

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

[X] Public or [] Non-public

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

Name of Principal Mr. Eric Jackson

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

Official School Name Wadsworth Middle School

(As it should appear in the official records)

School Mailing Address 150 Silvercreek Road

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

Wadsworth OH 44281-9002
City State Zip Code+4 (9 digits total)

County Medina County

Telephone (330) 335-1410

Fax (330) 336-3820

Web site/URL
https://www.wadsworth.k12.oh.us/2
/home

E-mail ejackson@wadsworthschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Andrew Hill

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

District Name Wadsworth City Schools District Tel. (330) 336-3571

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 Ms. Linda Kramer

(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

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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	0	0	0
7	210	174	384
8	197	166	363
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	407	340	747

*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
 - 1 % Asian
 - 1 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 2 % 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: 5%

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	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2017	681
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

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

Portuguese, Spanish

7. Students eligible for free/reduced-priced meals: 14%
Total number students who qualify: 104

8. Students receiving special education services: 11 %
79 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>6</u> Autism | <u>3</u> Multiple Disabilities |
| <u>3</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>15</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>42</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>2</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: 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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	23
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

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%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

To establish relationships with students that will foster a creative and engaging environment where all students have the ability to learn.

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

Wadsworth Middle School is proud to be a part of a school district “where excellence is a tradition,” the school district’s motto. Wadsworth is a community of approximately 21,500 citizens that has small-town charm along with other areas of more commercialized growth. As of the 2010 census, the per capita income for the city was \$22,859. Reportedly, 5.4% of the population was below the poverty line. The tradition of strong schools and strong community involvement are two components that Wadsworth Realtors use to sell our town. The schools work collaboratively with community leaders and local businesses to support community events and to provide opportunities for students to have educational experiences outside of the classroom.

Our school system is the largest employer within the city of Wadsworth with five elementary schools (pre-school-4), Central Intermediate (5-6), Wadsworth Middle School (7-8), and Wadsworth High School (9-12). Wadsworth Middle School was built in 2000 housing the district’s 747 seventh and eighth graders. Wadsworth City School District is located in Medina County in Northeast Ohio and serves over 4,500 students from integrated preschool through twelfth grade. Founded in 1870, our district is proud of its 142 year history.

Wadsworth City Schools historically has offered a strong, well-rounded education to our students, as evidenced by our students’ success on state testing, college and career readiness and other course offerings available to our students. We regularly evaluate our offerings and services available to students of all ability levels. It is our belief that our focus should be on sound instructional practices, an inclusive curriculum that exposes students to many curricular areas, and the availability of support services that meet the needs of our students that prepare them for life in the 21st century.

Our Board of Education established the mission of the Wadsworth City Schools, in cooperation with families, school personnel, and community. The mission is to provide an education in a safe environment that will enable all students to reach their highest potential.

Along with our comprehensive content area teachers, we provide integrated special education services, gifted services, speech therapy, occupational therapy, physical therapy, and school-wide Title One tutoring services. Our school board is committed to providing current, research based materials that align with best instructional practices.

We have a long history of providing an outstanding education. Wadsworth Middle School was designated as an Ohio “School to Watch” in 2010 and then redesignated in 2013 and 2016 by the National Forum to Accelerate Middle Grades-Reform. We were selected due to our rigorous curriculum for all students, focus on best teaching practices and commitment to our community. From 2005-2008 The Ohio Department of Education rated us “Excellent” and “Excellent with Distinction” from 2008-2011. Other awards earned by Wadsworth Middle School include Ohio Wildlife Award (2017), Ohio Music Association (2016), the Ohio Middle Level Association Component award for Captain’s Table (a recognition program connecting students with community), the OMLA Parent of the Year Award for 2018 to our WMS parent and School Board president, and the National RAMP (Recognized ASCA Model Program) Award given to our school counselors by the American School Counselor Association.

The mission of Wadsworth Middle School is to establish relationships with students that will foster a creative and engaging environment where all students have the ability to learn. Along with a variety of athletic offerings, numerous programs are in place to ensure these relationships are successful such as our Principal’s Advisory Committee, CARE Team, Washington DC trip, Student Council, Project Love, Friends of Rachel, Sewing Club, school newspaper, Book Club, American Sign Language Club, Ski Club, Peer Tutoring, Patriot’s Pen, Band, Show Choir, fine arts festival, and a fall and spring play. We work collaboratively to ensure all students become well-rounded, compassionate citizens who have a quality education while helping each individual student reach their highest potential.

