

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 Mr. Kevin P. Mahoney

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

Official School Name Laurel Jr/Sr High School

(As it should appear in the official records)

School Mailing Address 2497 Harlansburg Road

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

City New Castle State PA Zip Code+4 (9 digits total) 16101-9705

County Lawrence County

Telephone (724) 658-9056 Fax _____

Web site/URL https://www.laurel.k12.pa.us/ E-mail kmahoney@laurel.k12.pa.us

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. Leonard Rich E-mail lrich@laurel.k12.pa.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Laurel School District Tel. (724) 658-9056

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 Mr. Justin Kirkwood
(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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 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	40	58	98
8	67	41	108
9	40	49	89
10	33	47	80
11	50	46	96
12 or higher	57	56	113
Total Students	287	297	584

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 1 % 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: 5%

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	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2015	603
(5) Total transferred students in row (3) divided by total students in row (4)	0.051
(6) Amount in row (5) multiplied by 100	5

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

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

7. Students eligible for free/reduced-priced meals: 29 %
Total number students who qualify: 169

8. Students receiving special education services: 9 %
56 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.

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

9. Number of years the principal has been in her/his position at this school: 4
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	26
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 21:1
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	94%	94%	94%	94%	94%
High school graduation rate	100%	100%	99%	100%	99%

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	92
Enrolled in a 4-year college or university	58%
Enrolled in a community college	12%
Enrolled in career/technical training program	12%
Found employment	10%
Joined the military or other public service	8%
Other	0%

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.

Laurel Junior Senior High School is dedicated to helping all students to grow and achieve at their highest level while preparing them for a future career or for success at the collegiate level.

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

Welcome to the Laurel School District. Located in Lawrence County, Pennsylvania, residents of Slippery Rock, Hickory, and Scott Townships comprise the Laurel Community. The District strives to provide ever-improving education programs as well as recreational services and community activities. The community is rural in character and mostly agricultural as part of the northern section of the Allegheny Plateau with gently rolling hills. We have a wide variety of families that make up our district. The majority of the land in our community is used for agriculture, but the people living in the community come from diverse socio-economic backgrounds. The District is rich in geographical and historical lore. Academically, the District provides a broad-based curriculum that integrates technology to meet the needs of students in this ever-changing digital society. The District is proud to offer a wide variety of curricular, extra curricular, fine arts, clubs, and student support services.

Here at Laurel, we believe every student can achieve and that every student has the right to a high quality education. This is our first time ever being nominated for a National Blue Ribbon School Award and we could not be more proud. As a staff, we always knew that our students could achieve at a high level, and always felt as if our achievement scores did not match the level of knowledge that our students gained in our school. Finally, we had the desire to allow our staff members to use their unique talents to push our students beyond what we felt was the norm for education. It is these beliefs that enabled us to achieve at new levels this year for the Laurel Jr./Sr. High School. These ideas along with a lot of hard work enabled our school to achieve the highest building level SPP Score in Lawrence County while allowing our students to show unprecedented growth in the areas of math and english language arts. Our proficiency scores climbed to new heights and in even some cases doubling themselves.

In order to reach these goals, we made major changes to how we operate as a school. This process was multifaceted with our efforts going into multiple areas. The first area that we focused on was the behavior of the students and how we work to improve student life. To do this we looked at our School-Wide Positive Behavior Supports System for help. We have been a School-Wide participant for years. Students and staff were aware of the expectations and practicing the methodologies, but we wanted more. We put a higher priority on incentives for students and staff working towards their academic potential. Development of eight incentive checkpoints were implemented during the year for students and staff to reward progress towards achievement and growth. This gave us a means to recognize staff and student achievement. The next strategy used to increase achievement was to work with our staff to improve the techniques used towards education. We put quarterly goals in place for the staff allowing them to work on educational methodologies that we felt improved the quality of instruction. With staff, we focused on increasing the Depth of Knowledge of the lessons and assessments, formative assessment to determine student acquisition of the content, and use of questioning techniques to further class discussion. These practices were collaborative professional development experiences with teachers and administration as well as part of the teacher evaluation process. Finally, we looked to work with the staff on the alignment of the curricula. We had multiple meetings and worked using formative assessments from student work to ensure that the presented material was being learned and if it not, it was spiraled back in and taught in a different manner.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In the 15-16 school year, there was a change of assignments in the high school and the principals were realigned and reassigned and ordered to increase achievement scores. The principals started with a total curricular alignment of the Math and Language Arts Departments. Based upon the state assessment data we felt the greatest area of need was in the English Language Arts Department.

