

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Mary Jo Yannacone

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

Official School Name Strath Haven High School

(As it should appear in the official records)

School Mailing Address 205 South Providence Road

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

City Wallingford State PA Zip Code+4 (9 digits total) 19086-6333

County Delaware

Telephone (610) 892-3470 Fax _____

Web site/URL http://www.wssd.org E-mail myannacone@wssd.org

Twitter Handle

https://twitter.com/DRYannacone Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr Michael Pladus E-mail mpladus@wssd.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wallingford-Swarthmore Tel. (610) 892-3470

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Richard Sonntag

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 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	142	138	280
10	159	148	307
11	164	143	307
12 or higher	134	131	265
Total Students	599	560	1159

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 10 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % White
 - 4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1, 2014	1159
(5) Total transferred students in row (3) divided by total students in row (4)	0.036
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 1 %
5 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Chinese, Spanish

7. Students eligible for free/reduced-priced meals: 12 %
Total number students who qualify: 137

8. Students receiving special education services: 17 %
192 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>16</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>50</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>82</u> Specific Learning Disability
<u>20</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>13</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 11
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	61
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	34
Paraprofessionals	19
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	96%	97%	98%	97%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	293
Enrolled in a 4-year college or university	85%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	1%
Other	7%

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

Yes No

If yes, select the year in which your school received the award. 2001

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

Graduates possess knowledge and skills to be responsible, engaged citizens who exhibit intellectual curiosity and aesthetic appreciation, demonstrate informed critical thinking and maintain personal integrity.

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

Open enrollment

PART III – SUMMARY

Strath Haven High School is a ninth through twelfth grade public high school serving the Township of Nether Providence and the Boroughs of Rose Valley, Rutledge, and Swarthmore. Most of the residents hold professional, executive, or semi-managerial positions in nearby communities, including Philadelphia. The average income level is medium-high. The total district population is 21,497. Strath Haven High School opened in 1983, upon the consolidation of Nether Providence and Swarthmore High Schools. The merger occurred against the wishes of many residents in both communities, who viewed their politics and values as conflicting in nature. However, when the combination of the academic and intellectual, anti-establishment persona of Swarthmore met with the diligent work ethic and competitive nature of Nether Providence, the result was the strong academic success, coupled with social consciousness and competitive edge, of Strath Haven High School.

The school honors its Quaker roots in Swarthmore through a policy of unweighted classes, no class rank, and an egalitarian approach to student recognition. Every student is encouraged to do their personal best. Given the nature of our highly talented and competitive environment, we encourage students to learn for learning sake. Students from across the graduating class may apply to speak at graduation exercises, and the selected speaker is chosen by the Senior Class Cabinet. Academic awards are provided at a ceremony in May, rather than at graduation, and include recognition in every area of school life, including core academics, fine and applied arts, community service, leadership, and personal character. Strath Haven also provides a Varsity Arts Awards Night, at which students are presented varsity letters in areas outside the athletic arena. This includes photography, creative writing, speech and debate, ceramics, clothing design, theater, and music, among others. The event originated when Strath Haven was created as a means to broaden the recognition of the district's commitment to arts education. In addition to the graduation ceremony, members of the senior class present a series of memories and celebration of their lives in Wallingford Swarthmore at Commemoration, a joyous event that takes place on the Swarthmore College campus on the evening prior to graduation. Students read original poetry, dance, sing, and recall their school experiences in an open-air amphitheater. For many, Commemoration, rather than Graduation, is the not-to-be missed culmination of high school.

Strath Haven utilizes a block schedule and a rich array of supports to provide a rigorous educational experience. Students complete eight credits each year, graduating with thirty-two credits, among the highest credit count in the state. Students may repeat a course within the same school year if needed, and may enroll in two successive courses within a discipline in order to accelerate. They may also access career and technical education, dual enrollment, field career, employment, independent study and online courses in order to enrich their educational experiences both during the school year and over the summer months. Graduates are required to complete five credits of English, including an intensive full-year ninth grade course; four credits each of math, science, social studies, world languages, and fine and applied arts, and two credits of health and physical education. The requirement of four credits in fine and applied arts is unique to Wallingford Swarthmore, and affirms the community's commitment to the value of the arts in a student's education.

