

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Canfield Village Middle School
(As it should appear in the official records)

School Mailing Address 42 Wadsworth Street
(If address is P.O. Box, also include street address.)

City Canfield State OH Zip Code+4 (9 digits total) 44406-0001

County OH

Telephone (330) 702-7021 Fax (330) 702-7064

Web site/URL https://www.canfieldschools.net E-mail jrubin@canfieldschools.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* Mr. Joe Knoll E-mail jknoll@canfieldschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Canfield Local School District Tel. (330) 533-3303

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. Nader Atway
(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, leave blank.*

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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	93	93	186
6	103	97	200
7	85	101	186
8	88	81	169
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	369	372	741

*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
 - 4 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 3 % 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 2020 - 2021 school year: 2%

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, 2020 until the end of the 2020-2021 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2020	752
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Hakha;Chinese

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

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 86

8. Students receiving special education services with an IEP or 504: 18 %
131 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>46</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	43
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 18:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	96%	95%	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 2021.

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.

As a community, we educate, motivate, and innovate for individual lifelong success.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://go.boarddocs.com/oh/canfld/Board.nsf/Public?open&id=policies#>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Adolescents, like spiders– spinning their webs, often find themselves entangled in complicated, intricate obstacles, relationships and discoveries. The pivotal, adolescent years in which ‘spin’ physical, emotional, social, and academic experiences are all caught in the middle school experience. All of which strengthen their whole essence, eventually breaking free from the unique gossamers they have spun to emerge as more confident individuals who feel a part of a community in which they are safe and heard. This is the ultimate goal of Canfield Village Middle School (CVMS).

One can get a snapshot of a school by seeing an overview of their state testing data. However, there is a snapshot of Canfield Village Middle School that can not be viewed through that lens. The culture that permeates throughout the halls of our school is one that is driven by relationships... from our students and our staff.

The Canfield community is very close knit with a high focus on education, athletics, social-emotional growth, and a focus on civic-minded initiatives for our students. The principal would best describe the student body for the most part as rule followers. CVMS is fortunate that both parents and students place a high priority on education, students have the motivation to succeed starting at the 5th grade level. The Parent Teacher Association (PTA) is very strong, and volunteers are always available for in- school and after school activities. As an example of parent support, the annual Open House to meet and greet the teachers before the school year begins usually averages a 90% or above attendance rate. Another example would be the annual “5th grade fun night.” The district has two elementary buildings and one middle school. Both 4th grade classes from each building come together as one to begin 5th grade. During the second week of school each year, we bring all the students back on a Friday night as a way to bring everyone together. We have a disc jockey (DJ), dinner is provided, and there is always a fun activity. The evening is totally planned by PTA volunteers along with absorbing the cost as well. This event has created a positive learning environment to help bridge the gap and create new and positive friendships with students in their grade level. That is just a small snapshot of the parental support we receive on a daily basis.

The academic piece is always a focus for student learners. However, CVMS places a high priority on the social and emotional growth of students. Staff do not place an emphasis on state tests. Although staff value the importance, the principal never wants to put unnecessary pressure on staff and students. School staff like to think of the school as more than just a “testing factory”. Staff feel that focusing on relationships and a safe learning environment for students will provide the necessary tools to achieve. Staff are proud to say that we have shown growth every year without feeling the pressure of a state test lingering in the back of both our students and teachers’ minds. CVMS is fortunate to have an outstanding advisor. She allows us to work collaboratively in order to get the most out of students and the initiatives set during the school year. The student council focuses on both civic minded activities inside and outside of school. For example, every year the school holds a food drive through our local food bank (Second Harvest Food Bank). The school has established a wonderful relationship with the food bank. The drive is held two weeks before the Thanksgiving break. We have a fun competition within the building to see who can bring in the most food. The PTA provides a special treat from a local restaurant for the winning classrooms. Each year CVMS has become one of the largest food drives in the whole Youngstown area. CVMS was able to donate 6,896 pounds of food this year alone! This could not be accomplished without the support of both our Canfield families and the staff. The student council is involved with other activities throughout the year. As a reward for their hard work, staff take students on a field trip at the end of the year. We were able to visit the food bank for a private tour, and they presented the school with a banner to celebrate our accomplishments. Staff have also taken students to meet the mayor and other government officials. These types of leadership opportunities help create a positive environment for the entire building. CVMS usually averages between 50-60 students in the student council each year. CVMS also likes to offer a wide array of activities for students to promote our student body interests. Here are some examples: Robotics Club, English Festival, Power of the Pen, Math Counts, E-Sports, Intramural programs (athletic based), drama club, and an after school group that plays board games (non-electronic such as monopoly, chess, checkers, etc..). The goals of these diverse programs are to make sure the school covers the interests of as many students as we can to establish and enhance friendships that can last further than just their middle school years.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

