

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Walter Saunders

Official School Name: Triadelphia Middle School

School Mailing Address: 1636 National Road
WHEELING, WV 26003-5598

County: Ohio County State School Code Number: 064302

Telephone: (304) 243-0387 E-mail: wsaunder@access.k12.wv.us

Fax: (304) 243-0392 Web URL: http://www.edline.net/pages/Triadelphia_Middle_School

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. George Krelis Superintendent e-mail: gkrelis@access.k12.wv.us

District Name: Ohio County District Phone: (304) 243-0300

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Erik Schramm

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11WV1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

11WV1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 9 Elementary schools
 (per district designation) 3 Middle/Junior high schools
1 High schools
0 K-12 schools
13 Total schools in district
2. District per-pupil expenditure: 9830

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	62	60	122
K	0	0	0		7	65	70	135
1	0	0	0		8	68	70	138
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								395

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
13 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 14%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	56
(4)	Total number of students in the school as of October 1, 2009	407
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 1%
Total number of limited English proficient students in the school: 4
Number of languages represented, not including English: 3
Specify languages:

The three non-English languages represented at Triadelphia Middle School are Chinese Cantonese, German, and Russian.

9. Percent of students eligible for free/reduced-priced meals: 38%
 Total number of students who qualify: 152

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

We divided the number of students receiving free/reduced lunch (152) by the total enrollment (395).

10. Percent of students receiving special education services: 11%
 Total number of students served: 45

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>2</u>
Special resource teachers/specialists	<u>13</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>42</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	92%	92%	92%	93%	88%
Teacher turnover rate	3%	8%	6%	6%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Triadelphia Middle School is part of Ohio County Schools, located in the northern panhandle of West Virginia. We have 395 students enrolled with very diverse backgrounds. Our county's mission is "To Provide Educational Opportunities that Enrich Minds and Ensure the Future." While that is a noble and expansive mission, it must be adapted to fit each unique school in our county. The county's mission statement gives everyone a clear target as to what the final product should be. As instructional leaders at the middle school level, we must outline concrete goals, implement effective best practices and work closely with our community leaders to make Ohio County's mission of "Enriching Minds and Ensuring the Future" a tangible reality.

Triadelphia Middle School has built a strong reputation over the last several decades as an excellent combination of academic rigor, masterful performing arts, quality community outreach programs and competitive athletics. We have not received this reputation by mere chance. The vision of our Board of Education, strong instructional leadership, professional staff, a diverse student body and a supportive community have all earned Triadelphia Middle School its status as a premier middle school.

Our success can be directly attributed to our student centered approach to education. While it is easy to become focused on standardized test scores and state report cards, we continually remind ourselves of the "Law of Origin." Our decisions are always based with the students' best interests in mind. We make a concerted effort to meet each student's unique educational needs through differentiated instruction and through positive behavior support programs. At Triadelphia Middle School, our faculty and staff genuinely care about the individual student and that is why we have developed a reputation of excellence. Our variety of programs and traditions are centered on developing our students into educated and responsible leaders.

One of our school's greatest strengths is the ability to function as a community. We pick one another up when we are down, and our programs make it easy for students to become socially involved or to get help when they are in need. Our student body is very diverse both ethnically and socioeconomically. We take great pride in the fact that our students work together in order to improve our overall school community of which we are all a part.

Our Chorus holds an annual United Way Benefit Concert, which raises money for our local community. The Builder's Club honors our nation's veterans with an annual luncheon. The students truly devote their time and effort to make this event something for our community to be proud of. We have an annual "Care and Share" project where students raise money to buy Christmas gifts for children from the House of the Carpenter. The students themselves travel to a shopping center to purchase and wrap the gifts. Last school year, we worked with the "Free Wheelchair Mission" and helped raise money to buy low cost wheelchairs for those less fortunate. Our Student Council works directly with our local Easter Seals Chapter, and we hold an annual non-perishable drive. The students stress that everyone can contribute in a variety of ways such as carrying and counting boxes. This year, over 80% of our students contributed to the cause.

Students who are struggling emotionally know that the staff cares about their success outside of the classroom, and we offer many avenues for them to receive assistance. Our peer mediation program allows students to reach resolution on social issues. We have an Aggression Replacement Training Program that meets once a week to help those students who are making poor choices because they cannot control their emotions. We offer a group meeting for students whose parents are divorced or going through a divorce. This allows them to share their feelings and know they are not going through this alone. We have a program called "ME Time". (Meaningful Exchange) This unique program affords the core teachers a private meeting with each student and an opportunity to discuss what they are doing well and how they can improve. Our Positive Behavior Support Program holds students accountable for doing their work and bringing proper materials to class. Those who do, we reward; those who do not, we offer remediation.

