

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- 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	47	52	99
7	56	43	99
8	52	54	106
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	155	149	304

*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
 - 17 % Asian
 - 23 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 52 % 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: 9%

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	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2017	331
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 4 %
13 Total number ELL

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

Arabic, Chinese, Japanese, Korean, Russian, Hebrew, Other

7. Students eligible for free/reduced-priced meals: 13 %
Total number students who qualify: 39

8. Students receiving special education services: 19 %
58 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>8</u> Autism | <u>3</u> Multiple Disabilities |
| <u>2</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>22</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</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: 6
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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	94%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 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. 1999

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

To develop intellectual entrepreneurs with a social conscience.

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

What makes an education at Beachwood Middle School special? Some things are obvious, like the warm, welcoming feeling you get as you enter the front doors and walk into an indoor common area situated near an outdoor courtyard. You'll see a joy of learning and kids actively engaged in their classes. You can sense the culture that fosters relationships between and among students, teachers, administrators and support staff. Welcome to Beachwood Middle School!

The Beachwood community values education as demonstrated by its high percentage of levy issues passed, most recently passing an operating levy in 2018. In addition, community engagement is evident through numerous events and partnerships. Partnerships with regional businesses and with the medical community have led to the Chagrin Valley Conference Robotics Symposium, the University Hospitals Summer Medical Academy for eighth grade students, multiple partnerships with entities such as the Beachwood City Council, Rockwell Automation, and the Diversity Center of Northeast Ohio. Partnerships with families and teachers have led to the multicultural celebration, Bison Feast and Fest, the Beachwood Federation of Teachers' Family Fun Night, and the annual Kwanzaa Celebration sponsored by school-support organization, Diversity Matters in Beachwood.

The current Beachwood Middle School was built in 2003 as a state-of-the-art facility that not only provided an improved infrastructure but also enhanced educational principles by purposefully designing a student-centered space. At that time, BMS began the first one-to-one laptop program in Ohio. Utilizing current research data and input from educational experts and stakeholders, the middle school was built to meet the intellectual, physical, social, and emotional needs of adolescents in middle grades. The first floor houses visual and performing arts as well as industrial technology, highlighting the importance of the needs of the whole child. The second floor houses academic classrooms, built surrounding the school's library-media center, which highlights creative exploration and inquiry-based learning.

In 2007, Beachwood Middle School transitioned to serve students in grades six through eight. Due to our history of excellence in education and our city's prime location near premiere medical facilities, universities, and world-class cultural institutions, Beachwood Schools attracts professional families from all over the world. BMS proudly serves a diverse student body comprised of 52% White, 23% Black or African American, 17% Asian, 6% two or more races, and 2% Hispanic. This diversity is evidenced by the many languages spoken and religions practiced by our students. BMS celebrates our students' diversity of experience and perspective. We provide multiple opportunities to help students transition to our school with services and programs such as English Learners (EL) services, affinity groups for African American and LGBTQ+ students (MAC Scholars and Gay-Straight Alliance), Advisory (time dedicated daily for students to conference with teachers), the Where Everyone Belongs (WEB) transition program, and the Many Cultures One Bison program.

Beachwood Middle School is unique in its true team concept in which faculty members meet daily during a common planning period for interdisciplinary, grade-level teams. This model of shared decision making includes team-based discipline, interdisciplinary unit planning, student and parent conferences, the Response to Intervention progress monitoring, and both short- and long-term planning. In addition, one hour every Wednesday morning is reserved for teacher professional development within Professional Learning Communities. BMS boasts a 16:1 student-teacher ratio and a comprehensive tiered curriculum achieved through personalized scheduling to meet student needs. All students have the opportunity to excel in ELA, Math, Science, Social Studies, and a World Language. In addition to the core curriculum, students have a comprehensive unified arts schedule that includes visual art, music appreciation and keyboarding, and industrial technology. Beachwood sets itself apart by offering daily physical education classes and a student's choice of orchestra, band, or choir.

Beachwood Middle School embraces the inclusionary model for special education students, who make up 19% of our school population. Virtually all special education students are educated in regular education classrooms. Our model of special education services includes interventionists co-teaching in core classes and behavioral supports. BMS also houses a moderate/intensive special education program and a deaf and

hard of hearing unit for a consortium of school districts.

