

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

[X] Public or [] Non-public

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

Name of Principal Dr. Shawn A. Abel

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

Official School Name Midlothian High School

(As it should appear in the official records)

School Mailing Address 401 Charter Colony Parkway

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

Midlothian City VA State 23114-4366 Zip Code+4 (9 digits total)

County Chesterfield County

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t/mdhs/home

E-mail Shawn_Abel@ccpsnet.net

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. Mervin Daugherty

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail merv_daugherty@ccpsnet.net

District Name Chesterfield County Public Schools District Tel. (804) 639-8914

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Robert Thompson

(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

- Number of schools in the district (per district designation):
 - 38 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 11 High schools
 - 0 K-12 schools

61 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- 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	0	0	0
8	0	0	0
9	224	243	467
10	232	238	470
11	185	188	373
12 or higher	238	196	434
Total Students	879	865	1744

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 10 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 4 % 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	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	47
(3) Total of all transferred students [sum of rows (1) and (2)]	83
(4) Total number of students in the school as of October 1, 2017	1633
(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: 1%
17 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Chinese:Mandarin, Greek, Korean, Russian, Shona, Spanish (Castilian), Urdu, Uzbek

7. Students eligible for free/reduced-priced meals: 2%
Total number students who qualify: 43

8. Students receiving special education services: 12 %
206 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>68</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>47</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>76</u> Specific Learning Disability |
| <u>9</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</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: 7
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	5
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	93
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 19:1

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%	96%	99%	95%	96%
High school graduation rate	99%	99%	99%	98%	99%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	367
Enrolled in a 4-year college or university	68%
Enrolled in a community college	21%
Enrolled in career/technical training program	1%
Found employment	7%
Joined the military or other public service	3%
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.

Create a better tomorrow by igniting passion through authentic and captivating experiences.

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

Midlothian High School (MHS) is located in the northern area of Chesterfield County, approximately eight miles west of the city of Richmond. Over the past ten years, Chesterfield County has experienced a high rate of growth in population, businesses, and schools. The population in Chesterfield County continues to expand at a rate of approximately .99% per year, with a current population of 345,000, while the student population at Midlothian High School has increased from 1,410 to 1,750 over the past five years. As MHS approaches their 100 year anniversary, a tradition of excellence thrives, as the school prides itself on innovation and equity.

According to the 2018 US News Best High Schools report, Midlothian High School ranks in the top 6% of high schools nationally. In addition to outstanding results on state assessments, MHS SAT and ACT student scores rank among the top in our region, some years first overall. College Board consistently provides feedback ranking Midlothian in the top percentile in the state and national average for SAT results.

In addition to earning top scores on varying assessments, nearly 90% of the student body continue their education after graduating from high school. Each year, students are accepted into the highly acclaimed military academies and nationally recognized schools. In 2018, four military academies extended an appointment to a Midlothian High School student, making MHS the only school in Chesterfield County with a military appointment. Additionally, one of our students received an admissions offer from Massachusetts Institute of Technology (MIT) that same year. Offers and opportunities such as these are not the exception at Midlothian HS, but the norm.

What truly makes Midlothian High School a special place for students to grow and excel extends far beyond the academic achievements. Over the past five years, Midlothian High School hosted motivational speakers and training sessions specifically designed to encourage diversity appreciation, inclusion, safety, and kindness. Speakers from renowned programs such as Rachel's Challenge, Side by Side, and Virginia Center for Inclusive Communities (VCIC) shared their knowledge and expertise with our faculty and student body. Additionally, motivational speakers Mykee Fowlin, Stephen Bargatze, and Shaun Derik moved and motivated our faculty and students to embrace change and diversity, while supporting one another like a family.

Midlothian High School prides itself on being a Community of Excellence. Talented and hard working students are appropriately challenged by a dedicated and passionate faculty to consistently be the best version of themselves. The principal greets the faculty as "Midlo's Finest" and the entire school as "Midlo Family." Students are not only encouraged to perform to the best of their ability, they are challenged to support one another, leaving no student behind.