Although our focus appears to be on helping each other and our community, our teachers' instruction is second to none. We employ a variety of differentiated strategies that give all students in our school their best chance for success. Our record on state assessments speaks for itself. We are helping build the leaders of tomorrow that will make our community a better place to live. Our hope is to establish each student with a foundation for success.

1. Assessment Results:

The State of West Virginia uses a custom designed assessment called the WESTEST 2 to measure each student's level of performance on clearly defined standards and objectives. The WESTEST 2 was implemented for the 2008-09 school year. The WESTEST was the assessment instrument that was used for the previous five years. The WESTEST 2 results are an indicator of how well students master the CSOs (Content Standards and Objectives) in the areas of Reading/Language Arts, Mathematics, Social Studies and Science. There are five performance levels consisting of Novice, Partial Mastery, Mastery, Above Mastery and Distinguished. Scoring in Mastery, Above Mastery or Distinguished indicates proficiency. These results can be found at the following URL:
http://wveis.k12.wv.us/nclb/pub/index.cfm?rptnum=westest2_g10

Triadelphia Middle School displayed steady improvement in the number of students achieving proficiency in all grades under the Reading/Language Arts category during the WESTEST years. There was a slight decrease in proficiency for the 2007-08 school year in Mathematics. The State revised its assessment instrument for the 2008-09 school year. The new assessment, WESTEST 2, displayed an increase in rigor and relevance. The WESTEST 2 also incorporates an online writing performance assessment into the assessment. As with any change in assessment, there was a noticeable change in the percent of students achieving proficiency. This reflected West Virginia's mission to improve the rigor and relevance of our summative assessment.

The WESTEST 2 results for the school year 2008-09 mirrored the previous results adjusted for the change in format. Triadelphia Middle School continued to outperform other middle schools in the state in Reading/Language Arts. Our Mathematics scores, while still well above average, were not at the level that we expected. A comprehensive plan created by the Mathematics Department was put in place to better meet the needs of the students. Response To Intervention (RTI) is a guiding force in the comprehensive plan. Our students' assessment results were analyzed in order to determine which students needed additional time and support to improve on their math skills. The selected students are channeled into Math Labs and assessed with benchmark assessments in Acuity developed by West Virginia Department of Education and aligned with WV Content Standards and Objectives called Acuity Benchmarks. The RTI component makes it possible for students to both move into and out of the Math Lab as needed to master key concepts of the curriculum. This provides a much needed motivational tool for the students. The Benchmark data is analyzed to determine individual deficiencies and prescribe individualized instruction to overcome these deficiencies. These interventions allow teachers to meet the needs of each individual student. The West Virginia Department of Education phased in the more rigorous cut scores in 2009-2010. The effect of the increase in "cut scores" was a decrease in the number of students achieving proficiency. The more rigorous cut scores resulted in a general decrease of around 10% in all areas of testing. However, the effects of our comprehensive plan to improve our Math scores shows only a 2% decrease in our total school's proficiency in Mathematics. Our school leadership team has now applied the same comprehensive plan to our Reading/Language Arts Department, and we expect positive results. The comprehensive plan for improvement with a focus upon the process of RTI has been applied to all subgroups in order to increase our proficiency rate across the board.

The comprehensive plan includes the use of MAPping (Management of Academic Performance). MAP consists of analyzing data for strengths and weaknesses in Reading/Language Arts and Mathematics. The data is then used to create SMART (Strategic and Specific Measurable Attainable Results Oriented for Students that are Time Bound) Goals. The SMART Goals are generated in our PLCs (Professional Learning Communities). We have three grade level PLCs at Triadelphia Middle School. The PLCs work to create the individualized instruction that is needed to enhance performance. PLCs meet to discuss all relevant aspects of a child's education from test scores to home life. The RTI process makes the time

available for students to receive this individualized instruction. The focus upon individual student learning provides results that speak for themselves. The expectation for all students is to increase their learning, and the focus on learning at Triadelphia Middle School assures our continued improvement in achievement.

2. Using Assessment Results:

Triadelphia Middle school's instructional practices are data driven. Our students take the WESTEST 2 every spring and our eighth graders take the ACT Explore every fall. These standardized tests, in combination with teacher developed and formative assessments, assist us with scheduling and curriculum pacing. In addition, this data is also provided in parent-teacher conferences and SAT meetings to provide a whole picture of student learning.

WESTEST 2 scores are analyzed to determine which students at Triadelphia Middle school are in need of remediation or enrichment. In 2010, 35% of our student body scored below mastery in Reading/Language Arts, and 38% scored below mastery in Mathematics. We provide both reading and math lab classes to assist those students who are in need of additional time and support through our lab classes. Lab classes are small so that students can receive individualized attention. Students in the labs have individualized learning plans; students' WESTEST 2 item analyses are used in the math lab to personalize their learning needs. This allows the math teacher to evaluate students' progress toward mastering key content objectives. Based upon their mastery of essential concepts, students have the ability to move in and out of the lab classes as needed. The grade level teachers use interim and nine-week grades as well as the AIMSweb and Acuity Benchmark data to determine these schedule changes. AIMSweb assesses reading fluency, and Acuity measures students' mastery of the Content Standards and Objectives. This Response to Intervention (RTI) process provides individualized instruction for all students.

