

**U.S. Department of Education**  
**2018 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. Todd H. Rings

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

Official School Name Brecksville-Broadview Heights Middle School

(As it should appear in the official records)

School Mailing Address 6376 Mill Road

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

Broadview Heights OH 44147-2260  
City State Zip Code+4 (9 digits total)

County Cuyahoga County

Telephone (440) 740-4400

Fax (440) 740-4454

Web site/URL http://www.bbhcsc.org/middleschoo

l\_home.aspx E-mail ringst@bbhcsc.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\*Ms. Joelle Magyar

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail magyarj@bbhcsc.org

District Name Brecksville-Broadview Heights City Tel. (440) 740-4000

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. Kathleen Mack

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

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

Date \_\_\_\_\_

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

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

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

## **Part I – Eligibility Certification**

---

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

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

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	0	0	0
<b>1</b>	0	0	0
<b>2</b>	0	0	0
<b>3</b>	0	0	0
<b>4</b>	0	0	0
<b>5</b>	0	0	0
<b>6</b>	153	136	289
<b>7</b>	155	131	286
<b>8</b>	166	165	331
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	474	432	906

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 6 % Asian
  - 3 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 83 % White
  - 5 % 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 2016 – 2017 school year: 3%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2016	926
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 7%  
62 Total number ELL

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

Arabic, Cantonese, Korean, Russian, Serbian, Spanish, Ukranian, Hungarian, Panjabi, Polish, Chinese, Telugu, Gujarati, Tamil, Bergali

7. Students eligible for free/reduced-priced meals: 13%  
 Total number students who qualify: 122

8. Students receiving special education services: 14 %  
126 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>15</u> Autism                 | <u>5</u> Multiple Disabilities                 |
| <u>2</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>23</u> Other Health Impaired                |
| <u>0</u> Developmentally Delayed | <u>66</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>4</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>1</u> Traumatic Brain Injury                |
| <u>6</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: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
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.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 27:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	97%	96%	97%	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 2017.

<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.

To prepare our students for their future.

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**

---

Brecksville-Broadview Heights Middle School is proud to be part of a school district “where fine education is a heritage,” the school district’s motto. In addition to our middle school, one high school, one intermediate school (grades 4-5) and three elementary schools (grades PK-3) support this district expectation. The suburban communities of Brecksville and Broadview Heights are located just fifteen minutes south of downtown Cleveland, home of the Cleveland Browns, Cleveland Indians, and Cleveland Cavaliers. These two communities, in addition to a few homes in the city of North Royalton, make up the attendance area of Brecksville-Broadview Heights City Schools and have a history of success, providing education to students for 136 years. Brecksville and Broadview Heights have a combined population of approximately 29,000 and are primarily composed of families of executive, professional, business, and technical personnel. Both communities offer recreation centers and share a portion of the Cleveland Metroparks and Cuyahoga Valley National Park. The total school district enrollment is 3,760 students. Brecksville-Broadview Heights Middle School is a comprehensive middle school with approximately 904 students, grades 6-8.

The Mission of the Brecksville-Broadview Heights City School District is to inspire and prepare students to be lifelong learners, to be flexible in approaching opportunities for growth, and to be effective as well as ethical contributors to our society. Brecksville-Broadview Heights Middle School allows this mission to guide course offerings, professional development for staff and educational opportunities for students. Overall, 93% of the district’s graduates have continued their education at the university and college level, 80% at four-year colleges and 13% at two-year colleges. The remaining 7% chose the military or an alternative plan.

