

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Rocky River High School
(As it should appear in the official records)

School Mailing Address 20951 Detroit Road
(If address is P.O. Box, also include street address.)

City Rocky River State OH Zip Code+4 (9 digits total) 44116-2431

County Cuyahoga County

Telephone (440) 356-6800 Fax _____

Web site/URL

https://www.rrcs.org/rockyriverhighschool_home.aspx

E-mail shoaf.michael@rrcs.org

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* Dr. Michael Shoaf E-mail shoaf.michael@rrcs.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rocky River City School District Tel. (440) 356-6000

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 Dr. Jon Fancher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. 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 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 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: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	115	107	222
10	117	111	228
11	111	110	221
12 or higher	86	113	199
Total Students	429	441	870

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2.2 % Asian
 - 1.7 % Black or African American
 - 3.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90.4 % White
 - 2.6 % 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 2018 - 2019 school year: 2%

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, 2018 until the end of the 2018-2019 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2018	867
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Albanian, Arabic, Chinese (Mandarin), French, Italian, Spanish, Thai

English Language Learners (ELL) in the school: 2 %
20 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 102

8. Students receiving special education services: 10 %

83 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>11</u> Autism | <u>6</u> Multiple Disabilities |
| <u>2</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>19</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>33</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

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:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	34
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	21
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.	5

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.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	99%	98%	99%	99%	99%

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 2019.

Post-Secondary Status	
Graduating class size	223
Enrolled in a 4-year college or university	80%
Enrolled in a community college	12%
Enrolled in career/technical training program	1%
Found employment	3%
Joined the military or other public service	4%
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. 2012

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

At Rocky River High School, we provide a CARING ENVIRONMENT and EXCEPTIONAL OPPORTUNITIES resulting in SUCCESSFUL STUDENTS who are globally COMPETITIVE.

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

PART III - SUMMARY

A residential suburb located 10 miles west of downtown Cleveland, Rocky River continues to be one of the most highly-desirable suburban areas on the west side for a multitude of reasons. The location of Rocky River is unique. It is bordered by Lake Erie to the north and the Cleveland Metroparks, an extensive system of nature preserves, to the east. Residents can boat and fish or take advantage of nine city parks and the Metroparks for hiking, biking, picnics and countless other activities. Rocky River boasts beautiful homes, including several on the lake, and others that have been updated to include a modern, contemporary style into historic residences.

The Rocky River City School District (RRCSD) includes five schools with exceptional curriculum and state-of-the-art technology. The caring environment provided to all students helps to create powerful relationships that take learning to the next level. All students are provided exceptional opportunities both in and out of the classroom, mirroring students' individual strengths, abilities and goals. The District provides students with the benefit of a small-school setting and all the resources of a larger school district.

Rocky River High School (RRHS) has a rich tradition of success, continually ranking as one of the top school districts in Ohio. Cleveland Magazine rates the Greater Cleveland suburbs and schools each year, and RRHS has ranked among the top-10 high schools in the region for the last 20 years. In 2019, RRHS was named a "Best High School in the Nation" by U.S. News & World Report and earned a top-five ranking in Ohio for Science, Technology, Engineering, and Math (STEM) schools. RRHS earned straight A's and an overall grade of an A on the Ohio School Report Card from the Ohio Department of Education (ODE) and also received the Momentum Award from ODE for exceeding expectations in student growth for the year. The Ohio Parent Teacher Association (OPTA) awarded RRHS the Drug Education School Challenge Award for continuing to provide comprehensive drug education, prevention, and intervention programs to parents and students. Finally, RRCSD received the Best Communities for Music Education designation from The National Association of Music Merchants (NAMM) for its outstanding commitment to music education.

Built on a tradition of academic excellence, RRHS students receive quality instruction from distinguished and dedicated faculty members who strive to help individuals reach their full potential. Teachers are committed to preparing students for an ever-changing global society, ensuring they are prepared for the next stage in their lives after graduation. With a focus on continuous improvement, teachers take part in year-round professional development opportunities and are also part of Professional Learning Communities (PLC), working collaboratively within their subject-area departments during weekly meetings to improve teaching skills and the academic performance of students. The high achieving academic accomplishments at RRHS are due in large part to the wide range of diverse classes offered from core academic areas to electives in art, business, computer education and technology, family and consumer science, health and fitness education, music, and world languages. In addition to 18 Advanced Placement (AP) courses, RRHS offers 11 College Credit Plus (CCP) dual enrollment classes on campus, giving students an opportunity to earn a total of 39 transcribed and transfer-assurance credits in Mathematics, Biology, and English. These credits can be transferred to any public university in Ohio.