“Since there is no single set of abilities running throughout human nature, there is no single curriculum which all should undergo. Rather, the schools should teach everything that anyone is interested in learning.”
~John Dewey

CVMS utilizes a Multi-Tiered System of Supports (MTSS) or a Three-Tiered Instructional Model framework to implement evidence-based literacy, math, and behavior supports for all students. In addition, CVMS uses a coaching model that employs a literacy, mathematics, and behavior coach within the district .

CVMS currently uses evidence-based reading interventions such as Lexia, Leveled Literacy Intervention (LLI), and Wilson Reading, to supplement students who need intervention. Science and social studies teachers make use of Edulastic-Interactive formative assessment tools to drive instruction. This standards-aligned program uses technology to help teachers create strong formative assessments but also to simplify data collection for next steps in teaching.

Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning are cornerstones at CVMS. The health curriculum focuses on teaching evidence-based social-emotional learning (SEL) programs such as Mind Up and Second Step. Evidence-based behavior interventions are used for Tier 2 and 3 such as: Botvin LifeSkills program, Check-in/out, functional behavior assessments, and partnerships with a private counseling company for mental health services.

CVMS embraces an inclusion model. Ninety-seven percent of our students with disabilities are included in core academic courses by using a co-teaching model with general education and special education partnerships.

Staff utilize Google Enterprise Suite for technology integration and relied heavily on this during the pandemic. Teachers used Google Classroom and other Google tools for in-person and remote learning options. In the summer of 2020, the district created Cardinal Digital Academy, an online learning environment using Edmentum (an evidenced based online curriculum) for all subject areas in grades K-12. Canfield teachers were able to choose this program to assist our students in this model. The district since gone with the in-person option only for Canfield Local Schools.

In staying in alignment with our core values, each student is seen and heard contributing to our community, so they can impact the world.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Autonomy. Partnership. Safety. Voice. Connection. Terms one would find on the word wall in the heart of a CVMS Reading and English language arts (ELA) teacher. The Reading and Writing Workshop setting (as defined by Nancy Atwell) provides the backdrop where teachers can deliver differentiated instruction, bridging the gap amongst the diversity within the classroom. This approach to giving students choice and voice in their reading and writing is the catalyst in which the Ohio State Standards are explored. This instructional setting gives students diverse experiences and opportunities to make creative decisions while developing an authentic voice.

Middle school is an opportunity where teachers transition into building a partnership with students as they develop into more independent readers and writers. For example, differentiation is built into daily instruction by giving students choices in their reading and writing. Autonomy is key in creating safety as students learn to express themselves in a nurturing environment. Diverse ideas are welcomed and respected

as these tools are the onramp to learning how others think and see the world. Thus allowing students to gain a different perspective, connect to the world around them, and to ultimately challenge the “world” within them. This promotes problem-based and project-based learning in the classroom, provoking students to think for themselves, and research from a perspective rooted in passion rather than from assignment. Student writing, such as responses to literature, free-write journals, and essays, are used to teach explicit instruction where students are able to learn and practice grammar, punctuation, and writing skills. Being immersed in rich vocabulary and experiences robust in higher-level thinking and rigor are the segway to building a student’s literacy blueprint. This promotes an ambitious reader and writer allowing them to feel safe and supported to articulate his/her thoughts, questions, feelings in the culture of honor that has been provided within the ELA classrooms. CommonLit, Newsela and Google Tools have provided students with technology-based support.