Our community is composed of CEOs, business leaders and all types of professionals at the top of their fields. We have tailored our instructional methods, extracurricular activities and school culture to reflect the values, and high expectations of our community. In Brecksville and Broadview Heights we prize innovation, adaptation and embrace technology to meet the challenges of the 21st century head on. Working toward these goals encourages students to become sensitive, creative, productive and responsible human beings. Believing all students can learn, Brecksville-Broadview Heights Middle School works to attain the following educational objectives:

- 1). To reinforce and expand basic skills for life competency: listening, speaking, reading, writing, and problem solving;
- 2). To make students aware of their obligation toward forming responsible personal values, attitudes, and perceptions;
- 3). To initiate and implement innovative, student-centered educational programs in order to prepare students to function and compete in a changing technological world;
- 4). To develop a collaborative atmosphere in which stakeholders (students, educators, and the community) exchange ideas freely;
- 5). To encourage physical fitness in order to promote the value of an active, healthy lifestyle throughout their life;
- 6). To encourage the appreciation of the arts; and
- 7). To make students aware of their responsibility to contribute to society.

Through our commitment to excellence, we provide an educational program of instruction for students at all levels, which will be guided by measurable outcomes. One of our latest school initiatives is a 1:1 technology program with our students. We are in our third year of the program and have seen an increase in our academic achievement each year. Our teachers have undergone professional development that provides resources and best practices in incorporating the technology into the students learning as well as the teachers' classroom. The 1:1 professional development included classroom management strategies, strategies to design and implement personal learning, online learning and creativity tools, and methods to track student progress. Most of our students’ collaborative and authentic learning is done on the Chromebooks.

Students are active in an extensive extracurricular and interscholastic program. They may choose to participate in fifteen club activities and ten sports teams, and have the opportunity to participate in open gym

before school two times a week.

Our students are contributing members of the community with various opportunities for them to give back to the community. Our school has supported the following causes: Yuletide Hunger Drive, U.S. Armed Services, Humane Society, Pediatric Cancer, Senior Citizens Centers, and Coat for Kids.

Brecksville-Broadview Heights Middle School attracts very highly qualified candidates for employment. One hundred percent of our faculty have Bachelor's degrees and 90.2% have a Master's degree or higher.

While we can speak to the honors our students have earned, the contribution to the growth of education our faculty has made, or the passion our community has for its schools, nothing can express the success of Brecksville-Broadview Heights Middle School like the involvement of our students and the excitement felt in the hallways each day. This is a passionate and vibrant learning community that strives for excellence and pushes day after day to reach for the goals it set out. It truly is a community effort.

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

---

### **1. Core Curriculum:**

The core curriculum at Brecksville-Broadview Heights Middle School (BBHMS) is aligned with Ohio's Academic Content Standards. BBHMS teachers ensure that the curriculum is aligned with the State standards as soon as they are adopted or updated by the State of Ohio. Common assessments (formative and summative) are standards-based and aligned to Webb's Depth of Knowledge for sufficient rigor. Curriculum maps are a working document that are reviewed yearly and continuously refined. Technology is integrated within all of the subject areas through our 1:1 with Chromebook program to meet State standards at each grade level.

Our Language Arts classes integrate reading, writing, grammar, vocabulary, and speaking and listening standards through inquiry-based units. These are designed to investigate an essential question through analysis of literature and informational text using close reading strategies, peer discussion, and teacher-led instruction. Assigned texts reflect current issues and classic texts which are often differentiated by lexiles. Independent novels encourage exposure to a variety of genres, cultures, and issues. Students broaden their vocabulary through contextual instruction, and the study of Greek and Latin stems. Lexile scores are obtained through Achieve 3000 and shared with other teachers so they may adjust their instruction accordingly.

The writing curriculum develops students as critical thinkers and reflective writers. The writing workshop model provides opportunities for collaborative discussion and analysis of logical reasoning and thinking to provide specific feedback relative to the individual student. Writing is revised and improved through self, peer, and teacher analysis. Common rubrics are used across disciplines.

The highly talented and gifted students' curriculum is designed by the College of William and Mary's Center for Gifted Education and Michael Clay Thompson. This includes high quality literature selections, scaffolds to support and enhance writing and reasoning, and analytical skills, as well as opportunities to extend the curriculum to meet differentiated interests and needs.