The co-curricular programs at Strath Haven provide the encouragement and opportunity for students to develop their full potential emotionally, physically, socially, and culturally. Students are invited at an annual activities assembly to join several clubs, to select an athletic activity, and a music activity. While there are no requirements for participation, students are encouraged to create a club if none of the existing clubs suit him or her, and to join a non-cut sport, if athletics are not a strength for the student. There is also a fifth block embedded within the school day in which clubs and musical ensembles meet, thus allowing students who seek involvement in both clubs/music and athletics to participate in both. The fifth block is a unique feature of the high school schedule that is at the core of our success in helping students to discover their interests and aptitudes.

Having received the National Blue Ribbon in 2001 under a previous administration, and experiencing success in state measures of performance has raised Strath Haven High School's standing among members of the greater Philadelphia region, drawing residents with school-aged children from around the world to our small community. We have operated under a philosophy of continuous, sustained, and ongoing improvement to meet the demands of an ever-changing landscape in education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Strath Haven's core curriculum is designed to provide opportunities for acceleration, enrichment, remediation, exploration in areas of interest and aptitude, and foundational skills in reading comprehension, critical thinking, analytical and persuasive writing, problem solving, collaborative decision-making and presentation. Following a block schedule that requires students to enroll in eight academic credits each year, students are encouraged to select courses that support college and career readiness and encourage engagement in electives specific to each student's interests. All courses are designed to prepare students for either college or career immediately following graduation. Students with a specialized interest in any field have the option of exploring a subject with a teacher through independent study, with approval of the department chairperson and the building principal.

The reading and language arts curriculum includes four core courses; a 2-credit full-year ninth grade Introduction to Literary Analysis and Academic Writing; a 1-credit tenth grade Survey of American Studies; a 1-credit eleventh grade Survey of Global Studies; and a 1-credit senior course titled, The Will to Meaning in Literature. Students are instructed in classes of 20-25 at the College Preparatory and Honors levels, and classes of 10-15 at the Career/College Preparatory level. For those reading several years below grade level, a specialized, full-year course utilizing Read 180, a multi-modal program, is offered, and for students whose reading is just emerging, Reading Workshop is utilized. These specialized courses of study include 3-10 students per section and are taught by teachers licensed in both language arts and special education. In the senior year, students may elect to replace the senior requirement with a course in Business English, which focuses on career readiness, including analysis of contemporary newspapers, journals, and magazines, as well as resume writing, public speaking, and presentation skills. Elective offerings include Advanced Placement courses in English Language and Composition and English Literature, Creative Writing, Journalism, and Public Speaking, as well as a remedial course in Keystone Literature skills required for the Pennsylvania assessment.

The mathematics curriculum is designed to encourage students to be active participants in the learning process; to inspire intellectual curiosity and aesthetic appreciation of mathematics; to enhance critical thinking and problem solving skills; to promote cooperative learning and develop effective communication skills; and to utilize technology to explore mathematical relationships. Students are introduced to a sequence of core courses that include Advanced (non-linear) Algebra I, Geometry, Algebra II, Algebra II, Trigonometry and Pre-Calculus. Many students choose from among electives in Honors Calculus, Statistics, Advanced Placement Calculus AB and BC, Advanced Placement Statistics, College Linear Algebra, and Multivariate Calculus. For those students performing just below grade level or in need of a smaller class size or modified pace, we offer Foundations of Algebra I, Foundations of Geometry, and Foundations of Algebra II. For those students in need of a more practical focus, we offer electives in Business Math and Consumer Math. In addition, students who require specialized instruction several years below grade level may enroll in Concepts of Mathematics or Foundations of Mathematics, which provide individualized, direct instruction taught by a teacher licensed in both mathematics and special education in classes of 3-10 students.

Students are introduced to our science curriculum with the study of Environmental Science. This course, considered unique in our region, opens students' eyes and minds to explore the ecological, biological, chemical and physical sciences to become more aware of the importance and the limits of their surroundings. The ninth grade course, as with all courses in the discipline, includes both indoor and outdoor laboratories, a variety of individual and group research and problem-solving activities, instruction and practice in writing lab reports, formulating hypotheses, developing experiments, and delivering presentations. Following completion of the ninth grade course, students enroll in both Biology and Chemistry, the other two core requirements. Upon completion of Chemistry, students may enroll in any one or more electives for their fourth required science credit, including Physics, Bioethics, Biotechnology, Anatomy and Physiology, and/or Advanced Placement courses in Environmental Science, Biology, Chemistry, and Physics. The science department offerings include courses at the Career and College

Preparatory, College Preparatory, Honors, and Advanced Placement levels depending upon student interest and aptitude.

