

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

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[X] Public or [ ] Non-public

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

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

Official School Name Cheyenne Elementary School  
(As it should appear in the official records)

School Mailing Address 910 FK Buster P.O. Box 650  
(If address is P.O. Box, also include street address.)

City Cheyenne State OK Zip Code+4 (9 digits total) 73628-0650

County Roger Mills

Telephone (580) 497-3371 X111 Fax (580) 497-3373

Web site/URL https://www.cheyenne.k12.ok.us E-mail belinda.chalfant@cheyenne.k12.ok.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. Robert Trammell E-mail robert.trammell@cheyenne.k12.ok.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cheyenne Public School District Tel. (580) 497-3371

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. Kimberly Sander  
(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**

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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

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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):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 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	12	9	21
K	10	7	17
1	11	15	26
2	15	14	29
3	10	9	19
4	7	9	16
5	15	14	29
6	9	10	19
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	89	87	176

\*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):
- 0.5 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 14.7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 78.5 % White
  - 6.3 % 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: 25%

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

A mask policy was put in place for the 2020-2021 school year due to the high number of COVID-19 cases in Roger Mills County. Several of our students opted to choose an on-line education at home. Some due to the mask policy, others due to high risk family members within their homes. At different times, students would re-enter or students would decide to withdraw and choose an on-line education at home. Our numbers would rise and fall more than usual this school year due to COVID-19. Also, we have several foster families in our district, so student enrollment numbers would fluctuate due to placement.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	45
(4) Total number of students in the school as of October 1, 2020	177
(5) Total transferred students in row (3) divided by total students in row (4)	0.25
(6) Amount in row (5) multiplied by 100	25

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

Spanish

English Language Learners (ELL) in the school: 5 %

9 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 72

8. Students receiving special education services with an IEP or 504: 21 %  
37 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>3</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>5</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>6</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance   | <u>18</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</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: 7
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.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	11
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 16:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	97%	96%	96%
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.

<b>Post-Secondary Status</b>	
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.

We believe that striving for excellence is the key to student success. Parents, school, and community work together to guide students in attaining their goals and dreams. We believe that success is not an accident and is earned through hard work.

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

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1782926/Required\\_Web\\_page\\_Docs.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1782926/Required_Web_page_Docs.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**

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Upon entering the small, rural town of Cheyenne in western Oklahoma, there is a tall water tower painted orange for Cheyenne Bear pride nestled high on a hill. The downtown shops all sport “good luck” signs for every school function to show their support for the students in the community while the restored movie theater marquee boasts hometown pride. The white bear paws painted on the pavement will lead to the heart of the community-Cheyenne Elementary School.

Settled in Cheyenne Elementary’s circular entrance stands a large statue of a bear to symbolize strength, family, courage, and vitality. This statue serves as a daily reminder to students, staff, administration, parents, and community members that Cheyenne Elementary is committed to excellence. With many students and teachers being second and third generations to attend or work here, it establishes the foundation of the family-like feeling that flows through the halls. This results in a stable culture of high expectations and strong performances for every student and faculty member.

The key strategy of Cheyenne Public Schools is to foster the growth of our community’s youth by offering an effective educational experience that generates enthusiasm for learning. We believe this process is best achieved as a partnership among the community, parents, and educational institution. We provide a safe and secure environment where all students are encouraged actively to participate in educational opportunities and foster lifelong learning skills. With this in mind, individual accountability is required, and personal accomplishment is celebrated.

To celebrate each student’s personal accomplishments, our principal hosts weekly Bear Beginnings ceremonies. Throughout Bear Beginnings, students can be recognized for meeting sight word goals, reaching monthly reading goals, earning Accelerated Reader points, and receiving Student of the Month awards for a monthly character quality. Students collect metal dog tags for each accomplishment and add them to a necklace which can be worn as a testimony of their hard work. Quarterly, students are recognized for Superintendent’s and Principal’s Honor Rolls based on reading, language arts, spelling, social studies, mathematics, and science grades. To celebrate the students who qualify for the Superintendent’s and Principal’s Honor Rolls, a member of the Cheyenne Education Foundation presents each student with a Gold Card and two gold dollar coins. The Gold Card enables the student to collect goods and prizes from various local businesses in the community.

