

U.S. Department of Education
2019 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. David A. Kehne

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

Official School Name Urbana High School

(As it should appear in the official records)

School Mailing Address 3471 Campus Drive

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

Ijamsville MD 21754-9416
City State Zip Code+4 (9 digits total)

County Frederick

Telephone (240) 236-7600

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Web site/URL https://education.fcps.org/uhs/

E-mail david.kehne@fcps.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*Dr. Theresa Alban

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail Theresa.Alban@fcps.org

District Name Frederick County Public Schools Tel. (301) 644-5000

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. Brad Young

(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2018-2019) unless otherwise stated.

DISTRICT

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

63 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 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	246	213	459
10	211	258	469
11	232	211	443
12 or higher	215	199	414
Total Students	904	881	1785

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 13 % Asian
 - 7 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 5 % 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 2017 – 2018 school year: 8%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	112
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	136
(4) Total number of students in the school as of October 1, 2017	1757
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Specify each non-English language represented in the school (separate languages by commas):
Arabic, ASL, Bengali, Chinese, Ewe, Fanti, Farsi, French, Ga, Greek, Gujarati, Hindi, Hungarian, Italian, Korean, Khmer, Marathi, Mandarin, Malayalam, Mandingo, Nepalese, Portuguese, Pampanga, Punjabi, Russian, Spanish, Swedish, Twi, Telugu, Tagalog, Tamil, Urdu, Vietnamese.

7. Students eligible for free/reduced-priced meals: 6%
Total number students who qualify: 106

8. Students receiving special education services: 6 %
106 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>14</u> Autism | <u>16</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>25</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>37</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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	6
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	89
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school 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 20:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	99%	96%	96%	99%	100%

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 2018.

Post-Secondary Status	
Graduating class size	426
Enrolled in a 4-year college or university	74%
Enrolled in a community college	24%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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.

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

United by high standards, Urbana High School empowers students to achieve their full potential and make a positive difference in their local and global communities.

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

Urbana High School, a comprehensive public high school promoting exceptional student achievement and social and emotional growth through rigorous academic study and wide-ranging co- and extra-curricular offerings, opened in 1995 to serve a then largely rural southern Frederick County, Maryland.

Adding one grade per year, Urbana High School, the home of the Hawks, held its first graduation in 1999. That same year, construction began on the Villages of Urbana, the first of several very large planned communities within the school's feeder area. Enrollment at UHS grew at an unprecedented pace, prompting the addition of two additional classroom wings in 2005. Our feeder area has been redistricted twice, both times resulting in a geographical decrease in feeder area mitigated by tremendous population growth. This growth has transformed a once rural area to a suburban community. The area will be redistricted again in 2022 to address burgeoning population growth.

Our enrollment growth continues to mirror the increasing racial and ethnic diversity in our community. Total minority enrollment is 36% while disaggregated enrollment shows the African-American, Asian-American, Hispanic, and multi-racial populations to be at our highest levels since our opening. The thriving and diverse communities we serve demonstrate a strong desire for students to possess global knowledge and to have opportunities to experience a broad array of world cultures.

Our faculty, 96% of whom are highly qualified in their discipline, is comprised of effective and passionate educators. They model the Core Four values of our school: respect, unity, integrity, and pride. All members of the faculty and staff recognize it is their responsibility to empower students to be knowledgeable about their immediate world and our global society. While Special Education students and students qualified for the Free/Reduced Priced Meal Program each comprise 6% of the total student population, our leadership team sets goals for these specific groups as part of our school-wide commitment to eliminating achievement gaps. Our faculty members believe they are responsible for every child's success and collaborate with all stakeholders to ensure students reach their potential.

Since 2004, UHS has offered the International Baccalaureate (IB) Diploma Program, a rigorous, pre-university course of studies that meets the needs of highly motivated eleventh and twelfth grade students. Because UHS is the only IB school in the county, any student in Frederick County Public Schools (FCPS) may apply for the program. Our out-of-district students account for 8% of our total population. The IB program ensures "intellectual rigor and high academic standards, teaches young people to relate experiences of the classroom to the outside world, and assists students in becoming critical thinkers, lifelong learners, and informed participants" in their communities and the world, according to the International Baccalaureate Organization.

