

U.S. Department of Education
2015 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 Mrs. Suzanne M. Geis

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

Official School Name Fairview Middle School

(As it should appear in the official records)

School Mailing Address 6289 U.S. Hwy 127

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

City Sherwood State OH Zip Code+4 (9 digits total) 43556-9735

County Defiance County State School Code Number* 027193

Telephone 419-658-2331 Fax 419-658-4010

Web site/URL http://www.centrallocal.org/apache
s/ _____ E-mail Suzanne.Geis@centrallocal.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____
(Principal's Signature)

Name of Superintendent*Mrs. Vicki Brunn E-mail: Vicki.Brunn@centrallocal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Central Local Schools Tel. 419-659-2331

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

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Roger Zeedyk
(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 that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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. 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.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 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	76	0	76
7	92	0	92
8	88	0	88
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	256	0	256

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

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, 2013 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	272
(5) Total transferred students in row (3) divided by total students in row (4)	0.033
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 34 %
 Total number students who qualify: 86

Information for Public Schools Only - Data Provided by the State

The state has reported that 40 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %
35 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 categories.

<u>3</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</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> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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. Please summarize your school mission in 25 words or less: To provide a positive learning environment for each student to realize his/her fullest potential as a life-long learner in a global society.

PART III – SUMMARY

Northwest Ohio is home to our 282 students of Fairview Middle School. Nestled in the heart of several rural farming communities in Defiance County, the school is truly the hub and common thread for everyone in the 161 square miles of our district. We only have about 3000 households however, accounting for approximately 18 homes and only 1.7 middle school students per square mile. The median income is roughly \$31,900 with a student poverty rate of approximately 38%. The majority of our students come from hard working, church going, farming families whose children not only help work the farm but also participate in school athletic programs such as football, volleyball, cross-country, basketball, track, baseball, softball, and archery; academic clubs such as Quiz Bowl, Book Club, and the Math-a-thon, the performing arts including band, choir and the Young People's Theater Guild in Defiance County; character clubs such as Peer-to-Peer, Student Council, the Fellowship of Christian Athletes; and the local Boy Scouts, Girl Scouts and 4-H clubs with a culminating activity of showing animals and projects at the annual county fair.

Due to the size of the school and our belief in the importance of being active and well-rounded, most students participate in sports every season in addition to other clubs and activities. Our students balance farm work and extra-curricular activities while maintaining excellent grades. On average 50% of the students make the Honor Roll each quarter. This aligns with recent state test scores which show that more than 50% of the students' scores regularly range from accelerated to advanced plus. We stress self-respect and the value of intrinsic motivation for personal success, but we also publicly recognize and honor those who work-hard, show improvement, and persistently strive to succeed. Our vision is to build on our tradition of excellence together, through exceptional academic opportunities, staff, and facilities.

Our philosophy is to provide students with experiences and opportunities to build skills necessary to discover and maximize individual potential in an effort to become productive adults in society.

As part of the Central Local school district, Fairview Middle School provides an enriching environment to our less than diverse student body which is 95% white, Caucasian. The lack of diversity coupled with the poverty rate is why we make it a priority to provide students with opportunities to travel to distant cities, attend assemblies or classes with guest speakers, to discover new career possibilities through the career-technical courses and STEM experiences, to be exposed to foreign language and the arts, and to take higher level coursework through the accelerated programs so each student can realize his or her fullest potential as life-long learners while being sensitive to the cultural diversity in our global society. We have up-to-date online textbooks for Language Arts and Mathematics, a 58 station computer lab, a 30 piece mobile lab, integrated online resources, and student responder systems used regularly to engage students and build strength in 21st century skills.

Students are our focus and teachers are the most valuable resource. Research has proven that great teachers have the greatest impact on student learning, so another priority at Fairview is to hire, retain, and continue to develop great teachers. One hundred percent of middle school teachers are highly qualified with 70% having a master's degree or higher. The administration believes that enthusiastic, well-prepared, knowledgeable students are a product of enthusiastic, well-prepared, and knowledgeable teachers who have been given the time, training, support, and tools necessary to hone instructional skills. High quality, meaningful professional development is purposefully planned each year to meet staff needs, which in turn impacts student growth. We have worked to build a climate of collegial support. Grade level teams meet daily to discuss the implementation of research-based instructional strategies. Teams analyze and dissect data to inform instruction. Teachers collaborate to develop cross-curricular activities that engage students and produce results. Our dedicated staff sets high standards of excellence for all students; inspiring them to set personal goals and assisting them in achieving success. The staff arrives early and works late, either to tutor students after school, to meet with parents, to lead a school club, or to coach one of the teams.