The Midlo family is willing and eager to try new strategies and programs for the betterment of our students. In an effort to improve student engagement while reaching all students, the entire faculty participated in a two-day training program over the summer in 2017 to learn how to develop and implement Project Based Learning (PBL). The following school year, MHS teachers participated in professional development focused on trauma-informed care, Kagan strategies, and building grit and resilience. Creating a focus on social and emotional growth throughout the year, combined with a collaborative and growth mindset, have led to a reduced dropout rate and increased enrollment in advanced academic courses, such as Advanced Placement (AP) and College Dual Enrollment (DE) classes.

Midlothian High School faculty often go beyond attending training sessions, to leading professional development. This past year (2018), two administrators, one counselor, and a lead teacher were selected to present at the College Board National Conference in Houston, Texas. The session, focused on closing achievement gaps in the area of advanced programming coursework. As a result of the presentation's success, a similar professional development is scheduled for this summer (2019) at the National Model Schools Conference.

Among the faculty at Midlothian High School, four teachers are recognized as National Board Certified

Teachers, while three have earned a distinguished REB Teacher of Excellence award (presented to a select few educators in the Richmond region). Several faculty members serve as officers on county and state councils, such as the Foreign Language Association of Virginia (FLAVA) and Metropolitan Educational Research Consortium (MERC).

Building teacher leaders who will support student learning and development has grown organically at MHS. Four out of five administrators are currently working on their Ed.D in Leadership, and over the past three-years four teachers have become school administrators, while three additional teachers are pursuing a leadership position. The development of leaders in the building has had a positive impact on student leadership and overall culture and climate of the school.

The leadership culture of Midlothian High School can be found in Midlothian's 2014 class president, Malcolm Stewart. Mr. Stewart went on to become the senior class president at the University of Virginia, where he made national news for his leadership during the deadly Charlottesville tragedy. At the collegiate level, other MHS student leaders have become captains of their sports teams and officers in their organizations. Over the past six years, 30 Chesterfield County Public Schools graduates have been recognized for their significant achievements and contributions as Bravo Award winners. Out of 11 high schools, Midlothian High School has produced six of the 30 winners.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The goal of the Midlothian High School English department is to develop literacy, critical thinking, and problem solving skills through active reading, writing, analysis, and collaboration. Our educational environment prepares students to be college and career ready citizens who through their own learning build a relationship between language and real-world experience. Students engage in the careful analysis of literary fiction and non-fiction works in comprehensive, College Dual Enrollment, Advanced Placement, and International Baccalaureate (IB) classes. Skills are developed to read actively with the goal of questioning the author's purpose, intentions, and biases. Through discussion and listening in intellectual conversation, students are able to wrestle with questions that have no definitive answers and produce written works, which demonstrate a command of organization, diction, syntax, and mechanics. The electives yearbook and journalism allow students to apply their knowledge in a real-world application. In Theory of Knowledge, students are able to wrestle with difficult questions and use analytical skills to produce a sound argument. Within the English Department are 4 IB certified, 6 AP certified, and 4 College Dual Enrollment certified teachers who each embody the philosophy of developing critical readers, who can synthesize and articulate, both verbally and in written form, ideas and arguments. Certified teachers receive training at the collegiate level or through an external organization, such as College Board or International Baccalaureate.

The Midlothian High School leadership team closely reviews middle school data such as Reading Standards of Learning (SOL) test scores and Measures of Academic Progress (MAPS) assessment data to determine student potential or the need for extra support. Midlothian High School provides an intense customized online intervention reading program designed to support students who are reading below grade level. Scaffolded instruction is provided as the result of detailed assessments and data. Collaborative taught classes offer an additional level of support for students with disabilities, as well as those students who demonstrate reading or writing deficiencies. Following each nine-week marking period, student grades are carefully analyzed to determine if additional supports such as targeted remediation, coaching, or mentoring are needed.