Data from both formative and summative assessments are used in the reading and ELA classrooms to drive instruction. The technology-based assessments, such as LEXIA and STAR, and tier-based assessments such, as the MTSS Framework, LLI, the Wilson Reading Program, and guided reading, are used to improve student performance by providing instructional strategies and intervention to increase student literacy. Data taken from assessments is used to benchmark and identify student reading levels. In addition, these benchmarks are instrumental in determining appropriate tools to use to stay within a student’s instructional level as well as respond to intervention when needed. Data received from the Ohio Department of Education is also analyzed and reviewed to drive instruction.

In recent years, CVMS has continued to use technology in the classroom as a mainstay in classroom instruction. Google Classroom and digital tools, such as Kami, Jamboard, Flipgrid, and Pear Deck all helped keep students engaged during the pandemic. For example, Kami allowed students to make online annotations; Jamboard provided an online platform for collaborative discussions and reflections; and Flipgrid and Pear Deck gave students the opportunity to virtually share ideas through online presentations, creating more project-based assessments. Collectively, these were used to critically engage the 21st Century ELA student.

1c. Mathematics curriculum content, instruction, and assessment:

Mathematics in Canfield School District offers multi-tiered instruction that strives to reach all learners. At the Middle School 5th grade teachers use a K-5 Math program called “Bridges” for the Math Learning Center. Staff are now in the sixth year of implementing the program. The 6th-9th grade teachers use the program CPM (College Preparatory Math). Both the curriculums equip teachers to fully address state standards in a rigorous, engaging, and accessible manner.

The instruction that comes from math teachers gives the students a chance to gain a deep understanding of the concepts, proficiency with key skills, and the ability to solve complex problems. On a daily basis students engage in problem solving strategies, investigations, and justifications of their thinking. Students in all grade levels often learn in collaboration with others, sharing information, expertise, and ideas.

As a staff, math teachers meet with the District Math Coach for grade level math meetings. Many topics are discussed in the meetings, but for the last two years CVMS has been concentrated on vertical alignment from grade level to grade level. As a team staff are looking at the curriculums to make sure we are addressing all standards. Staff believe that a strong vertical alignment allows for cohesiveness from one grade level to the next, allowing staff to be on the same page with the curriculum, and giving students essential math skills to obtain higher level mathematics.

A big part of the meetings is the data obtained from both summative and formative assessments. Staff are lucky to have both formative and summative assessments built into the curriculum. As a grade level team in our common planning, staff use both the formative and summative assessments to look at needed interventions and enrichments for the students. The intervention happens not only during their math class, but during a designed 30-minute time in each grade level. Teachers look at the strengths and weaknesses from the data, decide what concept or topic for intervention and run the interventions with the chosen students for a month. The intervention is given by math teachers along with grade level specialists. In the

district, teachers use targeted interventions for mathematics. By using targeted interventions, all students may be considered for interventions depending on the scores from the formative and summative assessments, along with teacher input from math class. There is formative assessment throughout the intervention. So once a student shows that intervention of the concept is no longer needed, the student completes the intervention. The teacher and specialist then start to work with smaller groups as the month goes on. CVMS uses technology also for both interventions and enrichments. The district has adopted a computer-based program called Mosaic. The program has been part of the math program for the past four years. During COVID starting in 2020, CVMS teachers dove into technology as a powerful resource to reach all students whether they were at home or in the classroom. It was hard for all parties involved, but all staff were determined to make the learning process as strong as possible for all students. Other programs became a part of many of classrooms during COVID, such as Kami, Google Classroom, Pear Deck, and Loom, and have continued to be a part of the classroom now. Teachers dove into these programs, found that they were effective with students, and have now found a way to incorporate them into their daily teaching. It is a powerful moment in time when teachers can come together in a team meeting and reflect on the vertical alignment, interventions, enrichment, programs, and best practices for students. The ultimate goal of mathematics program is to maintain a balance of conceptual, procedural fluency/skills, and application that will enable the students to make sense of mathematics. CVMS strives to make sure that at every grade level, we put the mathematical foundational pieces in place to ensure that we are filling any gaps that may occur. CVMS staff work as a team to ensure math is not just learned, but valued as an important part of their education now and in the future.