We have a small school and enjoy the benefits of knowing our students and families. These people are our neighbors, family, and friends. We have a vested interest in providing an excellent education to our students. We believe societal needs drive educational reform and that positive reforms have the potential to improve society. Therefore, an investment in education is an investment in our society. The success of our school is a

direct reflection of the investments provided by our staff and the community we serve: people dedicated to helping others achieve, a work ethic committed to excellence and the belief that all students can learn and become productive members of our community who will continue the cycle of success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Fairview Middle School teachers have worked diligently to develop curriculum maps and plan instruction that align with state standards. The standards have changed over the past five years so the curriculum maps remain as live documents that teachers continuously hone in an effort to develop the best sequence of instruction for student understanding. Recently, the middle school embraced Ohio's new learning standards. The following curriculum is designed to meet the new standards and prepare our students for college and careers with 21st century skills.

The Math department currently offers Common Core Math 6, Common Core Math 7, Common Core Math 8, and Algebra I. Through the use of formative assessments, differentiated instruction, interventions, and enrichment opportunities, students are able to meet their full potential in math. Higher-achieving students have the opportunity to complete and earn high school credit for an Algebra I course prior to entering high school. Likewise, struggling math students are given additional instruction and tutoring during a daily activity period to help reduce the learning gap for them. In all courses, students participate in performance based tasks, real world applications, and critical problem solving. We offer online practice resources that individualize instruction to meet student needs.

The next generation of Common Core State Standards for English Language Arts & Literacy requires students to read stories and literature as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students are challenged and asked to answer questions that push them to refer back to what they have read and find proof to support a response. Teachers plan cross-curricular units that engage students while addressing literacy and other subject area standards. Teachers effectively use fiction and nonfiction sources that promote critical-thinking, problem-solving, and analytical skills required for success. Cogent reasoning and evidence collection skills are essential for later achievement.

Without the availability of textbooks, our Science department has relied on technology, STEM lessons, inquiry-based experiments, and critical thinking applications to ensure success and understanding of the Ohio Revised Science Standards. The underlying theme for sixth grade science is composition whether it is the composition of the Earth in rocks and minerals, the composition of structures from cellular to multi-cellular, or the compositions of basic compounds. The theme that encompasses the seventh grade is cycles. Whereas, energy cycles from one form to another, cycles of the moon and sun, cycles between the atmosphere and hydrosphere, and cycles amongst plants and animals affect individual biomes. Force is the underlying theme for eighth grade. Earth's forces cause geological changes, forces between organisms result in reproduction and variation in species, and forces between different types of matter result in the specific arrangements of atoms. In addition, our sixth grade students attend two field trips sponsored by the Soil and Water Agency that emphasize conservation. The seventh graders participate in the Ohio Energy Project that teaches energy efficiency and provides kits to all students to take home and install energy efficient products such as compact fluorescent light bulbs. Our eighth grade science teacher was awarded a week-long "green boot camp" sponsored by Honeywell that focused on alternative energy sources. The expertise amongst these science teachers is invaluable.

Ohio's Social Studies standards focus on preparing students for their role as citizens and decision makers in a democratic society, helping them to develop the ability to act responsibly and become successful problem solvers by learning about people, places, events, and issues in the past in order to understand the present. Teachers integrate current events, online resources, text books, historical documents, and guest speakers to bring Social Studies content to life. All grade levels begin with helping the students understand a sense of time; past, present, and future. Students are provided with instruction centered on skills in locating, researching, analyzing and interpreting historical documents. Critical thinking skills such as finding relationships and drawing conclusions are practiced daily. Foundational skills in geography include strategies in accessing, reading and interpreting maps as tools for geographical analysis. Class activities focus on communication skills including negotiation, compromise and collaboration along with how to

actively participate in community service projects that promote the common good. Middle school students are also introduced to the reasoning processes surrounding economic issues that affect their lives as consumers, savers, and investors. Students gain additional exposure and supports for how to read non-fiction because teachers plan cross-curricular lessons to cover the reading standards through the Social Studies content.