Triadelphia has a student population with very diverse needs. While we strive to make sure that students are proficient in the core subjects, we also have to provide equal attention to those students who excel academically. We have 28 students who are identified as Gifted and Talented. To these students we have provided academic enrichment and acceleration. For example, we have offered an enriched Language Arts class, a Creative Problem Solving class, and a Geometry course in order to challenge these students. WESTEST 2 scores in combination with an algebra-readiness test and student performance are analyzed to determine which students are eligible for academic acceleration in mathematics.

3. Communicating Assessment Results:

Communication is one of the most important factors to student academic and personal success. Informing our parents, students, and the community is our priority. At TMS our methods of communication are as varied as our population. Phone calls, emails, newsletters, Edline, and parent-teacher conferences are all a part of our communication with parents. While many of our parents are very computer savvy, others do not even have access to a computer. As a result we have to adapt our methods to include all families.

Phone calls are made by classroom teachers on a regular basis to discuss student concerns. Additionally, teachers have a scheduled time for parent-teacher conferences every quarter as well as on an as-needed basis. These conferences can be individualized with one teacher or done as a team approach with all the student's teachers. The team format allows the teachers and parents to better identify the child's strengths and weaknesses. This team approach then continues with follow-up on goals established for the child determined at the meeting. Newsletters are also sent out regularly informing parents of upcoming events and student successes. Our county has also implemented a phone system that allows us to call the entire school or even just one grade level to disseminate important information. We have used this system to remind parents when report cards and test scores are coming home as well.

This year Triadelphia Middle School had a parent night focused upon our summative WESTEST 2 scores. Parents were given their children's scores, and our principal discussed how to read and understand the student test data. A question and answer period followed. In order to prepare for WESTEST 2, students

complete benchmark tests and writing practices throughout the year. Students receive immediate feedback on their progress, and deficiencies are addressed.

At Triadelphia Middle partners in education and other local businesses support our academic and other successes. Each nine weeks students are rewarded for academic achievement, good citizenship, and faithful attendance. They may receive gift cards, movie passes, and coupons from these local businesses. These businesses are aware of the number of students being honored as well as the qualities we are recognizing in our students.

4. Sharing Lessons Learned:

Discovering and sharing successful and innovative teaching strategies is an integral part of Triadelphia Middle School. In conjunction with the Education Department of Bethany College, thirty-two of Triadelphia Middle School's thirty-six educators embarked upon a semester class with Dr. Christina Sampson, Director of Bethany's McCann Learning Center. Our faculty was searching for the best methods of more effectively mainstreaming our special education students into the regular classroom. We discussed methods and strategies with Dr. Sampson, read and discussed relevant research, videotaped lessons in our mainstreamed classrooms for Dr. Sampson's review and constructive advice along with peer evaluation and advice. The following semester, our Curriculum Coordinators, accompanied by various faculty members, shared with other middle schools in Ohio County our success, our failures, and our improvements as we moved those special education students from self-contained to inclusive classrooms.

As a faculty, we also began to realize that the transition from elementary school to middle school was not always seamless and successful for our sixth graders, that our eighth graders were struggling their first semester of high school, and our seventh graders were sometimes "floundering in the middle" Sixth graders feel overwhelmed and intimidated by the increased academic rigor and social demands of middle school while our eighth graders face the same problems transitioning to the high school level. Triadelphia Middle School administrators and staff began to research schools that were successful in this transition. With funding from the Benedum Foundation provided by our Professional Development School partner, West Liberty University, faculty members attended seminars in other states to discover ways to facilitate the transition. Many after school information and implementation meetings were held for the faculty, and a new team approach for Triadelphia Middle School was formulated. The team approach is now in place for all three grade levels. Team leaders shared their experiences and knowledge with the other Ohio County middle schools and at the NMSA (National Middle School Association) meeting in Atlanta, Georgia.

1. Curriculum:

Triadelphia Middle School's core curriculum is guided by the West Virginia Content Standards and Objectives. These content standards were revised in 2009 to ensure our students' education is rigorous and relevant to the 21st century.

At TMS the Unified Arts department plays a vital role in shaping the whole student. The teachers hold students accountable through performances, computer-based testing, and inter- and intra-personal relationships. All Arts classrooms operate on a rotating 12-week schedule. These classes are inclusive and performance-based. This ensures that the entire student body is exposed to the Arts and what they have to offer.