Another aspect of the BMS school population is that 27% of our students are identified as gifted. They are served through a variety of accelerated, honors, and gifted classes. These classes emphasize critical thinking, cross-curricular connections, an increased pace, and enhanced depth and breadth of content. Furthermore, students' social-emotional wellness is supported by direct instruction from gifted intervention specialists.

The evolution of Beachwood Middle School's culture followed from its 1999 Blue Ribbon Award, which was a product of its forward-thinking approach to best practices for developing the whole child. The school philosophy is represented in our behavioral framework, SWAG: Success, Willpower, Attitude, and Goals. BMS is constantly adapting to meet the needs of its ever-changing population and has played an important role in Beachwood's continued status as a desirable community in which to live. This is demonstrated in Beachwood's consistent top rankings, including the Middle School being named a National School to Watch ongoing since 2007.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Beachwood Middle School utilizes a variety of assessment technologies to promote student learning. Data from district-created assessments, standardized tests such as AIR, and diagnostic tests such as STAR, assist in determining appropriate instructional strategies, interventions, and course placement for each individual student. Beachwood Middle School teachers continuously engage in the formative assessment process with applications like Kahoot, Pear Deck, Edulastic, and Google Forms. These technologies not only guide teacher instruction and differentiation, they also engage students by ensuring that every student voice is heard during every lesson. This engagement, in turn, promotes student achievement. (Please note that these practices are used consistently throughout all core curriculum, not just ELA.)

The Beachwood Middle School Reading/English Language Arts department addresses learning standards through a novel-based curriculum, chosen for its authentic approach that allows for cross-cultural, inclusive student representation. Thematic connections between novels and paired nonfiction texts are used to communicate the real-world significance of material in both a personal and universal way. That significance is developed in part by the diversity of Beachwood Middle School's course materials, which reflect the diversity of its students. Courses include texts that represent a variety of global cultures and experiences. Choices are made purposefully in order to integrate multiple perspectives into the content. Literature in all classes represent different genders, races, religions, socio-economic statuses, and geographic locations. This literature is a reflection of the real-world lessons being taught in all classes, thereby providing relevance to our students' lives. Student comprehension of reading material is formatively assessed in critical thinking tiers that parallel Bloom's Taxonomy. By using questioning across the taxonomy, teachers are able to differentiate instruction based on comprehension and provide enrichment for gifted students. Writing skills are developed through narrative and essay writing and through one-on-one conferencing that allows each student to receive personalized writing instruction. Vocabulary study is embedded in the curriculum to improve reading comprehension as well as to advance students' understanding of the importance of diction in decoding meaning and expressing ideas. Speaking and listening skills are addressed on a daily basis through informal class discussion and formal Socratic Seminars that highlight the importance of students engaging in respectful and generative dialogue.

Students at Beachwood Middle School have an array of options for differentiating scope and sequence in course selection based on their needs and interests. In English Language Arts, all sixth grade students are provided with a double period of instruction, which allows for enhanced differentiation. Seventh and eighth grade students have the ability to advance to Honors ELA, which allows students to pursue writing and the study of literature in more depth and nuance. Conversely, seventh and eighth grade students in need of additional instruction have access to support courses that allow them to take two periods of ELA coursework to access grade-level material while simultaneously working on skill deficits.

1b. Mathematics:

In math, students have the opportunity to be single or double-grade accelerated by taking coursework that includes Math 7/8A, 8B/Algebra 1, and Honors Geometry. Algebra and Geometry are high-school level courses. An amazing 42% of our school's students are enrolled in accelerated math courses.

The mathematics curriculum is focused on developing critical thinkers who apply mathematical practice standards to tackle complex problems in a variety of situations. Emphasis is placed on developing core skills which can then be applied to more complex, non-routine problems and situations. New concepts may be developed through hands-on explorations with manipulatives or with interactive online tools like DESMOS. Developmentally appropriate strategies such as a spiraling curriculum, whole group explicit instruction, problem-based learning, and collaborative guided explorations are utilized to facilitate the mastery of foundational skills. Within each course, online programs like STAR, ALEKS, and TenMarks are used to

assess and individualize material for students by providing intervention, review, and enrichment material with video support. In addition to differentiating within classes, the math department offers additional courses that provide support or acceleration as dictated by student needs.