By maintaining rigor, setting high standards for all students, providing extra time and instruction needed for struggling students, by working as teams to develop cross-curricular activities, and by providing opportunities to apply learning to real-life situations, students make more connections and learn.

2. Other Curriculum Areas:

Fairview Middle School celebrates the arts each year with a Night of the Arts festival. Throughout the night, parents and students walk through the hallways to see various exhibits of student's artwork. In addition, the chorus and band both perform in the gymnasium. These performances include solos as well as full-ensembles. In addition to the annual festival, our visual arts students participate in a Design-an-Ad contest sponsored by our local newspaper. The contest requires the students to research the local business they have been assigned and create an ad for them to be featured in an upcoming issue of the newspaper. Many businesses continue to use the student ads throughout the year until the next contest timeline. Our performing arts students have a variety of activities they also engage in besides the Night of the Arts festival including a holiday concert, spring concert, Halloween parade, and the annual talent show. The talent show showcases not only the traditional chorus and band performances, but also allows the students to demonstrate their own personal talents such as dance, piano, guitar, or vocal solos. The annual talent show is an event that our parents look forward to every year.

Our physical education department teaches a wide variety of lessons as expected in their course of study but provides many extensions too. The physical education teacher works with our school's Relay for Life committee to offer the students an opportunity to participate in a mini-relay at school on the high school track. Students can raise monies for the Relay for Life team or just simply partake in the walking activity. The physical education teacher also works with the staff to provide intramurals during recess time in the gym. Intramural sports include dodgeball, volleyball, king pin, and basketball. Teams are created based on the students who volunteer to participate and tournament brackets are created. Recess supervisors monitor the intramurals and complete the brackets that are hung on the gymnasium walls. Although brackets may appear to be a competitive aspect, the use of the brackets is simply for an organizational purpose to ensure all teams get equal opportunity to participate.

Our 6th grade students are introduced to the Spanish language each semester by our high school Spanish instructor. Students are taught basic Spanish words as well as many aspects of the culture culminating in a fiesta at the end of each semester. Due to the size of our district, we must share teachers with the high school which is why Spanish has only been available for 6th graders at the middle school.

Although our elementary students enter our middle school with a plethora of technology skills, our middle school staff extends that knowledge with a variety of lessons and activities. In sixth grade, every student is assigned a semester-long computer course in which they reinforce keyboarding skills and are introduced to many Microsoft Office programs including Word, Publisher, Excel, and Power Point. All teachers then extend this knowledge base through technology-based projects in the core curriculum classes. Language Arts students type book reports, friendly letters and research reports. Students in History and Science create power points on topics such as biomes, democracies and endangered animals. Math teachers use Excel to create graphs and charts. Our health teacher even uses Publisher to create informational brochures on heart health, eating disorders, and exercise. In addition to Microsoft Office, all students have a Study Island account that is used to review curriculum in preparation for the annual state-wide tests. Our librarian introduces students to Info Ohio for research and how to evaluate legitimate information sources.

3. Instructional Methods and Interventions:

Implementing a diverse set of instructional methods and interventions is a task that needs to reflect the understanding that students learn and develop skills at different rates. Working as teams and taking multiple factors into consideration, the Fairview Middle School staff, began the process of consolidating data both quantitative and qualitative into a format to provide all students with pathways to increased achievement.

An active Response to Intervention process in the elementary building provides middle school teachers data about at-risk students arriving in sixth. Teachers discuss the students with the previous grade level staffers to learn which instructional methods are a best fit. The school counselor, district psychologist, grade level intervention specialist, building principal, parents and the students themselves are all part of the team process to determine how to provide supports for each individual. The supports can take many forms such as; seating preferences, small group or one-to-one instruction, peer coaching/tutoring, instructional chunking, shortened assignments/assessments, providing notes before content is delivered, and providing individualized interventions during the daily activity period.

