

U.S. Department of Education
2023 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 Ms. Lisa Sealoover-Ormond
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 210 New Burg Street
(If address is P.O. Box, also include street address.)

City Granville State OH Zip Code+4 (9 digits total) 43023-1043

County Licking County

Telephone (740) 587-8104 Fax (740) 587-8194

Web site/URL
https://www.granvilleschools.org/granvillemiddleschool_home.aspx E-mail lormond@granvilleschools.org

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Jeff Brown E-mail jrbrown@granvilleschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Granville Exempted Village Tel. (740) 587-8101

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Thomas Miller
(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.

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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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, 2022 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 Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	227
8	215
9	0
10	0
11	0
12 or higher	0
Total Students	442

*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):
- 0.3 % American Indian or Alaska Native
 - 2.5 % Asian
 - 0.7 % Black or African American
 - 2.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: ≤1%

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, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2021	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Farsi

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

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 15

8. Students receiving special education services with an IEP: 10 %
Total number of students served 43

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>6</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>16</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>2</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. Students receiving special education services with a 504: 6 %
Total number of students served: 28

10. Number of years the principal has been in the position at this school: 20

11. 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.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. 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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	97%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2003

16. In a couple of sentences, provide the school's mission or vision statement.

To create a vibrant learning community of tolerant and compassionate adolescents.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.granvilleschools.org/TitleIXInformation.aspx>

18. **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

Granville is located 30 miles east of Columbus, Ohio in a residential community of approximately 10,000 people. Granville is a quaint, New England-style village that has more than 100 buildings listed on the National Register of Historic Places. It is home to Denison University, which was founded in 1831. The Granville community takes great pride in its public school system and realizes the importance of maintaining a high achieving educational system. A large portion of Granville Middle School students come from professional families, with parents commuting to work in Columbus. Additionally, parents of our students work locally for regional banks, engineering and tech centers, medical facilities, and in higher education. Our students learn tremendous work ethic from their families and apply it to their academic and extracurricular efforts at school.

Granville Middle School teachers employ a variety of strategies to encourage and challenge all students to reach their full potential. At the forefront are the academic curricula combined with the expectations of our staff. Teachers work with colleagues in collaborative ways to develop the scope and sequence of their courses that will engage and challenge students, as well as offer them voice and choice. Aligned with state standards, they reject “cookie cutter” approaches in favor of personalized learning for students, such as Project Based Learning.

Our ACE period, which started well over ten years ago, has assisted in creating a culture in which receiving academic help is the norm. In addition to this support period, students work directly with teachers in before- and after-school help sessions. Local data specific to Granville Middle School quantifies ACE period and teacher extra-help sessions as our most highly effective strategy. Teacher-led help sessions outside of the school day are complementary to the formative assessment that is done on a daily basis in our classrooms. Through formative assessment, teachers are able to “take the pulse” of student learning and make adjustments in real time. The results of effective formative assessment are immediate and positive relative to student learning.

Our ACE support period, has truly evolved over the years. Initially, we started ACE as a way to provide extra support for students - an intervention strategy. By surveying students and staff at least yearly, we determined the need include enrichment type activities, as well as non-academic supports during ACE period. Now, during ACE period, students can also select to attend a yoga session or a makerspace session in addition to all of the various teacher academic supports that happen during this time. Students and teachers both make requests during ACE period. Another support that recently emerged as a need was the development of the Individual Success Plan approach. This is a small, structured guided study hall for non-IEP students. IEP students already have had access to a similar approach for years. We saw the need to provide extra support for some general education students.

From a social-emotional standpoint, our student population benefits from the work of our professional school counselors. Granville Middle School has one school counselor, and as a district we also have one mental health specialist that we outsource. While this individual does work in all four buildings, the mental health specialist spends a great deal of time at Granville Middle School. This person is a licensed clinical counselor who can support acute and ongoing mental health needs.

