

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Pauls Valley Junior High School
(As it should appear in the official records)

School Mailing Address 109 West Guy P.O. Box 780
(If address is P.O. Box, also include street address.)

City Pauls Valley State OK Zip Code+4 (9 digits total) 73075-0788

County Garvin County

Telephone (405) 238-1239 Fax (405) 238-1410

Web site/URL https://www.paulsvalleyschools.com E-mail mgraham@pvps.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Mike Martin E-mail mmartin@pvps.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pauls Valley Public School District Tel. (405) 238-6453

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. Katie Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

The 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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

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

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	50	55	105
8	62	48	110
9	59	54	113
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	171	157	328

*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):
- 16.8 % American Indian or Alaska Native
 - 0.9 % Asian
 - 5.5 % Black or African American
 - 0 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 50.3 % White
 - 26.2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 14%

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, 2020 until the end of the 2020-2021 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2020	328
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

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

Chinese, Spanish

English Language Learners (ELL) in the school: 16 %
51 Total number ELL

7. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 203

8. Students receiving special education services with an IEP or 504: 36 %
119 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>21</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>79</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>9</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 24
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	95%	95%	96%	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 2021.

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.

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

To provide each student a diverse education in a safe, supportive environment promoting self-discipline, creativity, motivation, and excellence in learning.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://4.files.edl.io/7a1f/02/25/20/162253-eeea2b97-21e5-4da4-9e8a-b4bc2dc82b11.pdf>

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

PART III – SCHOOL OVERVIEW

As the Garvin county seat, Pauls Valley is a rural community of approximately 7,500 people. The Pauls Valley Junior High (PVJH) student population is largely from low socio-economic circumstances and are thoughtful, determined, resilient, and dedicated. To endeavor to describe these amazing young people is almost impossible without demonstrating a clear bias. These young people are interesting, curious, tenacious and sincere. They are easy to care for and about because they, too, invest themselves in the school. Our small community allows us to get to know students' families, and they ours. In fact, our community as a whole believes so much in them that several years ago when we expressed concerns about rising costs for back-to-school supplies, the entire community created a fundraising team called LOVE PV. Now no student in our building, or district, pays even a dollar for school supplies.

Every strategy employed by administration, teachers, coaches, and staff is rooted in encouraging, challenging, and equipping our students. We share a mission to strive to create high expectations in daily practices that support and motivate students to achieve beyond the classroom. When students enter classrooms, they know the expectations of their teachers are high, but that they will seek to motivate and encourage students' academic growth and success.

While many schools adhere strictly to academics or teach character as needed, our teachers take time to incorporate character and social-emotional lessons amidst content goals. Teachers incorporate character traits such as honesty, responsibility, leadership, and respect within daily classroom lessons in deliberate ways.

For example, a lesson covering a world war or text about war may include a short clip from a world news story showcasing people helping during the current war zone in Ukraine. A research activity learning more about the events of 9/11 ends with students across the building making paper cranes—a 9/11 museum project—to hang in nursing homes. A math lesson ends with collecting and tracking monetary donations, creating spreadsheets, and utilizing formulas to aid in the school-wide efforts called Win-Win Week to raise funds for cancer research – a cause very close to their hearts – resulting in special recognition by a cancer research foundation and a state championship.

Many teachers leave classrooms each day to enter locker rooms where they further challenge students; while those who do not coach populate the stands at the students' events. Knowing these students in both environments helps strengthen our commitment to them and their life-long success. It is absolutely common to see former students check-in at our office in order to visit former teachers, give a hug, and update us on their successes. We remind them often that we are not here “for now”; we support them always. It is also common for teachers' spouses to volunteer in and out of the classroom to help students by tutoring and mentoring them.

When COVID-19 restrictions threatened our daily routines and practices, we saw a building full of people willing to do whatever it took to make things work for our students. Teachers invested time to personally call homes and check on students and families, deliver food prepared by cafeteria staff and administrators to those in need, and even supply weekly paperwork to make sure those with no internet or computer access would maintain skills and see a face—even if that face was forced to keep distance. Teachers completed classes to better equip them for using new technologies and teaching students to use those new technologies. We worked to scour district storage to find computers to send home with students and utilized local resources such as Wi-Fi spots. When we needed to conduct enrollment but stay distanced, we voluntarily set up a tent and chairs to host a drive-through enrollment aimed at safely communicating while giving one-on-one service to parents and students.