The beginning months of the COVID-19 pandemic brought many challenges to Cheyenne Elementary School as we navigated unknown territory with the abrupt transition to distance learning. However, our teachers and staff quickly banded together to create a plan to ensure that no child was left behind during these trying and difficult times. Teachers continued instructional learning through a variety of groundbreaking virtual methods including Facebook Lives, Zoom meetings, video lessons through Loom, Google Classroom assignments, and ClassDojo communications. Since Cheyenne Elementary resides in a rural community, technology can be limited to our students and their families. As a result, teachers created learning packets that coincided with weekly lessons and objectives. To promote student engagement, our bus drivers made sure that every student had access to their schoolwork by delivering these homework packets if parents/guardians were unable to safely gather their student’s assignments. The cafeteria staff set up daily breakfast and lunch pickups for every child under eighteen in our community. These pickups enabled the teachers and staff to provide positive and safe interactions during those difficult and isolating times.

As the 2020-2021 school year began, we took precautions by practicing social distancing, instilling a mask policy, strengthening classroom cleaning, monitoring student and staff body temperatures, and taking virtual learning breaks when necessary for the community. We quickly adapted and overcame our circumstances which led to positive student engagement, community togetherness, and the vitality of our school.

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

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

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

At Cheyenne Elementary, our motto rests on the foundation that we are “committed to excellence.” We establish this by using the Oklahoma Academic Standards to inspire instruction to cultivate positive student learning and active participation.

The teachers in early childhood education focus on four main course areas: Phonemic Awareness, Phonics, Reading, and Mathematics. Although our main goal is to establish proficiency in these four main core areas, teachers also integrate Science and Social Studies into daily instruction. In third through sixth grade, instruction changes to envelop English Language Arts, reading comprehension skills, vocabulary, spelling, science, social studies, geography, and mathematics.

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

The main focus of the reading and language arts program at Cheyenne Elementary is to provide ninety minutes of uninterrupted time each day to promote the development of the essential components of reading: phonological awareness, phonics, comprehension, fluency, and vocabulary. This ninety minute reading block is designed to be the main priority without pull-out services, specialty classes, or recess to interfere.

During this time, teachers use a variety of instructional strategies to differentiate and create flexible learning environments. Teachers utilize Houghton Mifflin Harcourt’s Journeys for whole group instruction to teach an overview of the weekly standards. In the primary grades, small groups and literacy centers are used daily to monitor student progress and to practice weekly skills such as sight words and word patterns. Alongside whole group teaching in the intermediate grades, teachers also use Scholastic Storyworks and implement various novel studies throughout the year. To introduce new weekly vocabulary words, teachers use Wordly Wise lessons designed for their grade level. The intermediate grades prepare for yearly state testing to build reading inference and comprehension using Buckle Down to the Oklahoma Academic Standards. Students are assessed weekly for skill mastery and periodically throughout the year.

Students use the Accelerated Reader program to enhance their independent reading and to ensure they are reading books suitable for their reading level. Their reading level is established through Renaissance’s STAR Reading test. Students are tested at the beginning of the school year and at the end of each nine-week quarter. After independently reading a book on their level, students will take a computerized comprehension test on Renaissance’s Accelerated Reader. With each test a student passes, they earn points towards an individualized goal. To entice student participation, students are recognized weekly at our Bear Beginnings awards assembly.

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

Cheyenne Elementary’s Pre-K teacher uses Scholastic’s “Big Day for Pre-K” program to merge children’s language and literacy into their mathematical development. The program contains many different facets to capture student attention and support various learning styles. With small groups built into the daily schedule, students are supported with individualized instruction that forms a solid mathematical foundation.

To further ensure student success and participation, kindergarten through fifth grade teachers use Houghton Mifflin Harcourt’s Oklahoma Math curriculum. This program is fully aligned to the Oklahoma Academic Standards for Mathematics and emphasizes the importance of establishing concept understanding with daily practices and procedures. Teachers fully utilize the curriculum’s student learning models to engage student interest, daily practices to connect student understanding, and unit assessments to gauge student growth and progress. To promote student achievement, teachers at Cheyenne Elementary use fact fluency drills for

daily math fact practice, Study Island for standard-based practice and assessment, and Buckle Down to the Oklahoma Academic Standards in Mathematics for state testing preparation.