The K-12 school counselors have worked tirelessly to develop academic, career, and social emotional curricula. In cooperation and collaboration with our teachers, the school counselors deliver these curricula

through classroom lessons targeting entire grade levels, resulting in springboard opportunities for school counselors to work with small groups and individual students around targeted needs. Furthermore, staff have been trained in the Calm Classroom model to reinforce self-regulation and well-being approaches.

Participating in extra-curricular activities has shown to help with feeling connected, included and a brings a sense of belonging. Granville Middle School supports 11 school sports and seven club sports. Students who wish to be involved in non-athletic organizations benefit from more than 15 clubs and activities ranging from MathCounts, drama and Power of the Pen, to Science Olympiad, art club, jazz band and fiddle club.

Since earning National Blue Ribbon recognition in 2003, Granville Middle School has successfully navigated the growth of our student body and academic and athletic programs. We have added approximately 100 students to the school, added a number of school clubs in partnership with the Granville Recreation District, and greatly expanded our student options for accelerated and advanced course options. Most significant to our progress has been a mindset shift from such an emphasis on strong academics to ensuring we focus on the WHOLE child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The curriculum at Granville Middle School is based on Ohio's Learning Standards for English/Language Arts, Mathematics, Science, and Social Studies. We offer regular, advanced and accelerated courses in each of these content areas. Our coursework is college preparatory in nature, meaning that a student who takes regular courses will be more than adequately prepared for college-level coursework. Granville is well-known for its academic rigor. However, students who opt for an additional challenge through advanced or accelerated offerings, will learn more content at a deeper level compared with our regular courses.

ELA classes use a variety of literature including short stories, poems, current event articles, non-fiction books, and novels. Many times students are given choice in what book they want to read. We subscribe to Newsela to find a wealth of current event articles on just about any topic and reading level. Furthermore, ELA classes use the Notice and Note Sign Posts to support discussions, bring connections to the reader, and a deeper learning of the author's message and use of literary elements. Literature circles are also utilized. Students pose questions to their group and respond to one another using the Schoology discussion board. Socratic seminar is another technique ELA classes like to use, which supports active listening. As for writing, students do free writes, essays, written responses, poems, and much more. Again, student choice in what they write about is promoted. Students are assessed in many ways that include speaking, presenting, written form, listening, performance projects, etc. For diagnostic purposes, we use MAP twice a year to measure comprehension and vocabulary - in September and January.

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

The staff has "unpacked" the Ohio Learning Standards (in all content areas) to ensure consistency in understanding and approach. Additionally, the unpacking process allowed staff to create learning targets written in student-friendly language. Also referred to as "I can" statements, these targets are accessible to students and help to ensure mastery learning rather than mystery learning. When students know the intended learning as expressed in our learning targets, they are in greater control of their learning. At the beginning of each unit, students are given the "Bottom Line" sheet that identifies all the key concepts. One technique that all math teachers use is the daily quizzes that we call DQ's. Class gets started each day with students using their Chromebooks to complete the two - three question mini quiz. Teachers use these DQ's to spiral content throughout the year. Guided notes are provided to all students as they learn a new topic and do practice problems together. Khan Academy and Delta Math are used regularly as well, and when appropriate, manipulatives are incorporated.

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

All staff (all content areas) are required to use Schoology as the learning management platform. Schoology is where students will find a calendar to show assignments, a wide variety of resources for each class, daily announcements, discussion boards, assessments, grades, etc. Besides the scientific method, science teachers use the CER method of claim, evidence, and reasoning. This scaffolded method helps students with technical and argumentative writing. Students are engaged with the many labs that take place at least weekly. Since some topics in the science curriculum require abstract thinking or the concept should be applied on a much larger scale, then science teachers will use Gizmos, and online science learning lab tool. Teachers frequently show short video clips to support the learning for the day, as well as web quests. They frequently utilize our media specialist/experiential learning specialist to find guest speakers, community members and extension ideas to enrich the curriculum. This year we partnered with a local university for a STEM outreach program. The professor collaborated with the teachers to determine what topics and when. The science teachers like to use a variety of assessments and offer student choice when possible. One unique way they like to assess is called the one pager. Students can share what they know, their reactions, and connections to the content with pictures and words.