1b. Mathematics:

The Midlothian High School math department believes in the importance of practicing and developing math skills throughout the entirety of high school. Following guidance from the state standards and the county framework, students complete Algebra I and Geometry along with additional math courses including Algebra Functions Data Analysis and Algebra II through AP Statistics and AP Calculus. Additional math elective courses, include AP Computer Science Principles and AP Computer Science are available. Skills in mathematics are developed through Project-Based Learning (PBL) and through individual differentiation, utilizing computer diagnostic math assessments and programs. Students complete common benchmark assessments to determine developed skills and areas for growth. Through analysis of student performance data, math support is offered daily and tiered remediation is provided through our academic enrichment program. Within the math department are 3 IB certified, 5 AP certified, and 2 College Dual Enrollment certified teachers who work to develop skills in problem solving and STEAM.

The Midlothian High School leadership team reviews end of course SOL assessments and quarterly benchmark data to evaluate student growth and readiness for progressing to next level courses. Targeted support is provided to students with disabilities through math teacher push-in, where math teachers are assigned a specific study skills class to provide additional support. This same form of support is provided to at-risk students who are enrolled in the Success program, a program designed for students with high needs who are not identified as having a disability.

1c. Science:

The Midlothian High School science department believes students develop skills to become problem-solvers and critical thinkers who will develop new innovations to improve our future through a hands-on and captivating learning experiences. Implementing PBL, students are the drivers of their learning and have an opportunity to hone their specialized interests by completing a variety of coursework including earth science, biology, chemistry, physics, oceanography, anatomy and physiology, and environmental science in levels collaborative through Advanced Placement and International Baccalaureate. Students participate in quarterly benchmark assessments to determine areas of growth and receive targeted support through academic enrichment periods during the school day and after school. Within the science department are 4 IB certified, 4 AP certified, and 1 College Dual Enrollment certified teacher who through hands-on learning help to develop critical thinking and problem solving skills for students to be inquisitive researchers throughout life. Through co-curricular clubs such as Robotics and Environmental Club, students are able to further expand their hands-on application of learning.

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

Our goal as a social studies department is to encourage students to develop the skills of analysis and critical thinking to become civic-minded citizens. Midlothian High School offers coursework at the College Dual Enrollment, Advanced Placement, and International Baccalaureate level, including AP Human Geography, AP US History, AP World History, AP European History, AP Government, College Dual Enrollment Government, and IB History of the Americas. Students also have the opportunity to participate in areas of interest such as Practical Law and Sociology, where students develop an appreciation for the legal system and the impact of culture on our society. Students participate in common assessments by professional learning communities (PLC) to allow teachers the opportunity to work collaboratively for backwards planning and remediation, targeting areas for reteaching and further exploration. Within the social studies department are 4 IB certified, 8 AP certified, and 2 College Dual Enrollment certified teachers who nurture research and analytical skills to develop individuals who are prepared to be engaged citizens.

The social studies department utilizes current events to enrich the learning for students and drive student citizen engagement. Each year through Government classes, students participate in a register to vote drive, and have competed in C-SPAN's national documentary competition. For two years in a row, student winners have been recognized for their documentaries, and, in 2015 and 2018, C-SPAN visited Midlothian High School to personally bestow the award.

1e. For secondary schools:

Midlothian High School students have an opportunity to participate in two county-wide technical centers which support college and career readiness, as well as our school based Teachers for Tomorrow program. Each course offered through one of the county's technical centers and the Teachers for Tomorrow program embeds relevant workplace readiness skills, developing problem solving through rigorous, real-world, learning. In addition to attending the technical centers, students have the ability to earn industry credentials through a variety of Career and Technical Education courses within the building, and in 2018 were identified as having earned 651 industry certifications. Rigorous and relevant coursework is at the center of education at Midlothian High School and in 2018, 201 students graduated as Virginia Early-College Scholars, having earned at least 15 hours of transferable college credit.