1d. Science curriculum content, instruction, and assessment:

Middle schoolers are like explorers: they aren't sure where they're going, but they have a desire to get there quickly. As science teachers, we can aid them in their desire to explore the unknown. Teachers have the privilege of watching students light up when they get to see a solar oven melt chocolate chips in the September sun or observe them make connections as they learn how to calculate speed by finding the distance and time for a toy car. Technology supports, such as Explore Learning Gizmos, provide virtual simulations such as growing plants (in a matter of seconds) or moving heavy objects across a frictionless surface. These labs provide experiences and data collection that would not be possible in a typical middle school classroom. As teachers, we are the sherpa climbing guides who can help students climb the Mt. Everest of science. Each step of the way is modeled and explained to aid middle schoolers in their scientific exploration. At each grade level, teachers work in collaboration to plan instruction that is aligned to Ohio's academic content standards. The building schedule allows for common planning time among staff that teach the same content. This collaboration allows for teachers to share ideas and resources that enhance instructional quality for students. A learning map can then be created to guide the explorers through the content standards with similar materials, lessons, and assessments.

Not all of the adventurers come to CVMS ready to climb mountains. Data from pre-assessments is used to plan instruction to address the specific needs of each student. Students can also use the pre-assessment data to see what they know and what they need to learn. This helps students focus on the skills they need for traveling through the unit of study. Formative assessments are then used to assess learning and differentiate instruction. Inclusion teachers provide small group support as well as progress monitoring for students who have accommodations. Technology support, such as Read&Write for Google Chrome, is also in place for students who need read alouds or speech-to-text modifications. Review games, such as Quizizz, Blooket, and Quizlet, help students check their own understanding of the vocabulary words and important concepts before finally taking a summative assessment. Edulastic is one assessment tool utilized by instructors to provide instant feedback to learners. The program allows for students to have texts read aloud and also permits teachers to redirect it to students who need multiple attempts. Overall, various tools can be provided to middle school explorers so they have what they need to climb to the top.

Not only have explorers climbed mountains, but teachers have too. When schools shut down in March, 2020, staff realized our traditional teaching techniques were not adequate for the new situation we were facing. We had to take technology use to a new height. Google Classroom became our climbing anchor so that students could access the lessons and materials from home. We have continued to use it even after returning to in- person learning. Teachers learned how to make their own videos or link YouTube videos, so

students could see how to perform and experiment at home or simply watch the outcome and explanation if they didn't have the materials available. staff learned how to make everything paperless and realized that this helped students stay more organized and have more accountability. Overall, new heights have been reached over the past two years as teachers and students explore the future of education.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Encouraging collaboration and discussion, viewing multiple perspectives, creating independent thinking, and critical examination of historic and contemporary issues are the hallmarks of the social studies program. Each grade level has the autonomy to attack this broad subject in ways that impact each student differently, giving them the opportunity to grow as critical thinkers, and citizens of the community, country, and world. Teachers look to connect the dots on how topics in social studies have shaped the past, present, and ultimately the future.

The 5th and 6th grades focus is on developing the skills needed to understand how to navigate the many topics in the later grades. Much of this time is spent focusing on collaboration, real-world projects, skill building, and the development of critical thinking. These tools and skills are then reinforced and further developed throughout the students' academic career, to not only grow in middle school and high school, but also as they grow as citizens in the future.

The 7th and 8th grades focus on critically dissecting the decisions and impacts made by civilizations from ancient times through early America, and analyzing how and why they may affect decisions that are made today. Students engage in simulations, projects, and collaborative discussions and activities that focus on critical thinking skills, open debate and discussion and the ability to explore different perspectives and their possible alternatives.

The biggest strength and component to the history program is helping students understand the "Why?" we study history and apply the past to what is happening in the present. Students should be able to be presented with a modern day example of an event or time period from the past and make a connection, with the hope that these students become leaders that are able capable of making differences in our future.

1f. For secondary schools:

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

2. Other Curriculum Areas:

At Canfield Village Middle School, the specials during the school year are called Expressive Arts classes. They include the following: Art, Home Economics, Physical Education, 3-D printing, Financial literacy, health, robotics, and computer programming. The seventh grade students also learn a foreign language through a program called Rosetta Stone. The programs start at four to five week rotations in 5th and 6th grades, and build to six- week rotations in 7th and 8th grades. CVMS places a high emphasis on these classes for students to experience as many diverse classes as possible, so when students begin their high school years, a pathway of their interests was created already.