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

Granville Middle School has been one-to-one well before COVID. This has allowed staff to incorporate many online tools and techniques to support student learning. We also try to remain cognizant of the balance of screen time. Social studies teachers frequently use SHEG lessons from Stanford University, specifically, Reading Like a Historian curriculum, Beyond the Bubble assessments, and Civic Online Reasoning curriculum to help students develop the skills needed to navigate the current climate, civil discourse and more. Another common social studies tool used is mini DBQ's (document based question) where students will use several primary sources to analyze historical issues. Group discussions, debates, video clips and more are frequently used too. Students are assessed using projects, essays, and online assessments, to name a few.

1e. For schools that serve grades 7-12:

As previously stated, Granville Middle School follows Ohio's Academic Learning Standards. These standards promote college and career readiness, as well as real-world type activities. Our school counselors have developed a career readiness curriculum that is delivered to all students through classroom guidance lessons and small group and individual conversations. Every fall, we take all eighth graders to visit our local career tech center, called C-Tec. Students are exposed to all programs they have to offer, and we stress how these programs are beneficial for both college bound and employment bound students. During their tenth grade year, students have another opportunity to visit C-Tec once again. Additionally, students are able to enroll in high school courses complimentary to their intended careers and college programs of study. We offer College Credit Plus (CCP) opportunities for our students. Located near three colleges/universities, our students can opt to enroll in college coursework that carries both college/university and high school credit. Our collaboration with our local vocational center has resulted in the development of four Career Technical Education (CTE) pathways in the areas of Engineering, Information Technology, Art, and Business. Our Student Technology Aides and Resources (STAR) class is an application-based class that awards credit for work with our technology department. This work includes both computer hardware and software. Students take this class over the course of a school year, and the best of these students often secure employment with our Technology Department for summer work such as re-imaging staff devices and deploying updates on our student Chromebooks in our 1-to-1 initiative.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Granville Middle School strives to provide a well-rounded education to students, including a multitude of course offerings in areas that are considered non-core or elective. While these courses are not seen as core, their importance in the holistic development of our students cannot be overstated. In the area of the Arts, we feature course offerings in both visual and performing arts. Our visual arts program includes our foundations Art I class as well as course sequences in Art II, 2-D, and 3-D classes. These courses are structured very much like a graphic design business where students create proposals, seek feedback, and critique each others' work. Performing arts offerings are available in band, choir, orchestra, and drama with multiple levels of classes dependent on student ability. Each of these performing arts areas features performances (concerts or productions) outside of the school day both locally and in statewide competitions. All students at Granville Middle School have the opportunity to participate in all classes listed above.

2b. Physical education/health/nutrition

The Physical Education course appeals to a range of students as the course offers variety. While many school physical education programs focus on sports, ours does not. Our program is run very much like a

fitness facility in that we use a circuit training method. Two days a week, students participate in a dynamic warm-up followed by the work-of-the-day where every exercise has three levels to choose from (beginner, intermediate, and advanced). Once a week, students engage in yoga by using online programs and community people who are yoga certified. This has become a session students look forward to. Furthermore, one day a week is set aside for class challenges where classes compete against one another throughout the day. There is a whiteboard outside of the gym so students can check on progress throughout the day, and they do! Finally, every Wednesday is devoted to health topics. We feel our physical education program is very well rounded and promotes the idea of fitness for life.

2c. Foreign language(s), if offered (if not offered, leave blank)

The Granville Middle School Global Language Department has course offerings in both French and Spanish. Our preferred method of participation is to take level I French or Spanish over a two-year period (in grades seven and eight). This allows the teachers to move at a slower pace while spending time to really reveal the culture of the countries who speak the languages. We also offer level I French and Spanish as a one-year program for eighth graders. This came about from student and family surveys. It was noted and recognized that some students are not ready to take-on another language when entering middle school in seventh grade, but are ready in eighth grade. The one-year option also works well for students who move-in over the summer and are entering eighth grade. Students in each language take the associated National Language Exam each year, which serves as an external measure of their progress towards language proficiency.