While UHS students have displayed art both statewide and regionally and our athletic teams have won numerous state championships, our faculty and students take greatest pride in our record of academic excellence. Newsweek Magazine has repeatedly ranked UHS among the top 2% of American high schools. In 2018, Urbana High School was one of only 500 schools nationwide deemed a gold medal school and ranked within the top ten public high schools in Maryland by U.S. News and World Report. We offer Advanced Placement (AP) courses in 28 subjects, and in 2018, our students took 1308 AP exams in all 28 subjects, with 70% earning scores qualified for college credit. Since the IB program began at UHS, 77% of our IB Diploma Program candidates earned the full diploma.

Immediately upon graduation, approximately 74% of UHS students attend 4-year colleges, 24% go on to 2-year colleges, and the remaining students attend vocational schools, go directly into the work force, or join the military. Our students are routinely offered admission to some of the most competitive colleges in the country. Our graduating class of 2018, for example, sent two students to Harvard, one to Princeton, and one to the United States Military Academy at West Point.

As with all other high schools in Frederick County, UHS operates on a two-semester four block schedule. Students may earn up to four credits per semester through 90-minute classes. It is possible to complete four

levels of a discipline within two years.

UHS offers a variety of opportunities that appeal to our wide range of student interests. Our students produce a daily news program, perform in several annual drama productions, and compete as a part of our 28 varsity athletic teams. Our school has an active club program of 76 clubs, which collectively involve 72% of our students. Our faculty members are enthusiastically committed to encouraging students to explore individual interests by sponsoring clubs to promote community service (Mini-THON, Red Cross), diversity (Muslim Student Association, Gay-Straight Alliance), academics (Model United Nations, Engineering), and other interests (Fishing, Dungeons & Dragons, Rock Music Appreciation).

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English department establishes its curriculum on standards set by the Common Core Consortium and amplifies it through a culture of high expectations with the goal to excel in a post-secondary environment. Teachers engage students in rigorous courses of study to ensure a well-rounded education in literature, informational texts, argumentative writing, language usage, and vocabulary. Teachers rely upon the whole novel-based approach for teaching literature, causing students to engage in texts in-depth while learning curricular skills. Innovative instructional practices such as literature circles, Socratic discussion, and technology-based learning allow students to self-discover learning, making their knowledge transferable. The grade 9 survey course and the grade 10 World Literature course prepare students for high school assessments, as well as the demands of the following year. Grade 11 offers American Literature at an on-grade or honors level, AP Language, and IB Higher Level English. These courses prepare students for grade 12 options: English 12, AP Literature, IB 12, or Dual Enrollment English 101. Teachers supplement grade 12 standards with performance options such as the college essay, the resume, cover letters, video arguments, technical writing, and current events. Co-taught classes at each grade level, as well as the support of a full-time literacy specialist, help to ensure that students function at or above grade level. The literacy specialist teaches a whole-year ninth grade reading intervention course, works one-to-one as needed to support students in all grade levels, tests students for proper level placement, and provides after school support in the Tutoring Center. Formative and summative common benchmark assessments (based upon narrative writing, literary analysis, and research synthesis) in ninth and tenth grades provide valuable data for teachers to modify instruction and define specific learning outcomes for targeted groups of students. Overall, Urbana's consistent and comprehensive approach to English instruction facilitates post-secondary success.

1b. Mathematics:

The mathematics curriculum provides students with a robust, rigorous experience that permits opportunities to demonstrate mastery as they progress from Algebra 1 through AP Calculus BC, with additional opportunities to study advanced mathematics such as Calculus 3 and Statistics as dual enrollment courses, as well as IB Math at the Higher or Standard Level. Our teachers utilize a variety of instructional strategies that include both direct instruction and discovery opportunities. Students work independently and cooperatively to gain understanding of the content. Instructors incorporate technology, including Chromebooks and graphing calculators, as tools to differentiate instruction, provide valuable feedback, and excite students about their learning.

Both formative and summative assessments are used, in addition to projects and other non-traditional assessment methods to allow students to demonstrate their mastery of the curriculum and give teachers a clear understanding of that level of mastery. Teachers meet frequently, both formally and informally, to analyze data of state, local, and school-wide assessments, and determine a course of action to better meet the needs of students. Often this involves intervention, which takes many different forms. Multiple sections of Algebra 1 are co-taught to strengthen the foundational skills of all learners. In addition, Student Service Learners (SSL's) and Instructional Assistants work in the classroom to provide additional assistance to students struggling with the content. Our college and career readiness coordinator supports students one-to-one and in small groups to prepare them for state-level assessments. She also coordinates the Tutoring Center, where peer tutors work with students individually to assist with their coursework. Each mathematics teacher also provides after-school tutoring for students so that every single student has the opportunity to be successful.