In sixth grade, Cheyenne Elementary's students transition into an empowering math program known as Big Ideas Math. The rigorous curriculum is designed to promote student ownership to create mathematical success for all students and ease the transition into high school mathematics courses. The digital and print resources enable teachers to cultivate dynamic lessons to engage students and connect foundational mathematical concepts to future skills.

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

Science in the early childhood classroom allows students the opportunity to explore the real world around them. Teachers use the online platform called Mystery Science to show student-led videos for scientific learning objectives. The videos include interesting real-life facts that engage student curiosity and deepen their understanding of the scientific world. When curiosity is piqued at the early stages of a student's development, there's a greater chance of lifelong learning for scientific discovery.

Students and teachers in second through fourth grade at Cheyenne Elementary have access to an online platform called Generation Genius that is aligned with our core standards for science. The weekly lessons contain new content vocabulary, video discussion questions, Kahoot interactive games for review, and printable assessments. Students use their critical thinking skills daily by learning how to take notes, create graphic organizers, and conduct experiments.

Fifth and sixth grade students plunge into an integrated approach to teaching science and engineering through the Carolina Smithsonian curriculum. This unit-based curriculum creates a learning framework in four main core areas: life science, earth and space science, physical science, and engineering design. Students are able to participate in the hands-on, discovery-oriented curriculum where they learn to think critically and perform scientific experiments. To encourage interaction between the intermediate and early childhood grades, the intermediate science classes often invite early childhood students to observe experiments.

Students are assessed upon completion of each unit to assure mastery and to provide feedback for further instruction when necessary.

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

At Cheyenne Elementary, social studies content is integrated throughout our curriculum to give students the opportunity to connect to real world experiences and to dive into the rich surrounding cultures and the history of our great nation. To give back to our community, our student body participates in an annual Veterans Day breakfast and program to recognize our local heroes.

Our fourth grade students visit the Roll One Room Schoolhouse to learn more about the pioneer era. Students and teachers dress in authentic attire and spend an entire school day immersing themselves in the educational pioneer culture by writing on chalkboards and using quill pens and ink to complete their studies. For recess and lunch, students bring an old-fashioned sack lunch containing foods the pioneers ate and played games from that time period.

Teachers also use Social Studies Weekly to supplement curriculum and further deepen content knowledge. To integrate technology into social studies, teachers have the option to view newspaper articles online and complete unit studies.

Students are assessed upon completion of each unit to assure mastery and to provide feedback for further instruction when necessary.

#### **1f. For secondary schools:**

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

Cheyenne Elementary has one Pre-K classroom where four and five year olds spend their days with hands-on learning activities to jumpstart their academic careers. In order to create a seamless transition to kindergarten, Pre-K instruction is closely aligned with the Oklahoma Academic Standards used in kindergarten through sixth grade. By aligning the Pre-K standards with the other classes at Cheyenne Elementary, students are afforded the opportunity of embracing a safe, positive learning environment where their growth is fostered and encouraged.

To further support the success of our Pre-K students, the Pre-K teacher has a full time paraprofessional in the classroom to aid with daily routines, classroom preparations, and provide academic assistance. It is our strong belief that we provide a curriculum to embrace our students' cultural backgrounds in order to meet their socio-emotional needs, improve their language skills, and promote cognitive development. Pre-K instruction is successful and promotes school readiness through the daily teaching of beginning literacy and math skills, early sciences and social studies, music and art projects, technology integration, and social interactions.

### **2. Other Curriculum Areas:**

#### **1. Performing Arts**

Each kindergarten through fourth grade student at Cheyenne Elementary attends a daily music elective for forty minutes. Pre-K attends a forty minute long music class four days a week. Music instruction is based on the Oklahoma Academic Standards for Fine Arts and promotes music expression, music history, and music appreciation. Fourth grade students practice the art of musical language and begin to read and interpret music by playing the recorder, an instrument belonging to the woodwind family. Music expression is practiced and shared with other students, teachers and staff, parents, and community members for two main performances—Veterans Day and Christmas.

While fifth through sixth grade music instruction also aligns to the Oklahoma Academic Standards for Fine Arts, students begin to creatively transition in choosing a forty minute long vocal choir elective or an instrumental band elective. This transition lays the foundation for future performing arts electives in junior high and high school courses. Cheyenne's Vocal Choir and Band have many performances throughout the year for Veterans Day, Christmas, and Spring concerts.