Beachwood Middle School also offers support courses in math that allow students to take two periods of coursework to access grade-level material while simultaneously working on skill deficits. In addition, we have created multiple opportunities for students to join accelerated math classes through a Math 6 Extension and an 8A Math bridge program offered to seventh graders enrolled in the grade-level Math 7 course.

1c. Science:

The BMS science curriculum is also focused on inquiry-based learning. Students are challenged to think about scientific connections outside the classroom, as well as to develop scientific skills while conducting explorations into the content standards. Varied approaches to mastering concepts come from hands-on lab activities, online simulations, reading and writing in the content area, and different usages of classroom technology. Data collection and analysis is continually a focus reinforcing that students need to be able to support conclusions. Extension opportunities for enrichment in all classes as part of differentiation is added to labs to challenge groups/students that work at a faster pace and have already shown mastery. To meet some of the learning objectives, students may complete project-based units where they can show mastery through multiple final products, presentations, or creative writing. Students work collaboratively to solve challenges by working in groups. This can include homogeneous and heterogeneous ability grouping for a range of experiences. Content reading and writing through numerous activities are used to connect science content to real-life examples, problems, or debates. Differentiated instruction meets the needs of all students across a diverse learner environment as well as tiered learning opportunities available through our gifted science and advanced science course sequences, in which three years of curriculum standards are compacted into two. Eighth grade students then have the opportunity to take Honors Biology, a high school level course.

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

Social studies is taught at BMS using an inquiry-driven approach that engages students in exploration, interdisciplinary content, and the construction of knowledge through project-based learning. To create a more inclusive curriculum, a theme of human rights is adopted in the 6th and 7th grade curriculum so students learn historical content while making connections to pressing issues in the world today. In 8th grade, students build on the theme of human rights for an interdisciplinary capstone project. Students leave a lasting legacy, as their projects become the tools of learning for future students through their “digital footprint.” BMS teaches students, not just content; our goals push beyond the state standards. The BMS Social Studies Department demonstrates this through nine goal statements for what students will attain by the time they graduate. These include: appreciate nuance, evaluate issues from multiple perspectives, demonstrate empathy for others, regularly reflect on personal efforts, respectfully participate in communities, and practice making socially appropriate choices. We believe in developing the whole child.

The world is far different in 2019 than just 20 years ago. Beachwood Middle School is on the cutting edge of ubiquitous computing in the classroom. In Social Studies classes as well as throughout the curriculum, technology is used to transform the role of the teacher from direct instructor to a guided facilitator. This way teachers can provide individualized instruction to students who struggle, while providing other students greater depth around more abstract concepts. BMS students thrive in their personalized learning journey. Our one-to-one laptop program impacts everything we do from instruction to assessment.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Unified Arts: Industrial Technology, Music Appreciation and Piano, and Visual Arts

All Beachwood Middle School Unified Arts courses follow national and state standards for the benchmarks of student success. The Unified Arts classes include Industrial Technology, Music Appreciation/Piano, and Visual Art. Students have Unified Arts 44 minutes a day on a six-week rotation in 6th grade and a twelve-week rotation in 7th and 8th grade.

Industrial Technology

BMS students experience design and engineering opportunities during a three-year curriculum. Industrial Technology allows students to design projects using digital photo imaging, digital 3D modeling, robotic coding, and block-based coding. Projects include airplane design, bridge building, gumball machine creation, and the building and racing of mouse trap cars.

Music Appreciation and Keyboarding

During a three-year curriculum, students learn how to read music, play the piano, and explore a wide variety of musical genres. Students begin the 6th grade class by learning keystrokes and reading music. Utilizing 20 keyboards, students progress through a series of musical pieces at their own pace. Each student experience culminates with a piano recital in 8th grade.

