

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13IA1

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mr. John Connell

Official School Name: Harlan Community High School

School Mailing Address: 2102 Durant Street
Harlan, IA 51537-1221

County: Shelby State School Code Number*: 28260109

Telephone: (712) 755-3101 E-mail: jconnell@hcsdcyclones.com

Fax: (712) 755-7705 Web site/URL: www.harlan.k12.ia.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Justin Wagner Superintendent e-mail: jwagner@hcsdcyclones.com

District Name: Harlan Community School District District Phone: (712) 755-2152

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Bruce Goeser

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.

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

**Non-Public 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, Director, National Blue Ribbon Schools (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, National 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

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 4 Total schools in district
2. District per-pupil expenditure: 6003

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	69	77	146
10	55	63	118
11	70	74	144
12	62	77	139
Total in Applying School:			547

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
0 % 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 2011-2012 school year: 4%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2011	583
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 5
Number of non-English languages represented: 1
Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 26%

Total number of students who qualify: 151

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.

10. Percent of students receiving special education services: 6%

Total number of students served: 36

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>12</u>	<u>0</u>
Total number	<u>59</u>	<u>3</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:

9:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	90%	88%	94%	94%	91%
High school graduation rate	91%	91%	90%	94%	95%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>108</u>
Enrolled in a 4-year college or university	<u>54%</u>
Enrolled in a community college	<u>28%</u>
Enrolled in vocational training	<u>5%</u>
Found employment	<u>6%</u>
Military service	<u>5%</u>
Other	<u>2%</u>
Total	<u>100%</u>

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Harlan Community High School has grown and changed over the past 37 years. What started as a small rural school quickly grew into a large one in the late 1960's when several small Catholic communities joined the Harlan School District. Although the name immediately changed to Harlan Community School District, the students and parents were not so quick to accept the larger more impersonal atmosphere. As with many schools, the 70's were turbulent at HCHS with too few books, too crowded classrooms, too many students, too few teachers, and too much anger. In the early 1980's as the declining enrollment hit the rural area and classrooms became smaller, the football program at HCHS began a steady incline toward the top of the charts and set a level of excellence that students, parents, teachers and administrators strived to mimic.

About the same time, a new motto developed: "Joined as one, we get the job done." The motto and the Cyclone mascot found a prominent place in the cafeteria with the names of the seven communities that now make up Harlan Community School District surrounding the mascot. It wasn't just the motto, but a feeling, an attitude, that changed and slowly the atmosphere at HCHS began to change. The make-up of students was the same, the majority coming from strong Catholic backgrounds, but students and parents began to take ownership in the school and the successful programs that were beginning to emerge. This was the beginning of a strong tradition of excellence and pride that has been the HCHS legacy over the past 33 years.

Along with a successful football program, marching band and jazz band have been successful. In more than forty years the marching band has only received a division II rating once. The jazz band has been in the championships (never lower than 8th place) since 1975 and has been champion six times. The vocal music department has had several students selected for All-State Chorus, and received numerous division I ratings at small group and large group contests. The combined music and drama departments have produced a musical every other year for the past twenty years. The speech department has had a handful of students selected for All-State and has received numerous division I ratings at large group and individual speech contests.

Athletic programs have been a consistent source of pride for the community. The football team has had thirty-two state tournament appearances, eight second-place trophies and an unprecedented twelve state championships. The boys' basketball team made a strong statement in early 2000's with several trips to the state tournament. Five of those years the captain of the All-Tournament team was from HCHS. Girls' volleyball has had a strong showing in the conference and in the past two years has qualified for state. The cross country girls' team has been to the state tournament every year since 2000 and the boys' team has sent individuals almost every year. The wrestling team has qualified individuals for the state meet over the past ten years and last weekend qualified four wrestlers for the state tournament. Both boys' and girls' track teams combined have sent more than thirty events to the state track meet each year for the past fifteen years. Baseball and softball have sent numerous teams to the state tournament. We have added new sports: girls' and boys' soccer and this year girls' and boys' bowling.