Mathematics at Brecksville-Broadview Heights Middle School requires students to develop the conceptual understanding of mathematical processes aligned with Ohio Academic Content Standards. Math teachers use i-Ready as a diagnostic tool to understand students' thinking about math concepts, identify the gaps in learning, and to provide data regarding strengths and weaknesses to guide enrichment and intervention. Students benefit from rich collaborative learning and idea sharing, deep problem-solving and reasoning, and the application and analyzing concepts being studied. BBHMS students have the opportunity to take accelerated math in sixth, seventh, and eighth grades, and double accelerated in seventh and eighth grades. This offering allows our students to receive learning commensurate with their mathematics aptitude. Students are immersed in problem-based learning, small-group projects, and whole and small-group instruction.

Our Science curriculum engages our students in collaboration, critical thinking and problem solving using reading, writing, and research skills to articulate their learning. Students engage in hands-on, inquiry-based activities that provide them with opportunities to work together and solve problems scientifically. They develop and test hypotheses, analyze data, draw conclusions and communicate their findings with the world via Twitter and YouTube. Content areas include life, earth, space, and physical science. Lessons are standards-based and differentiated for rigor using Bloom's Taxonomy and Webb's Depth of Knowledge. STEM projects are incorporated. The Middle School offers an accelerated science program to students needing the challenge of a more rigorous curriculum, to study both seventh and eighth grade science standards at a condensed and accelerated pace during their seventh-grade year. Students in the eighth-grade science fast-track program can take ninth grade Physical Science for high school credit. This creates the opportunity for more students to take Advanced Placement classes at the high school for college credit.

The Social Studies curriculum is designed to provide learning opportunities that demonstrate deep content

knowledge and skills while gaining an understanding of present day issues in a real-world context. Language Arts and Social Studies teachers engage in collaborative planning to help students engage in meaningful reading and writing experiences making connections from what they read and write to their own experiences. Students become detectives searching through and analyzing real-world data, making valid decisions about authenticity and accuracy in order to craft solutions to global issues. The BBHMS trip to Washington, D.C. provides our eighth-grade students with the opportunity to represent their school and community as citizens in our nation's capital. State standards in Ohio encourage students to make connections not only within the curriculum, but also the world around them. Ultimately, this trip gives students an understanding of the United States' government in action.

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

BBHMS has a wide variety of elective courses to help enhance learning opportunities for students in all grades.

All seventh and eighth grade students may participate in music courses. A wide variety of instrumental and vocal courses that include band and string orchestra and choir. Extra instrumental opportunities are offered through jazz ensemble and chamber orchestra before and after school hours. BBHMS also offers a Music and Movement class for adaptive learning in the visual and performing arts department. Sixth graders take a music class for those who do not participate in vocal or instrumental music programs.

Art Education classes are available for grades six through eight where students create art in multiple mediums developing their artistic skills and practicing various techniques. The Art Club has garnered several local, state, and national honors over the years with the most recent five being some of the best. Students have received 13 Gold Keys, 26 Silver Keys, and 37 Honorable Mentions in the past five school years alone! Keys are the award given by the Cleveland Institute of Art for works art that are the very best (Gold Key) and stand-out works (Silver Key) within the region.

Seventh and eighth grade students can participate in Computer Technologies. Seventh graders learn about digital citizenship, copyright, 3-D drawing and design, and an introduction to coding using Khan Academy. It is a great companion to our 1:1 Chromebook program. Eighth graders may enroll in Advanced Computers where they continue their study of coding and programming languages such as HTML/CSS, JavaScript, Python, and A-Frame. Students have access to Raspberry Pi devices to continue their use of coding. Eighth graders also work in digital media including photography, videography, and audio, and video editing.

An adaptive technology course is available to students with multiple handicaps. The focus is on typing skills and using G-Suite tools. The seventh and eighth grade technology curriculum is adapted to be developmentally appropriate.

STEM is an elective for seventh and eighth graders. Students use the engineering design process to think critically, solving real-world problems. Access and use of tools include a laser cutter, 3-D printer, and VEX Robotics. The STEM lab has become a prototype visited by other area schools designing their labs and curriculum.