Visual Arts

In 6th, 7th, and 8th grade, students take visual arts classes that allow them to experience painting, drawing, black and white photography, and ceramics. Student work is displayed during an art exhibition at the Beachwood Community Center and Beachwood Place Mall. The middle school art experience includes an optional art club after school. Many students learn how to use the pottery wheel and are trained in the art of throwing.

Music: Band, Orchestra, and Choir

Musical learning experiences take place daily. Students choose one of the ensembles and are instructed daily. Music instruction is based upon a variety of philosophies including Kodaly, Suzuki, and traditional methods including an integrated technology component. All students have the ability to achieve musically with sequentially guided steps. The national learning standards are addressed using technology, aural skills, tone building, and melodic, harmonic, and rhythmic sequencing materials.

Beachwood Middle School offers Band, Orchestra, and Choir. Each class performs at the Ohio Music Education Association competition each school year. To culminate the musical experience, the ensembles compete at Cedar Point Amusement Park in May against multiple Northeast Ohio schools. Orchestra has performed in the community at University Hospitals Ahuja Medical Center and Severance Hall during the holiday season.

World Languages: Spanish, Chinese, Hebrew, and Online Latin 1

Spanish

Spanish is offered as a 6th grade exploratory class and levels one and two are taught to 7th and 8th grade students. Spanish utilizes immersion techniques through TPRS (Teaching Proficiency through Reading and Storytelling). Vocabulary is taught based on the 100 most common words in the Spanish Language. Students have the opportunity to integrate culture and conversation during celebrations, share Spanish food, and immersion through literature by reading two novels a year.

Hebrew

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Hebrew is offered as a 6th grade exploratory class and levels one and two are taught to 7th and 8th grade students. Hebrew emphasizes the language acquisition skills of reading, writing, speaking, and listening. Throughout the year, cultural activities are integrated into the classroom. Students work with Israeli mentors from the Jewish Education Center of Cleveland to explore the culture and history of Israel.

Chinese

Chinese is offered as a 6th grade exploratory class and levels one and two are taught to 7th and 8th grade students. The Chinese curriculum is based on both Traditional and Simplified fonts and texts. Cultural experiences are taught through food recipes, songs, and the 101 traditional phrases of Chinese. Our teachers and students participate in programming from the Confucius Institute at Cleveland State University.

Online Latin

Online Latin is offered to 7th and 8th grade students as a distance-learning option. The study of Latin improves knowledge of both English vocabulary and grammar, an expanded understanding of the relationship of the ancient world to the present, and appreciation of other languages and cultures. Latin is the language of law, government, medicine, and sciences.

Additional Offerings

Physical Education and Health

Students participate in physical education at Beachwood Middle School everyday during the 6th, 7th, and 8th grade. Health units are embedded throughout the year in three-week units. The focus of physical education is on improved personal health and fitness goals. The curriculum highlights team building as well as the acquisition of skills that further enhance life-long activity for students.

Video Broadcast

Students have the opportunity to participate in one semester of video production. Video broadcast class creates monthly student news videos that are viewed by all the students during advisory. The video production class allows students to utilize the latest video editing equipment.

3. Special Populations:

Beachwood Middle School meets the needs of all students with a response to intervention model. Data collection from multiple modes of assessments drives our interventions for students. Formative and diagnostic assessments assisted by technology are used regularly in the classroom. Some of these include STAR reading and math, Accelerated Reader, Pear Deck, Kahoot, Aleks, Google Forms, Socrative, Quizzizz, Quizlet, Edulastic, CommonLit, Vocab.com, NewsELA, and Study Island. Students are identified in grade-level teams and provided with tiered services based on need. Tier one interventions include but are not limited to: one-on-one student/teacher conferencing, advisory reteaching, differentiated grouping for reteaching and enrichment, chunking assignments, and use of graphic organizers. Tier two interventions include after-school study club (transportation provided), study skills courses, math lab, reading lab, and Title I tutoring services.