A foreign language exploration program is available to sixth and seventh graders. Also, Spanish I for high school credit is available to eighth grade, with 39% of the eighth grade taking advantage of this opportunity. In the foreign language classes students are exposed to Hispanic culture, the Maya, Aztec, and Inca civilizations, and expand on/ acquire new vocabulary. Students experience the language orally, as well as by reading and writing. Students in Spanish I attain Spanish proficiency at level 1 through speaking, listening, reading, and writing. Students are also exposed daily to Hispanic culture by exploring artists, writers, cuisine, and history of the Hispanic nations.

Triadelphia Middle School's health program uses 21st Century Technologies and hands-on learning to promote and enhance learning in the areas of body systems, sex education, first aid, safety, drugs, alcohol and tobacco, with an emphasis on nutrition and physical activity. Students complete the mandatory West Virginia Health Education Assessment Project (HEAP) survey as measurement of their progress.

The physical education program encompasses individual and team sports, dance and recreation, with a goal of establishing lifetime fitness routines. Students are taught healthy lifestyle choices by utilizing 21st Century technology (e.g. Interactive video gaming, exercise videos, and strength and cardio workouts). Mandatory state testing assesses students' progress with a one-mile run, curl-ups, push-ups, and flexibility.

All PE classes are inclusive, incorporating students of varying intellectual and physical abilities/disabilities. Students with moderate to mild disabilities, including autism and Fragile X Syndrome, participate in classes with their peers in an accommodating, yet social setting. Focus is placed on participation, responsibility and sportsmanship, rather than athleticism and skill testing, allowing students to have a safe, successful physical education.

The performing arts at TMS include 51% of the total student body, with 42% of students participating in two or more performance groups. These students utilize sight reading skills, graduating music theory knowledge, and a challenging repertoire. TMS performing groups consistently receive superior ratings at competitive events. Each student has the opportunity to participate in any performing group (concert band, jazz band, string orchestra and chorus 6, 7, or 8) regardless of his/her economic situation or ability. TMS offers musical instruments to low income families, as well as advanced performance groups for the gifted performer, including Honor band, Solo and Ensemble Festival, and the spring musical.

Students not in the performing areas of music receive 24 weeks of general music education. All students in general music use a piano lab, so that 100 % of the student body at Triadelphia Middle School have the opportunity to explore a musical instrument. Content standards in music focus on music literacy (reading notes on the staff and identifying instruments by sound and sight), and creativity (improvisation, composition, and use of notation.)

Another avenue TMS students have to explore is in the visual arts. The visual arts allow students to develop and demonstrate their creative skills. Students produce art of their own, learn to understand and appreciate art through viewing famous works, learn about famous artists, and learn that art is a daily occurrence in their lives. Art education at Triadelphia Middle School is based on developing trust and respect. There is an emphasis placed on one-on-one instruction, encouraging students to practice the communication and workplace habits needed later in life.

In addition to Art Instruction students have the chance to design, build and construct their own projects in the Technology Education Lab and Workshop. This visual arts class focuses on communication, transportation, construction, and manufacturing technology. The program provides students with hands-on problem-based learning experiences daily. For example, using the band saw, router, table router, and belt sander, students construct a freestanding picture frame. While creating this project, students practice machine and tool safety and compare and contrast construction and manufacturing areas.

Technology education also encompasses computer use. Students are taught how to use and manipulate Microsoft Word, Microsoft Excel, and Microsoft PowerPoint, and all students complete six projects in Tech Steps, a comprehensive technology program.

The Arts Education at Triadelphia Middle School is an all-encompassing experience that embraces every student. No matter what level of academic, social, or personal achievement students have attained, arts education at TMS is first rate, giving all students the chance to learn about themselves and how they connect with the world.

2. Reading/English:

At Triadelphia Middle School the English classroom focuses on all aspects of the language arts program. Print and non-print texts are used to connect the students and their personal experiences to the real world and the 21st century. Students have two 45-minute periods each day where they utilize these texts, as well as technologies like Intelliboards and mobile computer labs.

Writing, improving writing, and writing for different purposes drives the English classroom. Students use an online writing tool called WV Writes, designed exclusively for West Virginia students by CTB McGraw-Hill, and based on the national program, Writing Roadmap. Students have the chance to write a personal essay and receive immediate feedback. The English teachers then take the feedback to their classrooms where they reteach, analyze, and examine the results with their students.

Benchmarking using the WVDE WESTEST 2 Benchmarks in Acuity is another assessment tool used to identify key concepts that students have not mastered. Acuity is an online assessment that measures and directs instruction. Results from Acuity are then used by each individual teacher to assess where instruction should be focused. Acuity gives each teacher results to form a “picture” of his or her classroom, as well as individual scores. This allows the teacher to focus on which students need interventions to assure mastery.