The Middle School Robotics team competes locally and regionally in VEX Robotics competitions, and has placed several times since its inception. Students are able to participate in this club before and after school as well as during lunch and enrichment/intervention (E/I) periods.

BBHMS offers an exploratory world language class in three languages, German, Chinese and Spanish, to seventh and eighth graders. Students can make an informed decision regarding which world language they would like to pursue as an eighth or ninth grader. Students experience the language and culture through field trips to local cultural areas and celebrating traditional holidays and festivals. Immersing our students in the culture through music, celebration and food helps them connect to the language and may inspire them to carry on in the language beyond Middle School. Eighth graders who elect to take a world language receive high school credit upon successful completion of the course.

Physical education courses offer students the experience to engage in athletics and fitness. Students try multiple sports, learn new skills, and are active throughout the day. Students set and measure goals for improvement in their physical abilities and learn how to be fit for life while participating in healthy competition.

Health class is a companion course to P.E. Seventh grade students explore the body systems, hygiene, diet, and drug and alcohol awareness with assistance from the local DARE Officers.

Students may also participate in the NFL sponsored Fuel Up to Play 60 program. In association with our Health and P.E. program, this offering helps reinforce the lessons taught and students get a chance to have breakfast with a few players from the Cleveland Browns!

BBHMS also has seasonal extra-curricular interscholastic sports teams including: Football, Volleyball, Cheerleading for Fall and Winter Seasons, Dance Team, Boys and Girls Basketball (conference and non-conference 7 and 8), Wrestling, Track and Field and Cross Country.

Students learn real-world lessons about economics and family life. Topics covered include personal finance, child development, and college and career planning. Also covered are culinary lessons like safe food handling and cooking, kitchen safety as well as sewing and cleaning.

### **3. Instructional Methods, Interventions, and Assessments:**

Our teachers employ flexible teaching methods such as group projects, reading and writing workshops, problem-based learning, and unit pages. These instructional methods provide choice, are leveled, and/or tiered to meet the needs of all students.

Science/Math and English Language Arts teachers utilize Professional Learning Community (PLC) time to design creative cross-curricular lessons. This allows teachers to utilize their colleagues' expertise, and students benefit from seeing the correlation between cross-subject content.

Blended learning deepens face-to-face instruction using Google Classroom, Virtual Classroom, and a host of online learning programs utilizing our 1:1 Chromebook program. These programs assist students in organizing their work, and virtually grant access to all classes 24/7. Ubiquitous access to learning via Chromebooks allows teachers to give timely feedback to students. Students use this feedback to request time with teachers during 'Enrichment and Intervention' period (E/I: 24-minute class) for academic assistance. Parents may view textbooks, student work, and assignments along with grades and teacher feedback.

Students have access to programs such as MathXL, Achieve3000, i-Ready, and NoRedInk for extra practice, intervention, and enrichment. In addition, i-Ready will assess gaps in previous English Language Arts and Mathematics learning, and provide tailored intervention on those skills. Teachers use the data for specialized instruction if the student needs further remediation.

Teacher teams meet weekly to discuss students of concern and determine how to best provide help through different intervention strategies. Concerns include those students who may need to start the RtI process, behavior concerns, and academic concerns. Students who need accommodations include but are not limited to: copies of notes, lessening workload, and adjusting quizzes. Chromebooks provide access to additional accommodations such as dictation software for struggling writers and text read-aloud for struggling readers.

BBHMS has inclusion classes, offered at each grade, in English Language Arts and Mathematics that include a core subject teacher and a intervention specialist for students with special needs as well as Tier 2 intervention students. Students benefit from having two teachers to provide intervention, small group work, re-teaching, and extra practice.

Three sections of a small group class called Academic Assistance Lab (AAL) is utilized for our Tier 2 students. These classes meet daily and involve direct instruction on study skills, organization, test-taking strategies. Students work on classwork in reading and math and get remediation in skill gaps from a math

and/or literacy intervention specialist. For students with special needs (Tier 3), we have seven sections of AAL held daily with intervention specialists.