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

2. Other Curriculum Areas:

Midlothian High School believes in a full comprehensive high school experience, which includes completion of physical education courses, the ability to participate in the performing and visual arts, and develop skills through foreign language course work. Each course beyond the core curriculum helps to develop the whole student for not only college and career, but for a successful, balanced life.

The health and physical education department (HPE) believes in the importance of developing the whole child, with a focus on maintaining a healthy lifestyle for the mind and body. All students are required to complete two years of Health and Physical Education during the 9th and 10th grade years, which includes a driver's education. Students have the ability to further their interest in physical education during the junior and senior years by participating in courses such as College Dual Enrollment Exercise Science, Fitness for Life, and Advanced Physical Education.

Midlothian High School offers five world languages, French, German, Latin, Spanish and American Sign Language, with levels 1-7 including comprehensive, honors, College Dual Enrollment, Advanced Placement, and International Baccalaureate. Midlothian High School views language acquisition as a quintessential aspect of a global ready citizen. With levels 2 and higher taught primarily in the target language, students are immersed in the culture, grammar, and linguistics of their chosen world language which helps them to develop problem solving and critical thinking skills. Through their world language courses, students have the opportunity to participate in national assessments, regional competitions, and experience the language in its natural environment through international travel.

In an effort to stimulate the creative side of education, students are offered a wide array of coursework in the performing and visual arts including chorus, band, orchestra, guitar, theater, theater productions, art, crafts, graphics, and photography. Midlothian High School has been recognized nine-times as a Virginia Music Educators Association (VMEA) Blue Ribbon School for Music and twenty-time recognition as a Commonwealth of Virginia Honor Band. Students who participate in band, chorus, and orchestra are given the opportunity annually to audition for county, district, and state-level groups. In addition to the performing arts groups, students are able to further develop their skills in music by participating in College Dual Enrollment Music and IB Music courses. Midlothian High School students are provided the opportunity annually to audition for 3-4 school plays, including at least one musical. In addition, co-curricular opportunities have allowed students to participate in Virginia High School League (VHSL) Forensic and Debate competition at the district and state levels. Visual Arts courses are offered from levels 1-4 including AP and IB Studio Arts for all mediums. In 2019, 43 individual students were recognized by the National Scholastic Art and Writing Awards, including 21 gold key awards, 20 silver key awards, and 36 honorable mentions.

The librarians and technology integrator support all curricular areas through collaborative lesson planning and integration of new technologies to enhance critical thinking, problem solving, inquiry, and digital citizenship. The library maintains electronic resources including ebooks and research databases for students to easily access materials at home utilizing their school-issued cloud-based laptop. The library provides monthly themes and activities related to relevant topics throughout the year including Black History Month, Global Celebrations, and Summer Reading Celebrations.

Midlothian High School offers courses in Career and Technical Education (CTE) including business, marketing, computer technology, and engineering, as well as economics and personal finance, which is required for all students. Students who complete coursework in CTE have the opportunity to complete certification examinations to receive industry credentials, including the W!SE Financial Literacy Exam, AutoCad, and Workplace Readiness. Students who participate in CTE courses competed with Distributive Education Clubs of America (DECA) and Future Business Leaders of America (FBLA) where they have been recognized at district, state, and national level competition. Students who compete in DECA competitions are emerging leaders and entrepreneurs who compete in marketing, finance, hospitality and management. Students who compete in FBLA competitions are emerging leaders and entrepreneurs who compete in computer applications, accounting, and publications.

3. Special Populations:

Midlothian High School epitomizes excellence in education. Housing the International Baccalaureate Program and over 30 Advanced Placement (AP) and College Dual Enrollment courses, students have the opportunity to strive for their highest potential. Through student-student and teacher-student mentoring, those who are new to college level coursework receive individualized educational and motivational support to help find success in new challenges. In 2018, 332 students attempted their first AP course and 799

students participated in taking at least one AP exam, a significant increase from 530 students participating in at least one AP exam in 2014.