The process began with the alignment of courses and then expanded to the curriculum's vertical articulation. First, we took our Junior High Program and put it into a block schedule to allow for greater curricular alignment between the English and Reading classes. This also allowed us to ensure that the new PA Core Standards were taught and spiraled back through the blocks ensuring that student success was the focal point. The idea of spiraling the difficult topics back through the curricula allowed our teachers to ensure not only student exposure to the standards, but provided opportunity for increased student mastery. The teachers work with our reading coach to design units that address the PA Core Academic Standards. The standards are presented through novels, short stories and periodicals and then assessed via multiple means (tests, formative assessments, productions/projects). The scores are then evaluated by the team of teachers to determine which standards the students showed mastery and which standards need to be spiraled back in. At the high school level, we again looked at our vertical articulation to align the grade level curricula from our Senior English Classes to the elementary level ensuring that all standards and topics were being taught rigorously. This new alignment led to some changes in staffing to meet the needs of the newly aligned curricula. Teachers met during their professional development time to align the PA Core Standards and district determined essential literary skills to each grade level. The staff made sure that the content was presented and scaffold for student achievement. Through quarterly assessments, notes on the group's achievement were documented and used to drive the professional development.

Next, we looked at the math curricula. The scope and sequence of the courses offered needed to be aligned to the new PA Core Standards being assessed across grade levels into the elementary school. We identified a gap in our 7th grade curricula while noting the need for increased rigor. After our study and a strenuous data review, we overhauled the middle level math courses making them, not only more rigorous, but ensuring that all the standards were being addressed. This new alignment led to our students doubling their achievement scores in Math 7 while showing outstanding growth in both grade levels. With the knowledge we gained from the study, we added a Math Lab for all students in grades 7 and 8. This lab allowed the teachers to ensure that all students were being exposed to the academic standards regardless of the math course sequence they were on. Teachers were better able to design learning targets that were consistent for all students in the new lab time and to formatively assess the students while spiraling the material that was not mastered back into the math classes.

Also, the science curricula was evaluated and tweaked based upon the wishes of the department. The overview of the data prompted the need for more time spent teaching the nature of science. This change will allow our middle level science courses to achieve the same level of success as the Keystone Biology Course (80% proficient for first time test takers). The middle level science test was the only test that we did not achieve the level of success that we were happy with on the state exams. The evaluation of the scores on the state assessment showed that our students achieved at a high level, but lacked the growth that we expected in all tested areas. The above observation led us to our necessary changes.

Finally, we worked with our social studies department to enhance writing in their content area. All content areas have a unique style for documenting and writing to respond. The department set vertical goals in place to enhance student writing, while enhancing the curricula. We had the students begin to increase their writing to express their views on the content. The increased writing allowed teachers the opportunity to expand on the teaching based upon student interests. An example of this would be in our Civics class: Our Civics teacher teaches the prescribed district curricula and caps the year off with the naturalization civic test. It is his desire to not only get students to understand their responsibility, but to also make it applicable to their lives. To enhance the curricula, he had student driven writing prompts weekly to allow students to

personalize and connect with the material. He then collaborated with our reading coach to find assignments and readings that pushed the students academically, while hopefully fostering an intrinsic connection to the content.

To prepare students for college or careers, we extended opportunities beyond what was currently offered in the district. We partnered with Seton Hill to add four additional college in the high school classes to the three existing courses previously offered. In addition, Laurel offers four AP courses allowing students a variety of choices to extend their learning while preparing for college. With students wishing to pursue a more traditional post secondary pathway, we offer a National Occupational Competency Testing Institute approved Agricultural Program in conjunction with our Future Farmers of America Program. This past year almost 70% of our students who sat for the National Occupational Competency Testing Institute Exam achieved a certification. Our school counselors go to great lengths to ensure that students have every opportunity to be exposed to their area of interest before leaving Laurel High School.

2. Other Curriculum Areas:

Outside of the core curricular areas, we champion the programs that allow our students to use the many talents that make them unique. Our Fine Arts Department is very strong and the elective classes in these areas are always filled. We offer the following course to all students in grades 9 -12 as an elective that meets daily. Students in grades 7 and 8 are exposed to the following courses in 9 week rotations. This exposure allows students the opportunity to not only express themselves in alternative ways, but allows them the ability to determine their future interests in the programs.

One of our most sought after programs is our Industrial Arts Program. In this area, we have a fully operational shop as well as a technology lab with a curricula for CAD and design. We boast a 3D printer, a plasma cutter and a C & C Router to challenge student design and creativity. These classes work hand in hand with our Agricultural Shops and Art Department to produce a variety of student and school projects. These aforementioned courses allow students the opportunity to learn in a kinesthetic manner. The standards of the courses and the learning progressions place students in a goal oriented situation where students are able to collaborate and work on self-paced pathways to complete their projects. These courses offer hands on learning opportunities for students to acquire skills that will enable them to be more career ready than your typical high school student.

Also, we have two Physical Education teachers offering health courses, team sports and lifetime sports to assist students in learning what a healthy life style is and how to achieve it. These courses work to prepare students for life after high school. The courses are built on learning objectives and activities that enable students to see the benefits of fitness and healthy eating choices while showing them how to monitor ones own health.

As stated earlier, the Art Department includes traditional painting and drawing classes, but these classes go beyond what you would expect from traditional classes. We have photography, video productions, and stage design to mention a few of the courses that are offered to all students in grades 9 - 12. Students can select courses based upon their talents and interests. The work completed in these courses not only is student driven, but is put into many school activities and productions to showcase student skills. These courses work to allow students to refine skills and interests that will help students to live a happy and rewarding life after high school.

Next, our Business department teaches both traditional and non-traditional courses to challenge and engage students. These two teachers teach more traditional courses like Accounting I and Accounting II (Seton Hill Credit) but also offer classes for students looking to increase their technology skills. For students with these interests, we offer courses like Advanced Microsoft Office, Intro to Gaming, and App Design. These courses allow the students to express themselves in multiple media formats. We feel that these courses are essential for all student to be exposed to while working with 21st century skills. We require all students to take computer applications while the school counselors push students to expose themselves to the various other classes in the department.

Finally, we offer a variety of foreign languages both on site and via cyber. Students have the option of five languages beginning in 7th grade. This allows students to experience multiple languages beyond the exploratory level. It also allows even our busiest of students to participate in the language program, while allowing them the opportunity for college credit if they choose. Students involved in the language program are also engaged outside of the classroom with school sponsored trips to plays, restaurants and musicals. All of these courses thrive and are supported by a health and music department including a full time band and chorus instructor. The students who have a love for music can begin taking lessons and participating in the aforementioned groups upon their arrival into 7th grade. Each year of our tenure, our instrumental numbers have risen. Upon a review of these gains, we added another music appreciation course. This course has been met with great success. Students in this course have presented at plays, events and the school talent show. These courses allow students an opportunity to show their talents in a very diverse way.

3. Instructional Methods, Interventions, and Assessments:

In order to improve student success in all academic areas, we utilize a variety of data to get a clear picture of the student. We acknowledge that the biggest factor to increase student success is high quality/rigorous first time instruction. To make this a reality, we use the OnHands Portal and PVAAS to determine the level of student learning. We use these two platforms to monitor student achievement and to analyze the student's growth throughout the year. In order to increase our instructional practices, we employ a literacy coach to assist teachers with lesson planning and development. This along with our teacher evaluation plan helps us to ensure that the teachers are deploying best practices effectively while working within the curricular review cycle to ensure a rigorous curriculum is being presented to students. The next resource utilized is Study Island. We administer a benchmark to a majority of our classes, and use the test results to spiral material back into the instruction. We believe that teaching is an art. Formative assessment, bench-marking or alternative assessments enables the teachers to gauge effectiveness of teaching as well as student retention. With our bench-marking practices, we spiral the material back into the curricula to meet the needs of most students. When we have documented extreme cases where lack of retention/learning of information is present, we are able to provide remediation for students in our tutor lab or during academic assistance. We have regularly scheduled cyclical department meetings to discuss the needs of all learners. When we have students perform below the state determined achievement thresholds on standardized tests, we invite those students to a meeting with the ISP team. During these meetings the students assist us in the development of a plan to grow their learning.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The climate and the culture of Laurel Jr./Sr. High School is one of the most unique things about Laurel. We believe it has the biggest impact on student success both here at Laurel and after our students graduate. Our School has been a model site for School Wide Positive Behavior Supports for the last thirteen years. As a model site, we have had numerous schools in for tours and tutorials about how we implement and carry out our program. SWPBS has done more than help us to identify problem areas and to increase our preventive interventions, it has given our staff the additional tools to connect with students in the upper tiers. If you ask any student or staff member, they can tell you Spartans are Kind, Safe and Responsible. This ideology has transformed itself into a classroom tool for student achievement. As a staff, we have a belief that students cannot be permitted to allow themselves to fail. This does not mean that students do not fail, but we do not allow them to take the easy way out. We push our students to achieve and to grow. Staff members have worked diligently through the ISP/SAP process to identify students having instructional needs and reporting them to the team. The team takes inventory from each teacher, student and parent to develop a plan to assist struggling learners. The last focus was on school spirit. As a community, we have come a long way over the past couple years to infuse school and community spirit into all student activities. Examples of these activities include community pep rallies, door decorating contests and tickets to events to get everyone involved.

The staff at Laurel goes out of it's way to identify aspects of student life and to celebrate these moments with the students. Consequently, we have the same outlook with staff. We value the amount of time and effort that they put into helping students to be successful. In order to champion the program, we set eight benchmarks into the year for staff rewards. When we have these drawings, prizes run from preferential parking to lunch celebrations. These small tokens are more than rewards. They are an opportunity for the entire staff to celebrate the achievements of their peers while rewarding them with small tokens of appreciation for their work with the students and/or community.

2. Engaging Families and Community:

Getting stakeholders to the table is one of the most difficult things in education, but this is one of the area that we have chosen to take on to attempt to make a difference for our students. We believe that getting parents into the school enables us to not only be more transparent, but to make lasting connections. As an administrative team, we started having annual town hall meetings with the community. This format allows for transparency and two way communication especially with high profile decisions that impact the students or the tax payers. We have monthly parent meetings scheduled on different topics from teen decision making to post graduation paths to allow parents to be better informed and to help us to gauge our success in the community.

Also, we have altered our previous practices that centered around student transitions to the high school and to new grade levels. In the past, we would put all of our energy into the 7th Grade Orientation Day/parent meeting. This opportunity for both students and parents still left many with unanswered questions. From the data we received, we expanded our transitional approach. Starting in May, we travel to the elementary school and hold a meeting with sixth grade students to inform them on major changes, day to day life, and the layout of the building at the high school. Next, as the school year winds down, we have the entire high school, including the incoming 7th graders, execute a "Move Up Day." On this day, we allow all students to go through their schedule for the following school year. This not only alleviates anxiety for the incoming seventh graders, which was our primary focus, but it allows all students and staff members an opportunity to experience their new schedule and to prepare for the upcoming school year.

3. Professional Development:

Professional Development is rooted in best practices and evaluated based upon the Danielson Rubric. Each year, staff and administration set goals for increased rigor and curricular development. The Professional

Development plan consists of multiple parts to help educators grow their craft. In the plan, educators are divided into professional development groups based upon content areas or common educational concentrations. These groups are used throughout the year for PLC's and collaboration. All teachers have quarterly goals (agreed upon by staff and administration) and requirements for their yearly evaluations. Each educator will receive either a formal observation or a differentiated action plan for yearly evaluation. Each teacher also receives a walk-through quarterly. Teachers must complete an SLO to verify their ability to meet the educational needs of the learners while documenting the goals are being met in that lesson or unit that they teach. Additionally, a book study was included into this year's plan to enhance our school focus on learning. Staff members must read a section simultaneously and then make multiple posts as part of our yearly book study. Each post is a reflection on how the reading fits in with their current practices or enhances a skill they currently use. Finally, each teacher is responsible for completing eight writing assignments with their classes as part of our Writing Across the Curriculum initiative. These writings are based upon the Collins Writing & RACES format. All of the above components are factored into the final evaluation. These scores are combined with the school's building score from the PA School Performance Profile to calculate the teachers final rating.

4. School Leadership:

At Laurel High School, there is a unique co-principal set up. There are two building level administrators that share the responsibilities of the building. This structure allows us to specialize in areas of concern while helping to foster a positive school culture and rigorous learning environment. Each principal has responsibilities essential to the growth of all students. The principal of student affairs focuses on creating a culture conducive to learning. That individual leads the School-Wide Positive Behavior Supports Program helping to grow the culture of the school. This individual also coordinates community involvement and helps to get all stakeholders involved at events while allowing for a voice from the community. This principal meets weekly with the head of building/grounds as well as the athletic director to coordinate weekly student activities and events ensuring that all students have a moment to shine and that there are limited interruptions. The principal of academic affairs works to ensure that academically the curricula is aligned to the standards and that the lessons are presented with a high level of rigor. This individual also works closely with the school counselors and the academic coaches to ensure that students are being placed into classes that meet the needs of the learners while preparing them for college or a career. This individual at the beginning of the year presents all department heads with regularly scheduled department head meetings to discuss academic, assessment and instructional concerns. These meetings also allow for two-way communication with staff concerns. Both of the principals work with the staff to complete the teacher's individual evaluation plan. Through constant monitoring and visibility in the classroom, the administration works to provide valuable feed back on the instruction to ensure that the lessons are presented at the highest level. Finally, both principals meet with the building's principal's advisory committee to address school safety concerns, staffing, or any additional concerns. The group has the ability to request additional meetings if they feel the need. These meetings allow all stakeholders to have a voice in how the building is being run. In addition to these meetings, there are monthly scheduled faculty meetings to disseminate information or to work towards the quarterly goals while allowing for faculty and administration collaboration.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

We believe that teachers make a difference in a child's life. We know that our teachers are an integral part of the success that our students have achieved here at Laurel. The staff and administration work hand in hand to help students grow and succeed. The belief is that we cannot allow any students to "allow themselves to fail." As principals, we are often quoted, "If zero's were effective, you would only have to give them once." or "Letting students take a zero on an assignment allows them to take the easy way out." The staff makes student education priority number one while attempting to make life-long connections with all kids. Often at ISP Meetings, the amount of feedback we receive on a given student is so astounding that it allows us formulate an overview of a student that is more than just grades and test scores. This above scenario was proven/validated through our state mandated testing data. Our students demonstrated growth on their individual assessments across all tested content areas. When we sat with the teachers to analyze the scores, our teachers were most proud of the amount of student growth present in the reports. This achievement allowed us to have our highest building since SPP was introduced. Our building score of 85.1 was also was the highest SPP in Lawrence County.