RRHS is a special place for students to learn and grow beyond the academic curriculum. Most students are involved in at least one of the more than 60 extracurricular athletics and activities, providing an opportunity to enrich their high school experience. Many activities and athletics teams have received local, regional, and national recognition. Within the last year, the Esports program finished fourth in the country in Counter-Strike, the boys and girls fencing teams won state championships, the chess team finished third in the state, the boys swimming team placed fifth in the state, several students were selected for the Ohio Music Education Association (OMEA) Honors Band and Honors Choir, and the drama club won four regional DAZZLE Awards for its musical production of Singin' in the Rain. The Bridge to the World program has established sister schools in China, Germany, and Spain, partnering with them for week-long exchanges. RRHS students can visit these schools and attend classes and cultural events. Juniors and seniors serve as mentors in the Freshman Mentoring Program, which is designed to help students find success in school and life as they transition to high school.

RRHS strives daily to provide a caring environment and exceptional opportunities in a highly competitive environment. This is the foundation to supporting all student needs to help them become successful both inside and outside of the classroom, offering a rich educational experience that supports academic and social learning and develops the necessary skills needed to succeed.

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

Motivating all students toward mastery beyond state standards is the essence of RRHS' instructional focus. High expectations for students are communicated so that both students and teachers can track progress towards mastery. Using multiple formative assessments, which challenge students to think both pragmatically and creatively, students are able to reflect on their individual progress and work at a pace that is self-guided and challenging. Since their post-secondary experiences and careers will require critical thinking, instruction focuses on inquiry, discussion, and application. It is not the anticipation that students will master material on the first attempt; rather, students are encouraged to experiment and learn from their mistakes.

Mastery requires students to be literate across disciplines. To that end, teachers across the school implement literacy-based instruction that requires students to interpret and synthesize written or visual materials. By the end of each unit, students must be able to read text in order to identify, understand, and apply knowledge. From ELA to mathematics, students are working to solve problems with real-life applications, presenting their solutions with concrete justifications, demonstrating literacy within that discipline. Rather than anticipating one right answer, formula, or response, students are motivated to think multidimensionally, often finding more than one solution. Specifically, math students produce kites and test their models to determine the effectiveness of their original hypothesis.

Building on this embedded practice, the 2020 RRHS building goal--to establish consistency in grading practices across grade levels and within departments--allows for consistency in evaluating the students' path towards mastery that is transparent to students and their families. Helping to accomplish this goal relies on our school-wide PLC's that meet weekly to discuss curriculum practices and data-driven assessments, making instructional adjustments that support and stretch all students.

1b. Reading/English language arts

The RRHS English Language Arts (ELA) department aspires to inculcate skills and encourage values to prepare its students for global citizenship. Since adulthood necessitates articulation of needs and values in both written and oral form, the ELA department emphasizes both written expression and oral presentation.

In essays ranging from source synthesizing to literary and rhetorical analyses, RRHS students immediately engage in the writing process, their progress noted on a continuum of satisfactory to proficient to mastery, which provides ample opportunities - including multiple revisions - to progress towards that mastery level. ELA teachers employ several instructional approaches to the writing process: teacher and professional modeling, free writing, outlining, peer and teacher conferencing, self-editing--going from good to even better.

For those students seeking a deeper understanding of the writing process, the ELA department offers Advanced Placement (AP) Language, AP Literature, and College Credit Plus (CCP) Composition. Nearly half of the senior class opts for CCP, a state-sanctioned course in which students earn six college credits. Unique to RRHS, students enroll in the classes on campus instead of travelling to a college, thus encouraging their participation. Because the ELA department values written expression, students progress from standard essay and narrative organization, to Ohio State Test (OST) writing preparation, and then to an array of sophisticated rhetorical techniques. To further hone student writing skills, the ELA department has implemented grammatical programming that provides consistency across all grade levels and abilities.

During weekly Professional Learning Community (PLC) time, ELA teachers analyze data and strategize methodologies to ensure students achieve mastery level. Analyzing data from various common assessments in grammar, reading, and writing, the department evaluates student growth and progress on specific skills

and standards in order to guide instructional planning. These efforts have resulted in students exceeding their predicted value-added measures on the Ohio State Report Card along with performing above cohort levels on national standardized exams.

Valuing oral expression as a necessary life skill, ELA provides students with ample speaking and listening opportunities, including Socratic seminars, small-group discussions, collaborative slide presentations, and individual speeches. To further engage students in summer reading, the department has reinforced the value of a reading community by engaging students in faculty-led, mixed grade, Socratic seminars; these seminars have been accompanied by visiting professional authors.