With a mission statement, "The Harlan Community School District will prepare life-long learners and productive citizens," HCHS has focused on giving to the community and paying it forward. In 2009 what started as a Pink-Out, basketball girls wearing pink uniforms and raising funds for breast cancer, has now turned into yearly events to raise money for American Cancer Society and Relay for Life. Every year we have a Pink Out for women's cancer and a Blue Out for men's cancer. In the past five years as a district we have raised more than \$50,000 for American Cancer Society. As a result of our efforts, we were awarded the prestigious state Character Counts Award. This is just one example of many where school organizations are giving back or paying it forward.

Academically, Harlan Community students have been the top school in our conference with our Iowa test scores as well as our ACT college entrance exams. HCHS has gone from no curriculum in the '70's to following the rigorous Iowa Core. The strong tradition of excellence that HCHS is known for throughout the state and evident in many programs and the strong support of community, make Harlan Community School District worthy of the National Blue Ribbon status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Harlan Community High School uses the Iowa Assessment as the administered standardized assessment. The Iowa Assessment is used as an assessment of the Iowa Core Curriculum that has been adopted as a state wide curriculum in 2010. When the Common Core Curriculum was released, each state could add ten percent to the Common Core Curriculum. The Iowa Core is the States Common Core plus the ten percent additional curriculum the state has added. The Iowa Assessment is a norm referenced test. It uses a scale score that will show some variation according to fall or spring testing. Student scores are also reported on a proficiency scale that is based on a NPR (National Percentile Rank). Proficiency is identified as above the 41st percentile, also called intermediate or high performance. State reporting is required in the areas of Math, Science, and Reading.

A second assessment the district uses is our average ACT composite score compared to the state average. ACT provides a college readiness benchmark score in the areas of college English composition, college algebra, college social science, and college biology. The report gives percentages of ACT tested seniors in our school that are ready for college level coursework and compares it to a state average. The ACT consists of curriculum based tests designed to measure skills needed for success in first year college classes.

B. Iowa Assessments (IA) data started in the fall of 2011. Iowa Tests of Educational Development (ITED) data will be used for five year trends.

The Class of 2013: Iowa Assessment scores reflected proficiencies of 92% in reading, math, and science. Seniors do not take Iowa Assessments. Their data reflects one year scores taken in the fall of 2011.

The Class of 2014: Test results in reading (83%), math (87%), and science (89%) in 7th grade were from the ITED. Proficiencies when juniors were tested on the IA were reading (90%), math (91%), and science (93%).

Class of 2015: Test results in reading 85%, Math (88%), and Science (86%) in 6th grade were from the ITED. Proficiencies when sophomores were tested on the IA were reading (93%), math (95%) and science (98%).

Five year trends as reflected through reading, math, and science scores show our students improving proficiency scores in all areas. Our initial testing scores in the mid to high 80 percentile improve to low 90th percentile over the five year span. We believe our scores support our teaching of the Iowa Core and are a reflection of our student's learning together with quality teaching.

Current year testing shows an achievement gap of greater than 10% in the areas of socioeconomic status and those students with Individual Educational Plans (IEP). The gap represented by our IEP group is due to students having to have documented learning disabilities. Our data shows that we have students with IEP's that are reaching proficiencies but the gap still exists. We have identified students who are represented in the SES group that are not meeting proficiency. This gap is the focus of our School Improvement Action Committee (SIAC). It is also our goal to study this gap over the next few years to see the impact our one to one computer initiative has had on reducing the gap. Technology is a learning tool that may benefit those who are able to afford it. Our K-12 one to one technology program is aimed at providing technology to all students at all grade levels. We are in our first year of the initiative and our hopes are that we close the SES gap that has been created.

Our five year ACT data shows we have been above the State Composite average for the last four years. Over that period, we have also been above the state average for college readiness in the areas of English composition, algebra, social science, and biology. Eighty six percent of our students who graduated in 2010 are still attending a four year college. Harlan Community High School is proud of our accomplishments as reflected by our student achievement data.

2. Using Assessment Results:

Harlan Community High School has used the Iowa Core Alignment Tool (ICAT) to identify where each standard of the Iowa Core is taught. We have used department collaboration time to find gaps in taught curriculum and have worked to close those areas. The Iowa Assessment test is a measure of our students understanding of the skills and concepts of the Iowa Core. We have used these results as our primary student achievement data.