We know academics are the foundation of education, but embrace the idea that education is meant to develop the minds and character of students who will grow into members of society. While our approach may differ from others, our students demonstrate its success. For example, after intensive lessons on rhetoric techniques and devices, students decided to write not only their assignment, but letters employing those strategies to successfully aid the local fire department in getting life-saving radio equipment. Many of our

students develop such a love of biology that we celebrate a large number who become nurses, physical therapists, and doctors who then volunteer their time to help others. Academics are essential and important in our building, but we are unique in that we view academics as the foundation for helping create the character of valuable people who have much to offer the world.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

PVJH students participate and engage in a strong core curriculum that promotes critical thinking, problem solving, and real-world application of skills. Oklahoma Academic Standards (OAS) provide the foundation on which to build knowledge, develop skills, and expand thinking in a carefully tiered student-centered curriculum. Teachers collaborate to design lessons, assignments, projects, and assessments centered on learning feedback and progress towards skills and knowledge acquisition. Our collective aim is a post-secondary college or career plan, and also the creation of life-long learners.

Teachers in both core and elective courses use instructional approaches tailored to the needs of our unique student population. Because our student population falls largely into low-socio-economic status, we strive to give them opportunities to learn that all students deserve. We encourage post-secondary planning and application of classroom skills as well as provide many college readiness activities such as college and vocational campus tours and small group meetings for financial and scholarship planning. We emphasize the use of skills gained through coursework as preparedness for a post-secondary world.

We frequently collect a variety of assessment data to help collaborative planning for instruction. In order to best meet student needs in the face of recent school health concerns, we created a schedule that alternated in-person learning with virtual learning that allowed our students the most teacher-guided instruction while maintaining their health and well-being. Staff happily participated in additional professional development to train ourselves as well as our students in order to optimize the learning experience. The addition of digital options for our students and staff further prepares our young people for a post-secondary world. Ultimately, everything we do centers on student learning and success.

1b. Reading/English language arts curriculum content, instruction, and assessment:

PVJH offers diverse experiences in reading and language. Seventh graders focus on language arts and English in two separate class periods designed to strengthen skills in critical reading comprehension and targeted grammar/writing instruction. Eighth graders combine these skills in one class period that utilizes a wide-range of challenging texts with writing assignments directed to extend the concepts and ideas presented. Ninth graders in English I engage with texts that contain both depth and complexity, while enhancing writing abilities through the use of advanced writing techniques and analysis. Remediation classes are offered as well as classes for advanced learners in 8th and 9th grades with the option to challenge themselves by enrolling in Pre-Advanced Placement courses.

Academic content centers on foundational skills as established by OAS and College Board. Teachers collaborate to align curricular needs to meet the students' academic placements upon entry to our classrooms. All instructional approaches in this department start with an essential question: What is best for our students to help them achieve academic success? ELA teachers determine baseline knowledge through the use of Standardized Testing and Reporting (STAR) reading test data, state test data, classroom observations, beginning-of-the-year lessons, and skills/team building activities. From this, lessons are discussed, created, and delivered via an aligned concept of instructional strategies that include tiered instruction at each grade level. For example, each grade level focuses on research skills. Students engage in real-world problem solving such as 7th graders researching significant scientists and world leaders, 8th graders researching diseases and disorders, especially those which affect family or friends, and 9th graders investigating social issues to propose potential solutions to some of the world's toughest problems—all done in an endeavor to enable college, career, and life preparedness. These research tasks allow students the opportunity to develop a more global approach to thinking, learning, and knowledge acquisition. Teachers across grade levels utilize Accelerated Reader (AR), which differentiates individualized reading levels that the librarian and teachers utilize to encourage specified reading for practice and to develop joy for

independent reading.

Because we have an increasing number of non-English speakers entering our classrooms, digital platforms and collaborative group learning aid in the acquisition of English speaking skills. Due to a high number of students with Individualized Education Plans (IEP), remediation classes and lab settings help strengthen skills and develop strategies for difficult concepts. Teachers offer tutoring/additional assistance to help students before and after school and at lunch. Students are supported with classroom testing that models the language and format of state assessments and ACT/SATs to better develop confidence in use of new knowledge. Additionally, teachers seek grants that enable student visits to locations applicable to learning, collaborate with the community to allow experiences such as debate/argument writing skills with courtroom judges, as well as using virtual field trips to places like the Anne Frank Museum. Essentially, student learning, engagement, and experiences are the core of the department's approach to education.