CVMS values both the physical education and health education in high regards. The health teacher does an outstanding job of combining social and emotional learning along with healthy living habits. One activity that stands out with younger students was a visual of how much sugar is contained in the food and beverages they consume. The students had to bring in a wrapper or a beverage that was consumed by them. For example, a student brought in a bag of skittles. The bag was glued to the paper, and in a separate bag contained the amount of sugar in the skittles. Students brought in empty cans of soda, candy bars, chips, and cookie wrappers with all the sugar in each item. These items were displayed throughout the room and

hallways for those to see. It was a wonderful visual for both students and staff to see. Home Economics is another class CVMS holds in high regard. We are very fortunate to still have this class to offer for middle school students. The principal loves walking in and viewing the teamwork and the excitement of students cooking in class. It is such a valuable tool in this day and age, where both parents work, and students are provided with tools to help them feed themselves after school.

Financial literacy has also been a valuable class. These students are taught at an early age how to navigate a checkbook, review the positive and negative use of credit cards, and the importance of saving money.

Technology is also important. CVMS offers many technological classes, such as 3-D printing and robotics. The school is very fortunate that the technology staff does an excellent job of providing differentiated instruction for all levels of students. CVMS also has a robotics team that provides more for higher level learners in technology. This class meets after school. The addition to a foreign language in 7th grade is a fairly new concept, but has been deemed very beneficial for students. Students have the opportunity to choose a language that is provided at the high school level. This gives them a head start in what foreign language pathway they will choose.

These classes provide a lot of opportunities for students during their day to focus and enjoy a diverse learning opportunity on a daily basis.

3. Academic Supports

3a. Students performing below grade level:

At Canfield Village Middle School, we have a subgroup of students who perform below grade level expectations. In order to close this achievement gap, the school provides students with a myriad of opportunities both in and out of the classroom to feel safe, supported, and ready to learn each day. All of teachers and administrators place a great deal of importance on the wellness of each child instead of focusing on how well the students will achieve on the State Achievement Assessment. Students learn in the inclusion setting for as many academic classes as they possibly can physically and emotionally handle each day. The teachers differentiate their lessons so that all students can participate and learn within the general education classroom. Each grade level has one intervention specialist and one intervention tutor to service the students with learning disabilities who are included in the general education setting. The intervention specialists plan lessons with their cooperating teachers so that the inclusion setting is as supportive as possible for all students involved. This school year, general education teachers have found time in their schedules to pull small groups of students during their study hall period to work on specific skills that the students may be having trouble in. The fluidity of small groups and targeted skill areas provides students the support that they need when they need it, so that their educational gaps can narrow as they move through the school year. CVMS also has self-contained classes for students who need the most support both academically and physically. Staff members who work with students with special needs do a wonderful job of making sure that these students are with the general population as often as possible. Many groups of students know the students' names and will ask to sit with them during lunchtime and pep rallies or school wide assemblies. This past school year, CVMS created and opened a brand new state-of-the-art sensory room for students with special needs to be able to calm and focus themselves throughout the day. The sensory room, which was fully funded by community members and community organizations, is full of activity areas, calming areas, as well as a vestibular swing.

3b. Students performing above grade level:

A range of reading and writing workshop structures are in place in our English Language Arts (ELA) classrooms, ensuring high ability readers and writers have access to differentiated instruction which maintains a healthy rigor related to ELA skills. The Bridges Mathematics and CPM curriculum allow teachers to differentiate instruction for high achieving students. Based on evidence gathered during 5th and 6th grade years, students may be placed in an Advanced Math class in 7th grade, designed to prepare them for Algebra I in 8th grade. This course is taken for high school credit. Through a combination of state test data and teacher assessments, students who excel in science are identified and assigned to a high school

Physical Science course in eighth grade.

For gifted students who exhibit an especially intense need for differentiation in grades 5-8, advanced courses are available in Reading and Math. In these intensified settings, gifted students are taught to manage the traits of giftedness which are nonacademic but which have an impact on their growth mindsets in the long term.