Special Education services include specialized instruction with an interventionist or instructional aide following a co-teaching model within core classrooms. The inclusion model is one of the strategies being utilized to address the 10% achievement gap that exists for our school. BMS fosters an inclusion model for students with special needs wherever possible. In addition, special education students also receive a resource period for reteaching and specialized services. Those students who are serviced through our moderate/intensive special education program have the opportunity to share experiences within the unified arts courses, music therapy with the Cleveland Music Settlement, adaptive PE, and a variety of field trips that practice life skills. The Deaf and Hard of Hearing consortium program is housed at BMS. Students not

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only have their own interpreter who stays with them throughout the day, they also have a deaf mentor. BMS strives to create an inclusive environment for deaf students, which includes teaching hearing students American Sign Language in after-school clubs and activities such as Sign Choir.

English Learners (EL) are each assessed upon entry to the school for English competency. Students who are eligible for services receive a daily intervention class with a certified EL teacher. The EL teacher collaborates with the regular education teachers and provides supplemental materials to assist each student's ability to access the general education curriculum. Some examples of assistive technology in this program include Rosetta Stone and Google Translate.

Beachwood Middle School has a science-based gifted program. Students are identified for the program based on a superior cognitive IQ score. The school has recently shifted to the Naglieri Nonverbal Ability Test in an effort to be more inclusive of traditionally underrepresented populations. The gifted intervention specialist supports social-emotional wellness and executive functioning skills through lessons in the homogeneous group. For example, students recently had the opportunity to take part in small group learning sessions with Dr. Susan Rakow, a renowned author and clinical psychologist who specializes in counseling gifted students. Dr. Rakow also hosted an evening program for parents. Beachwood Middle School also offers a variety of honors courses in ELA, math, and science (see subsection "Core Curriculum and Instruction") to meet the needs of high-achieving students who are not identified as gifted.

Beachwood Middle School has an achievement gap of 10% or more points between the test scores of all students and its African American students. In conjunction with a diversity consultant from the higher education world, the staff has focused on structural changes inside the district that include making changes to curriculum in order to enhance equity. Furthermore, the staff has focused upon developing positive relationships with African American students and parents. Beachwood Middle School works with our school support organization Diversity Matters in Beachwood to review and establish programming that supports African American students academically. One program is a Saturday morning academy run by African American parents that supports English and Mathematics. Another program is an eighth to ninth grade transition summer boot camp, which fosters a growth mindset and increased student confidence in upcoming academic content. BMS also has a MAC Scholars mentor program that supports African American students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As you enter the doors of Beachwood Middle School, you can sense the culture that fosters relationships between and among students, teachers, administrators, and support staff. Beachwood Middle School has something to offer every child. An advisor matches each student with an advisory group and teacher where there is an emphasis on building an inclusive community within the school. In addition to typical middle school clubs and athletics, BMS also offers a Lego Robotics team, Destination Imagination, Model UN, LGBTQ+, Math Counts, Power of the Pen, Science Olympiad, and one of only three middle school Red Cross Clubs in Ohio.

The Positive Behavior Intervention and Support Committee developed the SWAG program to promote a healthy school culture. Students strive for Success, Willpower, Attitude, and Goals. This program helps teachers to develop positive relationships with students and acknowledges the small things that make students successful and builds a healthy atmosphere. Each week, students from each grade level have the chance to be recognized as the SWAG student of the week and earn breakfast with the principal. The students' behavior creates a culture of trust that allows students an atypical level of independence. Students often have the opportunity to work together outside the classroom videotaping, playing music, and collaborating on assignments in the hallways or common areas.

The BMS counseling department facilitates activities and lessons addressing the social-emotional wellness of students, such as this year's Be Present Campaign, which kicked off with a school assembly and includes follow-up lessons with the guidance counselor at each grade level throughout the year. Be Present teaches our students how to be effective supporters for one another when someone is struggling and to know when it is appropriate, and perhaps critical, to involve an adult. Our school counselor runs multiple peer groups for students to support developing positive relationships and executive functioning skills. Separately, our Social Advocates for Youth (SAY) counselor provides support for students' mental health and organizes wrap-around services from partner organizations in the community.

Another unique aspect of the culture within Beachwood Middle School is the friendly community created by our teachers and staff. Collaboration is at the core of Beachwood Middle School's work due to the teaming and co-teaching models. Teachers frequently collaborate to support one another inside and outside of school, which is representative of sincere camaraderie. This translates into an open, welcoming atmosphere throughout the building. Teacher turnover at BMS is extremely rare; Beachwood teachers choose to stay in Beachwood.