#### **2. Physical Education, Health, and Nutrition**

To promote and establish a lifetime of good health practices, Cheyenne Elementary's Pre-K through sixth grade students attend a daily physical education class for forty minutes. Students in Pre-K through second grades are physically active in developing motor skills to promote healthy mental and social growth, self-discipline and self-confidence, problem solving skills, and a positive self-image. Students participate in a wide variety of activities to practice these skills daily.

Beginning in third grade, students are able to choose between the boys and girls basketball programs or the health and fitness program. To promote classroom and academic success, students must be eligible to enlist in the basketball programs through weekly grade reports in English Language Arts, Reading, Mathematics, Science, and Social Studies. The boys and girls basketball programs instill the fundamentals of basketball and each daily class acts as practice for seasonal games and tournaments for the combined third and fourth grade teams and the combined fifth and sixth grade teams. The third through sixth grade students who do not participate in the basketball programs attend a daily health and fitness program. The health and fitness program prioritizes health-enhancing activities as well as personal and social skill development. Both the basketball programs and the health and fitness program uphold high student standards of good sportsmanship, teamwork, and kindness to participants, coaches, teachers, officiants, and themselves.

### 3. Foreign Language

While Cheyenne Elementary does not currently offer foreign language instruction, teachers strive to embrace each student's cultural and linguistic backgrounds and promote positive diversity within the classroom. Five Percent of our students come from Hispanic backgrounds where Spanish is the language spoken in their homes. To increase cultural awareness in the classroom, teachers will often introduce and review key Spanish vocabulary, expressions, and math terms such as counting.

### 4. Technology, Library, and Media

Teachers at Cheyenne Elementary have access to various forms of technology in every classroom including Smartboards, two teacher desktop computers, a printer, three student computers, and a RedMike microphone system. First through third grade teachers have each completed an application through the Cheyenne Education Foundation to provide a class set of three to five iPads for their classrooms. There is a charging cart containing forty iPads for Pre-K through third grade located in the central media center. Each year the iPads on this cart are assigned to Pre-K, kindergarten, first grade, second grade, and third grade teachers based on class size. The iPads are used for educational programs such as IXL, Study Island, Accelerated Reader tests, and beginning learning applications including Starfall and ABCMouse.

Beginning their fifth grade year, students are assigned a netbook for classroom use. Students are responsible for the netbook throughout the school year. When the COVID-19 pandemic began, administrators made the executive decision to begin netbook assignments in fourth grade to increase student access to technology at home. The netbooks became a vital part of student learning, instruction, and communication throughout the pandemic and virtual learning sessions. This form of technology not only allows students to complete class and homework assignments, but also imparts student responsibility and accountability in appropriate computer use. The netbooks are used for Google Classroom assignments, Study Island, IXL, typing programs, and other educational sites.

The Cheyenne Elementary computer lab hosts thirty desktop computers. The rotating computer lab schedule allows teachers to reserve the lab at a specific time and day to administer assessments, work on assignments and group projects, complete IXL or Study Island assignments, or to take Accelerated Reader tests.

The library at Cheyenne Elementary houses multiple floor to ceiling bookshelves of all works of literature and genres including fiction, nonfiction, and resource books such as encyclopedias, dictionaries, and thesauruses. The library provides various picture books, beginning reader books, and chapter books in each genre. It also highlights several Caldecott, Newberry, and Oklahoma Sequoyah book award nominees and winners. There are multiple tables where teachers can bring their classes to work as a group for book studies and research projects. The bookshelf on the glass wall on the south side of the library acts as a grand project display of student work. It houses a section of Reading Sufficiency storage that caters to specific reading objectives and instruction. This central storage space in the Cheyenne library grants each teacher access to leveled readers and reading games for a specialized reading objective. The two rotating library assistants are always available to help students choose a book based on student interests or class assignments.

## 3. Academic Supports

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

At Cheyenne Elementary, we are mindful of the fact that each student has a different home environment and a unique learning experience and style. We are committed to excellence in every area of instruction and endeavor to reach each student so they may attain academic success. Each student receives grade level classroom instruction aligned to the Oklahoma Academic Standards. Through whole group instruction, teachers incorporate various learning styles as much as possible to meet the needs of every student.