As a school community, CVMS supports high achieving students not only through rigorous instructional options, but also by nurturing the character traits which are essential to maintaining achievement: responsibility, perseverance, leadership, and synergy. For example, Class Act Cards is a positive reinforcement component of our PBIS framework which recognizes responsible and respectful behavior. Additionally, extracurricular activities are offered which foster the development of these traits in high ability learners. Math Counts coach students to persevere in the solutions to rich math problems and work together as a team. Participation in the local university's literature festival gives students a chance to travel to the campus and engage in competitive and collaborative experiences related to high quality literature.

3c. Special education:

Canfield Village Middle School has implemented an inclusion model for the provision of special education supports for over a decade. In each grade level there are multiple inclusion classes to allow different groupings for all students. CVMS wants students to be exposed to many different peers and not feel confined to a smaller group of students. This affords students exposure to a range of peer models for social skills as well as academic assistance. The model enriches the learning environment for general education students, as it fosters acceptance and compassion for all types of diversity. It is inspiring to see students learn from each other with patience and authentic regard. These gifts of citizenship are an unmeasured, but highly valued outcome in our school community.

The inclusion model also provides for a sense of relationship stability while de-stigmatizing assistance from intervention staff. Intervention Teachers are uniquely skilled at offering a wide range of supports while displaying sensitivity to the developmental level of the middle school child. Each finds a way to provide individual assistance, facilitate small groups, teach to the full class, privately encourage, or fade into the background when students are ready to shine on their own. Staff have found the exploration of accessibility features within technology to be an effective means to honor the unique needs of the adolescent learner. Natural and unobtrusive supports are provided through Google Read & Write, Voice Typing, and BookShare. The intervention staff is fully involved within the classroom and extra-curricular activities which serves to minimize any stigma attached to their role. Currently, interventionists are advising student council, cheerleading, track, and football. Oftentimes, students do not even distinguish the differing roles and simply see that they have two teachers.

3d. English Language Learners, if a special program or intervention is offered:

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

CVMS is not afraid to think outside the box to provide students with real world experiences no matter how tedious logistics or planning can be. For one, each grade level staff plans at least two field trips a year. In 5th grade, staff take students to a school play, and they also experience a three- day outdoor experience called Camp Fitch. Our 8th graders also attended a three day experience in Washington D.C. Due to COVID, CVMS has not been able to provide this for the past two years, but staff are excited to bring this back this year. The 7th grade focus is both civic minded with a social emotional experience as well. Staff take the entire 7th grade to a mall to shop for underprivileged children. They have a list of items that are needed and have the opportunity to shop on their own. Staff bring our resource officer for security. The students also get to eat with their friends in the food court. This is one of the favorite days at CVMS. The generosity of parents along with the genuine way students shop for that “special gift” is very heartwarming. CVMS also provides a two-day workshop called “Challenge Day.” A group comes from California and puts on an all-day assembly that focuses on empathy, kindness, and diversity. CVMS chose 7th graders for this assembly due to a history of that particular grade and age experience peer and relationship issues for the first time.

CVMS also provides a higher level learning class called 21st Century Science for some of the 8th grade students. At the end of every rotation, these students visit a plastic injection molding company. Students see first hand how they can relate what they are learning in class and see it working in the real world. Staff also take students to the local university and visit the dean of the Science, Technology, Engineering, and Mathematics (STEM) department.

Staff value these experiences greatly not only educationally, but they also provides the student body to see teachers in a different setting outside of school. This has helped with rapport and trust between student and staff members. It also breaks up the school year with nice activities blended within the rigor of the normal academic day.

2. Engaging Families and Community:

The CVMS principal focuses on creating partnerships and collaboration with organizations that can better serve both students and staff. CVMS created a partnership with local university, Youngstown State. In this partnership, CVMS provided students at the university level to observe classes, host clinicals (pre-student teaching), and also house student teachers. The partnership includes potential regular and special education teachers. In return, CVMS has been able to observe these students first hand; and if staff see potential, it gives the school an advantage to offer them a position in our school district. The principal donates time and speaks in both undergraduate and graduate classes on campus. The principal has hosted mock interviews with potential graduates and offer advice based on his experiences.

