

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Tammi Evans

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

Official School Name Worthington Christian Middle School

(As it should appear in the official records)

School Mailing Address 1485 Lazelle Road

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

<u>Westerville</u>	<u>OH</u>	<u>43081-9542</u>
City	State	Zip Code+4 (9 digits total)

County Franklin

Telephone (614) 431-8230

Fax _____

Web site/URL http://worthingtonchristian.com

E-mail troy.mcintosh@worthingtonchristian.com

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

Date _____

(Principal's Signature)

Name of Superintendent *Mr Troy McIntosh
 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail
troy.mcintosh@worthingtonchristian.com

District Name Worthington Christian Schools District Tel. (614) 431-8215

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

PART II - DEMOGRAPHIC DATA

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

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	42	42	84
7	39	35	74
8	37	40	77
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	118	117	235

*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
 - 5 % Asian
 - 11 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 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 2017 – 2018 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2017	224
(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. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 18

8. Students receiving special education services: 15 %
36 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>20</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	96%	98%
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 2018.

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

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

Yes No

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

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

Worthington Christian Schools develops the mind of Christ in students through rigorous intellectual, creative, and physical pursuits.

PART III – SUMMARY

The nature of Worthington Christian Middle School is tightly tied to its identity and mission as a Christian school. This identity flows out of a worldview shared throughout the school community that teaches that knowledge and learning have real meaning and purpose in the lives of our students. This worldview also emphasizes the value of each student and the necessity to educate the whole child through “rigorous intellectual, creative and physical pursuits.” Learning is taught as both a duty and an act of worship to God.

The middle school is part of the larger K-12 Worthington Christian Schools which was founded in 1973. The K-12 system enrolls approximately 920 students, of which 235 attend the middle school. It is jointly accredited by the Association of Christian Schools International (ACSI) and AdvancEd. The school is an independent 501(c)3 organization, but functions as a ministry of its sponsoring church. Approximately 25% of its students are affiliated with the sponsoring church with the balance of its students representing well over 50 other area churches. The school communicates the importance of its families being involved in the life of their church since it believes it will be most effective in educating its students in accordance with its mission when families are also receiving the value of church participation.

The middle school serves from an increasingly diverse population. Of its 235 students, 32 (14% of the student population) attend using an Ohio EdChoice scholarship, which means those students have come from an extremely low performing public school or those students’ families have been designated as low-income by the state. The balance of families ranges from single parents and working class to upper-income families. Fifteen percent of students receive special services through speech-language therapy, tutoring, and/or other intervention services.

In addition to socio-economic and ethnic diversity, the student population also possesses a diversity of academic and learning needs. The school addresses its students needs through:

Instructional differentiation – Examples of instructional differentiation support include: a math teacher posting videos of his lessons online so students needing assistance can refer to them at home, a software program that adapts to students’ abilities while providing math problem-solving practice; a social studies teacher using stations that allow students to work on their own strategies and at their own pace, a science teacher developing team projects like the construction of a Rube Goldberg machine in a simple machine study in which each student is able to contribute something different to the group; and an English teacher creating grammar modules for students to work through according to their ability.

Intervention and accommodations – Students who need intervention, including one-on-one and small group instruction are assigned to work with an interventionist who sets academic goals for the students and collaborates with the classroom teachers to accomplish them. Students with special needs are given classroom accommodations that are designed by the intervention team.

Enrichment – The school’s enrichment program identifies the top students in each grade level and provides extended learning opportunities and problem-solving activities with other gifted students. The students take part in a variety of integrated, problem-based learning scenarios and opportunities. These tasks and activities are designed to help build perseverance and tenacity. The projects include STEAM (Science, Technology, Engineering, Arts, and Mathematics) Maker Space Projects and challenges. Through these activities, the students have the chance to strengthen their intrapersonal and interpersonal skills.

Participation in the Northwestern University Midwest Academic Talent Search. Over 70% of our students qualify for entry into this program by scoring in at least the 90th percentile in one or more subtests on the TerraNova.

Committed faculty and strong parental involvement lead to partnerships between school and home that foster communication and shared responsibility for student learning.