BBHMS has two subgroups, economically disadvantaged and students with disabilities, that fall ten or more percentage points below the average score of all students. In English Language Arts the average proficient passage percentage for 2016-2017 school year was 85.5%. 74.1% of the economically disadvantaged subgroup were proficient, and 45.2% of students with disabilities were proficient. In Math, for the 2016-2017 school year, the average proficient passage rate was 90.5%. The economically disadvantaged subgroup proficient passage rate was 84.9%, and students with disabilities passage rate was 56.2%. Students attend a daily Enrichment/Intervention period with teachers who provide one-on-one or small group interventions guided by data gleaned from formative assessments, i-Ready, and Achieve 3000. The E/I period and use of data to target interventions proved successful as our Gap Closing score on the Ohio School Report improved from a grade of C at 70.0% in 2015-2016 to a grade of B at 87.0% in the 2016-2017 school year.

BBHMS participated in a year-long professional development program with Tom Rounds, an assessment literacy coach provided by the State of Ohio. He met with all content-area groups to discuss the role of assessment and help teachers revise current assessments to be more rigorous. Assessment rigor was deepened using Webb's Depth of Knowledge where 20% of test items were at level 1 (Recall) and 80% of test items were levels 2 (Skill/Concept) and 3 (Strategic Thinking).

Diagnostic tests are given to all students three times per year in Math and Language Arts to monitor progress and growth. These screeners assist teachers to intervene with students who have learning gaps and those with higher achievement that could use enrichment. Teachers also use this data to flexible groups, tiered practice for students, and embedding Tier 1 interventions into lessons.

BBHMS hosts a large population of gifted and accelerated students. Language Arts enriched classes offer students inquiry and thematic learning about themes such as identity, choice, and change using curriculum designed by William & Mary and Michael Clay Thompson. In all three grades, students are offered varied opportunities to read literature of their choice and apply skills they learn in class to analyze it. Writing serves deeper thinking, topical analysis, and synthesis.

## **PART V – SCHOOL SUPPORTS**

---

### **1. School Climate/Culture:**

The Brecksville-Broadview Heights Middle School strives to engage and motivate students in order to foster a healthy school climate. This is accomplished by providing a rigorous curriculum for all students. Students work collaboratively using 21st century skills to solve complex problems. In addition, teachers work to integrate technology into lessons as appropriate. Each month, twelve students of character are nominated by staff. These students exemplify the character traits through both their actions and words. Moreover, students are encouraged to respect others and to demonstrate compassion for all. Students can earn 'Bee Bucks' by showing good character in many ways, such as having excellent class participation or completing a random act of kindness. We believe that all students are valuable and necessary.

Furthermore, BBHMS provides a positive environment that supports academic, social, and emotional growth of students. There is something for every student whether it be a school club or activity. Outside of class, students enrich their curriculum by participating in MathCounts, Builders Club, Model UN, Science Olympiad, Power of the Pen, Speech & Debate and Robotics. We also aim to create well-rounded students; therefore, we offer Huddle Jr., Fuel Up, Art Club, Stage Crew, Yearbook, Honeycomb, Communications Club, and much more to help students to grow outside of the classroom. To boost morale, pep rallies are held to recognize students and provide entertainment with various staff and student games. Morale is also boosted as teachers and students practice random acts of kindness. During the month of May, students and staff rally to raise money and awareness for pediatric cancer research through our Kick-It campaign, which has raised over \$250,000 in the last eight years. Both students and staff practice random acts of kindness to cultivate a positive environment for all.

Finally, the school culture at Brecksville-Broadview Heights Middle School creates an environment where the teachers feel valued and supported. Both students and staff practice random acts of kindness throughout the year to cultivate a positive environment for all. At staff meetings, teachers are asked to share “wins” that they have experienced the previous month. In addition, staff is recognized for going above and beyond in creating a positive environment. We utilize in-service days for team collaboration or learning about best practices. Teachers are given time, within grade level professional learning communities, to develop and create meaningful units for students. Our special education department pulls staff and students together to 'feast' several times a year. This 'feast' is a special luncheon that promotes socialization and comradery for our special education students with peers and staff.