The success of every student and closing achievement gaps are top priorities at Cheyenne Elementary School. Our Title I Reading Sufficiency program is designed to help students attain grade level proficiency

by providing an extra thirty minutes of daily small group reading instruction in addition to the ninety minute classroom reading block. Participating students qualify for Reading Sufficiency based on their STAR Early Literacy or Reading assessment scores. This small group reading instruction is provided by a Reading Specialist who serves kindergarten through third grade and tailors reading instruction to provide individualized intervention for those below grade level. The Reading Specialist works closely with the classroom teacher to modify reading instruction to fit each student's unique needs and learning styles, as well as to monitor student progress.

Teachers use STAR Math assessment scores to differentiate math instruction for each student and provide additional support when needed.

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

In Cheyenne Elementary's commitment to excellence, students performing above grade level, as indicated in their STAR Early Literacy, Reading, and Mathematic assessments, are offered several opportunities to enhance their learning experience. These opportunities include student-led projects, specialized book clubs, and differentiated skill builders. The fifth and sixth grade students who perform above grade level are offered a chance to become a member of the Cheyenne Elementary Academic Team. They travel throughout the school district and surrounding areas competing in academic meets and tournaments. Team members and coaches are dedicated to this extra-curricular activity by attending practices after school and hosting meets and tournaments.

### **3c. Special education:**

Our special education department consists of one special education teacher, two paraprofessionals, and a part time speech and language pathologist. The special education department also contracts with a local hospital to bring in a physical therapist and an occupational therapist once a week to improve gross and fine motor skills. Twenty-one percent of Cheyenne Elementary's students are on an Individualized Educational Plan (IEP). An IEP team, consisting of the student's parents or guardians, the general education classroom teacher, the special education teacher, the principal, and, if needed, the speech and language pathologist and reading specialist, work closely together to create instructional modifications designed to productively benefit the student's performance and success.

Positive inclusion of all students inside the general education classroom is the main focus, as evidenced by the IEP team's modifications and accommodations. To support positive inclusion and build the bridge of communication, our kindergarten classes learn the alphabet, colors, days of the week, and other popular phrases in sign language. Students with more severe disabilities are provided with a self-contained classroom and a paraprofessional. While their academic needs are based on their developmental levels, Cheyenne Elementary continues to prove their commitment to excellence through inclusion in elective classes such as library programs, music, band or choir, physical education, athletics, field trips, and outdoor activities.

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

Five percent of Cheyenne Elementary students qualify as English Language Learners. These students come from a variety of socioeconomic backgrounds that speak another language besides English at home. Each spring, English Language Learners are evaluated using the World-Class Instructional Design and Assessment (WIDA) Access test to assess in the four main language domains of Listening, Speaking, Reading, and Writing. This is an English language proficiency test used to measure academic growth to ensure that English Language Learners are able to communicate and participate to their full potential inside the classroom.

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

While there are currently no students who classify as homeless enrolled in Cheyenne Elementary, we maintain several programs to assist students in low-income families. The Backpack Program sends a sack of

canned goods and non-perishable food items home weekly for students who qualify for free or reduced meals. The administrators of the program are highly aware that being a recipient of the Backpack Program can be a sensitive issue, therefore they strive for quiet, anonymous deliveries to the student's backpack inside their locker while they are in class. Bus drivers and school staff kept the program alive when the COVID-19 pandemic began by making weekly deliveries to each qualifying student. There is also a school closet located in Cheyenne Elementary containing winter clothing items, backpacks, and shoes to students in need.

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

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

Cheyenne Elementary prides itself on employing a positive and inclusive environment for every student, every day. This environment stems from compassionate, caring faculty and staff to ensure that all students are warmly welcomed to create a culture of personal and academic success. By offering a myriad of activities, events, and projects, students are engaged and involved in their own learning process while being given many opportunities to be a part of creating a school climate that celebrates all forms of growth and success.