Our teachers establish goals each year as part of their career development plan. Our current career development plan is based on using our student achievement data to identify areas of improvement. The Iowa Core identifies five characteristics of effective instruction that are research based and have shown to improve student achievement. The staff at Harlan Community High School has implemented student centered classrooms as a focus for the current year's professional development. Using the five attributes of student –centered classrooms, teachers self-assessed their degree of implementation. Improvement across the rubric is their focus on their career development plan. Attribute 1 is to make connections to construct new learning in order to make decisions and solve problems. The lowest degree of implementation states: "educator does not engage students in any activity that prompts connections between prior knowledge and authentic experiences". The highest degree states, "educator supports all students to independently generate connections between background knowledge and authentic experiences to construct new learning in order to make decisions and solve problems."

We are asking teachers to move from the traditional style of teaching to a student-centered focus. The Iowa Core provides a rubric to outline what high implementation will look like in the classroom. The high school staff has implemented one to one technology as a key tool in focusing on the student-centered classroom. In an effort to improve instruction, we keep the focus on the student achievement data we are collecting. While we are mindful that change is important in an effort of continual improvement, it cannot be at the expense of student achievement.

Student achievement data is shared with parents during parent-teacher conferences. Norm referenced testing, national percentile rank, and proficiencies are explained to students and their parents. The high school has an academic case outside the lunch room where we post our schools student achievement data. We have a strong tradition of athletics at Harlan Community High School and believe that our students want to be as competitive in the area of academics. We post our ACT data in comparison with the state average. We also show out Iowa Assessment data by class. We have a 5 year proficiency average that ranks every district in the state. We are currently 25th but believe we will be higher when the next results come out. We also post our dropout rate and our two year retention for our graduates attending four year colleges. We are proud of what our students accomplish and want our results visible. When visitors see our academic board, we hope they ask their district for their student achievement results. Our local newspaper also collects our student achievement data as well as any awards that have been achieved by the school and publishes a yearly summary of our data. It gives our community an opportunity to see what we have achieved and promotes our district student achievement.

3. Sharing Lessons Learned:

Harlan Community High School is proud of our student achievement scores on the Iowa Assessment as well as our ranking on greatschools.com. To be successful, it is our belief that you can't teach in isolation in one's classroom or building. We used professional development time last year to offer teachers the opportunity to go to other school districts to watch their subject area being taught. Our foreign language

department went to Waukee High School, a much larger district than ours to observe. Other departments went to five different school districts within our conference to share teaching experiences.

Our one to one technology committee also sent teachers to districts in the states of Iowa, Nebraska, and South Dakota to observe and share successful implementation of technology. Looking at our current technology policy, it is truly a composite of the multiple districts we visited. We had an opportunity to give back to area schools when we hosted the AEA regional technology day. Over 500 educators were present to hear Kevin Honeycutt speak and to attend technology seminars, many presented by our staff.

We have offered a Certified Nursing Assistant course for the last two years that we have shared with three local school districts. We are starting a STEM program next year and have contacted two districts about their interest in having our instructor come to their building to teach the foundation level classes. Sharing this instructor will provide a STEM pathway for their students and allow them to take college level courses in the STEM pathway through a local community college.

We will continue to look to improve educationally by working with other local districts. We will also continue to provide new educational opportunities for our students as well those who attend school in surrounding districts. Our school motto is "joined as one, we get the job done." We believe we have made great strides in joining many other districts in getting the best education for all students.

4. Engaging Families and Communities:

Harlan Community High School has several programs that engage families and community. One of the programs we offer is a school-based program called Reconnecting Youth that teaches life skills. The purpose of the program is to reach youth before they drop out of school and before they become involved with high risk behaviors. The RY class offers a research-validated model for building strength and competence in at-risk youth, transforming their risk into resilience. The RY instructor works closely with the student's teachers and parents and provides the students with a model of a caring human relationship.

Another program that engages families and community is our Circle of Support committee which has members from the school and the community. The Circle of Support program was introduced through the Iowa State University Extension Office and is a nationally recognized program tailored to provide training to adults and peers/teens to reduce and prevent the risks of suicide, and other risky behaviors, such as underage drinking, self-harm, drug use etc... and also be the support in the community in the aftermath of tragedy. The Circle of Support program is based within our school system and presents a strong collaborative effort with parents and community personnel.