Tiered interventions and supports are provided to address the specific needs of each student. An academic enrichment period is held every day for 30 minutes, allowing students time to receive additional supports from their teachers and participate in year-round, data-based, school-wide remediation for standardized testing throughout the year. Through this program, we ensured that 100% of our 2020 graduates had passed their required writing assessment before the end of October 2018. Our January re-testing remediation across all content resulted in a success rate of 83%. Additional teacher led review and remediation sessions are held starting in March to support students in preparation for the upcoming SOL assessments. In addition to teacher support, peer tutoring is offered by each of the honor societies during the academic enrichment period and after school.

Students receiving special education services are provided with a wealth of resources, specifically in the areas of English writing and math. In addition to receiving valued support through case managers, English and math teachers provide push-in education services to study skills classes a minimum of once a week. Through the English and math push-in program, students are provided more one-on-one support to find success in the class and on the standardized assessment. The development of the English and math push-in program has been linked to increasing levels of success on SOL assessments, and is key to monitoring student progress and continuing to see improvement for students with disabilities on math assessments.

To closely monitor the success of students in all grade-levels, Midlothian High School has developed a Student Support Team. The Student Support Team consists of administration, counselors, school social worker, school psychologist, a county Positive Behavior Interventions and Supports (PBIS) specialist, Coordinator of Special Education, and teachers who meet bi-weekly to identify students who are demonstrating a need for additional academic, social, or emotional supports. As students are identified, specific plans are developed to help ensure students have the appropriate resources available to them to find success.

This year, Midlothian High School expanded their academic enrichment support by developing a program called Trojan Nations, where upperclassmen provide guidance in the areas of time management, study skills, organization, and social-emotional development to our freshmen and transfer students. In collaboration with our Teachers for Tomorrow program, Trojan Nation student leaders develop and implement these lessons through bi-weekly homerooms held during the academic enrichment period. This program has allowed students new to Midlothian High School to develop relationships with their peers and upperclassmen at the school, which develops leadership capacity and skill in our upperclassmen.

Midlothian High School is home to three specialized education programs for students with severe autism, high-functioning autism, and Mild Intellectual Disabilities (MiMD). Each program tailors instruction to meet the needs of the students within. Students in the severe autism and MiMD programs develop workplace-readiness skills through initiatives such as running the school store, operating a card creation business, and organizing a weekly breakfast and monthly lunch service. Both programs participate in cooperative learning opportunities outside of the school to help further develop student skills for success after high school. Students in the high-functioning autism program receive specialized study skills and coping skills support in an effort to earn advanced diplomas and be successful in the general education classroom setting. Students with disabilities have also excelled outside of the classroom through participation in extra-curricular opportunities such as a county-wide specialized basketball league for the intellectually and physically disabled and the Special Olympics.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

With a stakeholder created brand of “Community of Excellence”, Midlothian High School engages students in excelling in their areas of interest. Whether a student is excellent in academics, the arts, a trade, or athletics, MHS recognizes and rewards those experiences as being what makes us great. Quarterly, Midlothian High School recognizes students during a breakfast assembly for demonstrating one of the four Core Values of Chesterfield County’s Imagine Tomorrow Strategic Plan; those core values are equity, integrity, ingenuity, and teamwork.

In an effort to raise awareness and support all learners at Midlothian High School, several programs and training sessions were introduced to faculty and students over the past five years. These programs include Rachel’s Challenge -- A presentation designed to reduce school violence and bullying; Stephen Bargaatze -- An engaging, motivational speaker who incorporated magic to raise awareness about bullying and the importance of being kind; Side-by-Side -- A presenter trained our faculty on inclusion with a focus on supporting students who may have been marginalized; Mykee Fowlin - A renowned actor, he shared a powerful presentation on acceptance and appreciation of our differences with the entire faculty at Midlothian High School and three neighboring high schools. Additionally, a small group of faculty attended training on developing a Promote Respect program at Midlothian High School. This group presented the program, which includes an anonymous reporting system for bullying, to all faculty and students; Virginia Center for Inclusive Communities sent a group of students to VCIC to participate in a Diversity Day training, and a presenter from VCIC trained our faculty on Diversity Appreciation and Inclusion. In collaboration with the school division Intervention Specialist, administration provided an overview of trauma-informed care and becoming a trauma-responsive school. In addition to specialized trainings and presentations, Midlothian High School received support in becoming a Positive Behavior Intervention and Supports (PBIS) school during the 2018 school year.