1c. Mathematics curriculum content, instruction, and assessment:

PVJH serves 7th, 8th, and 9th grade students in Math, 8th graders in Pre-Algebra and 9th graders in Algebra I. Advanced students may opt for more rigorous coursework by choosing as 8th graders to enroll in Algebra I and as 9th graders in Geometry. Teachers employ a combination of the Oklahoma Academic Standards provided by the Oklahoma State Department of Education (OSDE) and the National Council of Teachers of Mathematics Standards to develop an overarching curriculum. Specific content, instruction, and assessment are driven by a focus on student needs in order to achieve success in a comprehensive conceptual mathematics curriculum.

Content is delivered based upon students' skills sets when they begin in each classroom. Teachers use a combination of test scores, teacher recommendations, and previous year's performance in mathematics courses to remediate lower performing students in order to establish the best foundation for success in subsequent years. Remediation takes many forms, including direct instruction and online platforms such as Study Island, Khan Academy, and Moby Max. Regular classroom content is taught in an environment of collaboration within differentiated class groups. Students engage in developing strength in necessary mathematics skills using traditional practice problems on a limited basis and focusing more on project-based collaboration to utilize real-world application. For example, students use grocery store items to calculate geometric data, use stained glass activities to practice linear graphing, employ knowledge to solve Rubik's cubes, and perform the necessary calculations to launch rockets. Additionally, mathematics games and challenges enable students to keep skills sharp.

Teachers in the mathematics department employ a growth mindset approach to instruction. Students are frequently encouraged to correct misconceptions and mistakes in an effort to improve. Teachers promote growth above isolated performance on content so that students are integral to their own learning process and progress. In order to make adequate yearly standards' progress with students, teachers continually evaluate students in order to address issues that would preclude adequate progress. Test corrections through additional collaboration and re-testing allows opportunities for students to see growth and increase confidence in their knowledge.

Through the growth mindset approach and collaborative learning groups, non-English speaking students are able to engage more fully in the mathematics curriculum and form relationships with classmates. Our high number of students who have IEPs also make stronger gains when focusing on growth of skill and collaboration. For example, groups of diverse students work to first plot the Fibonacci sequence, and then use that plot to create the basis for a work of art. These types of projects assist in differentiation of instruction and often successfully engage reluctant learners.

1d. Science curriculum content, instruction, and assessment:

PVJH serves the needs of 7th, 8th, and 9th grade students in Physical, Life, and Earth Sciences. All content is anchored to the OAS as the core of instructional experiences, with an emphasis on hands-on learning to prepare students for state assessments and life beyond the classroom. Teachers center their classrooms on the concept that students learn best when actively engaged in science through various means, thus teachers

have implemented new technology and vertical alignment to focus on real-world situations. Instructional methods are varied based on individual student needs. This allows higher-level students to remain engaged and participate in the learning process. Instructional methods include short lectures, large and small group collaboration, and guided hands-on practice.

Project based learning occurs in every science classroom. For instance, while studying cells, students may create models through posters, edible models, and digital escape rooms. Differentiated learning is of the utmost importance for the sciences. Students may use technology in the form of leveled online games and videos, as well as incorporate kinesthetics as a memorization technique for key vocabulary. Instruction allows for the extensive use of problem-based learning while experimenting and collaborating with peers.

The use of zSpace, an innovative virtual learning platform, has transformed the concept of adaptations. Students visualize living things through a virtual reality that would otherwise be impossible. Students use this technology for both formative and summative assessments providing real time feedback. This assessment drives instruction for reteaching moments made available at a small group level or for the entire class. The use of Blooket and Jamboards are innovative ways for students to learn and apply their new knowledge of recently learned concepts connected to various unit studies. Assessments also include the use of models, rubrics, written quizzes, or oral responses.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

PVJH serves the social studies/history/civics needs of students in 7th, 8th, and 9th grade courses in Geography, American History, U.S. Government, and Oklahoma History. Teachers utilize an array of instructional methods to address state standards with a student-centered approach, which includes direct instruction, indirect instruction, and interactive instruction. Direct instruction is enhanced through various technology programs such as Google Classroom and Nearpod. Indirect instruction provides a framework for students to research individual topics, providing for student autonomy, but completed within a structured framework and interactive environment.