For those students who are not performing at grade level, there are a number of interventions TMS has put into place. First and foremost special education teachers coteach with the English teachers. These classes are comprised of all ability levels, but they provide additional time and support for students who need it. The special education teacher recommends the pace to the English teacher. The flexibility of this classroom takes the pressure off the underachieving students and allows them the opportunity to catch up with the extra support of another teacher in the room.

Some underachieving students do not qualify for special education services, but need intervention, and this is where the process of Response To Intervention (RTI) is applied. Students are scheduled into a Reading Lab. This class is taught by a reading specialist or English teacher to help the students improve their comprehension, fluency, and vocabulary. Students in the reading lab are in small groups and work at their own pace.

The English classrooms at TMS are rich with learning. Students learn from their teachers, their peers, and the materials they have available. The students who attend TMS English classrooms are prepared to face the 21st century and all it has to offer them.

3. Mathematics:

In the past, our mathematics curriculum had been primarily traditional, supplemented with some standards based activities. This year we have transitioned to a standards based instructional approach for all students. Students in the eighth grade also have the option of accelerating their mathematics curriculum with Algebra I for high school credit. Seventh graders also have the option to advance their mathematics ability by taking Algebra I followed by geometry in eighth grade.

Technology is used on a daily basis in the classroom. Students utilize calculators, graphing calculators, manipulatives, websites, and Intelliboards. Teachers implement activities and discussions that follow West Virginia Content Standards and Objectives. Students engage in cooperative learning activities that are designed by teachers. Tech Steps projects give students the opportunity to expand their technology skills while applying math concepts. Acuity is a statewide benchmark process that is aligned with WV CSOs. This program includes benchmark tests as well as instructional resources, giving teachers the ability to target specific CSOs. Students complete grade level Tech Steps projects throughout the year, as well as quarterly benchmark tests using West Virginia Benchmark Assessments in Acuity.

Our response to intervention (RTI) assists students that perform below grade level in a math lab class. Within the math lab, teachers identify and address individual needs. Teachers discuss and analyze WESTEST 2 scores with the students in an effort to show them connections between the previous and current year's standards. Interventions covering WV CSOs are provided to students based upon each student's needs. These students work independently on completing lessons and formative assessments to assure mastery of specific content standards. After students have mastered CSOs, they return to Tier 1 instruction in the regular math class. Special Education students that are performing below grade level participate in a learning lab class where their specific needs are addressed with additional time and support to master core content. All teachers work to meet the diverse needs of their students within each class.

4. Additional Curriculum Area:

The Science Department at Triadelphia Middle School works as a team across both grade and school levels to ensure all students have the opportunity to master in all standards of science. Triadelphia's diverse students have consistently achieved above both the county and state in West Virginia's test of student achievement (WESTEST 2). For the 2009-2010 school year, over 60% of Triadelphia's students attained proficiency in science, compared to just over 49% for the school district, and 39% for the state.

In addition to a rigorous program of classroom and laboratory studies, Triadelphia's science teachers provide opportunities to learn science across the curriculum and outside the classroom. Examples of educational experiences outside the classroom include the Regional Environmental Action Program (REAP), where all sixth grade students spend a day in a local park analyzing macro invertebrates and studying biomes with lab equipment. Every seventh-grader completes a simulated NASA mission at the Challenger Learning Center. For "Mission Ground Truth," eighth graders complete chemical tests for a stream study and a forest tree study with a bird point survey.

The Science Department collaborates with the Math Department for a school-wide "Metric Day Celebration" and a "Mini-Metric Olympics" in which all students compete in Olympic-themed cross-curriculum events. Additionally, the Science Department has cooperated with outside agencies and businesses such as the Center of Science and Industry (COSI) for exhibits and science demonstrations and a physics demonstration by a local science store.

Opportunities for both cooperation and competition in Science are plentiful at Triadelphia. These include an active Math and Science Association (MASA), a Science Bowl team, various science poster contests, and a “Family Fun Night” in which both students and area businesses and organizations showcase their scientific expertise. Students have also competed at science fairs at West Liberty State University. The teachers in the Science Department have received grants from McDonald’s for classroom hands-on activities, the Spectroscopy Society of Pittsburgh for classroom and lab equipment, and Professional Development School funding through West Liberty State University.

The commitment and high expectations of Triadelphia’s Science Department for our students is apparent, and the cooperation between the science teachers and other departments is exceptional. High expectations and dedication to our students by these four teachers of the Science Department are evident in Triadelphia’s science test scores. The Science Department definitely contributes to Triadelphia Middle School’s success.

5. Instructional Methods:

Triadelphia Middle School Special Education staff believes that Differentiated Instruction is the key in successful education. This process plays a major role in the special needs classroom where learning styles and abilities are widespread.