2d. Technology/library/media

The library media center serves as an invitational place for students to collaborate, complete work, and engage in activities to tap into a student's creativity and curiosity areas. Students can complete the weekly challenge, put together a puzzle, use the 3D printer, tinker with manipulatives and even pet the library bunny, Page. This space is well-utilized by our students. The school librarian is also an incredible resource for teachers across all content areas. She has created collaborative relationships with teachers to assist in promoting lessons/units of study that allow for student voice and choice. The library also houses our school's color and poster printers routinely used by our students for class and project work.

2e. Any other interesting or innovative curriculum programs you would like to share

We are in our second year of offering Experiential Learning Mastermind Course. The course aims to provide students with the opportunity to reignite their innate curiosity and overall sense of agency. Students will be asked to pull from their personal experiences and interests as a jumping off point to embrace the reality that they can be a positive and active participant in their community. Autonomy is an absolute must as students will be given the space in the second half of the semester to go in whatever direction their curiosity takes them. The first half of the semester will be used to reignite passion and curiosity about the world. Partnerships with Denison University and local businesses will allow students to tackle real world problems in an attempt to build a framework and capacity to tackle their own journey in the second half of the semester. To help students find success on their journey, the class will introduce project design, pitch decks, design thinking, entrepreneurship, and the power of mentorship. By the end, their journey will be a formative experience they can draw from as they head out into the ever-evolving world. The teacher of this course and our librarian work close together to co-advise our Blue Ace Media Club. These students create daily and weekly video announcements, create social media posts to promote Granville Middle School and have recently started creating and posting pod casts.

3. Academic Supports

3a. Students performing below grade level:

Granville Middle School boasts tremendous academic supports for all students. Our supports include interventions at the classroom, small group, and individual levels. At the classroom level, the use of formative assessment strategies provides teachers with immediate feedback on student learning that result in

a variety of interventions like whole-class re-teaching, as well as targeted remediation. For students needing additional supports, we created language arts and math labs. These classes are in addition to, and an extension of, their regular language arts and/or math courses. These two labs are offered during the same period (separated by grade level) so that students can bounce back-and-forth between the two as needed. Our school counselor takes the lead role for the Response to Intervention (RTI) process, which can include documented intervention plans. All staff also offer extra help sessions before and/or after school. As previously mentioned, we provide a smaller, more structured, guided-like study hall for some general education students needing more support, especially in the area of executive functioning.

3b. Students performing above grade level:

Granville has an extremely high population of cognitively gifted learners, around 50%. While teachers are expected to use a variety of assessments to differentiate their instruction, we recognize we also need other options. We offer advanced course options for language arts, science and social studies courses at both grade levels. For math, we offer advanced options based on math placement, such as general math, pre-algebra, algebra, geometry and so on. Our gifted coordinator, assists teachers with student Written Acceleration Plans, clustering and enrichment strategies. It is not uncommon, at all, for some students to be evaluated and accelerate into an above grade level course(s) as well.

3c. Students with disabilities:

At times, classroom interventions and extra help do not yield the results we want to see. In these cases, we pursue additional evaluation and testing through the 504 or IEP process. When needed, these plans are developed to create a support of accommodations and/or specially-designed instruction to address student needs. Our intervention specialists, in IEP cases, then work with families and teachers to monitor progress towards meeting identified IEP goals. Our Special Education department offers full inclusion services as well as resource classes and English Language Learner services. In addition to inclusion classes, we have developed language arts and math lab classes as mentioned above. These courses are co-taught by the inclusion teams at each grade level. Students who receive IEP services are also eligible to receive summer intervention or extended school year services. This is led each year by our intervention specialists as they work with students on a regular basis to prevent summer learning loss. Due to the recent pandemic, we have/are greatly expanding our summer intervention program to include all students. Students will be enrolled in remedial coursework through a school board-approved online provider, and teachers will work with students each week to ensure understanding and satisfactory progress towards the completion of those classes. The benefits of expanding our summer intervention will be seen immediately in terms of content mastery and a student's ability to progress in our curriculum.