Students analyze a variety of sources with critical thinking to identify internal bias of primary and secondary historical sources. They are provided the opportunities to create projects for real-world application using historical artifacts as models. For example, students produce a class constitution in U.S. Government, establish their own country in Geography, and reenact battles in American History. These projects facilitate student learning while creating an interactive student experience to better develop applicable knowledge.

The curriculum also applies various assessments to assist students in monitoring their growth towards their highest potential. Formative assessments reflect student learning of basic content. Data analysis from these assessments monitors student retention of the information required in order to progress in their acquisition of knowledge. Summative assessments are used to gauge student comprehension of overall unit content. The majority of these assessments are based on providing student autonomy and peer collaboration within a structured environment throughout all aspects of social studies/history/civics classrooms. This provides students an opportunity to showcase the knowledge they gained from the unit content while also providing an opportunity for improvement in their individual learning.

1f. For secondary schools:

At PVJH, we know the value of post-secondary training, thus all curriculum areas incorporate skills for college and career readiness. Pre-advanced placement courses in English and Math utilizing College Board standards are available, while regular courses reach all students. For example, English focuses on collegiate writing skills using MLA and APA formats, history classes teach Advancement Via Individual Determination note-taking methods utilized by most colleges, and electives like Business and Information Technology offer opportunities for students to run small businesses and/or design and create items for 3-D printing. Panther Pride groups meet regularly to investigate college and career planning. Yearly college campus tours are conducted by each grade level, and volunteer students help create and maintain a College and Career Corner with information for all students, while all 9th graders register for the ACT.

Because students are the foundation of all we do, many chances exist for students to develop leadership and post-secondary skills in the classroom through collaborative learning and outside the classroom through clubs and organizations. Students can participate in running the school YouTube channel or social media accounts. Student Council plans events to engage all students and teachers in activities such as talent shows and spirit contests. Individualized clubs such as Prayer Warriors, Family, Career and Community Leaders of America (FCCLA), and Future Farmers of America (FFA) provide opportunities for specialized interest and leadership. Furthermore, PVJH students engage in community service projects such as town-wide clean ups and school-wide efforts to raise money and awareness for cancer research. Students are the driving force behind available options, therefore we allow the creation of student interest groups/clubs each year. These ever-evolving organizations provide students with opportunities to develop skills related to emerging careers and collegiate interests, while being supported by teachers and their community.

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

2. Other Curriculum Areas:

PVJH offers a variety of curriculum programs in addition to core classes. Designed to strengthen and enhance education and provide opportunities to all students regardless of socio-economics or potential language barriers, courses focus on skills acquisition for current learning environments.

Within the arts, the band program engages the largest number of students. Directors help students daily in 7th-9th grades to develop essential life skills by focusing on teamwork, discipline, and responsibility. Furthermore, students in all grade levels have the opportunity to perform various plays. Both musical and dramatic performances are open to the community and always well-attended. Seventh graders participate in a twelve-week course on painting, drawing, and calligraphy entitled Journey designed to develop skills to aid them with their other classes and beyond. Artwork is displayed in the school and community.

Students have the option to participate in a variety of physical activities including softball, football, cross country, cheer, pom, basketball, wrestling, powerlifting, baseball, tennis, golf, track, and more. These sports are available to all 7th-9th graders with the exception of pom and powerlifting (9th only). Students are encouraged to participate in these activities to help increase cognitive ability, promote a sense of group and individual responsibility, learn valuable time management skills, build self-esteem and confidence, and provide a sense of community to carry throughout life.

Students have the opportunity to study a foreign language by taking Spanish. Additionally, all students learn the basics of American Sign Language (ASL) through a one week workshop in which a professional ASL interpreter teaches them the basic signs and ASL alphabet.

Seventh graders begin basic typing skills in Journey while our technology program, offered to 8th-9th students, affords the opportunity to continue typing skills via online platforms and gain expertise in various software programs and types of computer hardware. The PVJH News gets a chance to go even further with technology using cameras, videos, lighting, and teleprompters to deliver the news everyday to PVJH and the community. They host on multiple social media platforms making announcements about the events of the school. Technology classes provide students the opportunity to learn coding with a classroom set of Finch robots and utilize 3-D printing.

The librarian routinely offers opportunities to students to visit the library in order to learn research skills and then to practice skills with projects across the curriculum. The librarian also employs the assistance of student library aides to help access eBooks and audiobooks through a library application to enhance the AR program. Additionally, in-person and virtual author visits help all students learn about the writing process, understand the editing process, and encourage excitement about reading.