RRHS students are also exposed to an extensive array of non-fiction and fiction, exposing students to several sociological perspectives. Students learn close-reading and annotation skills in their first two years and then transition to understanding the rhetorical techniques that authors use to sway an audience both emotionally and intellectually. Utilizing technology that assesses students' lexile levels, ELA teachers match literary passages to student reading levels, working to increase reading comprehension over their four years. To monitor student understanding of texts, the ELA department provides common assessments with feedback on specific standards in terms of mastery, proficient, satisfactory, and needs improvement. Students have ample opportunities to improve their mastery of the Ohio ELA standards throughout the quarter. Teachers then monitor students' comprehension of those standards and discuss methods to strengthen their understanding.

After four years of a rigorous curriculum, RRHS students are prepared to enter the work force and collegiate communities with a strong voice.

1c. Mathematics

Recognizing that Math is more than solving for x , the Rocky River High School Mathematics department strives to challenge students to face difficult problems with tenacity so that they become confident problem-solvers. RRHS offers a rigorous and diverse curriculum ranging from AP to co-taught classes in order to meet the needs of every child. To achieve the goal that every student is instructed in a typical classroom setting, our co-taught classes consist of a licensed math instructor and an intervention-specialist, who work collaboratively to deliver appropriate rigorous content.

Choice and opportunity are at the heart of the mathematics course offerings, and students enroll in courses that best meet their needs and offer the appropriate challenge. For example, some students may need a remedial freshman year, but have the ability to accelerate their learning by dual-enrolling in two math courses the following year, enabling them to maximize their mathematics education. Accelerated students can progress through the program and earn sophomore-level college credit, through CCP, in courses such as Calculus III and Differential Equations. RRHS curriculum prepares students for college-readiness through a robust offering of courses including six college credit options as well as three AP classes.

Each unit in the math curriculum integrates technology and rich-math tasks with a problem-based approach. Specifically, Geometry students hypothesize which shapes will produce the best kites, building and testing their models; Honors Pre-Calculus students design art using parametric or polar equations. Additionally, on a daily basis, students are exposed to online learning platforms that use adaptive questioning to accurately determine student knowledge; online graphing programs to visualize problems; and AP Classrooms that engage in high-level thinking and synthesizing concepts.

Assessments play a vital role in determining placement and mastery. In the first few weeks, standardized testing data and classroom assessments are used to validate placements. Periodically, formative assessments such as quizzes and activities track progress and realign instruction. Summative assessments, common across course sections, are given at the end of each unit that not only test basic skill knowledge but offer opportunities for the students to demonstrate their ability to synthesize content from multiple units. Data from these assessments identify students who need further remediation which takes many forms: peer tutoring, small group teacher-directed instruction during study periods, and one-on-one tutoring support. In particular, the department has created specific test-prep classes that are open for drop-in, along with teacher-

mandated sessions for students who have not mastered material needed to be successful. These efforts have resulted in student performance that exceeds median averages on both state standardized assessments and on national AP exams.

The Math department offers extracurricular activities that foster problem-solving and mathematical applications outside the classroom, including Math Club, Chess Club and Robotics Club that all compete in local, state, and national arenas.

With a strong belief that math skills are critical for navigating life after graduation, the RRHS Math department is committed to building confident, inquisitive, successful adults.

1d. Science

The science department's success can be measured in a multitude of ways, including the large number of graduates who pursue medical and engineering degrees at the post-secondary level. Students, many of whom take courses beyond the graduation requirements, are well prepared for these pursuits through diverse curricular offerings: physical science, environmental science, biology, chemistry, and physics, including Honors, AP, and CCP courses. Since data acquisition is an important part of science teaching and learning, over a quarter of science instructional time focuses on laboratory work.

RRHS students have unique exposure to cutting edge research and careers in science and technology. Annually, RRHS hosts Sam Rhine's Genetic Conference, arousing interest in cancer research, cell replacement therapy, regenerative medicine, and clustered regularly interspaced short palindromic repeats (CRISPR) applications. Honors Biology students learn how biotechnology is used in cardiothoracic surgery from a Cleveland Clinic surgeon who visits classes each year. Additionally, the Environmental Club organized a visit from Dr. Michael SanClements, a scientist at the National Ecological Observatory Network, to discuss his book *Plastic Purge* to address the dire issue of plastic pollution.