The social studies curriculum is designed to prepare students to be informed, responsible citizens who will critically engage the social sciences through the study of ideas and texts in the broader context of their impact upon social environments in order to develop the ability to identify, compare and contrast the defining features and inherent values of the political, social, and economic systems of the United States today and those of other periods and other peoples; to develop an understanding of and respect for racial, cultural, and religious groups in this society and others; to study the interaction of the natural world and developing civilizations; to develop the ability to appreciate and adapt to the ideas and feelings of others; and to develop the ability to think critically and to express oneself logically, creatively, and persuasively. The required core courses include Foundations of Western Civilization, American Studies, Twentieth Century Global Studies, and Comparative Government and Political Philosophy. Strong students may elect to replace the sophomore core course with Advanced Placement United States History, and the senior government course with College Social Science Seminar, a rigorous study of political philosophy for those with exceptional reading and analytical skills. In addition, elective offerings are robust in the department, and include Advanced Placement courses in World History, Modern European History, Economics, Psychology, and Human Geography; as well as introductory courses in Anthropology, Economics, and Psychology.

2. Other Curriculum Areas:

Students at Strath Haven are required to complete four credits in fine and applied arts, two credits in health and physical education, and four credits in world languages. As a result of a block schedule which includes eight credits each year, students have the opportunity to explore non-core curriculum across a diversity of offerings. Ninth graders take one world language, one health and physical education course, and one fine or applied arts elective. In tenth grade, they continue in world language and health and physical education, and can take two fine or applied arts electives. In both junior and senior years, students take world language and fine and applied arts courses, and may also choose a health and physical education elective. Technology is offered within the fine and applied arts.

In addition to these areas, Strath Haven offers special programs, including Field Career and Co-Op credits for students who are interested in an internship or paid position in a potential career field; dual enrollment at Swarthmore College, Widener University, or Delaware County Community College; online learning for acceleration, remediation, or enrichment; and career and technical education at one of two campuses in the county. Students may also apply for admission to a course titled Medical Careers, in which students are provided direct instruction by certified nurses in a hospital setting, coupled with experience in the hospital and observation in their operating rooms.

Strath Haven is well-known for its fine and applied arts programs. Our Family and Consumer Science Department offers Interior Architecture, Clothing Design, American and Global Foods, Personal Financial Management, and a Child Development course of study that brings high school students and children aged 3-4 together in a preschool setting on campus. Students in the program may enroll in Child Development I and Advanced Childhood on campus, and then graduate to Exploring Childhood at one of our three elementary schools. In Visual Arts, we offer three levels of Ceramics and Graphic Design, as well as an introductory course in 2D, and advanced classes in Painting and Printmaking, Fine Arts Portfolio, and Advanced Placement Studio Art. In Applied Arts, we offer Visual Communication and Advanced Photography and Film Production, CADD, Robotics, Computer Animation, Auto Shop, and Woodworking courses. Within technology, we offer Introduction to Computer Science, Video Game Design, Computing Principles, Multimedia Web Design, Computer Programming, and AP Computer Science.

Music and performing arts are stellar at Strath Haven, and include a rich array of programming both during and after school. Students may enroll in Instrumental Music, Advanced Instrumental Music, Jazz Band, Vocal Music, Symphonic Orchestra, Wind Ensemble, String Orchestra, Symphonic Band, and Marching Band. They study theory and composition in Writing Music I and II, Advanced Music Theory, and AP Music Theory. Students may also enroll in Acting, Advanced Studio Theater, or Light Sound and Set. We

also offer a rich curricular program during a fifth block of the day, including credit-bearing courses in Marching Band, Jazz Ensemble, three Choral Ensembles, Wind Ensemble, String Orchestra, and Symphonic Orchestra. We are perhaps best known for our Marching Band, which includes nearly 420 musicians and bandfront members, just over one-third of the student population. Over the past two years, the group has performed at halftime at NFL contests, and they perform in Orlando at the Magic Kingdom and Universal Studios every other year.

Strath Haven offers five world languages, including Spanish, French, German, Latin, and Chinese. Students may elect to study at the College Preparatory or Honors level, and each language culminates in the Advanced Placement course. The World Languages Department was one of only nine in the entire state of PA to receive Gold for the PSMILA Exemplary World Language Awards in 2015-2016.