To establish our welcoming environment, students are greeted by name each morning by the principal and each teacher they pass in the halls. Cheyenne Elementary strongly believes that a positive relationship with each student is an essential component of engaging students to facilitate academic, social, and emotional growth. Student accomplishments are celebrated weekly at Bear Beginnings where students receive metal dog tag awards to collect and display proudly on a necklace. These accomplishments range from academic achievements, positive character traits, and monthly reading and math awards. Our unique school climate inspired by these weekly award programs is a feeling unlike any other. Every student is celebrated, appreciated, and recognized.

There are various programs and projects offered at Cheyenne Elementary to practice and build positive character and leadership skills. Pre-k through second grade students are involved in a “Talls and Smalls” program where students are paired with a student in junior high to read books, celebrate holidays, and practice academic content skills. Fifth and sixth grade students work in cooperative groups each year to write a children’s book centered on math concepts to share with our pre-k through fourth grade students. The fifth and sixth grade students also host a “Mini-Cheer Camp” to build a bridge of engagement with the younger students who admire and respect them. To build school spirit and unity, students and staff compete in Red Ribbon Week and homecoming activities.

The dedicated teachers of Cheyenne Elementary adapted quickly to changes brought upon us by COVID-19 and distance learning. Teachers created meaningful Facebook read-alouds, Loom/Zoom video platforms, Google Classroom assignments, and ClassDojo presentations to reach and engage every student. For students who did not have internet connections in our rural community, Wi-Fi routers and netbooks were loaned during our distance learning. Cheyenne Elementary is committed to excellence and strives daily to create positive learning environments and interactions so that every student learns and grows every day.

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

Cheyenne Elementary is fortunate to have the support of families and various businesses in the community. Every partnership works together to provide for students’ needs to integrate community involvement and student success.

The Cheyenne Education Foundation recognizes third through sixth grade students who achieve the exemplary status of Principal and Superintendent Honor Roll. Students are awarded “Gold Cards” to celebrate their academic success. These highly coveted awards are made possible through community businesses donating goods and prizes to each student. The Cheyenne Education Foundation also completes a school supply drive at the beginning of each school year to provide much needed supplies for students and teachers.

Strong community support comes through devoted individuals and community groups. Members of the community volunteer to serve as mentors to students each year to assist them in social, emotional, and academic growth. Many members of the community donate winter coats, clothing, and backpacks each year to provide for those in need. The Cheyenne Volunteer Fire Department hosts a fire safety and awareness week each year to allow students to explore fire safety equipment, learn about fire trucks, and complete a safe evacuation from the Roger Mills County Fire Prevention and Safety Trailer. The local Western Plains

Library System librarian provides third through sixth grade students with recommended books for student-led book clubs. The Cheyenne High School National Honor Society Members collect nonperishable food items to provide meals for the weekly Backpack Program that provides students from low-income families with food items for weekends and school breaks. During Thanksgiving and Christmas holidays, the community organizes food baskets for families and an Angel Tree for children's gifts. To complete the school year, names of students with perfect attendance are placed in raffles for new bicycles and various prizes donated by businesses and individuals in the community.

Family connection is vital to the success of student learning and growth. Cheyenne Elementary uses a variety of methods to communicate with families such as ClassDojo, handwritten notes and pictures, and e-mails. The Cheyenne Elementary Facebook page boasts student achievements, accomplishments, and fun projects. To communicate school calendar changes, weather updates, and school closures, the school uses an automated phone messaging system to provide fast, stable communication to families.

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

Cheyenne Elementary School has a strong culture of professional development that stems from our motto, "Committed to Excellence." Our system is committed to continuing the education of every faculty and staff member by providing various trainings and motivational meetings periodically throughout the school year. The Cheyenne Professional Development Committee chooses certifiable programs which address general academic issues, special education and learning disability topics, classroom technology integration, and socio-emotional needs of faculty and students.

To empower a positive work environment, Cheyenne Elementary hosts monthly faculty luncheons, Christmas gift exchanges, and curriculum collaboration meetings. When our teachers are valued and supported, it enables them to cultivate a culture of personal and academic excellence. The Cheyenne Education Foundation supplies teachers with various grants and monies for classroom necessities and additional instructional materials. Various businesses in the community donate goods and services to the Cheyenne Elementary Teacher of the Year program. The local churches also play a part in supporting faculty and staff members by providing lunches and snacks during scheduled professional development days.