One of the school’s core values is that it will recruit and develop an outstanding faculty. In addition to

maintaining their Ohio Department of Education teaching credentials, they must also maintain separate certification through our accrediting agency (ACSI). The school is committed to ongoing and research-based professional development for all faculty members through its Professional Development (PD) Academy. The PD Academy provides professional learning support that is aligned with the school's goals. For the last two years, it has provided teachers with intensive training on the implementation of Understanding by Design (UbD) in lesson planning. This has included multiple days on in-house training by a professional UbD consultant for the entire faculty, smaller summer boot camp sessions for the consultant, and one-on-one coaching during the school year from the principal and consultant. The middle school principal attended the UbD summer conference with other administrators from the system to partner with the consultant on this coaching. Next year, the professional development focus will be on integrating the school's nine Expected Student Outcomes into lesson design using the UbD framework.

1. Core Curriculum:

1a. Reading/English language arts:

Worthington Christian Middle School embraces a rigorous curriculum for all of its students, which includes students along a range of ability levels. It includes high expectations along with diagnostic assessments and intervention when necessary. As an independent school, it is free to design the curriculum in a way that aligns with its mission and standards rather than aligning it to prescribed state learning standards. The effect is that its curriculum works from within a Christian framework for teaching and learning in a manner that the school believes will lead to superior results. Its methods tend to be traditional, combined with best practices that it identifies as useful. Assessment data is used to analyze strengths and weaknesses of both the written curriculum and instructional practice. For instance, writing had been a relative weakness in the assessment data for a number of years. Several years ago the school began to implement the Institute for Excellence in Writing (IEW) practices into its instruction beginning in the elementary school and now in the middle school. This has resulted in notable improvement in student writing performance.

Reading/English language arts tends to be the students' highest performing discipline as seen in the TerraNova3 scores and other assessments such as STAR Reading. The instructional framework includes regular diagnostics with a focus on classic young adult literature and reading practice. Students are given significant access to books and a structure to significant reading practice. The middle school focuses on developing student reading skills across both fictional and informational reading. Reading selections combine both prescriptive selections as well as student choice in reading materials. An integrated approach to writing is used through a curriculum partnership with IEW. This includes an emphasis on both style and structure, grammar and vocabulary, and modeling through experiences and interactions with excellent writing. Students practice writing and receive feedback across disciplines.

1b. Mathematics:

The school's approach to mathematics instruction is rooted in moving students from a concrete understanding of concepts to a pictorial understanding and finally to an abstract understanding. In grades six through eight, student data is used to determine the best course path for students. The typical college-preparatory path focuses on integrated math concepts in grades six and seven and concludes with Pre-algebra in eighth grade. Accelerated students may move on to Algebra 1 and Geometry in the eighth grade if they meet the school-established criteria and successfully complete the full requirements for all math work. This approach allows the classroom teacher to easily differentiate instruction based upon where the student is in his/her understanding. Those needing additional time in the concrete stage may remain there while other students move into the pictorial or abstract stages. Students apply problem solving techniques, including how to use and evaluate multiple approaches to problems. The school also has invested in significant teacher training and parent education to provide necessary support for students.

1c. Science:

The school's curricular approach to middle school science is grounded in basic data collection and analysis, observational skills, experiential learning and longer term projects. With one eye on state and national standards for science and another on its independent values, the middle school science instruction prepares students for higher-level work by requiring actual real-world scientific experimentation. These skills are developed through many long-term projects, such as a weeks-long Rube Goldberg project that requires students to apply principles of physical science to building an actual complex machine that successfully completes a daily task. These machines are then presented and judged by members of the community at an annual Rube Goldberg science fair. Similar projects require students to build a complex system analogous to a human cell and to present their findings to their classmates. The science course of study is focused on not only understanding the natural world and its order, but also harnessing the laws of nature to apply what they have learned in practical ways.