In addition to two required courses which focus on Wellness and Nutrition and Human Sexuality, Mental Health, and At-Risk Behaviors, students have the option of enrolling in courses in Highway Safety, Lifeguard Training, and Lifetime Sport and Fitness.

Because we do not offer study halls or free periods, and because of the block schedule that allows for eight credits each year, all students complete a course of study that includes multiple courses in non-core areas. We believe that the essential skills and knowledge gained by taking these courses include a broader awareness of potential career paths, a strong foundation in problem solving and collaborative inquiry, the opportunity to create something and to develop an aesthetic appreciation, and a sense of joy in the beauty and complexity of the world around them.

3. Instructional Methods and Interventions:

Within an eighty minute instructional block, teachers at Strath Haven provide multi-modal activities to facilitate student learning. Each block typically includes a combination of direct instruction using visual models, technology, and illustration; small group and individual guided practice; whole-group discussion, and formative and summative assessment. Across all courses, there is a need for differentiation, because every student approaches learning from a different perspective and background experience. Teachers are provided opportunities to collaborate with each other to share methods and troubleshoot challenges. The goal, regardless of methodology, is to meet students where they are, provide instruction and feedback to allow for growth in essential skills and knowledge, and assess in order to guide future planning.

Interventions begin at the classroom level, where teachers provide seventy minutes of support for their students each day during our fifth block support period. Students can meet with their teachers, work in small groups on a project, ask questions, and assist others in moving forward in the curriculum. For those who require further intervention, students may access National Honor Society tutors, with whom they meet at a mutually convenient time. When necessary, students who are struggling academically may meet with counselors, or be referred to the Student Assistance Program for support. Students with a 504 Plan or GIEP meet with their program coordinator, who monitors progress towards work completion, confers with classroom teachers to confirm accommodations are occurring in the classroom, and assists the student with planning and organizing.

When a student is identified as in need of specially designed instruction he or she may access resources through different types of support provided through the IEP Team process. The school and family based IEP team works collaboratively to ensure that appropriate accommodations, customized support, and specially designed instruction are delivered in the least restrictive environment. Full access to the general education curriculum is a major goal of the special education department. One form of access is through an itinerant level of support. A special education teacher provides support within the regular education classroom working with the student and regular education teacher so that a student's goals are met and specially designed instruction/accommodations are implemented. Another form of special education support may be accessed through a Learning Center. This intervention entails direct instruction in Executive Functioning Skills to increase opportunities for academic success and personal independence. Special Education students also participate in Transition activities relating to post-secondary options, employment and independent living.

Strath Haven High School is an inclusive community that meets the needs of all students regardless of disability. Expectations for students who require differentiated instruction or interventions in learning are as high as they are for students who do not exhibit this need. All students at Strath Haven are expected to meet or exceed their potential as learners and contributors to our school community.

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

Each summer, assessment data is reviewed by the Principal and building administration in order to analyze student and school performance and develop goals for improvement. The data review includes standardized testing results, attendance rates, discipline reports, Student Assistance Program reports, school climate surveys, and indicators of equity and access. A presentation is provided to the faculty during August professional development and to parents and the School Board in September, including data analysis and resulting goals for the school year around professional development, academic achievement, and school climate. These presentations provide an opportunity for staff and community to celebrate our successes and understand the reasons for our emphases in different areas of curriculum, teacher training and school climate initiatives.

Standardized testing results include the 10th grade ACT Plan, the 11th grade PSAT, and the 12th grade SAT and ACT. We also review achievement and growth results on the PA Keystone exams in Literature, Algebra, and Biology, and the AP exams. Where achievement gaps exist, we review proven strategies for raising expectations and performance for traditionally underrepresented subgroups, specifically African American, lower socio-economic, and special education students in our community.

Attendance rates for subgroups and for the total population, SAP reports and discipline reports, are included in our review of school climate indicators. Each spring, we anonymously survey our graduating seniors using questions taken from the Monitoring the Future national survey of at-risk behaviors and compare longitudinal results to determine trends and areas of need. The results of all of these indicators help us to assess the health and wellness of our students, and to set goals for assembly programs and curriculum work within our health and physical education classrooms. For example, this year we are piloting a program in Mindfulness as a result of data that suggested our number of students exhibiting anxiety and depression are increasing. The pilot has allowed us to explore one curricular change that can help students feel stronger and more focused in school.