Students in 7th-9th grades may also take a Life Activities class to learn a variety of skills such as mechanics,

archery, and teamwork. A STEM course offered to 8th and 9th graders allows students to participate in various labs and activities revolving around upper level math, chemistry, and physics.

3. Academic Supports

3a. Students performing below grade level:

PVJH teachers use a combination of state assessment data, STAR reading and mathematics scores, previous classroom performance, and teacher recommendations to determine those who are below grade level in necessary mathematics and reading skills. Data is then used to help with differentiation for those struggling with basic concepts. Teachers create content-area interventions to work one-on-one with students, employ specifically created collaborative learning groups with higher level students assisting below grade level students, and provide additional practice and support in targeted skills using digital platforms such as Study Island, MobyMax, No Red Ink, and various other online programs. After-school and lunch tutoring, as well as, individual teacher-led tutoring are also made available to students. Students are provided more individual encouragement, as well, to help boost confidence in abilities.

Below grade level students are enrolled in remediation courses specific to individual needs. For example, those performing below grade level in reading are given a specified remediation class. In all remediation classes, students are guided through learning techniques and strategies, given more individualized assistance for specific skills, and allowed increased time and opportunity to practice skills. In order to further develop critical thinking and argument writing, students studying a novel about the Titanic may engage in a classroom courtroom scenario to argue with evidence regarding who is to blame for the sinking. In order to further develop an area in mathematics like plotting and graphing, remediation students participate in assignments outside of typical mathematical conventions in artistic representations of animals or pictorial scenes to represent equations. Getting the students actively engaged and interested is critical in assisting them with specific areas wherein they struggle.

3b. Students performing above grade level:

PVJH teachers use a combination of in-class observation and performance, state assessment data, STAR reading and mathematics scores, previous classroom performance, and teacher recommendations to determine those who are above grade level in curriculum areas. Those students who excel in particular subject areas are given the opportunity to strengthen their skills. For example, high achieving students in reading or writing may enroll in Pre-Advanced Placement 8th grade or 9th grade English courses. These courses are guided by both state and College Board standards to prepare students for Advanced Placement courses in high school for which they may earn college credit. Students performing above grade level in mathematics may elect to take Algebra I thus bypassing Pre-Algebra in 8th grade, which allows them to take Geometry during their 9th grade year. This allows for a more rigorous mathematics focus throughout the high school years in preparation for collegiate courses. Allowing students to participate in these more rigorous, college-preparatory courses of their choice allows for their independence in making plans for their futures.

Above grade level students are also given individual opportunities to extend their learning in elective subject areas such as foreign languages, technology, and extracurricular activities. For example, students performing above grade level in foreign language may opt to assist Spanish-speaking students adjust and learn English, while those showing higher proficiency in a computer technology class may opt to partner with the technology department to assist teachers and students troubleshoot technical issues.

Additionally, above grade level students are encouraged to join the Academic Team, participate in scholastic meets, and assist in tutoring classmates within structured environments. Supplemental field trips and experiences are offered to those performing at this level. For example, our advanced female scientists participated in a Women in Aviation initiative to meet influential women in the field and tour programs in the state.

3c. Special education:

PVJH has a large population of students receiving special education services through IEPs and 504s. In addition to students from within the district, the junior high serves as part of the Garvin County Co-Op – a service that provides academic support for students with significant disabilities from five neighboring districts.

Our program includes a focus on inclusion and involves the use of the least restrictive environment. Students receiving services may attend general education classrooms, lab settings, or self-contained direct-instruction classrooms. Lab and direct-instruction classrooms provide support for general classroom instruction in core subject areas. A wide variety of instructional methods address the academic, social-emotional, and post-secondary transition needs for each student with staff collaboratively working to address the individual needs of students.

Classroom techniques include additional audio-visuals, manipulatives, kinesthetics, and technology. Lessons may include songs, pop culture references, and direct real-world applications. In addition, focus is often put on the life-long needs of students. For example, Math incorporates financial literacy by managing personal bank accounts or tracking daily living expenses.

Reading, the most common area of student need, involves strategies to improve reading comprehension, word recognition, and writing skills. Literacy skills permeate lessons across curriculum in all core subjects and are addressed through online reading programs, strong library programs, teacher read-alouds, independent work, and interactive projects.