The Circle of Support has sponsored several prevention activities that help parents support the needs of their children. One of the activities is a Parenting for Prevention training event at the Harlan Community High School. The Circle of Support committee also helps facilitate a Teen Screening program for depression, suicide, and other at-risk adolescent behaviors. The Circle of Support also trains our high school students each year with a prevention program called Peer Helper Training. This training involves skill-building activities that focus on coping, communication, and solving problems.

Harlan Community High School has offered several technology nights to our public. At the beginning of the school year, parents/guardians were required to attend an acceptable use seminar put on by our technology department before their students could receive their laptops. In January, all parents/guardians were invited to a free technology information night where information was provided on internet safety, cyber bullying, and technology resources that are available to students and parents/guardians to help them gain access to our information management system to help them track student grades and view teacher's assignment pages. The technology information nights were made possible through a partnership with the school, the Shelby Decategorization Grant, and the Neighborhood Network Project as well as the Department of Human Resources and Juvenile Court System.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Harlan Community High School students are required to have 44 total credits to graduate. Forty of those credits must be academic. Physical education, band and vocal music are non-academic offerings with .5 credits for successful completion of each. Students can participate in a variety of extra-curricular activities for which students earn .06 to .25 non-academic credits. The list of graduation requirements are: 8 semesters of English, 6 science, 6 math, 6 social sciences plus one semester of physical education annually and three vocational credits from at least two different areas.

Each student in the middle and high school are assigned laptops as part of our 1:1 initiative. Technology is integrated into the curriculum for all subject areas. Teachers play an important role in creating an atmosphere that promotes learning, discovery, and creativity in their classroom. Emphasis is on creating a culture where the student is the active participant of the lesson and the teacher is the mentor or facilitator.

We share staff for vocational agriculture, reading, Spanish, math and technology, science as well as band and vocal related classes. Numerous middle school students take advanced course offerings at the high school, which is connected to our middle school.

Students are required to complete eight semesters of English. TAG and accelerated English are offered at each grade level as well as college and AP English, novels, creative writing and speech. Reading concepts, 2nd chance reading, English skills and credit recovery classes are recommended for students based on their reading ability. The English department also offers a class called "exploring teaching" which provides students with the opportunity to have early exposure to the teaching profession. The class provides an opportunity for the students to teach lessons to students at the elementary level. This has been a successful program for the last five years.

Algebra I, Algebra II and geometry are required by all students. The math department also offer ALEKS (online math) and math mastery for transfer students and those who haven't reached proficiency levels. The college level math offerings are pre-calculus, calculus and college statistics. Teachers do not use textbooks to deliver instruction. Each classroom has a SMART board and students use their laptops to focus instruction around technology. Students are required to complete physical science, biology and either general or introduction to chemistry. Additional science classes are physics, anatomy and physiology. The Senior plus course offerings are college biology, college chemistry, Health Sciences 1 and 2 as well as Health Sciences 3 and 4.

Social science graduation requirements are U.S. history, one semester of government and either a full year of world history and one elective or one semester of world cultures and two electives. Elective options include psychology, sociology, current world issues, economics, advanced political science and college macroeconomics. Harlan has a well decorated vocational agriculture department and the largest FFA chapter in Iowa. Vocational agriculture is offered all four years which include agricultural biology, agricultural mechanics systems, college farm business management, environmental horticulture, college horticulture and college survey of the animal industry.

Harlan Community has a well-established visual and performing arts department. We offer academic courses in basic and advanced music theory and piano lab. Our jazz and marching bands and vocal departments are involved in numerous competitions. The HCHS art offerings include: Art 1 and 2, drawing, ceramics, painting and studio lab options. Students taking mass communications are instrumental in creating our yearbook.

Our foreign language department offers students five years of Spanish as well as French 1 and 2. Family consumer science options are health, family consumer science, food fundamentals, creative cuisine, child care, parent and you as well as child care and guidance and practical family living. Students are given three physical education options including individual activities, bigger faster stronger and personal fitness.