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

Our Middle School staff, parents/guardians and members of our community play an integral role in student success. Communication is conducted through multiple avenues, including but not limited to weekly email updates from all grade levels, administrative emails, classroom email, or apps like REMIND. Along with traditional parent-teacher conferences, we meet with families to develop a learning plan when the need arises. Our parents have access via Progress Book to all of their students' grades and activities. Orientations and Meet the Teacher occur at the start of the school year. Informational meetings are held prior to off-campus activities, such as our 8th grade Washington D.C. trip as mentioned in the core curriculum section under social studies.

We engage with our community in many activities throughout the school year. Our Chinese I students host an annual community service project at our County Library in Brecksville offering various stations for guests to learn more about Chinese culture. Our 8th graders create annual Easter Baskets for Chippewa Place, a development designed for the elderly. Our school collected donations for service men and women aboard the USS Roosevelt along with our annual Yuletide Hunger Drive, which supports families in our community in need. Our Huddle, Jr. students work annually with community based projects to promote positive decision making while increasing their knowledge and resistance skills. Our Partnership for a Healthy Community is a program that meets monthly to develop character words in hopes to springboard conversations at home and school. Each month twelve students are recognized for demonstrating the

character word of the month. Along with the aforementioned engagements, our annual Kick-It campaign has become a community-wide event each spring. Our students go out into the community practicing advocacy skills to help raise awareness and fund pediatric cancer research. The program has brought this community together through business sponsorships, car washes hosted around town, Pirate/Princess party with the young community members, 5K races and beyond.

Parent participation directly impacts our success in our school. Our Parent Student Organization (PSO) runs the biannual Book Fair, musical, socials/canteens after school and the purchase of Gifts and Goals for the staff each year. Parents come in to speak to our 6th graders on career day. The parents also volunteer for vision and hearing screen day, team days and our annual Washington, D.C. trip. Our school thrives because of organizations like the PSO whom support our students and staff.

### **3. Professional Development:**

BBHMS engages in professional development (PD) to strengthen and grow our students as well as become leaders in staff development across the State. Within the building, teachers lead presentations regarding best practices and information gathered at outside professional development during staff meetings, Professional Learning Community (PLC) or during district in-service days. This PD leads to improved instruction within the classroom for all students.

Our staff utilizes two 30-minute blocks per week to meet as PLCs. The groupings vary by subject, team, grade level, or subjects taught. Best practices are implemented through ongoing PLC discussions. Professional Learning Communities are comprised of teachers, content teacher leaders, and administrators. The focus of every PLC is student growth, achieved through teamwork. PLC's create learning opportunities that are in the best interest of the students, including standards-aligned, rigorous lessons, creation and implementation of formative assessments and common summative assessments.

The Middle School staff experienced numerous professional development opportunities during the implementation of our 1:1 model using Chromebooks, using district staff as well as attending the Ohio Education Technology Conference (OETC) on several occasions. A team of four teachers, all from different subject areas within the building, presented at this year's Association of Middle Level Educators (AMLE) conference in Philadelphia on Unit Pages: Blended, Scaffolded, Differentiated. This work stemmed from the implementation of 1:1 devices three years ago with our current eighth graders. This team presented this same topic at Ideastream and offered a class for the entire day during an in-service day.

Our individual departments also engage in ongoing PD. We are privileged to have one of our own staff members as a Member of the Ohio Content Advisory Council for Seventh Grade English Language Arts. She has been a member of the State team since 2015. Our Physical Education department has been a leader in the State hosting P.E. teachers throughout Ohio with professional development on P.E. State assessments with the collaboration from the Ohio Department of Education. This department continues their growth on a national level with Fuel Up to Play 60 conferences in Dallas and Chicago. Our speech therapist and an intervention specialist attended a forefront conference in autism and low incidence disabilities hosted by OCALICON, The Ohio Center for Autism and Low Incidence and Central Ohio Educational Service Center. Our Music department annually attends the Ohio Music Educators Professional Development Conference.