Students exhibiting skills at the higher end of achievement are supported with subject acceleration in math and with differentiated instruction in the other content areas. The use of Webb's Depth of Knowledge, Bloom's Taxonomy, and updated Lexile levels in the content areas are all components of the increased rigor focus for all teachers. By providing students with choices in both learning opportunities and assessments students take more ownership in their learning and success.

Middle School staff members also participated in a district-wide book study on the Marzano book, "Classroom Instruction That Works. Teachers then shared instructional methods practiced during the week in their individual classroom with their grade level teams during conference time. As the strategies were discussed, learning style inventories became part of classroom practice. As a part of the book study, critical thinking skills and problem solving methods were continuously stressed for all students.

Technology integration is an important factor in all classroom instruction. Smart boards, Mimio Boards, student response systems, and laptops are used to expose students to 21st Century skills. Middle school students also use the Study Island program which is a self-paced technology enriched learning opportunity that offers challenges at all levels. Formative assessments and instructional practices will continue to help teachers respond to evidence of student learning while gathering data on instructional solutions that reach every student.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In 2010, The Central Local School district elected to participate in the Race to The Top initiative for school improvement with the Fairview Middle school teachers equally interested in discovering ways to improve student achievement. Students in all grade levels on average were able to meet the state standard of 75% student passage in reading. However, the subgroup of students with disabilities was not yet at the 75% standard. Mathematics was the true challenge. Students in grades seven and eight on average were 10 percentage points below the state standard. Seventh and eighth grade students in the economically disadvantaged subgroup were 20 percentage points below the state standard, and students with disabilities were more than 50 percentage points below the standard in all grade levels.

Over the past four years, teachers learned how to analyze data and use it to inform instruction. We attribute the upward trend of student achievement and great gains in closing the gap in mathematics and reading to our participation in the Race to the Top initiative. Teachers and administrators participated in extensive professional development opportunities to learn how to utilize student data to track student progress, provide appropriate student interventions, and make adjustments in instruction as indicated by the data. Teachers and administrators used Value-Added data and student projections. Teachers were required to use short-cycle and formative assessments in their classroom to monitor student learning in each core subject area after the Formative Instructional Practices (FIP) training. Teachers were trained to use Ohio's online assessment reporting system. Teachers were provided additional time to align the curriculum and testing techniques to the new standards.

Scores steadily increased. The data reflects this trend as the number of students, proficient and above increased across the board in each grade level, subject, and subgroup. The gap between the economically disadvantaged student subgroup and all students is closing with scores at only a six percentage point difference. We are making great gains in reading with students with disabilities, but they are still more than ten percentage points from the overall student scores. In mathematics the students with disabilities are still more than ten percentage points away from all students but the number of students in that subgroup is declining due to new instructional strategies. To close this gap, teachers continue to analyze student data to identify individual needs, meet with parents to build trusting relationships and share concerns, and work with agencies to provide services so that school, family, and community can cooperatively impact student growth and help students achieve.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Data driven decision making has contributed to the success at Fairview Schools. Teachers gather and analyze data from diagnostic, informal observations and formative assessments, and formal summative assessments including standardized tests. Data is shared during daily grade-level team meetings and used to inform instruction, determine student grouping for review of skills or those ready for additional enrichment, and to identify any gaps within the curriculum. Teachers regularly pretest students to determine prior knowledge, learning style preferences, and skill levels. This data is used to design instruction to fit individual student needs through differentiated instruction and layered curriculum. Student responder systems, interactive whiteboard activities, and daily observations are used to check understanding, modify instruction, and identify students at risk. Beginning of course exam results are compared to chapter test results to track growth. Summative classroom assessments and standardized test data is analyzed to reveal trends, patterns of progress, areas of weakness and gaps in curriculum.

Each year prior to the beginning of school, Cogat scores, State Assessments, course grades, and data from online resources such as Study Island are analyzed and used to place students in appropriate classes. Teachers also analyze their individual Value Added scores when they are available in the fall to see where they need to refine or maintain current practices for improved student achievement. Teachers meet with the grade level below and above to share information about student needs and strengths. Based upon the identified trends of strength or weakness in a given group of students, teachers develop strategies for

meeting the needs of the class and the individual student needs.