Industrial Technology students can choose from: Woods 1 and 2, Metals 1 and 2, industrial technology, technical drafting, building construction, architectural drafting and graphic communications. Through the implementation of Project Lead the Way our school will be offering two new classes, introduction to engineering design and principles of engineering.

HCHS offers an abundance of business courses. The selection includes: Accounting 1 and 2, college accounting, consumer law, principles of business, business management/marketing, excel, desktop publishing, computer programming and college webpage design and personal finance which is a graduation requirement. Multiple occupations careers class is an option which allows students to earn credit while entering the work force their senior year.

2. Reading/English:

The high school language arts curriculum provides students with talented and gifted or accelerated classes at each grade level. Students begin high school at a level where they will be challenged and successful. As the students' needs change, they have the opportunity to advance. Accelerated classes allow students to work ahead one grade level. Talented and gifted classes prepare for AP placement. College credit classes are offered to students who meet the admission criteria set by the cooperating schools. Alternate classes are offered to assist students who struggle at grade level.

At every level the curriculum includes reading, writing, speaking and listening, and language. A variety of instructional methods are used in the classrooms to focus on student-centered learning. Socratic Seminar, Project Based Learning, reflection and self-assessment, and write to learns, as well as other student-led activities are included at every grade level. Within project based learning, students connect their individual interests to research topics to explore areas that are significant to their lives and future.

Many learning experiences connect with community, school and home, such as ad campaigns, tolerance unit, history day writing contest, and creative writing publications. Transitioning from school to work or preparing for college is a key focus in the curriculum. Whether learning workplace readiness skills or preparing for college through the ACT test, AP Literature and language tests, or Asset tests, the language arts curriculum provides students with instruction to prepare for their futures.

The language arts department provides intensive reading instruction to students below proficiency. Students who are non-proficient on the Gates MacGinitie Reading Assessment and Iowa Assessments take classes to improve reading levels. Teachers also view formative and summative assessments to aid in providing materials for each student. Second Chance Reading techniques are used to assist students who read below grade level. Instruction includes strategies such as read-aloud-think-a-louds, dictated writing, pair share and round table discussion. Differentiated instruction is provided at each student's independent level to aid in comprehension and fluency to increase reading skills.

The one-to-one initiative in language arts classes is used on a daily basis for writing, research and enrichment. Communication is a key aspect of language arts, and the use of technology gives students the ability to collaborate with other students and teachers, receive clarification and feedback, and connect to the world beyond the school.

3. Mathematics:

Students who graduate from Harlan Community High School are afforded the opportunity to be immersed in several college preparatory mathematics courses. They enroll in a minimum of three years of mathematics, typically composed of Algebra 1, geometry and Algebra 2. About ninety percent of our students follow this sequence; for the remaining ten percent, we offer alternative course offerings that closely match curriculum, with additional teacher support and more hands on learning. Seven years ago we eliminated textbooks from our classrooms and designed a curriculum sequence based on National Council of Teachers of Mathematics standards. Each year we amend, improve, and re-align this curriculum based on Core Standards, incorporating increased attention to technology and problem solving. We strive to keep students actively participating in our classrooms. By accepting responsibility for their own learning and collaborating with each other, we find students more prepared for life beyond high school. For more than 70 percent of our graduates that means attending post-secondary institutions. Our commitment to the high expectations of the curriculum and instructional models, equips students with the skills to achieve well on standardized tests and a broad understanding of all of the levels of mathematics required to be successful in the workforce.

We strive to ensure, regardless of post-secondary plans, students have content knowledge as well as problem solving skills to prepare them for life after high school. Both college preparatory and remedial offerings (enrollment based on teacher recommendation) are provided to meet the needs of our most advanced students, as well as students struggling with math deficiencies. Remedial classes focus on the same course objectives, but incorporate smaller class size, accommodations in problem difficulty, and hands-on application to help meet varied student learning styles. We also provide individualized assistance to students during study halls and before and after school. A dual enrollment agreement with Iowa Western Community College allows us to offer three 100 level college-credit math classes for our accelerated college-bound population.

Typical mathematics students at HCHS will experience the following:

Technology

1:1 Computers allow access to Math Type, Math Composer, Geometry Sketchpad and Interwrite Workspace; Kahn Academy and Illumination activities from NCTM as well as exposure to many other math websites; Electronic Notes, video lectures, Learning Management system (Haiku) that includes electronic assessments and practice activities that provide for immediate feedback on essential concepts; Aleks (online math courses for credit recovery).