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

The primary curricular objectives in social studies focus on citizenship, community, local and national history and geography. Throughout their middle school studies, students will be introduced to a global view of history, including an overview of Eastern history, Western history, United States history, and global geography. This includes not only the facts of a social studies curriculum such as people, places, and events; but also viewing history as a trajectory of human events that allow us to learn from our past while living in our present and preparing for the future. Students participate in experiential learning as they celebrate a colonial Thanksgiving. They also learn contemporary history through a cross-curricular spring experience where they examine a decade of the twentieth century through group work, presentation, and immersion.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Worthington Christian Middle School believes that a full and dynamic curriculum is vital to the intellectual, creative and physical development of its students. Areas outside of the core curriculum are critical to this development. These non-core instructional areas are worthy of study in their own right but also develop the kind of thought that assists students in the core areas as well. These areas include the study of creative thinking, healthy lifestyles, persistence in overcoming challenges, cooperative learning, and applying technological solutions to problems students encounter.

Arts: Teaching toward a Christian worldview requires that students develop a creative and aesthetic sense throughout their education. All students in sixth and seventh grades receive musical and fine arts instruction every day. Beginning in the eighth grade students may elect to participate in music, and approximately 75% of student choose to do so. Music instruction emphasizes learning the rudiments of music, both vocally and instrumentally. Students learn to read music, match and create tones and pitches, identify different musical styles, composers and historical pieces, and perform musical pieces. Vocal (choir), band, and orchestra (strings) are all offered in the middle school. These students receive beginning and intermediate instruction in the elementary school but many continue to progress to advanced instruction as they move through the school's middle and high schools. Fine arts instruction concentrates on fundamentals of line and color, composition and form. Units on weaving and pottery make strong connections to social studies as the students investigate the historical importance of these arts to people groups in other cultures. Students create a portfolio of work each year that culminates in a spring art show for all grade levels.

Physical education/health/nutrition: The school believes that it must teach students the importance of care and use of their bodies. This includes kinesthetic instruction as well as health and nutrition. Physical education and health classes are compulsory on a rotating quarterly system for sixth and seventh grades, and elective for eighth grade. The curriculum emphasizes physical fitness and the development of play and lifetime skills, teamwork, and sportsmanship. Boys and girls complete health classes separately focused on comprehensive care of themselves. The emphasis is on the whole person. Units include physical, emotional, character, and spiritual health. These classes also include guests from outside the school who visit to assist the students in their learning and help them see the importance of a healthy life.

Technology: Similar to other curricular areas, students in sixth and seventh grades take computer classes for one quarter as a requirement, and electives are offered to eighth grade students. The program assumes that students will enter with rudimentary keyboarding skills and works to build accuracy and efficiency in sixth grade while introducing students to the functionality of Microsoft Office utilities and collaborative tools available through Office 365. Beyond basic computer literacy, students begin simple programming as well as media creation with audio and video editing tools.

Library: The middle school library is open to all students throughout the week. The school's emphasis on literacy and reading skills is supported through a robust collection of materials. In sixth and seventh grades students spend time in the library receiving instruction on various online databases like INFOhio. Instruction is also given on online safety and meaningful research, selecting appropriate resources, and discerning authentic from fraudulent source material.

Theology: In keeping with the school's mission, daily instruction on Christian theology provides a unifying element across the curriculum. The primary objectives for middle school instruction include transitioning to adult faith and abstract understanding of Christian principles while also engaging ideas from other faiths and understanding the differences and applying their learning as they create a way of life. Further, students are instructed to see the "big picture" of faith rather than simply the particulars, recognizing themes unique to people of faith. The importance of a theological understanding for students cannot be understated. Theological concepts are integrated across the curriculum as a vital component of student learning. It provides context, meaning, and understanding in all disciplines. The school believes that a full understanding of other disciplines is not possible without an understanding of how theology speaks to them.

Foreign language: Middle school students begin their formal instruction in foreign languages by taking a seventh-grade course that is an introduction to world languages. The course introduces concepts about the formation of distinct languages while also introducing the importance of appreciating diversity of culture. Students learn basic phrases across multiple languages and practice speaking these phrases. Beginning in eighth-grade students may begin high school level language course work in Spanish and French. The first-year course for each language is offered as an elective for eighth-grade students.