3d. English Language Learners:

As a District, we have one English Language Learner teacher. The teacher works with teachers to provide classroom supports and strategies to assist in the student(s) being successful in the learning process.

3e. Other populations, if a special program or intervention is offered:

We recently added a small, guided study hall for non-IEP students as a way to offer more support and structure for some students. We call it ISP, individual success plan. These students require extra attention with deadlines, organization, study skills, and more.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

One measure of student engagement at Granville Middle School is the extracurricular participation rate of our student body. As a component of our annual State of the Schools report, we closely monitor this data piece. Each year, between 80-85% of our students are connected to a school-based extracurricular activity, building relationships with their peers and with trusted adults. These extracurricular activities include clubs, athletic teams, and performing and visual arts groups. This percentage does not include student participation in activities outside of the school environment, like youth groups, Boy Scouts, or Girl Scouts. We know from prevention science that student participation in clubs, activities, and athletics can serve as a protective factor that insulates them from problematic or risky behaviors. We seek and use student feedback often. We use their knowledge and skills to tackle issues at Granville Middle School that directly involve them. We surprise students several times a year with what we call RAK Day (random acts of kindness). On these days, students get to sign-up for an activity of their choice. Activities include STEM lessons, cooking, art, board games, card games, service-type activities, yoga, athletic games, chill-out time, walking, etc. Our PBIS initiatives focused on common expectations for hallways, restrooms, and the cafeteria this year, as well as promoting student shout-outs. During each step of the process, we sought student feedback and will continue to do so. Another initiative we are focusing on is student/self determined learning. Students need more say in their learning, which, in turn, will help with engagement and overall well-being.

2. Engaging Families and Community:

Historically, open and honest communication has been the hallmark of our middle school's work with family and community members. Our community places a high degree of value in our education system, and both the community at-large and our families are supportive in wanting the best for our students. We have a truly collaborative relationship with the community, families, and the school working together. Prior to the start of the school year, we offer new student orientation and a family open house night that includes following their child's schedule to see a short teacher/course presentation. As a result of the recent pandemic, we now offer in-person and zoom for items such as meetings, presentations, and collaboration. As mentioned previously, our community places a high amount of importance on education. To that end, we have several foundations that have been incredibly supportive to our efforts this year. The Granville Community Foundation has worked at the community level to ensure families in financial hardship due to

the pandemic have their basic needs met. The Granville Education Foundation has had a direct impact on the simultaneous instruction of our students through grant awards. These grant dollars were used to increase technology use and access by teachers to better serve our students. Finally, we continue our partnerships with community service organizations, like Rotary International and Kiwanis, to make a positive impact on the greater Granville community.

3. Creating Professional Culture:

It is no secret to educational researchers that the teacher is the most important variable in the education of a student. Therefore, great care and consideration should be taken to ensure teachers are set up for success as their ability to positively impact student development and learning is clear. We utilize a one-hour late arrival every Wednesday so that staff can collaborate. This is in addition to their daily common planning time. While summer is a time to relax and rejuvenate for teachers, we also recognize this time can be effective for collaborating as well. They can do this on their own schedule. We pay staff an hourly rate for revising/editing their curriculum units during the summer months. As we stress the importance of students having more autonomy in their learning, we are extending this to staff as well. During the seven staff, whole-day professional development days (throughout the year), we now set aside a couple hours each date for staff to use as needed for their professional benefit. Staff surveys are used frequently to gather feedback and suggestions. We also make a point to show appreciation for hard work, birthdays, going the extra mile, being a team player, etc. While our priority as a building is student success and achievement, we also recognize that valuing our teachers is directly connected to student success.