Student Centered Classrooms

Activities in student-centered classrooms are warm ups, lesson design, modeling, driving idea, PBIT (problem based instructional tasks), classroom discussion, collaboration on projects and problems.

4. Additional Curriculum Area:

Each class is taught by instructors who have degrees in the content area. Providing students with a rich content background is only a portion of the school's mission to our young people. While educators lay a backdrop of content, students are encouraged to explore new learning with educational prompting. Students are asked to show and display what they are learning in the form of competitions and performances around the state. The curriculum is in tune with the Iowa Common Core: each class also contributes to the twenty-first century skills which prepare learners for future employment and to be productive citizens.

Students are given driving questions and are asked to define and utilize resources and technology to demonstrate learning. The shift in the classrooms is toward the students' ownership in their education. With many core classes, the extension of learning carries over to non-core or elective classes. Instructors are working to blur the lines between bells and walls to make a more seamless learning environment in which students can use new knowledge in a variety of settings from differing content directions. The students' expectation is that their learning environment will allow them to work in a collaborative environment which asks them to apply their knowledge in useable and future-ready tasks making them marketable and competitive with peers in other districts.

Not only is the learning continuum within the school year becoming more relevant for 21st century learners, students are applying their language acquisition beyond the educational walls and clock. With the use of technology and extended resources, students are entering the global, collaborative, and social environment which asks for their creativity and critical thinking skills on their journey as 21st century's productive life-long learners.

5. Instructional Methods:

Harlan Community High School provides instruction that meets the needs of a variety of students. The school offers TAG and accelerated courses as well as college courses to allow students to advance and fulfill their potential. Collaborative teaching is offered in English and math courses to meet the needs of special education students and at-risk students. These courses are made up of a mixture of students with a broad range of academic abilities. Within these courses, the general education teacher and the special education teacher are able to devise strategies to differentiate learning. The English department uses differentiated lessons and strategies such as providing comprehension passages at each individual's independent reading level and strategies to increase skills; creating grouped lessons based on formative assessment to address individual needs in specific areas; and allowing students a choice of materials to increase motivation. A reading class is required for students who demonstrate difficulty in reaching proficiency on standardized assessments. The reading curriculum is designed to meet the needs of each individual on the roster for that semester. Adjustments are made based on formative assessment and summative assessment measures. The math department offers different levels of classes, and students are enrolled in sections based on proficiency on summative assessments and performance on formative assessments. Additional support for all math courses is offered to individual students outside of regular instruction time.

Through our one-to-one initiative, the high school is easily able to incorporate technology to increase student motivation and provide differentiated learning. The math department supports struggling students with an electronic program that targets learning gaps and demands mastery of topics prior to promotion. The English department ebooks allow students to look up vocabulary and make notes on the electronic version of the required text. The science department has a textbook that provides supplementary instruction to students. The online textbook has narrated essays, an online glossary, and video animations embedded in it to increase understanding of concepts. The special education department uses a variety of websites that assists students with deficiencies in specific areas and tightens the gap between the individual's performance and the average peer's performance.

At HCHS, teachers are determined to meet the needs of many students. The students are fortunate to have access to a variety of strategies and teaching tools offered by competent teachers and supported technology.

6. Professional Development:

Professional development is a cooperative effort with teachers and administrators creating the action plan. While aware of our student population's annual standardized test scores and current research-based trends and research, student-centered learning is the focus of our professional development. Student's acquisition of the content-specific information was the focus. Using inquiry methods of delivery, Socratic

Seminars, project-based learning, and essential questioning skills, students are made the active learners in their education.

With the increasing awareness of the educational revolution, instructors are shifting delivery from a lecture sit-and-get style of classroom to a more student-centered approach. Classroom teachers are moving toward a personalized learning plan approach to the classroom. Student-driven ownership of the learning within realistic and appropriate parameters is still encouraged. Common core standards are supported through a demonstration of skills and knowledge. Instructors are engaged in on-going discussions through professional development and collaborative planning periods to review current educational trends and district-specific student achievement. Through studies, teachers are working to create a student-orientated classroom which involves meaningful technology to support the growing demands of the workplace.