3. Special Populations:

It is a high priority given our Christian mission to serve the greater community and to help all students to flourish. The school believes that whenever possible, it is called by God's grace to serve the needs of those who do not learn best in a traditional setting. Intervention services are provided by educated and licensed intervention specialists to students in each grade level who have been identified as needing support and support teams are established for students who are struggling with their regular class work. Following consultation with families, strategies are put in place to meet student needs through direct one-on-one instruction as well as accommodations and modifications in the regular classroom. Intervention specialists pre-teach lessons to students where difficulties are anticipated. They provide coaching to students in studying and learning strategies. If warranted, an evaluation to assess a student's cognitive abilities and academic skills is provided by a school psychologist. Information and observations from classroom teachers, in coordination with this evaluation, determines if a student has a learning disability or diagnosis that adversely impacts academic performance. The results of this evaluation provide valuable information in order to provide intervention services that are designed for each student's needs.

Intervention specialists support students in the classroom with learning differences as well as in a supported study hall. The intervention specialists co-teach with the English and math teachers in all grades and help in science and social studies as the student needs arise. The supported study hall is provided for students to have direct teaching with the intervention specialists, training and strategies provided for executive functioning skills, and help with organizational skills.

Classroom teachers, in consultation with the intervention team, also provide differentiated instruction to students with diagnosed learning challenges. Students are given extra learning scaffolding as they progress through their schoolwork. Examples would include extra questions in preparation for new material, additional visuals for struggling students, and extra time as necessary. When necessary, the intervention staff also provides direct instruction to students who are having more significant difficulties. Re-teaching lessons where struggling students failed to meet grade-level standards allows students and teachers to keep pace with their yearly learning goals. Intervention specialists also provide testing accommodations, including extended time and rereading tests, for students to perform to the best of their ability.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school's culture is almost entirely shaped by its mission statement that "Worthington Christian Schools develops the mind of Christ in students through rigorous intellectual, creative and physical pursuits." A Christian worldview shapes its approach to learning by affirming that all truth is God's truth. That concept opens up the entire universe for study since each time that students learn something new their minds become more like Christ. Worship, then, is the primary motivation for the school's teaching and learning.

WCMS believes that education is the science and art of relationships – ideas to ideas, people to ideas, and people to people. So a high value is placed on nurturing the relationship between the teacher and the student. Faculty members affirm that each student bears the Imago Dei, the image of God, and that nurturing this is a divine responsibility to care for the mind, heart and soul of each student.

Because these relationships matter, countless things flow out of it. New students are welcome with luncheons sponsored by the principal and assistant principal in which the students provide feedback on their experiences and suggestions to help their acclimation. Each day during the lunch periods, faculty offer a variety of options for student participation, including a chess club, jigsaw puzzle work, book clubs and free reading in the library, Maker Space activities, collaborative artwork, physical activity in the gym, and others. The high school athletic teams regularly visit the middle school campus to share lunch with our middle school teams. And because the school intuitively knows what the research is now telling us about the effects of cell phone usage on interpersonal relationships, students may not use their phones during school hours in order to foster conversation among themselves.

The school has cultivated a practice of students taking ownership of their own education. Influenced heavily by Carol Dweck's work, students and faculty are regularly challenged to embrace and rely on a growth mindset. Rather than avoiding challenges and obstacles, the school attempts to strategically place them in students' paths so that they can, assisted as necessary, learn to overcome them and experience the growth that takes place as a result. This is measured in a variety of ways, perhaps most effectively in student-led conferences. The student works together with the teaching team and his/her parents to develop a plan to best help them progress in their learning.

Finally, the school believes that character matters to each student's development and the school culture. Taking an integrated approach that all learning is soulcrafting, each class makes connections to the student's growth as a person. The administrative team leads a character formation class that each student attends several times a month that shapes how students understand things like responsibility, integrity, faith, and problem-solving of real middle school issues.

2. Engaging Families and Community:

The success of our family and community engagement is tightly bound to the shared commitment to the mission of the school. The overwhelming support for the mission by the school community creates opportunities for vision casting and problem solving with families, alumni, churches, donors, and other friends of the school. The most recent parent survey indicates that the school's commitment to mission is among the highest valued traits of the school. Engaging the school and larger community with the school's mission requires two vital components - effective communication channels and opportunities for partnership and service.