Another partnership that has been extremely beneficial is with the local Rotary Club. This partnership formed three years ago. They approached CVMS about a grant they received for construction costs of a food pantry room for students who need assistance. The grant was for \$10,000 and included purchasing food as well. While the building is 100 years old, the school was able to transform a dark, dinghy storage room into a bright, beautiful place to house a food pantry. Staff were able to purchase cabinets, a refrigerator, and a table for the PTA to work. The room was also completely renovated with new lighting, drywall, and fresh paint. Every Friday, we have two PTA volunteers that pack food for 8-10 families on a weekly basis. CVMS is also fortunate to have a family in Canfield that supports the costs of groceries. The Rotary also started a new initiative this year. Each building chooses a Rotary student of the month. Students are recognized at school board meetings each month and celebrates with the Rotary members at a lunch on the second Friday of each month. This has been very popular with the families at Canfield.

CVMS also works closely with Canfield Care Net. This partnership helps CVMS recognize families in our community that could use some assistance. This list also helps the school in our 7th grade toy/gift drive.

These partnerships have helped CVMS immensely to make sure all of the families are taken care of along with finding future educational leaders in their chosen fields.

3. Creating Professional Culture:

These past two years have been very trying both educationally and personally for the principal and staff. When the school found out in March of 2020 that we were shutting down in-person learning, a game plan needed to be set in place. The first thing staff did was make sure all of our students had the technology in place to learn from home. Staff arranged pickups of both chrome books and hot spots for those families that did not have them at home. The next step was to train the staff on a learning platform that would provide distance learning. The district went with the Google model of using Google Meet and Classroom. The district arranged for professional development within our staff to help train others. The school district received high marks from our community members for keeping students engaged from the beginning to the end. During the summer of 2020, staff gauged through surveys that in-person learning in the fall was very important. CVMS was also blessed to have such a dedicated staff that was willing to come back to in-person learning during the middle of a pandemic. CVMS was able to offer two options, a full in-person learning environment, or an online option (Canfield Digital Academy). CVMS had teachers volunteer to teach online due to possible health concerns (elderly, pregnancy, and compromised immune systems). We were able to offer more resources for staff. CVMS provided a new laptop for every teacher in the middle school. CVMS upgraded our Google ability, and provided five total days of professional development in any area teachers needed assistance with. Out of roughly 800 students in the building, CVMS had about 100 students opt out for the online option. Staff did their best to make sure students coming to school were safe. CVMS had a mandatory mask policy, we kept students three feet apart in the classrooms, and had three options for students to eat lunch (cafeteria, tents outside, and the front gym). The principal's goal was to keep a very normal setting in these uncertain times. Students changed classes, and participated in the expressive arts. CVMS also kept after school activities intact (athletics, academics, and other types as well). Parents were very supportive of the school's efforts. Staff are very proud to say that CVMS was one of the only schools in our three county area to not have to shut down one day due to COVID breakouts during the 2020-21 school year. The 2021-22 school year has been relatively back to normal.

4. School Leadership:

The principal describes his leadership in the building as hands off. He does not try to micromanage the staff. His goal each year is to supply teachers with the resources they need to be successful in their classrooms, support them with any difficulties with students or parents, and get out of their way to let them do what they love, which is teach students. Some examples of providing resources are the following: the Principal tries to get as much information into the hands of staff as early in the school year as possible. Staff receive testing data, information on students' personality, and learning styles to help gauge student success for the upcoming year. Staff work very close with coaches and supplemental teachers, such as the student council advisor, academic club advisors, intramural coaches, and any other support staff that ensures we are getting the most out of our programs offered to students. As much as the principal doesn't try to micromanage teachers in the classroom, he truly relishes the partnership in the after school programs. For example, the student council advisor and principal collaborate from beginning to end. They work on the application process, programs, and initiatives throughout the year, and culminate into planning an end-of-the-year field trip for students. Another example is the Positive Based Interventions and Supports program (PBIS) which has become a requirement with Ohio Department of Education. CVMS formed a committee within the building with representation from each grade level to ensure ownership and accountability. CVMS has made great strides as a team embedding PBIS across the curriculum. The activities have been engaging and fun for both staff and students. One example our team came up with is a door decorating contest the day before Thanksgiving break. We provided theme information, criteria, and even parent volunteers if needed. The creativity within the building was truly remarkable. The staff took great pride in turning their doors into works of art. CVMS had holiday music playing, students and staff brought in treats, and the teamwork within was remarkable. The principal feels that collaboration helps create buy-in with the staff for all to be successful, especially with establishing rapport with all of our stakeholders in the building. Even though the principal describes himself as not a micromanager, he still is very visible throughout the day popping in