Differentiated Instruction includes a multitude of techniques and strategies. Research-based strategies consist of giving fewer choices, fewer questions to answer, or merely extended time. Learners with disabilities have a Learning Skills class built into their schedules for additional assistance. Special education teachers can teach/re-teach any content area in which the student is having difficulty. Special education teachers are able to create mini-lessons to give extra support for success. Some students simply need to hear/see the content rephrased or clarified to gain a better understanding. Students have more individual time, appropriate grouping of students, learning centers, and increased student engagement. The teachers resourcefully teach in numerous ways that are best to meet the needs of their learners.

For behavioral disorder students time can be used to focus on behavioral and social needs. Role-play and extended one-on-one time are strategies that are employed for these purposes. Behavioral contracts are written according to the student's needs and in turn create a positive learning experience. Teaching students to care and respect not only each other, but themselves, is a positive component in helping students learn effectively and to want to learn. Modeling is an effective technique for students to learn academically, behaviorally and socially.

The Moderately Mentally Impaired classroom makes use of flexible grouping/scheduling and management techniques according to individual needs. Varying abilities makes peer tutoring a valuable tool. Learning Centers are used as a way to explore individual learning and to develop a sense of self-evaluation. The centers can be West Virginia Extended Content Standard and Objective driven, technology based or student created.

Differentiated Instruction is utilized with gifted students in several ways, which include flexible grouping, working alone, in pairs or in small groups. Gifted students learn responsibility for their own work, taking ownership of learning, growing independently in thought, planning and evaluation. Students use multiple texts and supplementary materials while using critical thinking skills.

We continually differentiate our instruction to meet all learning needs. Teachers strive to know each individual learner. Differentiated Instruction enables the teacher to have a greater chance of cracking the code in learning how students learn. We believe that all children can learn and make every effort to be of assistance for the students to do so.

6. Professional Development:

Triadelphia Middle School offers many professional development opportunities to our staff. Our school year begins with a Teacher Academy focusing on team building scenarios, analyzing previous year's test scores, and setting a SMART goal for our grade level professional learning community (PLC). With this goal in place, our PLCs focus on learning by working toward goals set in daily meetings during common planning periods.

We also utilize our Instructional Support and Enhancement Days (IS Days) to further the professional development of the staff. Throughout the school year, many opportunities are provided to the staff dealing with current education issues and classroom technology tools, such as Acuity, AIMSweb, techSteps, SuccessNet, Edline, and integration of Intelliboards. This training allows our staff to stay focused on curricular and technology goals along with 21st century skills.

Our teachers have also participated in professional development trainings on the topics of differentiated instruction, bullying, reading and writing across the curriculum, AED and CPR, drug awareness, curricular MAPping (Monitoring of Academic Progress), and self-defense training. All of these trainings benefit student learning and well-being. Character Education is a constant focus, helping teachers and students to become better citizens.

Teachers in their first years of teaching participate in the Teacher Induction Program (TIP) and are closely monitored by mentor teachers. Each year of the program focuses on topics of classroom management, a balance of assessment data, and technology integration. Beginning teachers in this program develop research-based methods to implement in their own classrooms to the benefit of their students.

With the many professional opportunities available to our teachers, the students at Triadelphia Middle School are digital natives preparing for their academic careers and beyond. Our professional development opportunities in technology enhance our lesson plans, implementation of lessons, and assessments, all to the advantage of our students. With such a diverse school community, our professional development opportunities engage and enrich our teachers and students to become life-long learners.

7. School Leadership:

The one question that seems to arise in any discussion of leadership is the difference between leadership and management. In order to lead, you must first be able to manage. Teachers will not follow a principal's leadership if there are persistent problems in their schedules, classroom disruptions, and disruptions to the learning process. The ability to manage must come first in order to successfully lead. Finding the time to manage is the difficult part. In order to meet the demands of successfully managing Triadelphia Middle School, the principal must routinely log hours at the office when there is no one else present. These times in the building alone allow him to focus upon scheduling, data analysis, and other intricate activities requiring his undivided attention.

As the principal of Triadelphia Middle School, the leadership philosophy is simply to lead by example. Mr. Saunders follows this philosophy in every aspect of work from proper dress to picking up trash between classes in the hallway. Being visible and available are two important aspects of the concept of leading by example. In education the principal is the Instructional Leader. This does not mean that the principal must know every subject inside and out. It means that he must know the key standards of the curriculum and have working knowledge of research-based, effective instructional strategies to assure student learning. The single most important aspect of Mr. Saunders' leadership style is his ability to pay attention to the wants and needs of our students, faculty, staff, and community. He cannot meet the wants and needs of every individual, but he does invest the time to explain how and why all decisions are reached. This free flowing line of communication is vital to the success at Triadelphia Middle School.