Midlothian High School’s principal believes greatly in the concept of shared leadership. Feedback is solicited on a regular interval from students, staff/faculty, and the community. The feedback gained helps drive his vision and program implementation. Through a Midlothian New Teacher Induction Series (MiNTS), teachers new to Midlothian High School receive targeted support and mentorship to not only adjust to the world of teaching, but to become ingrained in the culture of Midlothian High School. Information is provided bi-weekly to staff/faculty through an electronic newsletter and a monthly faculty meeting provides teachers an opportunity to ask questions and participate in professional development. Positive recognitions are provided to teachers by administration and the Parent Teacher Student Organization (PTSO) on regular intervals, including a faculty tailgate, monthly small gifts, meals on professional development days, and daily recognitions/gifts during Teacher Appreciation Week.

2. Engaging Families and Community:

Community and family involvement is essential to the success of Midlothian High School. Midlothian High School has multiple parent and community run boosters organizations which help support our students and school; these organizations include the PTSO, Midlothian Athletic Boosters Association, International Baccalaureate Parents Council, Choral Boosters, Band Boosters, and Orchestra Boosters. The Midlothian High School booster organizations have helped to provide monetary and program support to the school over the years including Minding Your Mind, which focuses on mental health awareness and support, as well as Financial Aid Workshops, costume and equipment purchases, and modifications to athletic arenas.

The Student Council Association (SCA) collaborates annually with the local chapter of Hitting Cancer Below the Belt to participate in the Strike Out Cancer event, where money is earned to combat colorectal cancer. The Spirit Club annually adopts families from within the Midlothian community to collect and donate items, and does so through the joint support of Midlothian clubs and organizations. The Breaking Down Barriers cultural competency committee led by 10 students from all grade levels, paired up with

community members to provide a Diversity Dialogue Panel on the topic of inclusivity in schools.

Business partnerships have been established to support cooperative learning. Practical Law students are exposed to careers in law enforcement and the judiciary system. Local business leaders provide CTE students a variety of opportunities through presentation and hands-on experiences. AP Computer Programming students benefit from the knowledge a Capital One business partnership, where computer programmers assist in the creation and implementation of co-taught lessons. Students enrolled in the school's severe autism program are provided a wealth of vocational experiences through a collaborative relationship with local businesses and faith-based organizations, as well as operate the school store and grab-and-go breakfast.

A weekly message is sent via email and phone to parents by the principal of Midlothian High School. Included in this communication are student recognitions, exciting announcements, upcoming events and important dates, and reflections on all of the amazing things happening at Midlothian High School. In addition, updates, recognitions, and announcements are provided on Twitter through the handle @GoMidlo and on the Midlothian High School website.

3. Professional Development:

Professional development is quintessential to developing life-long learners who impact student success. Training offered both on the county and school level is developed for teachers to have an opportunity to choose which resources are most applicable to their individual growth needs. On the school level, professional development has been provided to enhance technology in the classroom, design lessons through collaboration with librarians/media specialists, develop a trauma-informed classroom, utilize PBIS strategies, and instill a growth mindset. A teacher led Innovation Committee helps to identify areas for professional development and recruits teachers who specialize in those areas to lead the training.

Through Professional Learning Communities (PLC) teachers not only gather new resources but collaboratively work to implement and develop new ideas. Collectively, the PLC evaluates the impact of professional development through data analysis, both quantitative and qualitative.