The school has made a significant investment in maintaining clear and open communication channels with school stakeholders. The school communication plan provides a platform for informing our stakeholders of school events and how they serve the school's mission. The school app, which is linked to our web site, carries all middle school and district communications to stakeholders. There have been over 26,000 downloads of the app from the App Store. Our social media accounts – Facebook, Instagram, Twitter, Youtube, LinkedIn and SmugMug are very active. Coordinated Facebook pages are dedicated to the school,

to athletics, and to alumni with almost 4000 followers and active post engagements. The Smugmug photo sharing account allows students, parents, and others to upload photos to share of school events. Over the last year there have been over three million individual views of shared photos. The WCS Weekly, a K-12 email, contains all school communication, while linking to the app and social media sites. The WCS Weekly also contains middle school specific information, including weekly message from the principal called, "A Matter of Principal." An active Parent-Teacher Fellowship is a parent-run organization which strengthens the school/family partnership by sponsoring events such as new parent mentoring, welcome tailgate parties and others. There are multiple student and parent forums and focus groups throughout the year that allow for feedback and conversation to flow both ways. RenWeb, the school's online management software, provide parents with real-time access to grades, attendance, homework assignments and other school-related information.

Opportunities for partnerships and service with stakeholders include the annual Community Impact Day, in which every middle school student serves the community in a parent-led group for the entire day. Students have served at soup kitchens, food banks, shelters, public parks, local elementary school and dozens of locations each year. The students have organized other annual service projects such as a clothing drive for homeless veterans, a food drive for a local food bank, Operation Christmas Child boxes, and visits by the choir to local nursing homes. Perhaps the most significant project is an annual over-the-counter medicine collection that the senior class takes to the Dominican Republic to restock a clinic at which the senior class volunteers. This project helps to connect the middle school students with the annual high school capstone missions project.

3. Professional Development:

The school's professional development is focused on the growth of the educator with an emphasis on the whole teacher as an influencer of student learning and achievement. Taking adult learning theory into account, the strategy employed by the school seeks to balance the values of educator formation as well as self-direction and critical reflection. The school administration prescribes fifteen hours of faculty development each year for all K-12 faculty. Aligned with the school's mission and vision for quality instruction, the professional development calendar cycles through a four-year rotation emphasizing content knowledge in one year, teaching methodology and strategy in a second year, and assessment of student learning in the third year. The fourth year is reserved for topics of special interest or areas needing additional emphasis, such as integrated instruction or promoting critical thinking. Quality educator instruction is sought with an eye toward engaging the teacher-learners in practical and relevant practices that have immediate impact on classroom instruction. Recent faculty development on student assessment featured assessment planning at the beginning of an instructional unit. Teachers worked through a practical process of translating their learning objectives into meaningful, real-world assessment tasks and rubrics meant to help communicate success at the beginning of the learning task.

Another aspect of the school's professional development is Professional Learning Cohorts (PLC) that meet across both grade levels and disciplines. Teachers meet collaboratively to plan and share insights while planning for cross-curricular integration. PLCs also incorporate instructional coaching in Understanding by Design. The coach meets one-on-one with each teacher, observing them, setting goals, and assisting them as they plan for learning. They then work together to assess the success of the plans and to learn from the experience.

Teachers attend conferences such as the National Council of Teachers of Mathematics national convention or the Ohio Music Educators Association professional conference. These conferences enable teachers to gain insight from experts in their specific field as to the strategies that best promote student learning.

Further, new teachers participate in a cohort for three years led by the administration or select members of the teaching faculty who have exhibited particular expertise as instructional leaders. These cohorts cover topics like philosophy of Christian education as well as practical matters like planning for assessments. Many other topics are offered, all with an eye toward a strategy of teachers engaging their own practice through critical reflection.

Finally, teaching faculty may pursue graduate school through a school-funded tuition reimbursement program for teachers who are actively enrolled in an approved and relevant graduate school program. Depending on the individual pursuing the advanced degree and his or her background and needs, the right graduate school education may prompt the specific learning outcomes that are desired as a growing member of the school's faculty, and ultimately lead to greater gains in student learning.