As students work toward mastery of skills and content, teachers regularly use formative assessments to drive the topics, pace, and methods of instruction. Teachers differentiate the instructional environment to meet the needs of individuals within each class. Utilizing digital resources, science teachers highlight previous knowledge and direct students toward additional practice. Students receive academic support during their Seminar (a daily, twenty-four minute period built into the master schedule when no academic classes run) to ensure high performance on the Biology OST. Summative assessments align to the essential knowledge and skills of the state standards in which students apply their laboratory and analysis skills to real-world scenarios. For example, physics students investigate the effects of centripetal force on sloped freeway entrance and exit ramps.

Overall, the academic science classes help students gain essential knowledge needed for the world of work, while AP classes guide students to a greater depth of knowledge needed to pursue careers in advanced sciences.

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

The contemporary world is changing exponentially. Technology, communication, and globalization have diminished world boundaries and generated the need for new skills and understandings. The Social Studies curriculum at RRHS prepares students by digging deeply into national and international histories to analyze the roots of hatred, bigotry, and division so students can better understand the importance of economic and civic engagement in creating a world that exemplifies equity and justice. This knowledge is acquired through a rigorous and comprehensive curriculum that includes studies in human history, economics, contemporary issues, and government, with course offerings at both the Honors and AP level.

Over the previous academic year, guest lecturers provided students the opportunity to learn from Vietnam Veterans, familial survivors of the Armenian genocide and Japanese internment camps, and leaders at Cleveland Federal Reserve Bank, as well as law enforcement professionals and military leaders. This direct instruction is paired with interactive lessons such as debating the fault lines of the Cold War, analyzing past

court precedence to predict Supreme Court decisions, and creating documentary-style oral histories of World War II. Several courses are co-taught with an intervention specialist, so students with academic needs are able to learn alongside their fellow classmates. Over 90% of RRHS students successfully passed the Ohio State Test in Government, and an impressive 98% achieved this goal in US History.

A curriculum is only effective if it results in knowledge acquisition and college and career readiness. Students benefit from varied formative and summative assessments that require the analysis of multiple primary source materials and demonstrate literacy in the content area. Exposure to careers through guest speakers, field trips, and business expos are complemented by instruction in both civic engagement, financial literacy, and history. Collectively, these approaches ensure students are prepared to meet the world.

1f. For secondary schools:

The rigorous academic curriculum provided at RRHS aptly prepares students for multiple post-secondary options. This past year reflects recent trends as over 80% of graduates matriculated to a four-year college, while an additional 13% pursued community college or a job training program. Students were accepted at a wide range of selective private and public universities and received scholarship offers in excess of \$8.4 million dollars.

The Career Shadowing Coordinator assists in placing specific students in day-long experiences, helping them gain a stronger knowledge of the workforce within occupations of interest. Additionally, approximately 27% of our senior class participates in Senior Project, a 50-hour career-shadowing experience at the end of senior year where students gain in-depth knowledge in fields such as teaching, law, and medicine.

Upperclassmen can pursue Career Technical education and earn industry-recognized credentials through a partnership with the West Shore Career Technical District.

School counselors offer a comprehensive counseling program for students and families. Utilizing the Naviance platform, students take a multitude of career-oriented assessments including career interest, personality-based, learning style, and multiple intelligence inventories. Counselors use this data to create and revise an individualized course selection path that aligns student interest, academic ability, and future career options. Counselors offer in-depth college and career preparation through in-class lessons and workshops on college and career research, admissions testing and interviewing, essay writing, resume development, and goal setting. Additionally, interested students also have the opportunity to meet with over 60 college representatives, who visit the RRHS campus throughout the school year.

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

2. Other Curriculum Areas:

RRHS is committed to a well-rounded, liberal arts education that includes courses in physical education (PE), health, art, music, journalism, world language, computer science, family and consumer science, and AP Capstone (AP Seminar and AP Research). These elective offerings provide students in all grade levels opportunities for creativity and skill development outside of the core subjects.

With Ohio's graduation requirements for both PE and Health, students have many choices. The PE curriculum encompasses all areas of fitness from individual activities like swimming, personal fitness, and weightlifting to group activities like basketball, volleyball and badminton. The Health curriculum provides students with information and experiences designed to develop an understanding of human growth and development, appropriate health practices, family living, and health responsibilities.

Fine arts education has a long and storied history at RRHS and is considered an essential part of the student's educational process. Visual arts and music are taught in ninth through twelfth grade, and many students take more than the one credit needed to graduate. Art classes range from foundational exploratory survey courses to advanced 2D and 3D portfolio development. The award-winning RRHS Marching Band,

Jazz Band and Wind Ensemble perform and compete at local and national competitions. Vocal music options at RRHS include multiple choirs such as show choir and a cappella performing groups.