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

Brecksville-Broadview Heights Middle School engages in shared leadership responsibility to create an environment conducive to personal and professional growth. Leadership tiers include the principal and two assistant principals, the guidance department, department and team leaders, content teacher leaders, teachers, and staff. Shared responsibility creates a culture of collaboration and cooperation, where all tiers work as a team with district and building vision statements as common goals, secondary only to the well-being of every student. The administrative team is fully supportive of its teachers and staff, seeking input from all levels for successful resolution of issues that arise. Monthly Building Leadership Team meetings occur with principals, counselors, team leaders and department heads to collaboratively discuss ways to

improve our students' academic growth, social experiences, and safety. Professional conversations allow the best interest of our students to be sought, supporting academic, emotional, and personal growth.

We have been fully engaged in the Professional Learning Community (PLC) process. Student learning and achievement is our focus. Our results are based on data from a variety of assessments both nationally and teacher made. We have weekly meetings to collaborate on the four major questions of the PLC process: 1) What do we want kids to know, 2) How will we assess students, 3) What do we do with students who did not succeed, and 4) How do we enrich the students and stretch students when they do know the material. Administrators are vital team members of the PLC team meetings and provide feedback on the four questions. Through the use of data and meetings and a shared vision we continue to structure our school day and curriculum around the best interest of our students always remembering that student needs come as a priority.

Our staff includes a member of the OHSAA gymnastics board; a Fuel UP to Play 60 advisor; and a member of the Ohio Content Advisory Council for Grade 7 English Language Arts. Two of our educators are members of the Educational Advisory Board for the Cleveland Museum of Natural History, and another sits on the Educational Adequacy Committee, part of the Facilities Planning Committee for the district. Our staff members include teachers that have been nationally recognized while presenting their ideas and expertise at the Association for Middle Level Education (AMLE) National Conference, at the National Curriculum Network Conference for Gifted Education, regionally at the Ohio Educational Technology Conference, and locally as the Outstanding Middle School Math Teacher, recognized by the Greater Cleveland Council of Teachers of Mathematics. Several others serve on community committees, representing the best interest of our students in all areas.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

---

Our most practical and instrumental strategy for academic success at BBHMS is the Enrichment/Intervention (E/I) period scheduled at all grade levels. Grade teams establish a weekly schedule of student activities for each E/I period. The E/I period grants teachers the opportunity to engage students in many interdisciplinary STEM projects. Every year our middle schoolers use this common time for growing crystals for the U.S. Crystal Growing Competition, building wind turbines for the KidWind Competition, and engineering solar-powered vehicles for the Jr. Solar Sprint Challenge, just to name a few. Various other enrichment activities led by teachers during this class period provide additional rigor and encourage student growth such as book clubs, guest speakers, and cultural activities. Two days are designated for the online learning programs, i-Ready and Achieve3000. Focusing on math and language arts, these programs offer standards-based instruction to identify and close learning gaps. For i-Ready, students complete differentiated lessons and assessments, and teachers receive weekly performance reports on specific domains. The Achieve3000 program identifies Lexile measurement and modifies multidisciplinary passages and questions to meet each student's reading level. Study Island is another program utilized during E/I that supports skill practice and remediation of science standards. By differentiating the learning path, these programs are valuable for monitoring student progress and planning further instruction. During the remaining days of the week, students are free to visit any teacher to fulfill a variety of academic needs such as participating in a study session, working on collaborative projects, retaking assessments, completing make-up work, or receiving one-one tutoring.

An important component to academic success is a strong sense of community where members of that community feel safe. BBHMS participates in the One Book, One School program to engage staff and students in building a strong sense of community through discussion and activities. *Rules* by Cynthia Lord and *Project Mulberry* by Linda Sue Park are books that reinforced community themes of acceptance and empathy. BBHMS also offers a variety of non-academic activities to promote success. Field trips, guest speakers, mentoring programs, and physical/social/emotional learning opportunities such as HUDDLE and DARE (community based prevention to help students make healthy decisions) to support success within classroom instruction.