In early March when the COVID-19 threat was still vague, Cheyenne Elementary calmly began the process of packing student belongings and creating paper instructional packets to continue the academic school year. Should the COVID-19 crisis advance in our rural community, teachers and staff were immediately ready for a temporary break in school and the transition into distance learning. When schools began to close in April, teachers were given any means necessary to continue academic instruction. Teachers were given various options to virtually engage students with rigorous content through Loom/Zoom platforms, Seesaw applications, Google Classroom, and social media. Grade levels came together in common planning to create a positive learning map with one goal in mind—student engagement. Teachers with an aptitude for technology readily mentored those needing advanced technology skills. These measures gave Cheyenne Elementary confidence as we finished the school year during the COVID-19 pandemic and began planning for the following school year.

As we prepared for the following school year, Cheyenne Public Schools amended our in-service week at the beginning of the year to allow for three additional weeks of distance learning. This amended time frame allowed teachers to meet in safe, small groups to collaborate distance learning ideas, aid in professional developments, and conference with parents to explain the distance learning process. While the vast majority of students elected to traditionally attend Cheyenne Elementary, our faculty and staff members were prepared and equipped with the best tools necessary to deliver educational content despite COVID-19 precautions.

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

The leadership at Cheyenne Elementary is a team effort among all of the teachers and staff. We believe that each person plays a vital role in the overall success of our students. The superintendent, principals,

transportation director, technology director, and department heads meet to make program, policy, and schedule changes and decisions. Our school has numerous committees which include administrators, teachers, support staff, and parents to ensure that our school is successful and focused on student achievement. Each teacher serves on a committee, which serves as a leadership team for performing specific functions in the school.

One example of a committee is our safe and healthy committee which ensures that our school is a safe place where our students can excel. Our school has been awarded an excellent status for being a safe and healthy school several years in a row. This committee creates a wellness calendar and sends it to all of the teachers so they can incorporate a different wellness topic into their lesson plans each month.

Leadership is also displayed through the following committees: Comprehensive Local Education Committee (CLEP), Oklahoma Academic Measures Committee, Reading Sufficiency Committee, Technology Committee, Internal Activities Review, Indian Education, Professional Development, Textbooks, Title I, Gifted and Talented, Technology, and Mentoring Board.

Our principal shows outstanding leadership and truly leads by example. She is continually willing to assist in carrying out all functions of the school. She helps drive buses, helps with cleaning when needed, and assists teachers in the classroom. She even served as a fourth grade teacher when the position was vacant due to unforeseen circumstances. Every month we celebrate our students during “Bear Beginnings” which is led by the principal. She leads the flag salutes to the American and Oklahoma flags as well as patriotic songs. During this time, we recognize students for their achievements. The principal selects a character trait for each month. At the end of the month, she awards students from each grade with a Student of the Month award for exhibiting the character trait of the month. Some of the character traits include honesty, integrity, responsibility, etc.

The Cheyenne Public School Board of Education and Cheyenne’s High School’s Leadership Council recognize teachers and staff members each year during Teacher Appreciation Week. To showcase their support, various School Board Members will attend Bear Beginnings at the end of the week to vocalize their thanks and show appreciation to our teachers and staff members. Various local businesses in Cheyenne also donate goods and services to celebrate the hard work and dedication of our teachers and staff. Cheyenne High School’s Principal’s Leadership Council provides daily luncheons during Teacher Appreciation Week to celebrate teachers and staff members.

Cheyenne Public Schools superintendent communicates and informs the teachers and staff members of important business decisions that take place during the monthly Board of Education meetings, as well as updates and policy changes as directed by the Oklahoma Department of Education. The leadership of our school is centered on collaboration and shared commitment to excellence from the Board of Education, administration, teachers, staff members and parents.

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

Cheyenne Elementary is focused on establishing and sustaining the physical, mental, social, and emotional development of our students. We strive to work with parents to guide the students to reach their full potential. Our students develop a strong sense of personal responsibility and a high level of self-esteem because we celebrate the diverse needs and backgrounds of our students.

We take great pride in the fact that the Washita Battlefield National Historic Site is located in our community. The National Historic site recently celebrated the anniversary of the Cheyenne/Arapaho Battle. Our teachers and students participated in several activities to learn about and experience the Cheyenne/Arapaho Native American culture. The students conducted research projects and displayed informational posters in the lobby of the National Historic Site. Students also participated in a remembrance walk on the walking trail, learned Native American dances, experienced live music specific to the Cheyenne/Arapaho tribe, and painted clay horses representing the horses that were lost during the battle.