Technology use and integration are vital components to college and career readiness. Designed with this in mind, the Computer Education department offers elective classes to students in a dynamic, hands-on environment, and engages them in the critical skills identified by the International Society for Technology in Education (ISTE), including creativity and innovation, technology operations, and digital citizenship. Hyland Software, a local Northeast Ohio business, holds competitions for nearby high schools, which have resulted in RRHS students winning, and developing, school safety applications that can be used in emergency situations.

The Journalism department offers students the opportunity to fine-tune their writing and interpersonal skills. In Yearbook, students participate in all aspects of creating a lasting historical record. Students conduct interviews, write stories, and take photographs that capture the essence of each school year, in addition to marketing and selling the book. Broadcast Journalism students engage in script writing, camera work, broadcast performance, and video editing to create daily announcements.

RRHS world language studies in French, German, and Spanish offer progressive acquisition of linguistic skills: listening, speaking, reading, and writing. Additionally, students become culturally sensitive citizens and increase their global perspective by studying geography, history, social institutions, literature, and culture.

Through hands-on learning opportunities, courses in Family and Consumer Sciences such as Fashion and Independent Living play a vital role in helping students approach life activities in a competent and effective way. In Service Learning, students work individually with community organizations throughout the semester, while collectively organizing a prom fashion show to benefit a local charitable organization, raising over \$15,000 annually.

Through AP Capstone courses, which include AP Seminar and AP Research, students learn and apply college level research, writing, and presentation skills that are demonstrated both independently and through team assignments. With strong support from the Media Center Specialist, AP Seminar students utilize peer-reviewed journal articles and other credible sources to synthesize a diverse range of voices and perspectives with a strong awareness of policy implications and limitations. This foundational knowledge enables AP Research students to design and carry-out their own research proposals. Past investigations have included a quantitative analysis of teenage perceptions on JUULing and how the effect of ethanol exposure on brown planaria models alcoholism in humans.

RRHS understands that other curriculum areas develop successful students, especially as the large majority of them enter college directly after graduating from high school. The skills provide students the base of a liberal arts education, leading to lifelong learning.

3. Academic Supports:

3a. Students performing below grade level

RRHS believes that students of all ability levels are capable of challenging themselves and stretching their skills. As assessments--both summative and formative--reveal which standards students have not yet mastered, teachers across the curriculum tailor their instruction to benefit all students, including those performing below grade-level. Assignments are then modified as needed to accommodate individual student learning needs, and lesson delivery is designed for learning style variations.

Students and families benefit from data-driven instruction that enables understanding of student skills, potential, and learning gaps. For example, teachers use the online reading platform, Achieve 3000, to determine lexile (reading) levels and then assign appropriate texts allowing for content access. Using this lexile data, teachers tier instruction and differentiate content in the classroom, providing necessary scaffolding or collaborative opportunities. In both ELA and the biology classrooms, students are grouped for

some activities by similar lexile to work through challenging texts. Differentiated reading guides allow for appropriate pacing and give all students the opportunity to think and discuss in a risk-free setting versus feeling inhibited by their higher-achieving peers. Teachers can also remove challenges related to executive function using tools such as Google Classroom and Hapara, providing students with quicker and clearer access to instructional materials and assessments.

Students who need additional intervention are afforded more opportunities for individualized instruction through specially assigned seminars, learning support periods, the after-school assistance program, and, if warranted, at-home instruction. RRHS' co-taught classes also benefit students by offering real-time support of two instructors in the general education classroom who meet regularly to review data on individual students and adjust support as needed.

3b. Students performing above grade level

Approximately half of the student population at RRHS is identified as gifted. Teachers differentiate learning goals, lessons, and activities within classes of mixed capabilities so that students performing above grade level are invited to extend their thinking beyond what the lesson requires. Giving high achieving students permission to think differently to problem solve or to unlock the meaning of a text helps them grow and stretch beyond both their own expectations and the minimum state standards.

Challenging course offerings, including a wide variety of Honors, AP, and CCP courses, provide our students with rigor, and, within the classroom, data-driven instruction and assessment ensuring that instructional time is maximized and that high-performing students are challenged to think critically and engage in high-level analysis. Through differentiated assignments and expectations, gifted and other top-achieving students apply higher-level critical thinking skills within their everyday work and connect lessons cross-curricular. Stretch is provided in US History classes by asking students to wrestle with the competing priorities of healing and justice after the Civil War. Honors English classes conduct a full murder trial, examining the nuances of truth and justice and the challenge of proving guilt.

