiring all students to earn hours in each of the three areas. In order to facilitate this program with all grades 7 through 12, this meant building relationships within the community including surrounding businesses and organizations. In City's neighborhood there are two very distinct community organizations, the Creston Neighborhood Association (CNA) and the Creston Business Association (CBA) both of whom the school has been able to forge relationships with in order to better support the students and to help them become active members of the community in which their school resides. City students participate with the CNA and CBA in various forms. These organizations provide volunteer opportunities for students to get out and be part of the community through opportunities to help beautify the neighborhood which have included painting a mural within the neighborhood, picking up litter, working at neighborhood schools, volunteering and providing tutoring services, and making connections with local non-profit organizations, businesses, and churches. We have also made sure that we utilize our local venues and businesses as a resource for our students, such as utilizing a local art gallery to host our Diploma Programme Visual Arts exhibition. City Middle/High School and the school PTSA have also been able to connect with the local businesses and venues for the hosting of events and celebrations involving the community and school.

City also has a very strong parent presence within our school in the form of our PTSA. The PTSA holds monthly meetings in which one or more of our administrative team leaders attend, along with student

representatives and staff as well. The PTSA has worked to establish a sense of community with the City staff and students, working to support them with supplies for their classrooms, meals on conference nights, student scholarships, and volunteering their time to work within the school on a weekly basis.

Activities and programs that are supported by families and the community annually include: New Families Information Night, Personal Project Expo, The Art of City Auction, Senior Breakfast, Senior Visual Arts Exhibition, Pie Sale Fundraising Campaign, Senior Graduation Overnight, Band Boosters, Robotics Team, IB DP Tutoring Support Program, Recycle Art Market, and the Principal's Account Chili Cook Off Fundraiser.

3. Professional Development:

Each spring prior to the next school year the district and school-based improvement teams gather data which include data regarding assessments, evaluations, and perception. From this data, improvement decisions are made for the district, creating goals and priorities. These goals and priorities are released to school administration for principals to collaborate on with their leadership teams, which at City Middle/High School is the Continuous Improvement Team, for the development of ideas and priorities for the building that align with the district goals. City's Continuous Improvement Team reviews collected data from all stakeholders to identify any learning gaps, to incorporate the perception of students, staff, and families, and to identify facility needs. The CIT reviews the school improvement plan and makes any adjustments to goals or priorities as needed. These adjustments are always done through the lens of the IB model and in order to foster diversity, equity, and inclusion. All goals, priorities, and strategies are aligned to the district goals. As areas for improvement are identified, professional development planning occurs. Professional development at City has multiple layers. All City teachers are trained in the International Baccalaureate instructional model for their content area by attending IB workshops or online classes. The district also facilitates professional development by content area, based on goals and priorities. Teachers attend a minimum of 12 district PD hours. The next level of professional development is based at the individual building level. City's CIT plans 6 hours of professional development for staff based on the identified problems of practice. An instructional problem of practice is identified each year by the CIT and aligned to the district and school improvement plans. Another layer of professional development is job-embedded. Teachers participate in a minimum of 12 hours of professional learning communities (PLC). Within PLC, teachers review data, examine student work, unpack and align standards, and develop strategies to continuously address instructional gaps.

Impacts of recent professional development efforts at City Middle/High School include the incorporation of a district priority for individual schools to improve assessment literacy. City's Continuous Improvement Team adopted assessment literacy as a strategy in the school improvement process to help reach academic goals. Professional development around assessment literacy includes IB workshops, where teachers become familiar with IB rubrics of their content areas. At professional development at the school level, City teachers work through activities to unpack rubric language in order to learn how to best assess specific concepts, skills, and standards. Assignments and assessments are evaluated for how they align to the rubric, and what that may look like in terms of actual student work and artifacts of learning. In PLC teachers examine student work and adjust strategies that allow students to improve performance on IB assessments, as measured by IB rubrics.

The impact of current professional development on strategies for improving school climate and culture has been felt throughout the learning community from staff to students to families and other stakeholders. A focus on instructional and relational strategies that are centered on respect has been positively felt. Respectful instruction is based on taking into account the preferences, interests, and ideas of students while planning lessons and assessments. The impacts of approaching decision making by respecting students' opinions during the process has been a positive increase of engagement and buy-in by students to the process of teaching and learning.

4. School Leadership:

City Middle/High School's leadership philosophy is to build capacity among all stakeholders. We pride ourselves on empowering staff, students and community to actively participate with improving instruction, culture and climate, and facilities. The principal and school improvement facilitator lead the continuous improvement team, which includes the assistant principal, IB coordinator, and seven other staff members. The work of the CIT consists of strategic planning with short term and long range goals in the areas of instruction, culture and climate, and facilities. Within these three buckets, design teams are developed around an area of need. For example, under culture and climate, City has a BeNice design team that is led by a teacher, students, and a member of the CIT. Having a liaison member on each design team helps with aligning and focusing efforts on reaching strategic goals. The CIT meets regularly each month and collaborates in a full day planning session four times a year. Design teams meet as needed. Other design teams include, data, house model, community relations, extended essay, facilities and construction, and many more.

City has a strong Parent Teacher Student Association and Parent Action Leaders. These groups meet once per month. The principal attends every PTSA monthly meeting, giving school news and updates, hearing concerns and helping to improve community involvement. On occasion, students and other staff members will attend these meetings. Each month, after the PTSA meeting, the PAL host a coffee with the principal, where parents are encouraged to attend and ask questions regarding any aspect of their students experience at City. The principal and one or two other administrators attend this meeting to field these questions. The admin team accepts any feedback given and discusses ways to improve policy, procedures, or instruction where needed.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

City Middle/High School provides a learning and social environment where students feel accepted, challenged, and empowered. A key leadership practice in focus at City relates to building climate and culture by focusing on building leadership capacity and buy-in through student led and staff led initiatives. Empowering staff and students to use their voice and talents to lead activities and Design Teams has created a culture where all members are valued. Regardless of individual differences in thoughts and opinions, all perspectives and contributions are encouraged and respected. This is the direct result of students and staff being valued by empowering them to lead in their respective areas of expertise and interest. Areas of student and staff leadership include, the CIT, Design Teams, clubs, student activities, fundraisers, community outreach, principal's advisory, EPIC Representatives, Student Ambassadors, student newspaper, humanitarian efforts, technology team, environmental club, student government, and more. This practice has allowed students to demonstrate their knowledge and skill development both inside and outside of the classroom, with authentic experiences in leadership and engagement with their school community. Students and staff are able to gain valuable practice with many leadership qualities by taking risks, collaborating with peers, communicating with others, and being reflective.