Feedback to students and families is imperative to growth and individual improvement. We use an online grade system so students and parents can access grades daily. Teachers use positive reinforcements such as individual praise or reward systems and provide detailed constructive feedback verbally and on student work so students and parents are informed of areas to improve. Online assessments and practice activities provide immediate feedback on student progress so instructional changes can be seamless. Teachers anticipate obstacles and meet with parents and students before problems become detrimental to student success.

Part VI School Support

1. School Climate/Culture

Fairview Middle School supports various activities that provide a positive environment while simultaneously engaging and motivating students in academic, social, and emotional growth. Many of these activities provide multiple opportunities for students to flourish. As a building we carry out a recognition program based upon our mascot name, the Apaches. Students are recognized in an assembly for the following categories. A in APACHES represents academics, P is for positive attitude, C is demonstrates character, H represents homework, E is for excellence in the arts, and S is for community service. Grade level teams recognize individual students on a regular basis for their academic and work ethic. Student birthdays are recognized daily on morning announcements, monthly at individual grade team meetings and at the birthday celebration.

American Education Week, is coordinated with different theme and cross curricular activities that creatively engage students academically. A week-long celebration of Read-Across-American actively engages our students in integrated reading projects. Our staff also actively encourages students to participate in programing outside the building walls. At Summer Honors Academy a potpourri of academic and social classes is offered to our higher ability students. The Get WISE, Get Women In Science and Engineering, program sponsored through General Motors, promotes opportunities for girls displaying strengths in science and math. Students are nominated to experience a trip to enhance their identified outstanding leadership qualities in a nationwide program called, People to People Student Ambassador Program. The Peer to Peer program is designed to aid students in helping other students with emotional issues.

The Middle School embraces the FISH philosophy of the Central Local school district. One of the core pillars is "Make Their Day". The idea is simple gestures of thoughtfulness, thanks and recognition make people feel appreciated and valued. A physical reminder of this pillar is a small stuffed Dory that is continuously passed from staffer to staffer as they are recognized for positive contributions. In addition to a conference period, the administration recognized the value of providing grade level team time. This team atmosphere empowers teachers to make decisions based upon data and experiences including the power to make decisions to purchase new textbooks or supplies. An additional support for teachers is through the Fairview School Foundation mini grant program from the Defiance Area Foundation. These individual grants are designed to enhance our extra-curricular and educational programs which is a direct benefit to all our students.

2. Engaging Families and Community

Raising and educating children to become confident, productive adults truly takes the support of a community. Our school and community do an amazing job taking care of each other which contributes to our students' success. A group called Central Shares is a joint organization of many churches in our district. When the school learns of a student or family crisis a call to Central Shares takes care of the immediate need! Several student and staff groups are involved with this organization each year in August as they purchase, pack, and distribute nearly 100 backpacks of school supplies to students in the district. In November and December, our school becomes involved again as we collect toiletries, canned goods, clothing, and other necessities to be distributed to families so students can come to school feeling confident and prepared. Every staff member and student in the district is involved in this project! Those that are unable to bring in donations volunteer to sort and haul the items collected to the distribution site. These items are then distributed back to our students and their families to make sure Christmas is a happy one. The Middle school students also are supported by the Backpack Buddies program that provides needy homes with healthy weekend meals during the school year. Each year our staff and other community members support the United Way of Defiance County with donations for this needy cause.

From holding parent-teacher conferences at various times of the day to encouraging parents to stop in, call, or e-mail, our teachers and parents regularly communicate with each other about students' struggles and

successes. Our parents and community regularly attend activities throughout the year including a Veteran's day program where our students show the utmost respect for those who have served in the Armed Forces. Quarterly A.P.A.C.H.E.S. awards assemblies, Pep assemblies recognizing students participating in extra-curricular activities, music concerts, sporting events and an end-of-year talent show all bring parents and families to the building, showing support to all students. Businesses are eager to support our different fundraisers, activities, and rewards programs for students. We have an active Fellowship of Christian Athletes group in the middle school that is supported by our local churches and run by adult volunteers.

The collaborative effort of school and community to meet our students' basic needs provides the foundation for student success. It is only after the basic needs are met that students can begin the self-actualization process of rising to their fullest potential. Parents, community members, and educators, at Fairview Middle school continually work together to meet students' physical, emotional, social, and academic needs so they can achieve.