Teachers encourage creative thinking in a risk-free environment, especially for gifted students who may be overly focused on getting the correct answer. For example, problem-based learning models give students the opportunity to stretch their thinking in authentic and original ways. When grappling with real-world problems with no easy answers, AP Seminar students work collaboratively to determine solutions that maximize benefits and acknowledge limitations. Recently, students undertook a rigorous examination of Ohio's handling of opioid overdose deaths. Their solution of widespread naloxone distribution was also adapted into a video presentation that won Cleveland MetroHealth Hospital's Teen Brain Health Challenge Award.

Leadership opportunities are critical to the development and academic success of gifted students. Opportunities for classroom leadership include leading Socratic seminars and assuming prominent positions in the mock trials of Jefferson Davis and Othello. Exceptional math students tutor both at the high school and lower grades.

Last year, RRHS earned an A for value-added (growth expectations), gifted population scores, reflecting the ongoing commitment to growing individual student skills each academic year.

3c. Special education

RRHS' continuum of special education services meets the diverse needs of its learners and remediates deficits, ensuring success for all students. With a focus on co-teaching practices, the majority of students with disabilities learn the curriculum alongside their peers by having instruction delivered by both a content-area expert and an intervention specialist, ensuring that students with disabilities experience academic rigor while having the support required to enable students to demonstrate their skills and abilities.

For students requiring more individualized instruction, small group classes emphasize direct, explicit instruction with a focus on multisensory teaching to help learners access the curriculum while also

monitoring student progress as they move toward individual learning goals.

Within the classroom, research-based interventions are utilized to maximize student success, while ongoing formative assessments monitor student growth, allowing teachers to hone their instruction based on student development of specific skills.

In addition, students with disabilities receive a study skills and academic support class that focuses on helping students meet their individual goals. This class provides an opportunity for students to receive one-on-one instruction with an intervention specialist on a daily basis to help ensure students' success in all of their academic endeavors. Students with reading disabilities participate in an intensified reading class to improve their skills. For assessments, students have a Testing Center that delivers testing accommodations per students' Individualized Education Programs which is another support utilized to help students perform to their potential.

The Exceptional Students Unlimited Club (ESU) pairs students with disabilities with typical peers to develop friendships and provide opportunities to participate in activities and outings outside of the classroom environment such as dances, sporting events, shopping, and eating out at local restaurants.

3d. ELLs, if a special program or intervention is offered

In order to serve students in their assimilation and to promote their success as they adapt to a new culture and language, English Learners (EL) students are assigned to a class that focuses on learning English while also providing assistance on homework, projects, tests, frontloading content, and daily life activities.

The EL coordinator consults with general education teachers, sharing background information on specific students including their native language and the language skills of the parents or guardians. To maximize success in a general education classroom, interventions such as bilingual dictionaries, visual aids, and strategic grouping strategies allow students to practice their English language skills with peers. With specific regard to their ELA education, EL students are placed in a small-group class, enabling them to learn skills at an appropriate pace while providing an environment conducive to practicing language acquisition within the ELA curriculum. For assessments, EL students receive accommodations such as extended time, translation tools, word banks, and simplified wording, allowing students to demonstrate their skills and abilities in a classroom setting while simultaneously learning and mastering the English language.

EL students are encouraged to participate in the RRHS American Field Service (AFS) club that organizes outings with foreign exchange students, building language development skills while also learning and experiencing different cultures through events and field trips.

Ultimately, the EL program's goal is language acquisition and to help students successfully transition to a new school, home, and often country.

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

Creating an inclusive and welcoming community is an important component of the district's mission specifically for our LGBTQ+ population. Students Advocating For Equality (SAFE) club supports the LGBTQ+ population by providing opportunities for actively engaging with social issues within a socially and emotionally safe environment, and covering topics such as Diversity 101, Body Positivity, World Religions, Healthy Relationships, Women's History, and LGBTQ History. Of recent note, the SAFE club presented "Inclusion: Bridging the Gap Between Wealth Levels" at John Carroll University and was awarded the Diversity Center of Northeast Ohio's Student Diversity Champion Award. In addition, the Diversity Center of Northeast Ohio provides annual training to all freshmen and district staff on topics that promote understanding, acceptance, and empathy to all student populations.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Creating a positive environment for students is inherent in the mission of RRHS. Faculty, counselors, and administrators utilize weekly PLC time to identify ways to support students within specific courses. Through the school-wide Positive Behavior Intervention Supports (PBIS) program, faculty members recognize students exemplifying the four core qualities (respectful, responsible, caring, and safe) essential to promoting a healthy learning environment.