Our direct-instruction self-contained Co-Op classroom supports students with the most significant academic and physical challenges providing students a place to learn academic and life skills that allow students to enter the community at their highest level of inclusion. State standards are addressed using a strong emphasis on various teaching techniques with the sole purpose of assisting students meet school wide goals of excellence in education.

3d. English Language Learners, if a special program or intervention is offered:

In the past several years, PVJH has experienced an increase in the number of English Language Learners (ELL). Some enroll with a functional use of everyday English, while others arrive with no English language experience. In fact, some of our recent ELL students have never seen a calculator or computer, nor have they attended a school regularly. Though this sometimes presents a challenge, teachers and staff make every effort to include and incorporate ELL students into the daily life of the school regardless of their linguistic abilities.

Students identified on any level of English language proficiency are given a yearly assessment to determine levels of language proficiency and growth. ELL students utilize digital platforms such as Duolingo, Saavas Learning, and Edu-Type to develop and practice English language skills in mathematics, typing, reading, writing, and speaking. Native English speaking students assist in transitioning ELL students in student-specific areas, as well as provide one-on-one tutoring. Meanwhile, ELL students performing above grade level partner with ELL students performing below grade level to help develop skills.

Additionally, the Spanish teacher conducts ELL classes to help meet the academic needs of these students. Spanish classes provide opportunities for students to avoid feeling cultural isolation by having all students create and deliver presentations about cultural holidays, significant leaders, and geographic locations. Teachers and staff strive to provide ELL students some one-on-one time and peer-to-peer collaborative opportunities to better build positive relationships. While few members of the staff are proficient in other languages, taking the time to learn from them communicates to our ELL students that they and their contributions to our school community are valued.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PVJH acknowledges that, like any school, there is a small population of students who find themselves suspended or in unfortunate legal circumstances. To address these students, our school helped create, and

continues to financially support, a program called Graduated Sanctions.

Graduated Sanctions is a collaborative effort involving a board of members consisting of classroom teachers, school administration, local law enforcement, juvenile services, a local Assistant District Attorney, professional counseling services, and community leaders. The objective of the program is to work with at-risk youth and their families in an attempt to keep them from becoming further involved in the justice system. A student suspended by school or arrested by law enforcement is eligible to participate in Graduated Sanctions to create alternative options for the student in order for them to return to the classroom sooner and avoid future involvement with the justice system.

Essential to the success of the program is holding a student and family accountable to meeting a set of criteria in order to gain admission back to in-person learning or to correct a juvenile record. In both circumstances, students are provided a certified teacher who works with them a specified number of days weekly after the regular school day to maintain academics. Students in the program must maintain passing grades in all classes and participate in a literacy program in addition to regular classroom responsibilities. They must also complete a specific number of community service hours as determined by the board. Students and their families attend meetings with the board to report progress and set goals for completion of the program. Since its inception, the program has been so successful that it has graduated all but one student.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

PVJH strives to create a positive environment each day for every student. Students notice when those around them make an effort to be a part of their success. With this in mind, no small act is small if our students know they matter. As students enter the building each day, they are greeted by name and walk past prominently displayed shout-outs for everyday student kindnesses and a College and Career Corner filled with information. They walk hallways filled with their learning projects and creations, and encounter teachers happy to greet them outside classrooms designed with collaborative work spaces and comfortable reading nooks.

The heart of every classroom is its students. Teachers actively seek learning opportunities that build strong relationships with the sole purpose of encouraging and supporting young people. For example, each year the 7th graders spend a week together at Camp Goddard where students work with cabin-mates to study fossils, constellations, and build relationships in a completely technology free atmosphere.

Seeing a smile on the face of someone happy to see you is a step towards students' willingness to learn. When COVID and remote learning threatened these connections, the staff made accommodations to ensure that these relationships would continue to thrive. Teachers participated in professional development to learn new technologies to enable contact with students on a daily basis, while the administration coordinated a new schedule to allow as much safe, in-person learning as possible. Meanwhile, teachers utilized Google Meets for days when in-person learning could not take place. To further engage students and build relationships, theme days were enacted to maintain normalcy—themes like “bring your pet to virtual class” day, in which students introduced their pets to teachers and classmates prior to engaging in the day's lesson.

Additionally, PVJH created homerooms and small Panther Pride groups led by teachers or staff members that were not the regular classroom teacher for students. Even our administrators, support staff, and librarian facilitated small groups to allow students the chance to form a more extensive network of people invested in their well-being and success. By focusing on relationships, teachers are better able to motivate, encourage, and support the academic and social-emotional growth of our students. When these needs are met, true learning will happen.