Teachers are allowed to collaborate within departments, district, and nationally with other educational settings to exchange information, observe learning, and to collaborate as a model to student learning. The Rounds Model is another technique within the district in which educators have an opportunity to engage in conversations and reflections about pedagogics, learning environment, and so much more.

District-wide, teachers and other school employees are in heterogeneous classes during summer courses sponsored by the district learning how to incorporate and use technology, develop common core, and use educational delivery systems. Throughout the year, teachers have been encouraged to share new discoveries and innovations that have positively impacted the classroom and student-centered learning.

7. School Leadership:

The Harlan Community High School's concept of school leadership does not rest with a single individual but with the administrators, teachers, support staff, students, parents, and community members. While the high school principal is looked at as the instructional leader, his form of leadership has evolved to one that is a very collaborative approach to decision making.

We have adopted a student-centered approach to teaching the Iowa Core Curriculum. Focusing on student learning was a collaborative effort of the four building principals and the superintendent. Our focus was presented to our Lead Team. The Lead Team is composed of a teacher from each department at the high school. The Lead Team developed an action plan on how to implement a student-centered approach into the classroom, outlined a professional development calendar to provide time for implementation, and identified educational opportunities for teachers to develop strategies to use in their classrooms. Strategies included inquiry, problem-based learning, and science writing heuristics. Teachers are provided a common planning time each day where they can work collaboratively on transforming their classrooms to a student centered approach. Through the process, our overall focus is on improving student achievement. We believe our Iowa Assessment scores reflect the quality of education at Harlan Community High School but we are constantly trying to improve our techniques in an effort of continual improvement.

Leadership opportunities are also given to our students. We offer numerous clubs, organizations, and athletic teams. Student Council is a very active organization that provides student leadership opportunities. Our student council has over 60 members. Members are grouped into "villages" that have specific roles in the school. All student council members are trained facilitators and listen to students concerns through RSVP (Raising Student Voice and Participation). Thirty-minute sessions are scheduled through the school year. Student council members meet with students in their classrooms to listen to their concerns and ideas for improvements. RSVP has led to a student lounge for seniors, open campus for seniors, and it provided valuable input in our move to a 1:1 technology initiative.

Harlan Community has a motto: “joined as one we get the job done”. We believe our shared leadership role has played a key part in the successes we have had.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Iowa test of Educational Development/Iowa Assessments

Edition/Publication Year: 2003/2012 Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
41	92	79	82	85	81
80	28	12	17	18	22
Number of students tested	135	131	115	143	144
Percent of total students tested	99	94	89	99	90
Number of students alternatively assessed	1	8	14	2	16
Percent of students alternatively assessed	1	6	11	1	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
41	78	60	69		69
80	4	7	8		16
Number of students tested	23	30	13		32
2. African American Students					
41	Masked	Masked			
80	Masked	Masked			
Number of students tested	2	4			
3. Hispanic or Latino Students					
41	Masked			Masked	Masked
80	Masked			Masked	Masked
Number of students tested	5			5	3
4. Special Education Students					
41	50	Masked	0	Masked	
80	0	Masked	0	Masked	
Number of students tested	12	6	10	1	
5. English Language Learner Students					
41	Masked	Masked			
80	Masked	Masked			
Number of students tested	2	1			
6.					
41					
80					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Iowa Test of Educational Development/Iowa Assessments

Edition/Publication Year:
2003/2012

Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
41	86	84	72	80	89
80	27	16	14	13	36
Number of students tested	135	131	115	143	144
Percent of total students tested	99	94	89	99	90
Number of students alternatively assessed	1	8	14	2	16
Percent of students alternatively assessed	1	6	11	1	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
41	65	73	46		59
80	4	17	8		9
Number of students tested	23	30	13		32
2. African American Students					
41	Masked	Masked			
80	Masked	Masked			
Number of students tested	2	4			
3. Hispanic or Latino Students					
41	Masked			Masked	Masked
80	Masked			Masked	Masked
Number of students tested	5			5	3
4. Special Education Students					
41	17	0	20		
80	0	0	0		
Number of students tested	12	12	10		
5. English Language Learner Students					
41	Masked	Masked			
80	Masked	Masked			
Number of students tested	2	1			
6.					
41					
80					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Iowa Test of Educational Development/Iowa Assessments