Counselors regularly utilize classroom presentations as well as grade-level meetings to teach lessons and discuss topics to promote student emotional development and to strengthen their mental health. School counselors offer quarterly lunch meetings to new students to promote discussions on ways to engage in activities, athletics, and academic support. The district also offers seasonal, community town hall meetings, which address relevant topics for parents such as student mental health issues, social media awareness, coping with the opioid epidemic and other pertinent issues. As alluded to above, RRHS also utilizes a four-year social and emotional readiness plan to help students acquire real-world knowledge and skills.

RRHS promotes and encourages student engagement in over 60 different sports and extracurricular activities, connecting students with their peers outside of the classroom. Several unique programs such as Bridge To The World and Esports allow opportunities for students to interact with the world beyond the walls of the high school. West Shore Young Leaders work with professional law enforcement, social service professionals, and students from local districts to educate the school and community on issues related to drug and alcohol addiction as well as health and well-being. Exceptional Students Unlimited and Team Unify hosts tournament-style athletic opportunities in football, basketball, and track for students with special needs. The RRHS Makerspace provides students with access to equipment, education, and the opportunity to collaborate with peers as they design, prototype and create manufactured items using high-tech equipment. Our Drama Department, complemented by a student orchestra and stage crew, has won Northeast Ohio's DAZZLE awards for best musical for the last three years.

With the goal of creating empathetic students with expanded worldviews, RRHS promotes service opportunities through its National Honor Society, Peer Tutoring, and Key Club. Over a third of the student population is involved in a service organization, and the student body has completed over 4,000 service hours this school year alone.

The Freshmen Mentoring Program--a supportive, structured class led by trained upperclassmen--assists freshmen in learning about high school traditions, co-curricular opportunities, and school activities. Students gain skills and strategies for academic success, including goal setting, decision making, and managing both time and stress.

2. Engaging Families and Community:

RRHS engages both family and community stakeholders. In the simplest sense of engagement, parents and guardians are able to track their child's grades and assessments through our online student information system. So, too, can parents celebrate student success at annual awards ceremonies and scholarship presentations. When necessary, classroom teachers, counselors, and administrators contact parents and put plans in place, such as attendance improvement plans, graduation contracts, or creative scheduling options, to increase a student's academic success.

The RRHS Key Club, in conjunction with the local Red Cross, welcomes the community to its semi-annual blood drives. The Curriculum Advisory Committee (CAC), composed of students, parents, teachers, administrators, and health and human service officials, meets quarterly to discuss topics critical to school improvement and student success, such as school safety, student mental health, and curriculum initiatives.

Through our higher-education alliance with Cuyahoga Community College, students can earn up to thirty-

nine (39) transferable college credits, taught on the high school campus by RRHS teachers who serve as adjunct professors.

The RRHS Parent Teacher Organization (PTA) conducts annual fundraisers that provide money for grants that benefit student activity groups. Our local Rocky River Education Foundation (RREF) enriches the quality of students' educational experience through grants given to teachers in order to better their classrooms. Contributing to a sense of community pride, the Rocky River Campus Foundation raises funds for beautification projects on the RRHS grounds.

None of the above goes without recognition. Be it by school website, mass email communications, social media, or district newsletters mailed to all community members, RRHS's improvements and successes are widely celebrated with all community stakeholders.

3. Creating Professional Culture:

At the district's opening convocation, the teacher and employee of the year are announced and celebrated, signifying the importance of recognition at RRHS. Support of the faculty is also a priority of the PTA that generously provides lunch and breakfast to our teaching staff twice a year. These celebrations of staff, along with targeted professional development, leads to an atmosphere of positivity and professional respect.

RRHS staff benefit from a robust and wide range of professional development opportunities and educational support, whether it be district initiated or staff driven. These opportunities are directly influenced and aligned with the district's strategic mission of providing a caring environment with exceptional opportunities and creating successful students who are globally competitive. In the last five years, professional development opportunities have included topics on diversity and inclusion training through the Diversity Center of Northeast Ohio, active shooter training, mindfulness exercises, and presentations on social emotional issues confronting students.

Local and in-district professional development allows teachers to analyze trends in data and educational practices to authentically deliver the most innovative instructional practices, assessment strategies, and social emotional support for all learners. The sources in determining areas of interest include but are not limited to, federal and state policies, national, state, and local assessment results, culture and climate surveys, and discussions with staff, students, and the community at-large.