Along with these amazing opportunities, students are treated with respect through our Positive Behavior

Intervention Supports programs. Our matrix of expected behaviors was developed by a team of staff, parents and community members. All students are taught acceptable behaviors in the classrooms, hallway, bathrooms, bus and cafeteria. Students are reminded and rewarded when the matrix is being followed. Grizzly Grams are written to students and parents to celebrate their success. Staff are all trained in and practice Responsibility-Centered Discipline. Students are respected and respond positively to these methods.

Nothing can express the success of Wadsworth Middle School like the involvement of our students and the excitement felt in the hallways each day. This is a passionate and vibrant learning community that strives for excellence and encourages teachers and students to set and reach for goals. It truly is a community effort.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Language Arts integrates all strands of Ohio’s standards within a double block of time through a variety of strategies targeted at meeting our learners’ needs. Each class is driven by “I Can” statements which are our guide to planning, instruction, assessment, intervention. As a collective team of teachers, we use a variety informational and literary texts to investigate how authors develop their craft. Taking those pieces of text, we will then move into developing organized essays with strong content and relevant evidence. As students continue through the curriculum, students move through short cycle formative assessments to collect data that is used to inform instruction that lead towards summative assessments that come in a large variety of engaging formats.

Project based learning, which incorporates a great deal of educational technology and multi-disciplinary units, grows the variety of learning modalities that help maintain individuality and uniqueness. As a curricular team, data is collected to further inform instruction through online programs through Scholastic Reading Inventory, Edulastic, Google Forms, Pearson, and EssayScorer. Data collected from each of these programs directs instruction both in day-to-day teaching, one-on-one interventions, Response to Intervention programs, Title One tutoring, and enrichment opportunities to stretch students that continue to trend upwards.

In addition to working to use best teaching and assessment practices, students are also exposed to four different language arts environments. Depending on learning needs, students may qualify for Resource Language Arts where students have access to intensive interventions, Co-taught Language Arts collaboratively taught by an Intervention Specialist and a General Education Teacher, a regular education setting, and finally Gifted Language Arts in which students are exposed to high-level critical thinking, consistently working at Depth of Knowledge 3 and 4. Regardless of class placements, all students are exposed to frequent and high quality differentiation.

1b. Mathematics:

Wadsworth Middle School offers the following range of math courses: Intervention Math, Math 7, Honors Pre-Algebra 7, Gifted Pre-Algebra 7, Math 8, Honors Algebra, Gifted Algebra 1, and High School Honors Geometry. A shared campus with the high school allows students to access high school courses. Our wide variety of options help provide flexible and rigorous math instruction to all students aligned with Ohio’s math learning standards.

During our Intervention Enrichment (IE) period, all math teachers are available to assist students with individual needs such as making up for loss of instruction due to absences, retakes, and skill based interventions. Co-taught math classes are purposefully scheduled for both grade levels with an appropriate ratio of students with IEPs and general education students to receive instruction from a general education teacher and an intervention specialist. This allows teachers to work with groups of students to differentiate lessons and assessments. All students on Response to Intervention (RtI) receive tutoring services.

The math department plans by analyzing data from classroom, building and state assessments. We look for areas of strength as well as areas for improvement. Lessons are aligned with the state standards and Ohio’s Model Curriculum. We collaborate on teaching strategies, pacing and common assessments. WMS encourage test retakes because we share a philosophy that learning the content is important even if students learn it at a different rate. We try to use concrete models and real-world problems whenever possible to bring the content alive. Technology also plays a critical role in student success at WMS. Students use an online graphing calculator tool (Desmos) to explore and manipulate content in a relevant way.

1c. Science:

The Wadsworth Middle School Science department uses the Ohio content standards, which include earth, life, and physical sciences, to engage the students in research based practices to enhance student learning and motivation. Students are exposed to direct instruction, hands on labs, STEM activities, and web-based activities to address all learning styles to give equal opportunities to learn. Differentiation and tiering are used in classroom lessons based on data from pretest scores, IEPs, AIR test data, and EVAAS student history and project reports. All teachers collaborate and use common assessment and targets based on the standards. Based on Cogat scores in science, math, and language arts, students may qualify for the seventh grade compacted class, where the standards for both seventh and eighth grade are taught within a school year. Then in eighth grade, those same students travel to the high school to participate in the ninth grade physical science course for high school credit. This allows these advanced students to take additional AP courses as high school students to then, eventually, earn college credit.