In order to bring awareness and help celebrate all of our students, our school participates in Cri-du-chat  
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awareness day. On this day, our students and teachers wear striped socks to show awareness for one of our students that has Cri du chat. Since this student communicates primarily through American Sign Language, many of our classrooms teach ASL so the students are able to better communicate with her. Our students also participate in fundraisers to donate money to the Oklahoma University Children's Hospital. The family of this student is thankful and appreciates how inclusive our school is of this child with special needs.

Many years ago, we had a student that had severe Cerebral Palsy attending our school. His mother was an employee of the school; therefore, he continued to be a part of the school community long after he graduated. On nice weather days, the students would greet and visit with him as they loaded buses at the close the school day. The students looked forward to waving and talking to him each day. Our students have learned to appreciate and celebrate the uniqueness and individuality of each student through their interactions with this special friend.

Every year, Cheyenne Elementary has the privilege to recognize and honor the local veterans in our community with a Veterans Day Program. The students create various pieces of artwork to display and perform patriotic songs during their program. Once the program is over, students are able to give their artwork to veterans in their family or deliver it to our local Veterans Center and Hospital. Our students have also had the opportunity to write and mail handwritten letters to active service members in our community. One of the active service members recently visited several elementary classrooms to read patriotic books and interact with the students. To support our local nursing home, the fifth and sixth grade students make handmade cards and deliver gifts before singing to the residents. Our Pre-K students also perform songs and recite poems to the local residents at the Cheyenne Senior Citizens Center. Each of these activities, field trips, programs, and experiences have shaped Cheyenne Elementary into a culturally responsive school that enables us to celebrate the diversity of our community.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Cheyenne Elementary School is located in a rural area of Western Oklahoma. Many of the students, teachers, and administrators have deep roots in Roger Mills County. For this reason, we know our students, their families, strengths and weaknesses, and personal needs or struggles they may have from time to time. Our community-minded living offers the best opportunities to step up and help others quickly as a need arises. Relationships are key in our environment where resources may be as far as a two- hour drive, and being neighborly is as natural as breathing the fresh air we enjoy.

CES excels in the area of relationships. Our teachers are connected to all students, and you witness the love and genuine compassion for each child as you enter the doors. Our principal greets our children each morning as they exit buses, and teachers visit with them as they begin their morning; calling them by name, giving out hugs, and asking about new baby siblings or the latest adventure on the farm. In the cafeteria, you'll find multiple helpers to open milk, cereal cartons, and begin a child's day with positivity and love. Parents feel confident we will take care of their children as they drop them off and go about their day.

The Cheyenne Educational Foundation is an organization of community leaders who support our school, teachers, and students. Providing us with school supplies to begin the year from individual sponsors for our classroom and many classroom resources to make us more successful, CEF has been a great blessing to our school and families. The Foundation also awards Gold Cards to students with exemplary grades. These cards are sponsored by the area merchants to be used for items around town. Students also receive a silver dollar from our local bank. These tokens let our students know the value of education within our community and help to praise them for their hard work.

Every Friday CES has a short assembly, Bear Beginnings, in which we talk about our week, celebrate individual accomplishments and classroom awards, recognize birthdays, and spend time bragging about our kids on every level. Each month we focus on a specific character trait, and at the end of the month we honor our top citizens in each class.

We also have a mentoring program in our school. Local citizens made up of law enforcement, local clergy and church members, community business leaders, and graduates of Cheyenne Public Schools all work together to help students in need of a mentor and someone to encourage them. This program has been instrumental in reaching students with behavioral and academic problems to help them be successful in school and within their peer relationships.

All administration, teachers, and staff at Cheyenne Elementary are partners in education. We share obstacles, ideas, and suggestions with each other in order to reach students and help them overcome struggles they may experience. The camaraderie within our walls is an asset, and there is a wealth of knowledge and experience among us. From the youngest, fresh from college and equipped with the latest technology, to the eldest with years of experience, we work together to solve problems, reach kids, and excel as a team.

At CES, it's all about relationships. Relationships build trust and create the foundation for an education students can buy into and work to reach their potential.