Perhaps most importantly, we study our indicators of equity and access every year. These include our AP scores for traditionally underrepresented subgroups, our AP Equity and Excellence rating, and our enrollment numbers in both Honors level and Advanced Placement courses at the high school for all students and for our African American, lower socio-economic, and special education students. We have been recognized by the College Board for our successful efforts to increase the engagement of our students from these subgroups in advanced coursework. We have achieved this goal by increasing our AP offerings, training our teachers in successful strategies for supporting students through a challenging curriculum, and sharing data each year that puts a spotlight on our efforts and results in this area. We are proud of most recent opportunities awarded by the College Board to pilot the AP WE.org service project through our AP Computer Science Program, and our selection in the AP STEM Access Program, which has recognized us and awarded our teachers for raising the participation of historically underrepresented students in advanced coursework in Computer Science, Biology, Chemistry, Physics, Calculus, Statistics, and Environmental Science. Finally, our School Performance profile ranking of #2 in Pennsylvania offers a broad picture of our success with students across the learning spectrum.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As a school community, we strive to present a philosophy, curriculum, activities, and a discipline approach that support a positive environment for students and staff. We begin with our Respect Statement, which is reviewed with the faculty each August as part of Back-to-School Inservice training, posted in every classroom, and provided in course syllabi. This statement provides the philosophy and framework for all other decisions. We also select several School Climate Goals each year as a faculty, which makes them an integral part of the process. This year, we have three goals. The first is to refine our mentoring program for all high school students, the second is to implement a Mindfulness program for staff and students, and the third is to continue to develop the Community Garden project, Seeds for Success.

The first school climate goal, refining our mentoring program for all high school students, is related to our goal of creating a welcoming environment for our ninth grade and new students to Strath Haven. We employ a transitional counselor program that loops the middle school counselor through the ninth grade, thus providing support and continuity. Our Student Council has also been effective in running Freshman Orientation.

The second school climate goal brought a nationally-recognized program to Strath Haven through a WSSD parent. A certified Mindfulness coach and trainer has volunteered her time this year to help us begin to utilize this stress-reducing program with students and staff. She has been working since September with students in 10th grade Health and our Perspectives program for students, and she has been facilitating clubs on Monday afternoons for students and staff during fifth block. Both anecdotal and survey results are very positive for the program thus far.

The community garden, Seeds for Success, is considered a component of school climate because it brings together teachers and students from multiple disciplines to create something beautiful and sustainable in our school community. Students and teachers from fine and applied arts, computer science, environmental science, culinary arts, health and physical education, special education, world languages, and counseling have been working together to bring the garden to life. Students and staff will build, draw, meditate, walk, plant, harvest, compost, and eat at and through the garden.

We continue to work with our counseling department and regional and national groups to provide a supportive environment for students in the LGBTQ community. Last year, we hosted a workshop for the Central League Athletic Directors and Principals on LGBTQ challenges in interscholastic athletics. This was followed by a larger league workshop in August for students and coaches, and a half-day student workshop on November 13th for athletes, coaches, ADs and administrators from high schools across Delaware County attended by nearly 120 people. We have also added six gender-inclusive restrooms at the high school, and continue to sponsor the Day of Silence each spring, our Gay Straight Alliance, and programs focused on LGBTQ concerns through the Diversity Trainers and faculty training.

This year, Strath Haven became the first high school in Delaware County to host a Unified Sports competition. We welcomed athletes from Marple Newtown and Sun Valley High Schools on February 4th for a bocce match. The event was the culminating activity for the three teams, comprised of students across the academic spectrum, after two months of practices after school. Our coaches plan to continue to practice with the team through the spring, and are welcoming to all interested team members. Unified Sports was created by PA Special Olympics as a way to bring athletes together for competition that is fully accessible to all students, regardless of ability level or disability status.

There is no doubt that Strath Haven is quite diverse. Our free and reduced lunch percentage, which quantifies the degree of need in the student population, has risen over my tenure from roughly 6% to just under 12% in 2015-2016. Wallingford-Swarthmore is a community with a significant degree of need, more than many people realize.