RRHS staff participates at local, state, and national conferences, seminars, and workshops that promote professional growth. In particular, social studies teachers attended the Cleveland Council on World Affairs' "Bridges to the World" sessions on the Middle East, Russia-US Relations and Climate Change. Many teachers attended Dr Kristen Race's presentation on mindfulness, as well as workshops by Rick Wormelli on standards-based grading and the importance of quick and detailed formative feedback. While these professional development opportunities have benefited individual teachers, the lessons learned are shared with their colleagues in PLCs so the learning is exponential.

Recognizing that leading professional development also builds strong teachers, the faculty is encouraged to be pioneers in their respective fields. As such, teachers have presented at the Ohio Foreign Language Association, the National Association of Biology Teachers, the National Science Teachers Association, and the National Conference for Social Studies. Additionally, teachers have been chosen to score AP exams across multiple subject areas and present at AP conferences. The faculty also lends their expertise to multiple boards or organizations, including the Advisory Committee for Howard Hughes Medical Institute's Biodiversity Group, the Teaching Cleveland Foundation, Facing History and Ourselves, and INFOHIO's User Council that discusses digital resource needs for K-12 students and implements ideas and initiatives for equitable online access and learning.

4. School Leadership:

RRHS operates on a shared leadership philosophy where decisions involve input and feedback from administrators, teachers, students, parents, and community members. The principal is supported by two

assistant principals and one athletic director who help manage the daily operations of the building and facilities while also processing attendance, discipline, and event scheduling. The administrative team meets weekly to discuss issues impacting RRHS.

Department Coordinators provide leadership on the classroom level by assisting in managing subject-area initiatives. Coordinators lead weekly PLC meetings which involve compiling and reviewing student performance data, developing courses of study, and designing assessments. Department Coordinators attend monthly meetings with the administrative team to discuss ways RRHS can better serve its students.

The Building Leadership Team (BLT) - consisting of administrators, counselors, the school resource officer (SRO) and the special education coordinator - meets weekly to address important school issues ranging from student performance to school safety. Most critically, BLT meetings are utilized to discuss student academic concerns and to develop and implement student success plans to ensure graduation criteria are met. All team members provide feedback, criticisms, and creative ideas to proposed solutions.

Student leadership is a key component of RRHS's success. Both the Principal's Advisory Council and the Superintendent's Advisory Council meet quarterly with select students from each grade level. At these meetings, students provide feedback on school safety, student morale, school culture, assessments and testing, and handbook and grading protocols.

Parents and community members also have the opportunity to enhance and contribute to the leadership structure of RRHS. The majority of parent leadership comes from the RRHS Parent Teacher Association (PTA), which provides feedback on school policy--such as the Parent and Student Handbook--while also promulgating information to the community on upcoming building changes and important events

PART VI - STRATEGY FOR ACADEMIC SUCCESS

While students at RRHS have many forums to voice their concerns and provide feedback, the school values a deeper understanding of their attitudes. Beginning in 2016, RRHS implemented the Gallup Student Poll (GSP), which measures the perceptions of fifth through twelfth graders in the following areas: Engagement, Hope, Entrepreneurial Aspiration and Career/Financial Literacy. The GSP report provides the administration and staff with an analysis of RRHS students' attitudes compared to their national cohort. Annually, students complete this online survey, and the resulting data is reviewed by school administrators, leading to the development of building goals.

Past longitudinal data from the GSP suggests that students at RRHS are more engaged than the overall U.S. student population. While the strengths outlined in the GSP are celebrated, RRHS also focuses on noted areas for improvement: specifically, how the school can increase the measure of student hope across the entire building. While the administration and faculty strive to provide students with opportunities to be successful in their academic, extracurricular, and socio-emotional pursuits, the poll data suggests that RRHS could be doing more. To address this, RRHS implemented Family First Night (FFN). FFN occurs during the second semester and allows families to spend quality time together; there is no homework assigned or events scheduled that evening, nor are there assessments given the next day. Similarly, our thank-you card initiative aims to strengthen our social-emotional connection to students. Prior to recessing for winter break, every member of the RRHS staff personally selects two students to whom they will send a thank-you card and provide complementary feedback on accomplishments.

Self-reflection and a commitment to improvements that benefit students are the “secret to our success” in Rocky River. The administration and staff of RRHS are dedicated to using the feedback we receive to continue to build positive, supportive relationships with students and to nurture an environment that promotes student learning, growth, and success.