Due to the focus on providing students exposure to college-level classes, Midlothian High School faculty have received targeted training in AP and IB coursework. In addition, faculty members have gained experience and knowledge by serving as AP readers and IB examiners. Ongoing professional development through the means of a book study occurred over the past two years in developing a Growth Mindset, with the hopes of exposing students to rigorous coursework and developing resilience.

4. School Leadership:

The leadership philosophy at Midlothian High School has two main components -- build capacity and servant leadership.

To build capacity as educational leaders, the principal, the associate principal, and two assistant principals are working toward earning an Ed.D in leadership. This practical experience has not only developed their overall skills, each administrator aligned their coursework to support and develop programs, faculty, and students at Midlothian High School. Additionally, each administrator serves on various division leadership teams such as the strategic planning and school improvement committee, observation design team, equity committee, balanced assessment committee, new teacher induction panel, grading practices committee, behavior intervention task force, and other planning committees. The principal also serves as the president of the Dominion District VHSL committee and is the lead for the division principal mentoring program.

Teacher leaders are paramount in operating a high functioning, successful, high school. Over the past three years, four teachers from MHS have become administrators in the county, with another three soon to become administrators. In 2018, a group of in-house Instructional Coaches was developed and led by two teacher-leaders to help redefine instructional observation feedback as a growth tool, not evaluation. With the goal of increasing exposure of students to college-level coursework, the position of AP Liaison was

developed at Midlothian High School. The full-time teacher who took on these responsibilities helped to drive professional development in the areas of Growth Mindset, perseverance, and grit to help our students to stretch academically with the supports of a caring and understanding faculty.

Midlothian High School also prides itself on developing student leaders. The Principal Leadership Council is comprised of 24 active members annually, while multiple other organizations are developed to meet the varying needs of the school. Midlothian High School is home to 46 active clubs and organizations, as well as 27 sports teams. Each club and sport are led by a group of student leaders, officers and captains. Approximately eight years ago, two students began a Lead Up! Club, which expanded to other high schools across the division. The philosophy of the program is to develop leadership skills for interested students who were unable to become officers or captains of a club or sport. The program remains active at Midlothian High School.

Starting with the principal, each leader aims to support all stakeholders to ensure a positive working and learning environment for everyone. Embracing collaboration and teamwork, the servant leadership approach inspires everyone to go above and beyond what each individual may have believed they were able to do themselves.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Midlothian High School believes that all students should be college and career ready. To that end, a program of identification and support has been created to increase student exposure to college-level coursework. During the fall, a teacher leader presents to the faculty on the importance of grit in identifying students who should be encouraged to enroll in their first college-level course. During this presentation, teachers nominate at least two students who they feel epitomize the concept of grit. Students who are nominated are then brought in for a recognition gathering where a special speaker drives home the importance of challenge and perseverance, and nominated students are given the opportunity to speak with students currently enrolled in college-level courses. In addition to the nominees, students identified as having AP Potential via results from the PSAT, are invited to attend an AP/IB/Dual Enrollment Speed Dating session where interested students are able to learn more about the college-level offerings at Midlothian High School.

Students who enroll in a college-level course receive supplemental support through peer-peer and teacher-student mentoring. These mentors not only provide instructional support, but primarily serve in the role of cheerleader, encouraging students to persevere and develop resilience when faced with challenge. Mock examinations are also scheduled to support students in understanding the rigors of the testing environment.

Ongoing professional development has been targeted to create a school which is cognizant of the needs of the whole child and nurtures a growth mindset. Quarterly professional development has been led on developing a Growth Mindset classroom, backwards planning, and rubric development. In addition to this quarterly professional development, an ongoing book study on Carol Dweck's Growth Mindset has allowed teachers the opportunity to share concepts they have implemented in their classrooms to build a culture of Growth Mindset at Midlothian High School.

In recognition of the great model Midlothian High School serves for preparing students to be college and career ready, the school was identified as a Model School by the International Center for Leadership in Education and presented at both the 2018 AP National Conference and 2019 Model Schools Conference.