We work to meet those needs in several ways. First, we offer financial support through the Student

Sunshine Fund to those who request it through an administrator or a counselor. This may include extra help with purchasing a prom ticket, a yearbook, or help in registering for a summer school credit needed to stay on track to graduate. Where we identify a need, we may use this fund to help a student afford a field trip or equipment for a sports team or musical ensemble.

Academically, we strive to maintain a curriculum program that allows all students to access any course for which they have met the prerequisite. Thus, if a student cannot afford a lab fee, it can be waived. If a student cannot afford the mandatory AP exam fee, we either obtain a waiver from the College Board, or we pick up the cost. When students apply to college, counselors assist in researching financial aid options, scholarships, and need-based programs for students in financially challenging family situations.

I have observed our student body to be a mostly welcoming, affirming, inclusive group of people. Regardless of where a student chooses to sit in the lunchroom, or in which classes they choose to enroll, students appear respectful of others with regard to race, socioeconomic background, or academic ability. There are always exceptions, but in my experience, they are few, and when issues occur, it is often our student leaders who find a way to resolve a situation with respect and dignity towards everyone. This is what makes Strath Haven the very unique and special place that it is, and why I am very proud to serve as Principal.

2. Engaging Families and Community:

The Strath Haven school community is an essential element of the success of our high school. Whether a parent, first responder, businessperson, or educational institution, we utilize the resources available to foster student success and school improvement.

Parents are encouraged and welcomed to be actively involved in their students' school lives. Many parents serve as officers on our Home and School Association, as a Booster for athletic and club activities, or as a volunteer for special programs. Examples of this include the Robotics Club, where parents volunteer to work with students on the design project, or Marching Band, where parents chaperone buses for our over 400 student band members, raise funds for band activities, and repair uniforms as needed. Parents serve on committees, such as Seeds for Success, which coordinates our community garden, and the Online Learning Committee, which researched and established the parameters for online education for our students. Several years ago, parents worked in collaboration with a team of coaches and administrators to raise funds and interest in the installation of an artificial turf field, yielding nearly \$200,000 and leading to the installation of the field in just over one year.

First responders and community agencies also offer tremendous support of our students. Our local police departments participate in small group presentations about at-risk behaviors in our youth, both in the classroom with students and at Home and School Association meetings with parents. They participate in safety drills on campus, and contribute to our training programs in CPR and AED certification for staff and student leaders. They attend school dances and community events, such as football games, the Relay for Life, and Commencement. In addition, they communicate regularly with our administrative team to best serve our students and their families. Members of the local support services organizations, including behavioral health centers, crisis centers, and fire companies participate in Pandemic Leadership Training, suicide prevention training, mental health assessments, and educational programs such as the Mock Crash, which offers a simulation event and speaker to educate students on the dangers of distracted driving.

In the business community, leaders offer internships to our students, sponsorships of various activities, and consultation in our classrooms. For example, Boeing Engineering provides a sponsorship to our Robotics program, local musicians assist with theatrical productions, and local groceries assist with food drives. Our Field Career and Co-Op programs, which allow students to work for one semester in a field of interest, requires that we have business owners willing to mentor our students and help them determine whether a career is right for them.

Our local educational institutions of higher learning have also been instrumental in raising the standards for student success. Professors at Swarthmore College, Widener University, and Delaware County Community College have opened their doors to our students, allowing them to experience post-secondary education while still in high school, and awarding college credit at a fraction of the cost of college tuition. These programs have exposed our students to courses we cannot offer, and provided valuable experience that strengthens our graduates ability to handle college-level work once enrolled. The Delaware County Career and Technical Schools have also offered important opportunities for career education during high school, including traditional programs in culinary arts, carpentry, cosmetology and landscape design, but expanding to Dental Hygiene, Health Occupations, Medical Careers, and Computer Science certifications.

Our community is vital and highly engaged in the lives of our students, and they are a core reason for our students' success. We could not hold the high standards and expectations for our students without their ongoing support and involvement.

3. Professional Development:

Strath Haven and Wallingford Swarthmore School District offer a tiered approach to professional development. We seek to engage staff at all levels and in all roles in training, reflection, and program development for the benefit of students. Programs include education at the district, building, and departmental level in all disciplines.