2. Engaging Families and Community:

PVJH encourages and facilitates positive partnerships with families and community members. Because a significant portion of our students come from low socio-economic households, it is oftentimes necessary to provide basic needs for students. Through a grant/partnership with a food bank, food is disbursed to students in need on weekends and long breaks for those whose families have the most need. Each December, teachers and staff collect funds to buy clothing and Christmas gifts for students in need, and collaborate with businesses in the community to help with free haircuts and other services that benefit our students and their families.

We find that methods for working with families involve frequent communication and celebration. We utilize a district website featuring photos of our students engaged in activities and classroom environments with links to opportunities specific to PVJH. We also use a school-wide messenger app, and student-run social media via Facebook and our YouTube channel. Individual teachers communicate using the Remind app, Google Classroom stream for parents, and even sharing cell phone numbers for parents and teachers to share text messages and photos. Each month, the entire staff collaborates at each grade level to write and mail to families positive postcards that celebrate their children. Additionally, these postcards are made available to teachers anytime we wish to further encourage or praise students to their family members. Teachers take photos of our classroom learning and activities to publicize our students' success in the local newspaper.

In recent years, we have invited professors and career professionals to participate in a virtual Q&A with students. Teachers and administrators actively seek out and invite local citizens into the classroom to discuss

careers and provide support. For example, the local fire department (PVFD) assists and engages with students to further develop a network of support for our students. In fact, because of relationships formed, when our students discovered the PVFD needed a safer radio system, they coordinated efforts to write to various groups for donations, which resulted in a \$40,000 donation from a First Americans tribal organization for the students to award the PVFD.

Each year, the community efforts of LOVE PV work with teachers and students to invest in school supplies for every student. We know the stronger the network of invested adults, the stronger the chances of life-long success for our students.

3. Creating Professional Culture:

PVJH teachers and staff are valued and supported every day. Professional development opportunities extend beyond the days set aside for this. Administrators encourage and support teachers' individual pursuit of training to develop and enhance skills, generate new methodologies for teaching, and further strengthen academic knowledge. For example, those who teach pre-advanced placement courses are given the time and support to attend College Board training, while departments like Science are provided training for the integration of new virtual reality technology. Frequently, administrators forward emails or seek out teachers to detail professional development training opportunities and offer incentives for advancing skills and knowledge.

When teachers needed to transition to a hybrid learning schedule and balance in-person learning with required remote learning, many opportunities for incentive-driven technology training were offered. For example, teachers could earn financial compensation for completing a Google training class and earning Google Certification. The newly certified teachers then formed small support groups in which they applied what they learned to assist co-workers with developing ways to apply the new blended-learning approach to their subjects in order to build positive student-teacher relationships. Teachers were given time and encouragement from the administration while learning to adapt lessons and teaching strategies for a hybrid classroom.

All professional development is approached with a concentrated focus on student learning and teacher efficacy. Whether the professional development is offered by the school or by an independent program, teachers are given time to adapt methods within a classroom to gain confidence and strength with new approaches to learning or teaching. Additionally, we are encouraged to utilize professional development to best meet the needs of specified content areas and classroom environments. For example, we may each use Google Meets for remote learners, but the approach or use of the Google Meet is a collaborative effort by the individual teacher, other staff members, and administration.

Furthermore, a professional culture is essential to the school. Teachers and administrators support each other with our students, student families, and community members in how we speak about, encourage, and learn from one another. Staff shout-outs are posted each week in our newsletter and via social media feeds; more importantly we have a tradition of professional respect and support in all we say.

4. School Leadership:

The philosophy of the PVJH administration is the building philosophy – a student-centered approach to life-long learning and academic success. The principal, vice-principal, and counselor work in tandem to support students and teachers in the pursuit of excellence for all students.

The counselor greets students at the door by name each day. Not only does this make students feel welcome and valuable, but it allows the building of relationships with those students who may never have need of individual counseling services. Those who do have need find that she offers firm, direct, and loving guidance, especially for those in crisis. She focuses on student-guided solutions to tackle personal issues while offering personal support and enlisting targeted teachers for supplemental student support.

Administrators endeavor to create a team approach by joining with teachers to perform lunch and bus duties

and participate as leaders in Panther Pride groups and homerooms. This demonstrates to teachers and staff that administrators are invested in the work they do, which allows them to form positive relationships with students. Further, they attend collaborative planning sessions and offer guidance based on classroom experiences, observations, and content area knowledge.