Triadelphia Middle School is organized in two distinct ways, utilizing cross-curricular Professional Learning Communities as well as by curriculum teams by content. Our PLCs are organized by grade level

in order to give the staff an advantage when it comes to teaching across the curriculum. Additionally, we are organized by curricular departments in order to assure articulation from one grade level to the next. We have three department leaders and our Faculty Senate president that meet regularly with the principal to discuss the focus on student learning, implementation of strategic goals, and evaluation of implementation of programs. This creates a very effective leadership team. With our two levels of organization, we are able to ensure that we meet the individual needs of every student. The way we are organized provides every opportunity for our faculty to foster a personal relationship with every child.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: WESTEST 2

Edition/Publication Year: WESTEST-2004 / WESTEST 2 - 2009 Publisher: CTB- WV Dept. of EDU

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery	60	70	81	84	81
Above Mastery / Distinguished	39	28	36	38	53
Number of students tested	136	133	145	130	139
Percent of total students tested	99	100	100	99	100
Number of students alternatively assessed	2	0	0	1	3
Percent of students alternatively assessed	1	0	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery	46	51	68	71	71
Above Mastery / Distinguished	26	29	23	25	40
Number of students tested	57	49	66	52	65
2. African American Students					
Mastery	36	35	61	69	53
Above Mastery / Distinguished	14	12	17	31	27
Number of students tested	22	17	18	13	15
3. Hispanic or Latino Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
4. Special Education Students					
Mastery	18	47	54	44	35
Above Mastery / Distinguished	18	5	0	0	13
Number of students tested	11	19	13	18	23
5. English Language Learner Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
6.					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
NOTES: 2008-2009 introduced WESTEST 2 with a "phase in" of more rigor and relevance. In 2009-2010 the final 21st Century rigorous "cut" scores were established which led to fewer students reaching mastery and above.					

11WV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: WESTEST

Edition/Publication Year: WESTEST - 2004 / WESTEST 2 - 2009 Publisher: CTB - WV Dept. of Edu.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery	65	75	89	86	83
Above Mastery / Distinguished	36	48	50	53	55
Number of students tested	136	133	145	130	139
Percent of total students tested	99	100	100	99	100
Number of students alternatively assessed	2	0	0	1	3
Percent of students alternatively assessed	1	0	0	1	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery	57	59	80	77	74
Above Mastery / Distinguished	53	30	26	29	40
Number of students tested	57	49	66	52	65
2. African American Students					
Mastery	36	53	78	77	60
Above Mastery / Distinguished	23	12	22	23	20
Number of students tested	22	17	18	13	15
3. Hispanic or Latino Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
4. Special Education Students					
Mastery	18	32	38	50	43
Above Mastery / Distinguished	18	11	8	11	13
Number of students tested	11	19	13	18	23
5. English Language Learner Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
6.					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
NOTES: 2008-2009 introduced WESTEST 2 with a "phase in" of more rigor and relevance. In 2009-2010 the final 21st Century rigorous "cut" scores were established which led to fewer students reaching mastery and above.					

11WV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: WESTEST

Edition/Publication Year: WESTEST - 2004 / WESTEST 2 - 2009 Publisher: CTB - WV Dept. of Edu.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery	69	61	78	82	81
Above Mastery / Distinguished	43	24	38	43	39
Number of students tested	135	149	128	148	150
Percent of total students tested	98	100	100	100	99
Number of students alternatively assessed	0	0	1	2	4
Percent of students alternatively assessed	0	0	1	1	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery	51	49	60	76	70
Above Mastery / Distinguished	30	13	22	23	27
Number of students tested	47	67	50	64	70
2. African American Students					
Mastery	50	44	56	67	69
Above Mastery / Distinguished	14	11	25	17	15
Number of students tested	14	18	16	18	13
3. Hispanic or Latino Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
4. Special Education Students					
Mastery	35	33	28	33	54
Above Mastery / Distinguished	6	7	6	6	8
Number of students tested	17	15	18	18	24
5. English Language Learner Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
6.					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
NOTES: 2008-2009 introduced WESTEST 2 with a "phase in" of more rigor and relevance. In 2009-2010 the final 21st Century rigorous "cut" scores were established which led to fewer students reaching mastery and above.					

11WV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: WESTEST

Edition/Publication Year: WESTEST - 2004 / WESTEST 2 - 2009 Publisher: CTB - WV Dept. of Edu.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery	66	73	92	84	89
Above Mastery / Distinguished	36	30	53	53	57
Number of students tested	151	142	136	145	142
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	2	3	2	4	3
Percent of students alternatively assessed	1	2	1	3	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery	43	60	85	77	78
Above Mastery / Distinguished	16	18	30	38	45
Number of students tested	63	57	54	61	65
2. African American Students					
Mastery	32	53	81	75	76
Above Mastery / Distinguished	11	18	6	13	48
Number of students tested	19	17	16	16	21
3. Hispanic or Latino Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
4. Special Education Students					
Mastery	33	28	58	48	63
Above Mastery / Distinguished	20	0	1	1	1
Number of students tested	17	15	18	18	24
5. English Language Learner Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
6.					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
NOTES: 2008-2009 introduced WESTEST 2 with a "phase in" of more rigor and relevance. In 2009-2010 the final 21st Century rigorous "cut" scores were established which led to fewer students reaching mastery and above.					