4. School Leadership:

School leadership begins with the Worthington Christian Schools Board of Directors, which is responsible for the policy governance of the school. Under the board, the head of school is responsible for the executive functions of the school. The primary role of the head is to direct the school's strategic planning and implementation. An important component of that is to lead the elementary school principal and academic dean in developing a rigorous academic program.

The academic dean is responsible for the school's curriculum development and implementation. The dean directs each discipline's department chair in the regular review of all curriculum and supporting materials to ensure standards, instructional alignment and developmentally appropriate rigor. The department chair leads the faculty curriculum committee for each discipline. Each year, one to two disciplines complete the extensive process of review, revision and implementation of learning standards and objectives. The cycle for the entire academic program completes every five years. The dean is also responsible for the faculty's professional development. The dean designs a school-wide professional development plan in which all faculty participate. This includes setting both school-wide and individual goals for growth. The dean oversees the Professional Development Academy that provides targeted, ongoing training for teachers on key areas identified by the faculty and administration.

The principal provides supervision and leadership to the faculty and has taken the initiative to emphasize and develop growth mindsets in the faculty and students. She observes and coaches each faculty member on the school's model of effective teaching. The types of support she provides include coaching consultation on Understanding by Design implementation, time for collaborative integrated units with an intentional effort to include the arts, and regular team meetings with faculty and our IT staff to facilitate tech integration. The principal uses a variety of tools to analyze the school's teaching effectiveness. These include classroom observation, data from evaluations, parent and faculty feedback and student success after they leave the elementary school. School-wide and individual coaching are based upon this analysis. Together with the assistant principal, they provide faculty with "Academic Watch" communications to highlight the needs of students with academic or social issues and a "Looking Ahead" communication that sets a plan for upcoming events, deadlines, policies and procedures.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Worthington Christian Middle School has made a significant investment of time and energy in teacher collaboration and team planning. This collaboration has resulted in increased awareness of student needs as well as cross-curricular unit planning and integration of school-wide initiatives. The middle school collaborative teams have embraced Understanding by Design as a structure for teaching and learning, and this priority is evident in more meaningful work motivating students to find answers to authentic questions and solve real-world problems. Students have benefitted from the emphasis on critical thinking throughout the curriculum, and teachers have initiated even more opportunities for students to apply learning in practical ways.

Twice per month teachers meet in common planning times as grade-level teams to reflect on the current status of many students and to plan for upcoming instruction and assessment. The first meeting focuses on instructional needs and the second on student needs. These times are guided by the administrative team, but the work and solutions are teacher-driven, seeking to help teachers build leadership skills and to take ownership over more than just their own classroom. During the first meeting teachers discuss and plan content objectives and learning goals, assessment practices, homework loads, implementation of Understanding by Design (UbD) framework, and administrative support. The second meeting is designed to meet individual student needs by identifying student at academic or socio-emotional risk and developing solutions for the student. Teachers have capitalized on these times initiating new opportunities for students to take their learning outside the classroom walls and they have planned thematic times during the school year where all classes participate in a cross-curricular project such as a scientific inquiry, a math and language challenge, or a historically themed period where various eras are studied.

Extending the initial efforts, WCMS partnered with an educational coach to work with these teams to plan their instruction through the UbD framework. Following initial training and acclimation with the Understanding by Design structure, the educational coach observed each teacher, met and consulted with each teacher, helping them plan a unit of instruction “with the end in mind.” These one-on-one meetings were followed up with team meetings where teachers reflected on the process and generated new ideas with one another for ways that they can more effectively plan for student learning. This increased teacher collaboration has undoubtedly increased the student experience at WCMS, both academically and in areas of student care.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$7667
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2841

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 20%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 54%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: TerraNova3
Publisher: CTB

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	699.4
Number of students tested	67
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: TerraNova3
Publisher: CTB

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	708.6
Number of students tested	72
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: TerraNova3
Publisher: CTB

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	717.3
Number of students tested	77
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: TerraNova3
Publisher: CTB

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	688.9
Number of students tested	67
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: TerraNova3
Publisher: CTB

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	693.6
Number of students tested	70
Percent of total students tested	97
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: TerraNova3
Publisher: CTB

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	710
Number of students tested	76
Percent of total students tested	99
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: