

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Jill Ann Shipman

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

Official School Name Berwick Area High School

(As it should appear in the official records)

School Mailing Address 1100 Fowler Avenue

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

City Berwick State PA Zip Code+4 (9 digits total) 18603-2300

County Columbia County

Telephone (570) 759-6400 Fax (570) 759-6466

Web site/URL http://www.berwickisd.org E-mail jshipman@berwickisd.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Wayne Brookhart E-mail wbrookhart@berwickisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Berwick Area School District Tel. (570) 759-6400

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 Mrs. Susy Wiegand
(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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) 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, 2016 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	100	76	176
10	92	94	186
11	88	88	176
12 or higher	107	93	200
Total Students	387	351	738

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 4 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 0 % 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 2015 – 2016 school year: 8%

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, 2015 until the end of the 2015-2016 school year	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1, 2015	767
(5) Total transferred students in row (3) divided by total students in row (4)	0.085
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 2 %
17 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 41 %
Total number students who qualify: 311

8. Students receiving special education services: 16 %
126 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.

- 14 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 6 Emotional Disturbance
- 0 Hearing Impairment
- 14 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 17 Other Health Impaired
- 72 Specific Learning Disability
- 2 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
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	2
Classroom teachers including those teaching high school specialty subjects	47
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	18
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

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 16:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	93%	91%	90%	90%	93%
High school graduation rate	87%	91%	89%	92%	93%

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 2016.

Post-Secondary Status	
Graduating class size	184
Enrolled in a 4-year college or university	51%
Enrolled in a community college	14%
Enrolled in career/technical training program	12%
Found employment	18%
Joined the military or other public service	3%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X
If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.
The mission of BAHS is to enable students to meet their academic potential and prepare students for higher education, military service, and/or the workforce.

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

PART III – SUMMARY

The mission of the Berwick Area School District is to provide quality education for all which fosters flexible and independent thinking and action within the diverse context of family, community, and cultural structure in order to maximize each student's potential in an ever-changing society. We will be a district that prepares students to meet the multiple challenges they will face in all facets of life. We believe that quality education should be available to all students; students should be adequately prepared for an ever-changing society; in independent thinking and action; in responsible citizenship; in collaborative partnerships; in embracing diversity; in maximizing student potential; in a flexible and progressive education.

The Berwick Area High School (BAHS) encompasses approximately 101 square miles, incorporating two counties. In Columbia County, the high school covers Berwick Borough, Briar Creek Borough, and Briar Creek Township. In Luzerne County, it covers the Borough of Nescopeck, Hollenback Township, Nescopeck Township, and Salem Township. Known for our historical roots in industrial commerce, the majority of employers in the Berwick area remain blue collar companies that focus on manufacturing. Weis Snack Foods, Dollar Tree Warehousing, K-Fab, Talen Energy, Commonwealth Health, and the district itself are the largest employers in the area. Approximately 41% of the students are eligible for free or reduced lunches.

BAHS is comprised of grades nine through twelve. All students at BAHS are required to earn twenty-five credits for graduation with a four credit requirement in the four core academic subjects: English, Math, Science, and Social Studies. Students are also encouraged to challenge themselves academically with the availability of Dual Enrollment, STEM, and Advanced Placement opportunities. Students in dual enrollment are given the opportunity to attend college classes and begin earning credits while still in high school. Students attend a variety of local colleges in the area.

BAHS offers students two distinct opportunities to take part in a STEM program. First, BAHS has partnered with Bloomsburg University to provide students with high level college STEM courses. Participating students attend BAHS classes for four periods in the AM and are transported to Bloomsburg University for the afternoon. The district pays for transportation, tuition, and books. Students' second STEM option is through the school's very own in-house STEM program. Beginning in their sophomore year, students who are interested in pursuing a specific STEM-designed curriculum may apply through the guidance office to become part of this advanced, fast-paced, rigorous initiative. STEM students have first access to the school's wide-range of Advanced Placement course offerings.

BAHS also offers all students the option to take part in seventeen approved Advanced Placement Courses. All courses are taught by trained school faculty members, and all AP tests are paid for by the district. In 2016, 164 students completed 362 AP test sessions. The result of this dedication has been a driving factor in the Berwick High School being placed on the National College Board Advanced Placement Honor Roll in 2011 and 2013. Along with this honor, twenty-seven students were recognized as AP Scholars during the 2015-2016 school term, and numerous AP Graduates are now attending higher educational institutions such as Haverford, Duke, Georgia Tech, The Air Force Academy, and Harvard's Summer Institute.

Along with advanced classes, BAHS has also created a variety of remediation classes to meet the needs of all students. These classes include Algebra I Keystone Remediation and Biology Keystone Remediation. Cooperative Work Experience is available for those students desiring to enter the work force after graduation. This program incorporates classroom theory along with practical experience in the workplace. Students are also offered a variety of business and related arts classes to help prepare for post-graduation endeavors.

BAHS also offers the following student services: gifted education, emotional support, learning support, ELA services, Speech Therapy, and Life Skills. Students participating in the BAHS Life Skills program are active in both the school and community. Each year, students and faculty organize and take part in a Special Needs Valentine's Dance in which students from the surrounding school districts are invited to attend. Students also are exposed to the workforce through a transition program.

To help promote a sense of school community, BAHS currently offers twenty-five student-run, teacher-advised clubs. Along with helping to create a sense of community, students at BAHS have also received academic recognition for their accomplishments. These include but are not limited to the following: 2016 WVIA Quiz Bowl Scholastic Scrimmage Final; FBLA regional, state, and national participation; and, Odyssey of the Mind regional, state, and national participation. Three BAHS students have claimed a four-year, full-tuition scholarship to Wilkes University as the highest scorer on the Junior contest at the Luzerne County Council of Teachers of Mathematics (LCCTM) held at Wilkes University in the 2015, 2016, and 2017 contests. In addition, twenty-two students in the Biology Club visited Costa Rica to take part in environmental studies.

Along with school clubs, BAHS offers Men's and Women's Chorus, Band, Jazz Band, Swing Choir, Orchestra, and Modernaires. All students are also given the opportunity to participate in twenty-two Varsity, thirteen Junior Varsity, and nine Junior High Sports.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The BAHS's curriculum is a dynamic, fluid document based on the Pennsylvania core academic state standards. Administration and faculty have rewritten, added, and eliminated courses to improve student success.

The overall goal of the English department is to improve students' competencies in reading, writing, speaking and listening and to provide courses for higher education and career preparation. Freshman may schedule Composition or Integrated Honors English. Sophomores complete World Literature, which is designed to prepare students for success on the PA Keystone Test, and juniors are offered English 11 (Keystone remediation is incorporated in select sections). Senior offerings focus on student writing skills for both higher education and students entering the workforce upon graduation. The two courses offered are REEL Writing, which prepares students for the workforce, and College Writing Honors for students pursuing higher education. All students at BAHS are also offered two AP accredited English courses, STEM Seminar I and II, SAT Prep, Public Speaking, Publications I & II, and Journalism I, II, & III.

Along with the core curriculum, students are engaged in our district and community. Students in the Write Place, our in-house, student-directed writing center, work one-on-one with their peers from the high school and middle school to establish a supportive writing resource. BASH TV is a student-run televised news program to highlight important events and student achievements. English students publish a quarterly newspaper highlighting both local and world events, design and publish the high school yearbook, and are currently organizing a newsletter highlighting local artists, positive news events, and local history documents in association with "For the Cause" NEPA/Berwick Teen Center which works outside the school day to assist teens with a variety of needs.

The math curriculum at BAHS is composed of rigorous courses. Fifty percent of ninth grade students take Algebra 1, 40% take Geometry, and 10% take Algebra II. The progression of courses follows Algebra I, Geometry, Algebra II, Advanced Math, and Calculus. Math electives after taking Algebra II include Probability and Statistics as well as Intro to College and Consumer Math. BAHS offers honor classes in Geometry, Algebra II, Advanced Math, and 3 AP math courses. All curricula, from Algebra I to Calculus, follow standards from PA Common Core at each appropriate level. Algebra II, Geometry, and Advanced Math include content specifically for the National SAT Exam. A great emphasis has been placed on the Mathletics Club. Mathletics started with 4 students in 2010 and has increased to well over 30 students. This is a competition math club where students compete at a regional, state, and national level. The creation of Mathletics has encouraged students to think beyond the classroom and interact with a variety of students across the United States.

The Science Department offers the following courses to meet the eligible content contained within the PA Keystone Exam: Ecology, Biology, and Integrated Science Honors. Integrated Science Honors is a highly rigorous course covering all eligible content within one year. Over five years, 98.5% of the students completing Integrated Science Honors have met the requirements of the Keystone Exam; 69.8% have been advanced. The BAHS Science Department also offers Chemistry, Biology II, Physics, five AP science courses, an in-house STEM Program, and a Biology Keystone Remediation. The Biology Club has traveled to Costa Rica and Tampa, Florida to take part in environmental research and community service. Students also work with special education students to maintain a greenhouse at the BAHS which is partnering with the United Way to grow fresh produce for families in need within the community.

The BAHS Social Studies department has rewritten courses to align to PA Core Standards in Reading and Writing. They have added a civics course for all seniors and also offer three AP courses. Along with the ten courses offered to students, the department has also worked diligently to incorporate community involvement. This begins with the department coordinating both a public district school board meeting and a Berwick Borough board meeting annually; all juniors and AP students attend. Students are also involved in Model UN, Kings College Career Day, School-wide Mock Elections, Making Connection, Diversity Days

at Bloomsburg University, and High School Diversity Days during regular lunch hours.

The BAHS has continued to adapt curriculum to meet the needs of students entering higher education and the workforce. As mentioned above, students are offered a wide variety of rigorous AP/College level courses in all subject areas. Students may also engage in dual enrollment through a variety of local colleges and universities along with a Bloomsburg University and BAHS in-house STEM track. To meet the needs of students entering the workforce, BAHS has reinstated a Cooperative Work program and has continued to develop core courses such as REEL Writing, Economics, Civics, and Consumer Math to establish the life skills needed by all productive citizens. The BAHS has also established a Transition program through the Special Education Department to employ students with special needs.

2. Other Curriculum Areas:

The arts in the BAHS are well established and supported by the administration and the community. The Music and Choral Departments offer eleven courses, including Men's and Women's Chorus, an assortment of Music Theory courses, Music Appreciation (required for all freshman), Swing Choir, Orchestra, Piano, and Band. Along with Music and Choral, the BAHS also offers six Fine Arts courses along with AP Art History. All courses are open to the entire population and count toward graduation credits with only a few freshman restrictions due to specific course prerequisites. The Arts Department is very active outside the classroom. Examples of this include but are not limited to the following: performances in Orlando, Florida and Virginia; numerous public concerts held at the high school; and, participation in sporting events, Santa Parade, Victorian Nights, City Hall Concert Series, Christmas Boulevard, Riverfest, Nursing Home and Hospital concerts, school murals, and creation of murals throughout the community. This participation not only provides education in the specific areas, but it also enlightens the students on the programs and needs throughout the community. Enrollment in the arts classes is 830.

The Physical Education Department has begun to rewrite courses that focus on fitness for life, nutrition, physical and mental health, peer pressure, and stress. To initiate this goal, all freshman students are mandated to receive Health and Safety Education. All students are also offered grade-level physical education courses, Conditioning, Sports Medicine and Athletic Training, and Personal Nutrition. Along with offered courses, the administration and board of education have deemed it appropriate that students may earn .25 credits per approved extracurricular PIAA-approved athletic sport with a maximum of 2 credits throughout their high school career.

The BAHS currently offers three foreign languages: Spanish, Chinese, and Latin. Spanish I, II, III, IV, and AP Spanish are taught in a traditional classroom setting. To remain current, administration encourages language teachers to participate in trainings. Recently, faculty members attended both AP trainings and local language trainings in a neighboring district. The BAHS Chinese courses are offered through a distant learning model. A certified native teacher employed by the Berks IU instructs students daily via interactive technology. The instructor uses a variety of methods including recordings, songs, power point presentations, computer activities, and games to promote communication. A trained BAHS faculty member remains in the room to assist students and address any technical issues. Latin is being offered as a hybrid class with the core curriculum being delivered online with teacher support. All students are eligible to register for the language classes. The Language Department has continued to promote cross-curricular learning when appropriate. An example of this effort was joining with the Family and Consumer Science Department to allow native Spanish students to demonstrate cultural activities such as food preparation. Enrollment in foreign language classes is 200.

The Technology and Business Department at the BAHS offers an array of courses to meet the needs of the students. Courses offered through both departments include the following; Web Page I, Digital Graphics, Game Programming with JAVA, AP Computer Science, Advanced Computer Applications, Mechanical Drawing, Computer-Aided Drafting and Design, Architectural Drafting, Advanced Computer Aided Drafting, 3-D Dimensional Design, and STEM CADD. All courses are offered to the entire student body with some restrictions dependent upon course prerequisites. Enrollment in technology and business classes is 699.

Along with the above mentioned programs, the BAHS offers several courses for the betterment of the students and school. Independent Study Project is offered for any student requesting a course which will not fit into their schedule. Administration, guidance, and faculty work with the individual student to meet the specific need. Child Development is a course offered to all students seeking information on parenting and child care. This course is beneficial for those students faced with pregnancy and raising a child while attaining a high school diploma. PEER Tutoring is a course created for students to become more aware of various disabilities, learn to advocate for people with disabilities, and establish appropriate relationships with disabled high school students. The Business Department at the BAHS also offers two courses; Fundamentals of Investing and Personal Finance for those students immediately entering the workforce after graduation.

3. Instructional Methods, Interventions, and Assessments:

The BAHS has incorporated a variety of tiered instructional approaches to meet the individual needs and instructional goals of all students. This process began with administrative structural changes which included the addition of Department Head teachers in English, Math, Science, Social Studies, Language and Related Arts. The successful candidates were given a stipend and scheduled time for academic duties throughout the day. Academic duties include the following: department meetings, data collection and distribution, course reviews, curriculum writing, and administration meetings. BAHS also implemented a 1:1 laptop program in 2014. With all students having laptops, teachers are able to seamlessly integrate technology into the curriculum so that all students have the ability to create, communicate, and collaborate on assignments aligned to the curriculum.

The next course of action taken by the BAHS was to provide accurate data to all teachers involved in the educational process. Through the use of Data Interaction for Pennsylvania Student Assessments – eMetric, administrators and department heads created binders containing student data. This data was shared with individual teachers according to class rosters. Teachers were trained by administration on how to create and interpret a variety of data reports. Department Head teachers continue to use the eMetric data during monthly department meetings. After analyzing data, tier 2 remediation classes in Algebra I, ELA/Literature, and Biology were created. All students not receiving proficiency following the first Keystone Exam are placed into the appropriate remediation classes and are retested following the completion of the appropriate remediation course.

Algebra I remediation is provided in a co-taught half-year course. In this course, two instructors (one core subject, one special education) personalize the individual student's needs based on eMetric reports. The course curriculum is based on the Algebra I eligible content obtained by the SAS site, and Coach Books are used as a resource. Student progress and achievement are monitored using Edmentum's Study Island. Study Island is designed to support formative assessment strategies in the classroom. Students are engaged using standards-based practice and reinforcement of Pennsylvania Core Standards. Study Island provides Keystone Exams preparation, instruction, assessment, and data reporting analyzed by faculty. Instant feedback and built-in remediation provide support for the students. Teachers also utilize benchmark data throughout the school year provided by Study Island. All data gathered through Study Island is used to develop instruction for the individual students. After the completion of each course, students are retested through the Keystone Exam.

ELA/Literature remediation is accomplished through identified English 11 courses. These courses are co-taught with one core subject and one special education teacher. Differentiated instruction is delivered using "skeleton" notes on 3 levels, assessments are adapted by both format and content, and varying activities such as homework menus and student-chosen assignments are incorporated. All materials are presented in varying modalities. Study Island, Quizlet, Turnitin.com, Web Quests, Writing Prompts, Educational Videos, and Power Point Presentations are utilized to present students with the ELA eligible content.

Biology remediation is a half-year blended course which utilizes e-Metric data, Edmentum's Plato Biology Course, and teacher-led instruction. Plato software offers academic support through practice, immediate feedback, and built-in remediation to increase student understanding of Pennsylvania's core standards. Plato provides a real-time data dashboard which assists teachers in providing differentiated instruction according

to specific educational needs.

Students receiving individual instruction through an IEP receive not only co-taught tier 2 remediation courses but also a tier 3 Study Skills Course. This course is directed and monitored by a certified special education teacher, and class size is intentionally kept low in order to foster one-to-one remediation. Each course contains curriculum supporting ELA/Literature and Mathematics. Students are progress monitored according to their IEP using a variety of resources such as Study Island assessments. Teachers are provided a list of resources to utilize, including but not limited to the following: Study Island, Read Naturally, Wonderworks, and Coach Books. Along with the core curriculum, students are exposed to career information to help facilitate informed career decisions, and teachers spend time instructing students on life-skill information.

Students who have not been successful through the aforementioned tier 2 and 3 ELA remediation courses are scheduled to participate in a tier 3 Wilson Reading System course. This course is conducted by a Wilson certified district teacher. Students receive a structured literacy program based on phonological-coding research and Orton-Gillingham principles. Through this approach, students learn fluent decoding and encoding skills to the level of mastery. Students receive instruction in the following areas: phonemic awareness, decoding and word study, sight word recognition, spelling, fluency, vocabulary, oral expression, and comprehension.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Student motivation is one of the biggest challenges at the BAHS due to both positive and negative distractions. At BAHS, we have chosen to meet this challenge by engaging and motivating students through a variety of activities in both the academic and non-academic fields. Along with the twenty high school clubs, students are also engaged in a variety of competitions and tournaments which include but are not limited to the following: Model UN, CSIU Computer Fair, Bloomsburg University High School AP Programming Contest, Scholastic Scrimmage, FBLA, King's University Mathematics Contest, MT Academic Challenge Quiz Bowl, Ithaca High School Brain Busters V Quiz Bowl Tournament, Dickinson College Capital Area Math Competition, Bucknell University TEAMS Physics/Engineering Competition, and J.S. Gold Math Contest at Bucknell University.

Students are also offered a wide variety of sports-related activities. Students participating in our PIAA sports have been provided state-of-the-art facilities. Within the last five years, the Berwick Area Board of Education has completed a new multi-purpose turf track and field facility, constructed a new turf baseball complex, added fencing and dugouts for girls' softball, refurbished the aquatics center, built a new press box at the football complex, refurbished annually all six gym floors, and supported mandated training for all coaches and volunteer coaches.

The Berwick Board of Education has also taken actions to support the students involved in the arts at BAHS. This includes a 1.5 million dollar auditorium renovation project and the support of a bi-yearly trip for all band students to perform in Florida.

Along with student activities, BAHS has also taken advantage of a recent Safe Schools grant to establish a recognized Berwick Area School District Police Force. This force is currently staffed by two retired state police officers. This proactive measure was taken to ensure both students and parents that safety is a priority for the district with a focus on the high school.

The principal and vice principal at BAHS strive to establish a positive working relationship with the faculty and staff. This includes, first and foremost, communication. Communication has been strengthened through consistent meetings with staff members in a variety of settings, including faculty meetings, monthly union meetings, and an open-door policy where teachers are aware that both administrators are available upon request.

High school faculty members have also been supported in their effort to raise money for student scholarships and local charities. Two examples are BAHS teacher "Jeans Day" where teachers wear jeans or casual dress once every other week and contribute financially toward two senior scholarships presented at the annual scholarship assembly. Also, in a coordinated effort between the BAHS and the BAEA, the faculty participated in a week-long fundraising effort in support of ThinkBIG. ThinkBIG raises money for the families of children diagnosed with pediatric cancer.

2. Engaging Families and Community:

The BAHS credits a large majority of its success to an improved effort to incorporate and inform parents within the district. This communication begins with administration encouraging teachers to contact parents in a variety of media outlets for both positive and negative behaviors. Teachers have also been offered professional development to help with teacher websites. Several teachers at the high school have also begun to record their classes and post online for those students who need remediation or have missed class.

The administration and faculty prioritize family relationships by holding events throughout the school year to engage parents in the school community. Some of these events include Open House, Homecoming Ceremony, Drug and Alcohol Awareness Night, Social Media Awareness, Winter and Spring Choral and Band Concerts, and Academic Hall of Fame Ceremonies. Parents also serve on our Strategic Planning

Committee.

The BAHS also celebrates an annual Senior Night Scholarship Awards ceremony and Underclassmen Scholarship ceremony. These two events award financial scholarships donated by local businesses and individuals within the community. The BAHS is very proud to report that over \$126,000 was distributed to the student body in 2016.

The guidance department at BAHS has taken a lead role in parent communication. Each day the guidance secretary emails the student bulletin to all parents, highlighting major events both current and upcoming. Throughout the year, the guidance counselors and administrators have a variety of parent information nights. These events include but are not limited to the following: Freshman Orientation, Financial Aid Night, Junior Information Night, Senior Information Night, and STEM/AP/Dual Enrollment Night. Guidance counselors also work with administration to administer a Career Day during school hours. This event includes inviting a wide variety of professionals, businesses, and agencies throughout the community to speak with students. Students are allowed to choose from a list of career options and attend the appropriate presentations.

Along with teacher and administration initiatives, the students at BAHS sponsor a wide variety of community outreaches. Students who belong to the Interact Club organize community blood drives through both the American Red Cross and Geisinger. Youth in Philanthropy students are involved with the distribution of community grants. The Honor Society students are highly involved with preparing and distributing lunches for low income students within the district, at both the secondary and elementary level. Interact and Student Council work with faculty members to provide a free Thanksgiving Dinner for all senior citizens within the district, and the BAHS Art Club takes part in creating displays for the annual Berwick Christmas Boulevard.

A graduation requirement for all high school seniors includes acquiring 20 hours of community service. To assist our students with this requirement, each year local charitable agencies attend all lunch periods to meet with students and discuss opportunities to give back to their community.

3. Professional Development:

Berwick Area High School has a comprehensive Professional Development Program that focuses on research-based best practices and standards. It is a collaborative model that is multifaceted to ensure every staff member continues to be a life-long learner. Berwick also emphasizes the importance of growing the profession of teaching and learning. The Professional Development Plan is established through collaboration with administration and the professional staff. District need is assessed through district and building data, observations, walk-through observations, professional development surveys, and federal and state mandates. The majority of professional development is executed through a combination of in-service days, department head meetings, after-school trainings, and faculty trainings.

When Pennsylvania was scheduled to adopt the new Teacher Effectiveness Model during the 2013-2014 school year as a result of Act 82, the BASD began preparing for the new model. Multiple professional development workshops were held on the Charlotte Danielson Framework for Teaching model. A new Differentiated Supervision model was adopted for the 2013-2014 school year. Training was conducted on the new model including a focus on Student Learning Objectives, and teachers aligned their goals to the specific student learning needs. This goal-oriented approach enabled our school to continue its focus on increasing student achievement for all learners. Administrative-led trainings have also included a wide variety of teacher-requested technology information.

The teacher-led model has also become increasingly effective through the high school. Teacher-led trainings have included curriculum writing, website reviews, Wilson Reading, Read Naturally, IXL, and Study Island. Not only has the district saved thousands of dollars through this method, but the district has promoted teacher leadership at all levels.

Along with inter-district trainings, the BAHS is also dedicated to encouraging teachers to pursue

professional training on a host of school-related educational outcomes. A leading push has been to provide all necessary resources for teachers to be trained before being placed in any Advanced Placement curriculum. Teachers have also worked with the Department of Education regarding range finding, item review, the rewrite of questions, and evaluation and development of State Keystone Tests, and Project Based Assessments. This knowledge has been instrumental to our staff, allowing them to incorporate standards and eligible content into our dynamic, fluid curriculum.

Along with academic improvement, professional development has also focused on the social and emotional welfare of our students. District administration has provided outside speakers and organizations to speak to our staff about teen suicide, gang awareness, social media, bullying (Rachael's Challenge), and drugs and alcohol.

Two year-long induction training programs have also been refined in the BAHS. New teachers are provided with a two-day training prior to the beginning of the school year, paired with a faculty mentor, and meet with an administrator monthly as a cohort to discuss a variety of educational strategies.

4. School Leadership:

The school principal serves as the instructional leader for Berwick Area High School. The principal's belief system centers on defined autonomy that empowers all members of the school to be active stewards for the school's mission and vision of excellence in learning. Synchronously, the school principal believes that all staff members and students are worthy of respect and should be afforded the opportunity to learn new concepts and skills on a continual basis. The school principal works diligently to create an educational environment that is safe, engaging for all stake holders, supports personal growth in all students, and recognizes and rewards student achievement both in the classroom and in extracurricular endeavors. The school principal believes strongly that a school is only as great as those who dedicate themselves to teaching and mentoring the young men and women who attend the school.

The principal empowers many faculty and staff members throughout the school to be leaders of others. The school is divided into the following departments: Math, English, Social Studies, Science, World Languages, and Related Arts. Each department has a department lead teacher who meets with the high school administration on a regular basis to discuss needs in the areas of student engagement, curriculum, assessment, and all other department needs throughout the school year. The school principal and the assistant principal of the high school take very active roles in leading instructional meetings throughout the school, including faculty meetings and department head meetings. Both administrators are visible throughout the school day monitoring classrooms through informal walk-through observations and classroom observations. The classroom observation cycle includes a pre-conference meeting between principal and teacher, the lesson observation, teacher reflection, and a post-observation conference where the teacher and principal discuss the teacher's rating using the Danielson Framework for Teaching.

Along with department head meetings, the high school administration has found it imperative to conduct monthly meetings with the building union representatives. At these meetings, all parties freely discuss an array of issues including but not limited to: school climate and morale, student behavior, curricular changes, technology, state testing, scheduling, and state and federal mandates.

Effective communication has been a focus of BAHS. At the start of every month, the school principal's administrative assistant sends a monthly outlook to the faculty and staff detailing the major events scheduled for the upcoming month, the weekly meeting schedule, and other important items of information.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The BAHS has continued to improve academically by focusing on a dynamic, fluid curriculum and a commitment to the social growth of all students. Over the past five years, the entire faculty and administration at BAHS have worked to improve curriculum and opportunities for students not succeeding in the core curriculum courses. This commitment was spurred by data showing far too many students at BAHS were not achieving proficiency on state testing requirements or graduation from high school. Changes occurring from this data included creation of alternative learning opportunities for students to succeed. These additions include Extended School Year, district run online education, alternative education, weekend remediation, and co-operative learning.

BAHS has extended its commitment to the Extended School Year program. ESY consists of identified students from the district's Learning Support, Supplemental Learning Support, Autistic Support, MDS, Life Skills, and Emotional Support Programs. The program provides a six-week summer program running four days a week, five hours a day and focusing on academics, social work, physical therapy, and occupational therapy. The program is staffed by BAHS faculty members, and transportation is provided for all students. Teachers focus on individual IEP goals.

The BAHS is offering two alternative learning placements for those students struggling in the common high school setting. The first alternative setting is a district-run cyber program incorporating Gradpoint curriculum. This program is staffed by an administrator and assistant with the help of each department head teacher. Students are regularly monitored for completion and understanding. The district-wide truancy officer is involved with monitoring login time and responding to any discrepancies. All students are provided with a laptop, printer, and internet access provided by the district.

The second setting is an evening alternative education program which consists of students using the Gradpoint online curriculum with teacher support and direction. This program targets students with ongoing social issues and those cyber students requiring one-on-one teacher support. The program is staffed by BHS faculty members and is scheduled from 3:00 PM until 7:00 PM daily.

The BAHS has also developed and implemented "Saturday School" for seniors in need of academic assistance. This program incorporates teachers from each subject area providing tutoring services and a counselor on hand to meet with each student and discuss graduation requirements and career opportunities. This program takes place for four hours on designated Saturday mornings and is funded through the district. It is the goal of the BAHS to provide every opportunity to meet the academic needs of students who may not graduate in the traditional high school setting.