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

The social studies curriculum provides students with the opportunity to explore historical events and trends then relate them to today's world. Students start with the study of ancient Greece and continue through Reconstruction. The curriculum is aligned with Ohio's Common Core Standards.

Interactive simulations are used to bring history to life and engage learners giving them an understanding about how nations were developed over time. It is important for middle school students to get a sense of the world around them and think outside of themselves. Menus are used as a tool because they allow students to choose activities based on their interest and differentiates instruction in both 7th and 8th grade. Students are given the opportunity to demonstrate their knowledge by choosing and developing a product. Allowing students choice provides them with a greater sense of independence and keeps them engaged in their learning.

Learning styles are identified at the beginning of the year and then are used throughout the year to differentiate, offer options and learn different note-taking strategies.

By collaborating with the Language Arts department, questions have been developed using common vocabulary. Students develop responses using writing tools and techniques learned in language arts.

The seventh grade social studies classes participate in a Most Influential Historical Figure competition. A tournament bracket is set up with 32 historical figures studied throughout the year. Students choose a figure to research and present then voting takes place to identify an overall class winner. Each social studies teacher chooses a group of students to present a persuasive speech to the entire grade level. The language arts teachers judge the competition to determine an overall winner. It is very exciting to see close to four hundred students cheering for an historical figure as if it were a sports competition.

WMS students travel to Washington D.C. to see our government in action. They have an opportunity to connect their social studies curriculum to their nation's government.

1e. For secondary schools:

WMS works diligently to create authentic and realistic learning experiences to lead students towards their eventual college years and careers. Throughout the students' two years at WMS, they are able to participate in Ohio Means Jobs website, Career Inventories, Reality Day (learning to balance a checkbook and some of the "realities" of household finances), develop the early skills of writing college essays, develop ACT and SAT vocabulary, and much more. As all staff members plan their lessons and units, students' futures are taken into account. Students are encouraged to consider multiple career avenues.

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

2. Other Curriculum Areas:

WMS is proud to expose students to a wide variety of offerings, that enhance their essential skills needed to be successful in life.

Family and Consumer Sciences is a nine week course for all seventh grade students. The course focuses on personal development, financial literacy, nutrition and wellness and sewing skills. The Healthy Foods and Living course is a nine week elective course for eighth graders. The focus of this course is making mindful healthy choices related to foods and well being. The class consists of hands on experiences in food labs, demonstrations, guest speakers and activities that promote wellness.

Health education is offered to 8th grade students as a nine week middle school course or as a semester long high school credit option. Students engage in lifelong learning skills by exploring the human body, physical, mental, emotional, and social health, as well as drug and alcohol awareness with the assistance of the school resource officer. An E-cigarettes course has been implemented to help students analyze the effects of E-Cigarettes. Also, students engage in a CPR course, instructed with the assistance of our district nurse. Lastly, the Summit and Medina County Rape Crisis Center provides information on healthy and unhealthy relationships.

The 7th and 8th grade bands meet every day for a full period. They perform three concerts and compete in OMEA Class A and B achieving straight 1's (Superior Rating) last year. They also competed in the music in the parks at Cedar Point earning a superior rating and 1st place band last year. The bands also perform an evening of percussion, Veteran's Day, pep assemblies, 8th grade marching night, solo and ensemble, honor bands and orchestras. Traditional jazz big band instrumentation and standard big band set-up are offered as a club.

The 7th and 8th grade Show Choirs focus on advanced performance techniques and consists of 150+ students chosen after an audition process. Students focus on musical literacy, correct vocal technique, stage presence. Students in show choir work with professional and student choreographers performing 2-3 concerts per year, Music in the Parks, community performances around town, and other solo/ensemble opportunities. Other opportunities exist for students in 7th and 8th grade choirs on a semester basis.

Visual Arts courses are offered to seventh grade for one quarter and eighth grade for one semester. Students explore a variety of media and techniques to advance their technical skills and creative expression and learn to respond to art by critiquing work. Classes develop their perception and awareness of art by observing a variety of artwork and exploring careers in art. An annual district-wide art show features over 150 middle school students' artwork. Art students also participate and have won prizes in local art contests, have work selected to be published in InkSpot; a Medina county publication, worked with the high school and an elementary school for a community displayed collaborative project sponsored by a Crayola Grant, were selected to have artwork on permanent display in Akron Children's Hospital, and have the opportunity to work on individual, group, and school-wide murals.

WMS Physical Education course offers students the opportunity to participate in several types of athletic and fitness activities at each grade level every nine weeks. The various skills, sports and lifetime activities are taught and presented in a way that students are able select from a variety of activities to participate in throughout their lifetime.

Exploratory World Language offers nine week courses in French & Spanish for 8th grade students. This is an introduction to help students make an informed decision as to which language to study in the future. Students learn basic vocabulary, grammar, and culture of those countries to gain a global awareness and a respect for diversity.

Every 7th and 8th grader take semester long courses to hone their keyboarding skills, learn to write code, and begin learning about 3 dimensional design leading to 3D printer or laser cutters, gain an introduction to computer science and engineering. Every student also has the opportunity to work in our Origins Lab. This

is our makerspace so named because every good idea has to start somewhere! Students work independently to create, brake, and innovate their ideas. Students learn to use tools and materials to realize their ideas.

3. Special Populations:

At Wadsworth Middle School a broad spectrum of classroom settings are offered to meet the needs of students: Gifted Language Arts, Math and Science, co-teaching Language Arts and Mathematics, intervention Language Arts and Mathematics, cross-categorical and behavioral support, instruction for students with multiple handicaps, speech and language therapy, occupational therapy, and physical therapy.

Since the 2015-2016 school year, WMS has embraced co-teaching at each grade level to facilitate growth for students in Language Arts and Mathematics. Instruction and supports are provided by both the general education teacher of the core subject and intervention specialist. Teachers collaborate weekly to discuss students needing continued interventions, strategies, and supports. This programming opportunity has shown significant growth in our students over the past four years. Most recently, the middle school has received an “A” rating in Gap Closing on the state report card. Subgroups at the middle school include economically disadvantaged and students with disabilities. Value Added in 2018 for 7th-grade ELA and 8th grade Mathematics displayed significant evidence that more progress was made than the growth standard, along with the 3-year average.

Technology in students' hands continues to develop and grow. Chromebooks are available to students daily and they have been trained to use online learning programs to access curriculum with increased independence with software like Bookshare and Read&Write, voice typing/dictation software, and online leveled nonfiction passages to support content learning with Newsela and ReadWorks regularly.

Language Arts teachers review data from common assessments together to determine flexible groupings for students with targeted areas of need. All students are considered for additional assistance with an educational tutor to provide interventions in the targeted areas. Monthly, Language Arts teachers and the educational tutor meet to review possible trends in student performance.

Intervention and Enrichment (I/E) period allows for students to meet with teachers for a variety of intervention and enrichment activities. This is an opportunity for students to work on IEP goals so their schedule can be opened for other electives. IEP support is an additional time to provide specially designed instruction on IEP goals and support needs in the general education curriculum. IE also offers the opportunity for collaboration with colleagues to discuss intervention strategies that work best for individual students and how they are progressing on goals. Students have access to and can meet with intervention specialists that specialize in Mathematics or Language Arts and general education teachers for tutorials/support in their specific area of instruction.

Intervention Specialists meet weekly to discuss programming, student and instructional needs across grade levels, and curriculum. Time is spent reflecting on protocol, current practices, exploration of new opportunities to support students, and training on software to support student differences/needs. Year to year, schedules for intervention specialists change to accommodate the needs of the students. A few examples include adding co-teaching opportunities, an Orton Gillingham class, and classes of general education and co-teaching blends examining growth opportunities based on student needs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Wadsworth students are full of school spirit. We have three spirit assemblies a year to build motivation and recognize student academic and extra-curricular participation. Students participate in multiple contests with the winner taking possession of the spirit trophy until the next assembly, which is a point of pride.

The principals have created a fun, but focused learning environment. For example, our annual Salvation Army food drive exemplifies our commitment to have service learning activities to support community needs. Students competed with a neighboring district to collect the most canned food and a trophy serves as bragging rights for the winning school. To add a level of fun, our principals challenged students to donate 10,000 cans. If achieved, the principals would sleep on the roof in the freezing, Ohio weather. When the goal was achieved, students and the community enjoyed the excitement surrounding the local media coverage. Students also learned an important lesson on the value of community service.