3. Professional Development

Research on professional development often states the focus for every teacher during effective programming is to expand curiosity and motivation and to encourage new ways of thinking. Focused professional development provides teachers pathways to update their problem solving skills and to help them meet the challenge of supporting all students to higher levels of achievement. At Fairview Middle School the teaching teams have worked together to develop strategies and ideas to expand their knowledge in multiple areas. As a participant in Ohio's Race To The Top grant the middle school focused on the implementation of the Common Core Standards in ELA and Mathematics along with Ohio's new standards in Science and Social Studies. Many hours of professional development time was focused on content area meetings with the goal of learning the changes in the standards and increased rigor brought about for each grade level. With the changes in the standards, curriculum mapping became the next focus of the middle school staff. The teachers researched and aligned their current materials and then discovered further materials were needed to fill in the gaps. Time was then given to search for and develop updated materials.

As the updated materials were processed by the staff, new forms of assessment were needed. The Battelle for Kids program, Formative Instructional Practices was then implemented. Teacher groups were brought together to watch and discuss the online modules created to promote clear learning targets, collect and document evidence, provide effective feedback and promote student ownership of learning. This also opened the door for technology integration and 21st Century Skills. The RTTT grant brought updated technology to the middle school and the need for professional development for student response systems, SMART boards, Mimios, and creating online assessments. The teacher driven need was supported by district and grant funds. Conferences, workshops, and district level "mini" sessions supported the teachers' need.

Assessment literacy also became a concern; how to write an effective assessment to match the rigor of the standard. Teachers attended workshops and then were given time to create standards aligned assessments. The Value Added progress was also a clear assessment data goal for staff members. Making certain students made at least a years growth in a year's time is a priority of the whole assessment process. The effect for the students was an increase in standards focus and aligned classroom assessments that have improved student achievement on standardized testing year by year.

4. School Leadership

T.E.A.M., Together Everyone Achieves More, is the mantra of the leadership at Fairview Middle School. Our principal meets with the grade level TEAM leaders monthly to discuss, examine, and even modify curriculum, programs, and services that impact our students and overall school climate. TEAM leaders then take this information back to their grade levels during the daily TEAM meeting. Professional development opportunities are ongoing and centered around the wants and needs of the grade level teams. Team leaders also address concerns raised by staff at the monthly leadership meeting. Together, solutions are brainstormed and implemented to benefit everyone.

Daily TEAM meetings give teachers the opportunity to collaborate on lessons, guide students who are struggling, and confer with parents. Conferences always include the student, the parent, and all the teachers at that grade level in addition to support personnel to send the message that we are all working together as a team to ensure success. Grade levels also have regular team meetings where all the students meet in the library with their teachers to discuss upcoming events, discipline concerns, tutoring opportunities, and ways to be more successful!

In addition to the grade level teams, Fairview Middle School has an active student council. The student council is comprised of 6 students from each grade level who meet regularly to discuss student concerns, upcoming school-wide events, and opportunities to be involved with our community. Their ongoing recycling program helps the school stay clutter-free and clean.

Our student teams are also greatly supported by the guidance counselor and his many programs. Peer-to-Peer consists of students nominated by teachers to be trained in conflict resolution and help their peers resolve issues as they arise. FAST is an internationally acclaimed parent-engagement program that helps children build stronger relationships at home. And, Project Respect is an in-school classroom program that teaches students about goal setting, making good choices, character development, assertiveness, and boundaries. All of these programs emphasize the TEAM concept of working together to achieve more!

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>OAA</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: Copyright by ODE and printed by Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	90	81	84	88
Accelerated and advanced	71	63	57	62	70
Number of students tested	94	84	87	93	88
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	2	8	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	90	88	74	75	81
Accelerated and advanced	61	58	54	46	51
Number of students tested	42	34	35	41	43
2. Students receiving Special Education					
Proficient and above	84	53	33	59	21
Accelerated and advanced	30	20	5	31	21
Number of students tested	13	15	18	22	14
3. English Language Learner Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	94	90	80	84	87
Accelerated and advanced	70	63	57	61	70
Number of students tested	87	84	84	91	85
10. Two or More Races identified Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Accelerated and advanced					
Number of students tested					