11WV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: WESTEST

Edition/Publication Year: WESTEST - 2004 / WESTEST 2 - 2009 Publisher: CTB - WV Dept. of Edu.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery	58	62	84	81	83
Above Mastery / Distinguished	41	22	47	44	45
Number of students tested	151	142	136	145	142
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	2	3	1	4	3
Percent of students alternatively assessed	1	2	1	3	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery	43	46	76	77	74
Above Mastery / Distinguished	30	11	20	28	31
Number of students tested	63	57	54	61	65
2. African American Students					
Mastery	32	35	69	69	71
Above Mastery / Distinguished	16	6	19	6	24
Number of students tested	19	17	16	16	21
3. Hispanic or Latino Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
4. Special Education Students					
Mastery	33	28	50	52	44
Above Mastery / Distinguished	33	11	8	17	13
Number of students tested	15	18	12	23	16
5. English Language Learner Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
6.					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
NOTES: 2008-2009 introduced WESTEST 2 with a "phase in" of more rigor and relevance. In 2009-2010 the final 21st Century rigorous "cut" scores were established which led to fewer students reaching mastery and above.					

11WV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: WESTEST

Edition/Publication Year: WESTEST - 2004 / WESTEST 2 - 2009 Publisher: CTB -WV Dept. of Edu.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery	66	73	92	84	89
Above Mastery / Distinguished	36	30	53	53	57
Number of students tested	151	142	136	145	142
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	2	3	2	4	3
Percent of students alternatively assessed	1	2	1	3	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery	43	60	85	77	78
Above Mastery / Distinguished	16	18	30	38	45
Number of students tested	63	57	54	61	65
2. African American Students					
Mastery	32	53	81	75	76
Above Mastery / Distinguished	11	18	6	13	48
Number of students tested	19	17	16	16	21
3. Hispanic or Latino Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
4. Special Education Students					
Mastery	33	28	58	48	63
Above Mastery / Distinguished	20	0	2	2	1
Number of students tested	15	18	12	23	16
5. English Language Learner Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
6.					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
NOTES: 2008-2009 introduced WESTEST 2 with a "phase in" of more rigor and relevance. In 2009-2010 the final 21st Century rigorous "cut" scores were established which led to fewer students reaching mastery and above.					

11WV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery	62	64	81	82	82
Above Mastery / Distinguished	41	24	40	42	45
Number of students tested	422	424	409	423	431
Percent of total students tested	99	100	99	99	99
Number of students alternatively assessed					10
Percent of students alternatively assessed					2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery	46	49	68	75	72
Above Mastery / Distinguished	29	17	22	25	21
Number of students tested	167	173	170	177	200
2. African American Students					
Mastery	38	38	60	68	65
Above Mastery / Distinguished	15	10	19	17	22
Number of students tested	55	52	52	47	49
3. Hispanic or Latino Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
4. Special Education Students					
Mastery	30	37	42	44	44
Above Mastery / Distinguished	19	8	5	8	11
Number of students tested	43	52	43	59	63
5. English Language Learner Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
6.					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
NOTES: 2008-2009 introduced WESTEST 2 with a "phase in" of more rigor and relevance. In 2009-2010 the final 21st Century rigorous "cut" scores were established which led to fewer students reaching mastery and above.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery	65	77	89	86	86
Above Mastery / Distinguished	38	41	52	53	54
Number of students tested	422	424	409	423	431
Percent of total students tested	99	100	99	99	99
Number of students alternatively assessed					10
Percent of students alternatively assessed					2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery	47	64	81	78	76
Above Mastery / Distinguished	23	25	28	34	40
Number of students tested	167	173	170	177	200
2. African American Students					
Mastery	35	60	78	72	71
Above Mastery / Distinguished	18	19	16	17	35
Number of students tested	55	52	50	47	49
3. Hispanic or Latino Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
4. Special Education Students					
Mastery	28	31	42	49	35
Above Mastery / Distinguished	16	6	12	12	13
Number of students tested	43	52	43	59	63
5. English Language Learner Students					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
6.					
Mastery					
Above Mastery / Distinguished					
Number of students tested					
NOTES: 2008-2009 introduced WESTEST 2 with a "phase in" of more rigor and relevance. In 2009-2010 the final 21st Century rigorous "cut" scores were established which led to fewer students reaching mastery and above.					

11WV1