At the district level, the Director of Secondary Education and the Director of Secondary Special Education establish goals for classroom rigor, student achievement and student engagement, and then develop training programs that support those goals. Through the curriculum office, Vertical teams are established to create, review, and revise k12 curriculum programs. Teachers at all levels of education are active participants in Vertical teams, as are department chairpersons. These teams work on a cyclical basis to review academic standards, student data, and curricular needs, with the goal of continuous improvement in student learning and achievement. The district also supports the development of teacher leaders through the opportunity to lead training sessions on two professional development days during the year. These training sessions have yielded significant growth and development in our staff. Finally, our administrative team has developed an agreement with Swarthmore College to offer collaborative professional engagement through our Teachers as Scholars program, which places classroom teachers in graduate courses in order to enhance their knowledge and teaching practice.

At the building level, the administrative team seeks input from all members of the staff and reviews current data trends to establish goals each year. The goals are assigned to leadership teams, who work collaboratively during the year to meet the expectations included within each goal. These leadership teams foster distributed leadership across the high school, thus increasing the capacity of our faculty and staff. Department chairpersons lead initiatives within their disciplines, such as the language arts chairperson working with his team to review and revise writing standards for students, or the math chairperson who working with her faculty to research and select a new program. The administration may also choose a focused topic, such as diversity and inclusion, and work with faculty leaders to deliver an educational program.

Special topics, selected by the administration and the faculty, often require focused training first for teacher leaders, and then for the full faculty. Several years ago, as the emotional needs of our students was observed to rise, we chose to read *Empowering Discipline*, by Vicki Phillips, and provide focused professional development in grade level teams on de-escalation and student support in times of personal crisis. A leadership team of volunteers, comprised of administrators and teachers, planned the sessions and facilitated discussion of the book over the course of a school year. When the faculty chose a new website platform for communication with students and parents, Moodle, several teachers were trained in the program, provided release time to plan instruction for staff and to offer support to colleagues, and those teachers, training colleagues in each department, quickly assisted us in establishing the new platform in our classrooms. Recently, a team of volunteers, including teachers, psychologists, counselors, and administrators prepared carefully to provide training in suicide prevention for staff, and delivered a quality program aimed at supporting students.

Our evaluation system at Strath Haven offers teacher-initiated professional growth plans, including action research, lesson study and portfolio development. Teachers are able to engage in individual or small-group study over a two-year period. Their focus is self-selected, provided it meets school goals. For example, two math teachers may study their technique for introducing a topic of study to students, or a health department may collect and review data on core strength, or a social studies team may work on the delivery method of a particular unit of study.

It is important to note that all members of the staff are included in professional development. Instructional support and administrative assistants are included in child abuse prevention, suicide prevention, diversity training and school safety training. They are also provided focused training in the support of students with special needs through the Office of Special Education.

Ongoing, focused, meaningful professional development is a cornerstone of a strong school system with the goal of exceptional student achievement and engagement. We continue to build the capacity of our staff in order to best serve our students and their families.

4. School Leadership:

Leadership at Strath Haven High School is shared, distributive, and collaborative. The Principal, in collaboration with the administrative team, department chairpersons, parent, and student leadership work together to ensure that policies, programs, relationships and resources focus on student achievement. Through ongoing review of data, both qualitative and quantitative, goals are established annually for student achievement. These goals include professional development for staff, academic achievement for students, and school climate initiatives for the entire school community. Committees are established for each goal, and updates are provided regularly and systematically towards the goals.

The Principal believes that high levels of student achievement result from a culture of shared responsibility, inclusive community, and accessibility. Students meet on a monthly basis with the Principal to share ideas, communicate concerns, and suggest solutions to the challenges being faced in the classroom, common areas, and in the community. Student leaders are identified in all areas of school life, and provided both the independence and the guidance to create a school climate that fosters acceptance, engagement, personal and community success. Two examples of student leadership in action are the Relay for Life and LINK. In both activities, our students assume responsibility for all aspects of the program, from planning, execution, analysis, and transition to future leaders. The Relay for Life is chaired by three to four students, and they are supported by a team of student leaders for each committee of the event. Over the years, Strath Haven has been recognized for its commitment to service by the American Cancer Society, and for our success in raising over \$1 million for the cause. LINK, a weekend retreat for students in grades nine and ten, also offers leadership opportunity for our students. Juniors and seniors are selected by graduating students and faculty advisors to coordinate the weekend and all following activities, which center on the development of young leaders in our school community.