NOTES: No data is reported for Hispanic and Multi-racial subgroups because there are less than 10 students in each group.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>OAA</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: Copyright by ODE and printed by Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	95	85	87	88	67
Accelerated and advanced	64	53	39	42	23
Number of students tested	88	83	94	88	101
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	8	3	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	88	79	72	82	54
Accelerated and advanced	60	41	24	24	7
Number of students tested	35	29	33	41	42
2. Students receiving Special Education					
Proficient and above	83	42	52	45	17
Accelerated and advanced	41	14	33	18	5
Number of students tested	12	14	21	11	17
3. English Language Learner Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	95	86	86	88	67
Accelerated and advanced	64	53	39	42	24
Number of students tested	88	79	92	84	98
10. Two or More Races identified Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Accelerated and advanced					
Number of students tested					

NOTES: No data is reported for Hispanic or Multi-racial because there are less than 10 students in each subgroup.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>OAA</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Copyright by ODE and printed by Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	86	89	95	79	69
Accelerated and advanced	52	52	49	34	25
Number of students tested	74	89	87	92	79
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	4	2	4	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	92	90	94	74	58
Accelerated and advanced	44	45	28	20	25
Number of students tested	25	31	35	39	39
2. Students receiving Special Education					
Proficient and above	11	66	70	27	21
Accelerated and advanced	0	22	30	0	7
Number of students tested	9	18	10	11	14
3. English Language Learner Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	87	89	95	79	71
Accelerated and advanced	52	51	51	35	25
Number of students tested	70	87	83	89	74
10. Two or More Races identified Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Accelerated and advanced					
Number of students tested					

NOTES: No data is reported for Hispanic or Multi-racial subgroups because there are less than 10 students in the group.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>OAA</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Copyright by ODE and printed by Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	95	95	92	88	93
Accelerated and advanced	53	54	46	47	56
Number of students tested	94	86	89	94	89
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	2	8	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	92	91	85	78	88
Accelerated and advanced	47	41	40	29	39
Number of students tested	42	34	35	41	43
2. Students receiving Special Education					
Proficient and above	84	80	66	54	64
Accelerated and advanced	15	26	11	27	35
Number of students tested	13	15	18	22	14
3. English Language Learner Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	96	95	91	89	92
Accelerated and advanced	54	54	45	47	57
Number of students tested	87	86	86	92	85
10. Two or More Races identified Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Accelerated and advanced					
Number of students tested					

NOTES: No data was reported for Hispanic and multi-racial because there were less than 10 students in the subgroups.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>OAA</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Copyright by ODE and printed by Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	88	89	85	85
Accelerated and advanced	61	44	39	52	44
Number of students tested	89	81	93	87	101
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	8	3	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	85	86	81	73	83
Accelerated and advanced	54	41	27	39	33
Number of students tested	35	29	33	41	42
2. Students receiving Special Education					
Proficient and above	75	50	61	36	35
Accelerated and advanced	33	7	28	9	0
Number of students tested	12	14	21	11	17
3. English Language Learner Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	94	89	89	84	84
Accelerated and advanced	61	44	40	51	45
Number of students tested	89	77	91	83	98
10. Two or More Races identified Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Accelerated and advanced					
Number of students tested					

NOTES: No data was reported for English Language Learners or Multi-racial subgroups because fewer than 10 students were in each group.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>OAA</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Copyright by ODE and printed by Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	93	94	97	94	92
Accelerated and advanced	69	73	68	67	49
Number of students tested	76	90	88	96	79
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	4	2	4	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	92	100	97	92	87
Accelerated and advanced	76	77	45	63	41
Number of students tested	25	31	35	41	39
2. Students receiving Special Education					
Proficient and above	55	77	80	72	71
Accelerated and advanced	10	38	40	27	7
Number of students tested	9	18	10	11	14
3. English Language Learner Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	94	94	97	94	93
Accelerated and advanced	70	72	70	68	48
Number of students tested	72	88	84	93	74
10. Two or More Races identified Students					
Proficient and above					
Accelerated and advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Accelerated and advanced					
Number of students tested					

NOTES: No data was reported for students with disabilities in 2013-2014 school year because fewer than 10 students were in the sub group. No data was reported for the Hispanic or Multi-racial subgroups due to having fewer than 10 students in the groups.