Edition/Publication Year:
2003/2012

Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
41	95	86	87	91	90
80	19	22	28	38	28
Number of students tested	132	112	137	133	166
Percent of total students tested	99	88	93	89	96
Number of students alternatively assessed	2	15	10	16	7
Percent of students alternatively assessed	1	12	7	11	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
41	89	70	86	88	84
80	7	10	14	18	16
Number of students tested	27	20	21	33	31
2. African American Students					
41	Masked		Masked		Masked
80	Masked		Masked		Masked
Number of students tested	4		3		4
3. Hispanic or Latino Students					
41	Masked			Masked	Masked
80	Masked			Masked	Masked
Number of students tested	4			4	1
4. Special Education Students					
41	Masked	Masked	42		
80	Masked	Masked	0		
Number of students tested	6	9	12		
5. English Language Learner Students					
41	Masked		Masked		
80	Masked		Masked		
Number of students tested	1		2		
6.					
41					
80					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Iowa Test of Educational Development/Iowa Assessments

Edition/Publication Year:
2003/2012

Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
41	92	85	86	90	90
80	23	19	18	25	21
Number of students tested	132	112	137	134	166
Percent of total students tested	99	88	93	90	96
Number of students alternatively assessed	1	15	10	15	7
Percent of students alternatively assessed	1	12	7	10	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
41	82	65	62	85	84
80	19	0	10	21	16
Number of students tested	27	20	21	33	36
2. African American Students					
41	Masked		Masked		Masked
80	Masked		Masked		Masked
Number of students tested	4		3		4
3. Hispanic or Latino Students					
41	Masked			Masked	Masked
80	Masked			Masked	Masked
Number of students tested	4			4	1
4. Special Education Students					
41	Masked	Masked	17		
80	Masked	Masked	0		
Number of students tested	6	9	12		
5. English Language Learner Students					
41	Masked		Masked		
80	Masked		Masked		
Number of students tested	1		2		
6.					
41					
80					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Iowa Test of Educational Development/Iowa
9 Assessments

Edition/Publication Year:
2003/2012

Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Sep	Oct
SCHOOL SCORES					
41	94	86	88	88	94
80	21	26	26	23	27
Number of students tested	111	133	125	119	142
Percent of total students tested	99	96	93	95	93
Number of students alternatively assessed	1	5	10	6	10
Percent of students alternatively assessed	1	4	7	5	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
41	83	57	76		83
80	9	9	16		13
Number of students tested	23	23	25		30
2. African American Students					
41		Masked	Masked		Masked
80		Masked	Masked		Masked
Number of students tested		2	4		2
3. Hispanic or Latino Students					
41	Masked			Masked	Masked
80	Masked			Masked	Masked
Number of students tested	1			1	4
4. Special Education Students					
41	31	17	70		
80	0	0	0		
Number of students tested	16	12	10		
5. English Language Learner Students					
41			Masked		
80			Masked		
Number of students tested			2		
6.					
41					
80					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Iowa Test of Educational Development/Iowa
9 Assessments

Edition/Publication Year:
2003/2012

Publisher: Riverside Publishing

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Sep	Oct	Oct	Oct
SCHOOL SCORES					
41	89	78	83	83	78
80	26	19	15	12	16
Number of students tested	111	133	124	119	142
Percent of total students tested	99	96	93	95	93
Number of students alternatively assessed	1	5	10	6	10
Percent of students alternatively assessed	1	4	7	5	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
41	79	70	71	62	50
80	9	17	4	0	10
Number of students tested	23	23	24	29	30
2. African American Students					
41		Masked	Masked		Masked
80		Masked	Masked		Masked
Number of students tested		2	4		2
3. Hispanic or Latino Students					
41	Masked			Masked	Masked
80	Masked			Masked	Masked
Number of students tested	1			1	4
4. Special Education Students					
41	18	17	Masked		
80	0	0	Masked		
Number of students tested	17	12	9		
5. English Language Learner Students					
41			Masked		
80			Masked		
Number of students tested			2		
6.					
41					
80					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					