classrooms, talking to students in the lunchroom, and attending most, if not all after school events to show his support.

5. Culturally Responsive Teaching and Learning:

“The key to community is the acceptance, in fact the celebration of our individual and cultural differences. It is also the key to world peace.”

~M. Scott Peck

Diversity is not only accepted but staff look for opportunities for the school community to experience and engage in conversations about the cultural differences amongst us.

Students in our entrepreneur class heard local community members share their journey of becoming business owners. One of our popular pizzerias began with a secret sauce recipe that immigrated from Italy. With pride in his heart, the third- generation pizza master taught his classmates how to prepare a traditional pizza pie. Students also had the privilege of visiting a local restaurant where they heard a woman share her testimony of chasing her dreams to become an entrepreneur. With tears in her eyes, she shared her journey of obstacles. Because of her age and gender, getting a loan was not easy. Therefore, she was fortunate to have a father who believed in her. She paid that generosity forward by breaking bread with CVMS students as they saw how diversity produces grit. Boys looked at her with great respect; and the girls looked at her with gratitude. She proved there is room for everyone and that dreams can be realized, regardless of the limitations imposed by society.

Everyone has a story to tell. Students in the 8th grade ELA classes sit at the feet of community members as a life becomes unveiled to them. Veterans share the fears of war. Grandparents share wisdom from watching the pendulum swing this way before. Each has paid a price. As Robert Frost states, these individuals have taken a road less traveled. Some weren't allowed to choose. For others, it was chosen for them. Nonetheless, they have a story to tell. And we listen.

The principal is aware that he brings diversity to CVMS. He has come alongside others who do the same. James Clear says, “Rome wasn't built in a day, but they were laying bricks every hour.” Being intentional is our fastball. Staff come to school each day with the intention of keeping community. Staff has not built a community in the midst of recent social movements or current events. CVMS has remained one community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The principal believes that the school focus on the socio-emotional strategies that have been set in place during his tenure here at Canfield Village Middle School and especially during the pandemic distinguishes CVMS from other schools. The principal is really proud of how the school district handled things for both staff and Canfield families during the pandemic. The focus on students during the pandemic began right away. In March of 2020, staff members created Google Classrooms and learned how to hold Zoom meetings and check in with their students. Before the end of the year, staff held a day for students to come in and retrieve their belongings along with dropping off any materials they may have from us (library books, computers, etc...). CVMS had parents decorate the entire front of the building, so it looked very special when parents drove up. After that brief experience of remote learning, staff and parents knew that there is no replacement for in-person learning. Working hand in hand with the staff and administration, CVMS came up with a plan to offer two types of curriculum, in-person learning five days a week or a newly formed Cardinal Digital Academy (CDA). About 10% of families choose the CDA, and the rest chose in-person learning. Canfield Local was one of the only districts in our tri-county area to never close one day due to COVID-19. Staff knew it was important for students to keep as normal routines as possible. For example, staff made sure that students were changing classes and attending all of their specials as well (art, home economics, computers, physical education, band, and choir). Staff felt that keeping things as normal as possible would help our students to avoid depression, feeling lonely, and assist with mood swings. One of the things the principal was proud of is CVMS was still able to offer special field trips for students. The 5th graders go to a place called Camp Fitch (an outdoor learning facility) for three days. In the spring of 2021, students were able to attend. This really gave both the staff and students something to look forward to. Unfortunately, CVMS was not able to take 8th graders to Washington, D.C. However, CVMS planned a couple of nice trips for students around the Youngstown area for them to enjoy with their friends. Now that we seemed to have turned a corner with the pandemic, staff are looking forward to bigger and better things for our students in the future.