Supporting social-emotional growth, staff empower students to take responsibility for their own behavior through our school-wide Responsibility-Centered Discipline. The “Give’ em Five” method is highly effective in creating an effective, safe learning environment. Our staff’s goal is to ensure that all students receive at least one positive post card or phone call home during each school year.

Our guidance department provides classroom lessons to identify depression and suicidal ideations, career and college readiness, transitions between grade levels, resiliency, stress management, study skills, goal setting, character-building, bully prevention and conflict resolution. Several small groups are offered to address present areas of concern. The Medina County Drug Abuse Commission provides grant money adding additional counselors through community agencies.

Monthly, staff meets in a Professional Learning Community sharing goals and developing best practices that are then shared in a building wide staff meeting. Educators work as a team to actively engage in learning and continuously seeking ways to improve their teaching.

The Faculty Advisory Committee meets monthly to discuss concerns, brainstorm solutions and plan for our future. Each content area has a department head responsible for providing professional development and communication.

Our “Sunshine Committee” works to maintain a positive staff rapport, by hosting fun luncheons, theme parties, contests, and staff activities. The family-vibe of our building is respected within our district which is apparent by the intra-district teacher transfer requests received annually. Staff members enjoy coming to work.

2. Engaging Families and Community:

At Wadsworth Middle School we are extremely grateful for our community support. We have several programs in place to invite community members into our school culture. One such program is Captain’s Table. Once a month our school counselors invite students to fill out a survey identifying someone in their lives that fits the theme designated for the month. Some themes include Serving Your Community and Country, Your Future Begins with You, Teacher Appreciation, Family Matters, Reaching Out to Others Through Volunteering, Those For Whom We Are Thankful and Thanks Coach. Students and their guests are treated to a program, lunch and then challenged with a community project.

Our Parent Teacher Organization supports the Fine Arts Festival, conference night dinners for the staff, funding for assemblies and supplementing classroom activities.

The Wadsworth Grizzlies Community Foundation provides supplemental resources for educators to enhance student learning. This 501 (C)(3) organization raises funds beyond taxpayer responsibilities to provide programming aligned with district goals to enhance student achievement.

The Salvation Army, police department, and juvenile court system have worked collaboratively for over 10 years to support our students through CARE Team, an after school program, where at-risk students get academic support, food, and social/emotional support.

Freshwater Church is a partner for our Connections Mentoring program, courtyard clean up, and multiple staff meals. Trained church volunteers mentor students biweekly. Additional congregation members volunteered to trim trees, mulch, weed and lay brick in our courtyard to achieve the Project WILD designation.

The Wadsworth Drug-Free Community Coalition exists to prevent, educate and support youth, adults and families on substance/drug abuse by providing resources and raising awareness in our community. This coalition is a great support for our families and staff. Last year they paid for a speaker to address positive character traits. Next fall they are providing an assembly to further students' drug education.

We use social media to further engagement with families. There are several pictures daily on Twitter and Instagram highlighting our students' achievements, activities and fun personalities. Our principal sends out weekly emails and videos to families to review policies, celebrate achievements, and distribute information.

All teachers use an online grade book to update parents on student progress. Students and parents are able to access grades, assignments, and teacher notes at any time. These partnerships with community organizations help support student success while developing positive citizenship traits.

3. Professional Development:

Professional Development is teacher-driven at Wadsworth Middle School. We engage in professional development (PD) to strengthen and grow students and teacher skills. Within the building, teachers lead presentations regarding best practices and information during staff meetings, department meetings and during district in-service days.

Within our building, departments work collaboratively to analyze data to adjust instructional practices. In 2016, our district created the position of Curriculum Department Chairs in addition to monthly department meetings. The Curriculum Department Chairs work with peers to prioritize professional learning goals to align with student learning trends. Departments create learning opportunities that are in the best interest of the students, including standards-aligned, rigorous lessons, creation and implementation of formative assessments and common summative assessments.

Within our district, Professional Development is aligned with the Ohio Standards for Professional Development and occurs during three inservice days a year. Each inservice day, staff members choose four sessions a day based on personal interest, curriculum needs, and preferences for what would fulfill their professional learning needs. Teachers share professional expertise and actively engage in collaborative and reflective dialogue with other colleagues to determine best practices designed to ensure all students succeed.