Parents are encouraged to lead through involvement in extracurricular activities, as well as to serve on committees related to academic goals. Parents volunteer to chair boosters organizations and class activities. For example, parents coordinate an AfterProm each spring for the senior class, which offers a safe alternative to riskier choices after the dance. Many parents offer their time and expertise in the WSSD Education Foundation, which offers grants to teachers for special projects. Still other parents serve on Strategic Planning, community service, or club activities. Through these types of activities, parents ensure that our students have opportunities for engagement in all aspects of school life.

Whether through curricular initiatives or school goals, teachers are actively engaged in leadership. Department chairpersons contribute to decisions regarding programming and school life. This year, department chairpersons have worked on a potential modified schedule to address later start times for teens, a homework policy to allow for more time for students to engage in personal and community activities outside school hours, and discussions around staffing related to anticipated budget reductions. When colleagues require mentoring or assistance in modifying curriculum, our department chairpersons take the lead, and they model professionalism and dedication at all times.

The administrative team shares leadership in all aspects of school life, meeting weekly to discuss current challenges and strategize solutions. They work collaboratively on school discipline, teacher supervision and evaluation, student life, and community engagement. Three Assistant Principals and the Athletic Director work together with the Principal to ensure that all areas of student experience, including academics, athletics, activities, the arts, and community service are provided strong leadership and support. This year, each Assistant Principal has a particular goal for which they are also responsible. One is working on a review and revision of the academic integrity policy, another is refining our mentoring program for students as they transition to the high school, and another is exploring further personalized learning opportunities for students. Each also have areas of specific responsibility, and they assume leadership in all aspects of those areas. Some of these areas include special education, standardized testing preparation and analysis, school safety, concussion management, and student wellness.

Fortunately for us, expectations are high for student achievement, and thus all leadership arrives to their roles ready for the challenge and supported by a community who seeks and demands excellence in all aspects of school life. These high expectations, coupled with strong leadership and community engagement, provide the conditions necessary for the continued outstanding performance of our students.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Strath Haven High School is successful as a result of our shared commitment to a school climate of awareness, acceptance and celebration of diversity in all its forms. We are fortunate to have a community that values discussion and openness to all ideas, and to all persons. We are known for this aspect of our school community, and it separates us from most other high schools. The creation of a school community that is truly inclusive is challenging and requires constant attention, but with that effort, all students feel welcomed, wanted, and responsible to uphold this value as they progress through their high school years. For the adults who work in our school, and the community who supports us, these same expectations reinforce the concept of diversity and inclusion as the key aspect of our success.

When walking the halls and visiting the classrooms of Strath Haven, visitors are struck by the diversity of our student body, and by their interactions with each other and with staff. Our school community includes students with autism spectrum differences, intellectual differences, social-emotional challenges, hearing impairments, socio-economic struggles, and demographic, political and philosophical differences. It includes openly gay, straight, and transgendered students and staff, students who enjoy both participation in musical ensembles and athletic teams, and students from across the country through the A Better Chance program. All of these students are appreciated for their diversity and for the strength we gain through their involvement in all aspects of school life.

As an example, Strath Haven hosts the Delaware County program for the hearing impaired. For over forty years, we have welcomed students from across the region to our school, and provided a full educational program for each student. The presence of the program at the high school has afforded all students the opportunity to observe students with hearing impairments fully participate in the classroom, in athletics, and in extracurricular activities. This experience enriches the lives of not only the hearing impaired students, but their classmates and teachers, as well.

We also host a national program, A Better Chance, which brings students from around the country from impoverished communities to Strath Haven to live and attend school. Students from the ABC program provide strong leadership and engagement, and offer a broader perspective to their peers, many of whom have never experienced life outside of our small community. The program has been hosted by the Swarthmore community for over forty years, with all funding assumed by the residents of the local community. This global, service-oriented mindset permeates school life in part as a result of the program's existence in our school.

Our most recent musical production of RENT is another example of the celebration of diversity in our school community. The play addresses socioeconomic equity, gender identity, and civic engagement, all shared values we foster. Whereas many high schools would struggle to produce and perform this particular show, our students and parents embraced its message with vigor, appreciating the message of hope and acceptance it espouses. For our students, choices such as this one reaffirm our commitment to all students, a belief in their personal worth, and the need for their active involvement in school life in order to find us at our very best.

Throughout the Strath Haven community, examples of our celebration of diversity abound. It is a truly unique aspect of school life that separates us from all others, makes us different and special, and contributes to the success of our students and school community.