4. School Leadership:

Granville Middle School is led by a principal and a shared assistant principal. The assistant principal is shared with our intermediate school and spends two out of five days per week at the middle school. The building administration meets regularly with the teacher leaders, the building PBIS team, the school counselor, departments, cohorts of students, and the staff as a whole. We know that ALL stakeholders need to be heard and valued in order for the school to be successful. It takes everyone from bus drivers, educational staff, custodians, students, parents, and businesses to cafeteria staff, paraprofessionals, and coaches. Philosophically, the principal is the instructional leader of the building as well as the lead learner and listener. The principal believes in collaborative leadership and works to cultivate teacher leaders across the building. Teachers are brought into visioning conversations early in the process so that their voices can shape the direction of programs and ideas. The principal strongly believes in building positive relationships with all parties and never asking staff to do something the principal would not do as well.

The principal facilitates and encourages the staff to learn more about teaching and learning and keep up with the current research in our field. Professional development opportunities were provided during staff meetings, and the principal also encourages staff to find outside individual opportunities that would help staff have better understanding of their craft. The principal has enthusiasm for new ideas and offers support for trying new techniques which has benefited both students and teachers on many occasions. She also encourages collaboration between staff members and keeps staff in the loop with consistent and intentional communication as well as serving as a role model for grace under pressure, wearing so many hats in the building but always facing those challenges with calm cool demeanor. Finally, this principal always puts students first, decisions are made with students best interests at the core.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching and learning has been a topic of intentional focus for our district since May/June 2020 as events in our nation also elevated this topic last spring. Racially and ethnically, Granville is a homogenous community, however, our students will attend colleges and universities and, eventually, will live and work in areas that are more heterogeneous in regards to racial and ethnic diversity. We believe we have a responsibility to prepare them to be productive citizens in any and every environment, and being culturally responsive and aware is a key component of living as a productive citizen.

As a district, we have organized a Diversity, Equity, and Inclusion (DEI) Committee composed of teachers, administrators, local university faculty, community members, and current and former students. This committee has been meeting since the summer of 2020 and was recently elevated to the status of a formal Superintendent's Committee. It functions as a steering committee for this

work and associated conversations in our district, and it includes various subcommittees dedicated to focus areas. For example, this school year we offered a voluntary book study open to all teachers in the district. More than 50 teachers, administrators, and school board members joined book study groups to read through "So You Want to Talk About Race" by Ijeoma Oluo. The book study groups were intentionally designed to bring together people from different school buildings, grade levels, and departments in the district. Overwhelmingly, the participants found value in the study, and we intend to continue offering professional learning in this format annually. Finally, we have engaged in two different sets of analysis regarding texts and instruction. The first is an analysis of print materials in our library with an intentional focus on diversity of print material options and authors. The second will be an analysis or audit of the texts and materials used in our Social Studies classes as we teach. The goal of this analysis/audit is to ensure our materials and instruction most accurately reflect history as seen through the eyes of all parties.

PART VI - STRATEGY FOR EXCELLENCE

At Granville Middle School, the one strategy we use that is the most instrumental to our success is this: The power of the teacher. The classroom teacher is the most influential variable in the education and development of a student. The teacher has the ability to make or break a school year for students. From research, we know that teachers who are ineffective at growing students negatively impact them, and we recognize the long-term impacts of consecutive years of ineffective teaching in the academic growth of a student.

For this reason, we dedicate incredible amounts of time, energy, and resources into making sure our teachers are highly effective in the classroom. This starts with our recruitment and hiring processes. In instances of open teaching positions, our mindset is to improve the quality of education and instruction in that classroom, regardless of the effectiveness of the previous teacher. We locate and recruit high quality teachers with a proven track record of success. We vet candidates with attention to every detail because we know that the power of the teacher is a real thing.

Once our teachers are hired, we invest time and financial resources into their development. We believe in job-embedded professional development that has the potential to have immediate impact on our classrooms. Further, we personalize professional development to allow for teacher voice in their development. Teachers often know their own areas of deficiency with greater certainty than do their administrators, so we listen to their needs and take steps to support them. Our most effective strategy and most instrumental approach to ensuring student success is to recruit, hire, and retain high quality teachers because their impact is unmatched in the life of a student.