We are privileged to have staff members participating in leadership positions such as: Member of the Ohio Content Advisory Council for Seventh Grade English Language Arts, District Professional Development Committee, District Technology Committee, and a Computer Science Discoveries Facilitator national presenter for the Code.org board. Our Music department annually attends the Ohio Music Educators Professional Development Conference, staff members annually attend Ohio Middle Level Educator Association Conferences, Northeast Ohio Technology Conferences, and a cohort that completed Gifted Endorsements together through the College of William and Mary. All of these teachers then share their new learning with peers while collaborating during building and district PD sessions and meetings.

Professional Development leads directly to improved instruction within the classroom for all students by providing best-practice models and resources. Since the onset of Curriculum Department Chairs and monthly department meetings, our student achievement across all student populations have been trending

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upwards. Student success drives our Professional Development decision making and has paved the way for meaningful and high-quality PD.

4. School Leadership:

Leadership at Wadsworth Middle School begins with our two building administrators. Our principal and assistant principal guide us in the implementation of building-wide goals and policies. Examples of this have included our Positive Behavioral Interventions and Supports program (PBIS), the collection of assessment data via the Edulastic program, and a school-wide effort to make a positive contact with the family of every student in the building.

School administrators also embrace other stakeholders in the leadership process. Our school counselors lead our students in lessons on important topics such as mindfulness and stress reduction. Our school resource officers lead students and staff in the areas of safety and preparedness. Administration meets monthly with our Parent-Teacher Organization (PTO) to gain feedback from parents on school issues and events. Weekly office meetings are held with building administration, secretaries, and guidance counselors, seeking input from various facets of our building. Additional leadership is shown by our Curriculum Department Chairs (CDCs), as they create the agendas for our monthly professional learning community time. During this time, the department chairs guide staff members through professional conversations focused on increasing the academic and emotional growth of our students. Outside of WMS, there is a strong representation at state and district-wide levels including ODE curricular advisory committees. Staff members also present in their area of expertise at state and national conventions.

Another important aspect of leadership at Wadsworth Middle School is our Faculty Advisory Council (FAC). This is a team of five teachers from various content areas across both grade levels. Each month, the FAC meets with our building administrators to discuss any building-wide concerns that arise or seek to find ways to make our environment stronger. One valuable resource that came about through FAC was the establishment of our “Jeans Fund,” where staff members donate money to wear jeans on payday. This money is used to help students in need, as FAC has helped identify students lacking clothing or school supplies. Another accomplishment of FAC has been the establishment of a successful and consistent schedule for state testing. This shared responsibility for building leadership helps foster a culture of collaboration and cooperation, with decision making being focused on the academic, social, and emotional well-being of our students.

Our building administrators drive us towards our learning-focused goals, while embracing and welcoming the voices of others as part of the process.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Yearly collective goals, established through data-driven reflective practices by the entire staff, steer the success of Wadsworth Middle. Based on the reflection of previous year's staff climate and culture survey, trends are identified, collaborative discussion occurs, and our goals established at the next year's initial staff meeting.

In the 2016-2017 school year, collectively, the staff participated in "The List" which was a commitment to contact over 750 students three times each in a variety of ways. In addition to communication, we implemented a cross-curricular writing team that demonstrated writing in the content area strategies at each staff meeting. In the 2017-2018 school year, perfect classroom attendance became the focus. Daily attendance postings, weekly reviews discussing individual student attendance status, and classroom incentive was just the beginning. Drilling deeper into the issue, attendance intervention meetings with students and their families were held to make attendance recovery plans. Letters and other communication were extended to students at predetermined thresholds. Small-group, targeted instruction was held to assist students with lost instructional time. In the current school year, positivity has become our collective and reflective focus. "We Can" Wednesdays allow staff to wear jeans and Grizzly swag extends mid-week comfort and visual unity throughout the building. Once a week, teachers unify to build rapport by greeting students in locations around the building such as the lunchroom, courtyard, bus ramps, hallways, etc to say hello and be more visible. Additionally, collaboration is an all-staff reflective practice in the current school year. Teachers meet monthly for two hours to review data, reflect on teaching strategies, make progress on unified Professional Development Goals, plan units, create common assessments and so much more.

While the reflective and whole-staff collective goals have yielded tremendous social-emotional and academic results that have been seen in our hallways, by our parents, and in our state testing, there remains a group of goals that fall just shy of all staff that has also produced significant outcomes. The addition of Edulastic, Responsibility-Centered Discipline, co-teaching, common planning, Step Up to Writing, collaborative Math intervention time, and guided study halls have all brought success to our learning environment.