2. Engaging Families and Community:

Beachwood Middle School strives to engage our families and the community in the educational experience. For transitioning 6th grade students, parents are invited to an informational night in April prior to the 6th grade school year. Student WEB leaders (Where Everyone Belongs) meet with new 6th graders and their families and provide tours of the middle school. In August, Diversity Matters in Beachwood, Beachwood Community PTO, and middle school staff members visit the houses of new Beachwood families and welcome them with a "goodie bag" of items from the Beachwood Schools and our school support organizations. In September, parents are invited to curriculum night where they follow student schedules and learn about our middle school curriculum and programming. Parent-teacher conferences are held in November. All parents have an opportunity to meet with teachers during conferences.

Beachwood Middle School provides families multiple opportunities to engage with parent support groups in the community. The PTO sponsors a variety of forums throughout the school year. Most recently the PTO sponsored a "Social Media Reality" night where parents learned about some of the newest "realities" on social media from local law enforcement and the city prosecutor. The PTO sponsors cultural celebrations such as the Bison Feast and Fest. This event invites our families, who hail from across the globe, to celebrate our community's diversity through the sharing of home-cooked cuisine representative of

their heritage and traditional performances from around the nation and globe. Another parent group, Diversity Matters in Beachwood (DMIB), engages families with a focus on the African American experience within Beachwood. DMIB hosts events such as Kwanzaa and Black History Month celebrations. DMIB also worked with middle school staff to create an 8th grade to high school transition summer academy.

The middle school staff strive to provide consistent and timely communications with families and the community. The principal communicates weekly about upcoming events, student recognition, and enrichment/support service opportunities. Teachers communicate regularly with families through emails, daily planners, and phone calls. Teachers often meet with parents during the daily time dedicated to work among the grade-level teams. Parents also have access to student grades through the online gradebook, Infinite Campus. All middle school teachers use Google Classroom which provides parents access to all student work and their calendar of work through access to Google Calendar.

A variety of academic programming and extracurricular activities allow Beachwood Middle School to partner with families and local businesses throughout the school year. BMS partners with outside organizations such as Rockwell Automation to host an annual robotics symposium. This symposium allows all Chagrin Valley Conference schools (our district's athletic conference) to meet for a day of robotics learning and competition. Beachwood City Schools partners with University Hospitals Ahuja Medical Center for a Medical Academy program. Students attend monthly seminars and a two-day camp experience in the summer of their 8th grade year. The programming continues through the four years of high school. Beachwood Middle School's robust extracurricular programs are detailed earlier in this report.

3. Professional Development:

Beachwood Middle School's schedule is structured to encourage continuous professional development. Teachers meet daily in cross-curricular grade level teams. These meetings are student centered; they provide teachers with time and space to address specific student needs by sharing best practices, such as implementation of new technologies and discussion of pedagogy, such as methods for formative assessment.

Teachers also meet weekly in content-specific professional learning communities (PLCs). A great deal of emphasis this year has been placed by our PLCs on the formative assessment process. Teachers have shared a variety of assessments they have been utilizing formatively. They have analyzed assessment data and shared ideas and feedback with one another to plan the best use of data and what types of instructional approaches are pointed to by that data, including re-teaching and/or spiraling for struggling students and enrichment/compacting when students demonstrate mastery.

Student achievement is also supported by monthly staff-led meetings where best practices in teaching strategies are shared. These meetings help teachers across the content areas align their methods so that students are exposed to strategies and held to high standards with consistency.

Professional development for meeting gifted students' needs is also offered by Gifted Intervention Specialists during grade-level teams. During these meetings, GISs share strategies and best practices for meeting the academic and social-emotional needs of gifted students. As noted previously, professional development has also been facilitated by an outside diversity consultant in an effort to leverage the promise of our student population's diversity, to meet the needs of all students, and to close achievement gaps where they exist. These professional development sessions have included work with small groups of teachers on implicit bias and inclusive instructional strategies, teacher/parent consultation, and data analysis for Beachwood Middle School based upon a variety of metrics.