When COVID-19 first created the need for school closure, feedback from staff about needs and concerns were considered and incorporated into building plans. Administrators made every effort possible to create time and provide support for teachers and students transitioning to hybrid learning while maintaining a focus on high expectations. One concern was feeding our students for a nine-week closure. Administrators arrived at school every day to help cafeteria staff make meals for pick-up for the large population of students receiving free and reduced lunch services and even utilized their personal vehicles to deliver food to homes along with paper copies of classwork to students who had no computer access.

They work to enlist the time and resources of community members to serve with teachers and students on endeavors like the school safety committee. When the school year required a hybrid schedule of in-person and distance learning, they enlisted the assistance of a building-adjacent church to allow school technology to be used to help remote learning for those with no home computers or internet access. Once full-time in-person learning resumed, community partnerships did not diminish. Administrators partnered with the community to develop after-school library and art programs to serve students' social and emotional needs.

5. Culturally Responsive Teaching and Learning:

PVJH has a culturally diverse student population which we seek to respect and celebrate. Building culture is predicated on embracing the diversity represented by our students. Since a large portion of students share Hispanic backgrounds, Spanish I and II allows native English speakers full engagement with language and cultural knowledge to incorporate our ELL students into our building culture while also teaching an appreciation for cultural diversity.

Various texts that showcase diversity and cultural awareness are encouraged and supported. While many schools have opted to omit any mention of race or gender, our approach enlists students to collaborate with staff to guide our choices. English and Oklahoma History teachers collaborated to be one of the first schools to teach *Dreamland Burning*—a novel exploring the 1921 Tulsa Race Massacre. Students selected the novel, and both teachers created lessons and opportunities to explore student-guided concerns of race and gender. Teachers coordinated a trip to visit the site of the massacre to allow students a chance to live the history, ask questions of massacre historians, and examine issues of race and gender presented in the text. Students created teaching modules for 7th and 8th graders to help them explore these issues and create their own thinking.

Our librarian collaborated with all departments to study a recently published book about COVID-19. Each class used core content to approach the study of this global pandemic and its effects, culminating with a school-wide virtual author visit, and essays exploring social impact, scientific data, and geographic/historic significance.

Our newspaper/social media teacher and students work with administration to coordinate a Digital Citizenship program for students at each grade level, showcasing ways to support and accept classmates, be responsible and safe in a digital world, and the negative effects of bullying. The classes also create Public Service Announcements about responsibility and respect.

Our school population is largely composed of students in low-socioeconomic circumstances. Research indicates that poverty creates its own culture. Thus, we seek to assist students in the areas of most need. Besides basic needs, our school climate is one of acceptance, celebrating our students regardless of background, and helping parents have opportunities to support their children. At parent-teacher conference nights, we offer information about ways to attend college at little to no cost, and teachers strive to give all students attention, opportunities, and hope.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Any success that PVJH has with students is centered on one main strategic objective: Building positive relationships with students based on care, respect, and high expectations. Administrators, teachers, and staff are wholly invested in creating positive relationships with our students knowing that by doing so, we increase both the learning and acquisition of knowledge as well as the character and social-emotional development of young people.

We firmly believe that in order to learn, students must feel important, valued, and respected. High expectations are the bedrock of classroom practices, while also maintaining a focus on developing a relationship of mutual respect with students. We know that holding them accountable for their actions is critical to helping them achieve personal responsibility and ownership of their learning; students are more likely to find intrinsic motivation when they feel valued. By adopting Aristotle's maxim, we acknowledge that students are not vessels to be filled, rather they are remarkable human beings in need of a spark to kindle the flame of curiosity. Once ignited, this particular spark can become an eternal fire that can bring the light of hope in dark times, illuminate paths heretofore unknown, provide a beacon that guides, and ignite the spark in others.

We deliberately create a school culture that practices collaboration and team-building, as well as provides extra-curricular opportunities to utilize classroom skills and knowledge. We strive to communicate with families and involve them in an effort to create a larger family of long-term academic investment. On a daily basis, teachers make it clear that we care deeply about students learning the essential knowledge and skills that help them grow their individual potential. "You Matter!" guides our practices, and knowing this, our students can then build solid castles of knowledge designed by their own creation. After all, investing in other human beings is the foundation upon which any lasting structural masterpiece can be created.