4. School Leadership:

Beachwood Middle School embraces a shared leadership style. The principal is involved in all aspects of daily school life. The principal actively interacts with students in the morning, between classes, in the cafeteria during lunch, and at dismissal. The principal learns every student's name and is visible at student

events during and after school. This approach forges positive relationships inside and outside of the middle school.

With feedback from the district curriculum council, the principal sets building goals and targets for professional development each school year. The curriculum council uses data to develop goals for professional development each year. The professional development for the last two school years focused on the areas of formative assessment and differentiation.

Shared leadership takes the shape of team leaders facilitating daily meetings with grade level teams. The grade level PLC focuses on the development and implementation of data-driven RTI strategies. The grade level teams also plan interdisciplinary course work. Recently the 7th grade team created a unit for the Crusades that allowed students to gain a better understanding of these historical events through a focus on multiple perspectives. A variety of literary sources were incorporated to achieve this goal.

Subject area leaders are often divided between the high school and middle school. Teacher subject area leaders facilitate department meetings every Wednesday. By having teachers specialize in one subject area, they have become experts in their content. Subject area leaders establish goals relating directly to the district initiatives. Meetings are facilitated where teachers discuss lesson planning, share student work, and create, as well as share, common assessments.

All staff members focus on relationship building and rewarding students through the middle school PBIS initiative (SWAG). Whether you are a teacher, psychologist, custodian, or bus driver, staff reward students for positive decision making.

This shared leadership style is not only demonstrated by the staff but by the students as well. The BMS Student Council frequently plans fundraisers for local and national charities and sponsors events that promote a positive school culture. Recently, Student Council collected shoes that were donated to those in need around the world. The MAC Scholars program promotes confidence and skills among African American students to help close the racial achievement gap that exists in our school. The group meets weekly and plans a variety of events such as Kwanzaa and Black History Month. Beachwood Middle School boasts one of only three middle school Red Cross Clubs in Ohio. Recently students have volunteered at blood drives, written letters to men and women in the military, and completed first aid and babysitting classes.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Whether students begin their educational experience at Beachwood Middle School in 6th grade or if they transfer in between sixth and eighth grade, one practice is a constant: Beachwood Middle School focuses on the development of the whole child. From their first day, students have an academic schedule tailored to their individual interests and needs. They are provided a differentiated learning experience. Students have the opportunity to pursue a wide variety of classes and to receive an education that meets their needs at their current level. This takes a wide variety of forms responsive to our diverse population. Many students move through accelerated classes including Algebra 1, Geometry, and Biology. Those who are on the cusp of joining accelerated sequences are provided bridge programs to help them take that step. Beachwood Middle School functions flexibly and encourages mobility. Students who need help are attended to uniquely, not with a one-size-fits-all approach. Support services include, but are not limited to, English Lab, Math Lab, Title 1 tutoring, LLI class, and after-school study club.

Beachwood Middle School students pursue a variety of classes that focus on the development of the whole child. Students choose band, orchestra, or choir courses that are offered daily. Many of these students take lessons outside of school to develop their musical prowess. This often culminates with BMS students earning high honors in a variety of musical competitions throughout the year. Middle School students have the opportunity to take physical education every day at the middle school. The middle school staff recognizes the importance of daily activity, conditioning, and strength building for every child. The technology offerings include video production, digital photo imaging, digital 3D modeling, digital design and innovation, robotic coding, block-based coding, and 3D CAD. Many students from technology class participate in extracurricular activities offered at the Middle School including Lego Robotics, Science Olympiad, and the Science and Engineering Fair club. Art class challenges students to learn a variety of different art forms in the areas of ceramics, drawing, painting, and photography, to name a few. During Art Club, students can be seen on pottery wheels mastering the art of throwing clay. The Music Appreciation and Keyboarding class gives all students the opportunity to learn piano. Many students can play a variety of musical pieces by the time they leave middle school.

Beachwood Middle School students are active in extracurricular activities after school. Many students play sports and participate in clubs. The wide variety of offerings and our focus on relationships contribute to the development of the whole-child focus at Beachwood Middle School. The whole-child focus is the hallmark of a Beachwood Middle School education.