1c. Science:

The science department aligns its curriculum with the Next Generation Science Standards. It offers extensive opportunities for students to engage in a wide variety of courses at all levels with access to state-

of-the-art laboratory facilities and scientific equipment. The department offers 20 courses across all scientific disciplines. Options include Dual Enrollment Chemistry, IB and AP offerings in Physics, Chemistry, Biology, and Environmental Science, as well as electives including Forensic Science. To facilitate college and career readiness, each branch of science includes an option accessible to students at all levels. For example, we offer eight levels of Physics: Applied Physics, Physics of Earth and Space, Algebra-Based Physics, Honors Physics, AP Physics 1 and 2, AP Physics C-Mechanics, AP Physics C-Electricity and Magnetism, and IB Physics Standard Level. With this wide range, a student may be prepared for the construction industry as well as an engineering career.

Teachers rely upon an inquiry-based, laboratory-based, experiential approach to learning. Instructional approaches to learning include discovery lessons in science laboratories, lecture, collaborative learning, and evidence-based projects. Students learn beyond the classroom: environmental science manages a daily school-wide composting program; they visit the recycling center and bring recycling education back to all classes; some biology students observe open-heart surgery while others investigate the reasons for lactose intolerance in a mobile lab; and chemistry students explore the process of creating biodiesel in a mobile lab. Teachers use formative assessments to guide and modify their instruction to ensure success on the summative unit tests. Teachers provide support through co-taught classes, after-school tutoring, and mastery learning to ensure student success. The department will introduce an anatomy and physiology course in the fall of 2019.

1d. Social studies/history/civic learning and engagement

Through our social studies curriculum, students learn to value and understand democratic beliefs and behaviors and to act responsibly in the global community. They study commitment to human dignity and justice and how the democratic process works. Core curriculum courses, American Studies 2, U.S. Government, and Modern World History, are offered at three levels, on-grade through AP. A wide variety of electives provides options for students with different abilities and interests. These offerings include: Law and Society, World War II, Sociology, Geography and Economics, the U.S. 1945 to the Present, Philosophy of Knowledge, Ancient and Medieval History, and Local History. AP course options include Psychology, both Macro and Micro Economics, Comparative Politics, European History, and Human Geography. IB students take Theory of Knowledge and choose from History of Europe or of the Americas to complete their program. Our content is designed to enable students to realistically assess historical and current societal, cultural, economic, and global issues. All courses focus on development of critical thinking skills including analyzing documents, developing cogent arguments, writing purposeful and highly-organized essays, and applying historical reasoning skills, including contextualization. Co-teachers in core classes and SSL's in electives provide additional support to develop these skills that are not only important for success in the classroom, but also in college and beyond. In core courses, students complete summative benchmark assessments, which measure content knowledge as well as research skills and processes. Teachers analyze performance data on these assessments to target areas for remediation and extension activities.

1e. For secondary schools:

Prior to entering UHS, each student prepares a four-year plan while in middle school or soon after transferring from another school. UHS students are required to earn at least 25 credits to fulfill graduation requirements. Each student must complete either a college or career pathway, or both. UHS students benefit from a broad array of courses that prepare them for college and career readiness. In addition to required coursework in English, mathematics, social studies, science, fine and performing arts, career technology, and physical education, students may participate in dual enrollment courses, work-study programs, internships, or programs at the FCPS Career and Technology Center (CTC). Several career technology courses at UHS and programs at CTC offer industry-recognized certifications.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Visual and performing arts encourage students to develop and value artistic creations as means to communicate feelings, thoughts, ideas, and emotions. One credit of art is required to graduate. Through study of art, music, drama and dance, students plan, develop, and present products and performances that reflect their own creativity. Self-criticism and peer feedback are part of every art course. The visual arts program boasts a strong mix of classical mediums as well as modern digital platforms: ceramics, drawing and painting, photography, and graphic arts. Students frequently take multiple arts courses to sample different experiences and mediums. The visual arts program also features both AP and IB studio art courses where advanced students can focus on higher-level skills in preparation for a career in the art/design fields.

Our three choirs, two orchestras, concert band, jazz band, and marching band, consistently receive excellent or superior ratings at district festivals. Two IB music courses, with a broad focus on high-level music theory and history, are available to all students. Theatre and dance programs each present three to five productions annually, many of which receive critical acclaim in press and official adjudication.

The goal of the physical education program is that all students develop and value a healthy lifestyle. Instruction emphasizes health concepts and skills and learning to apply them in making decisions to improve, sustain and promote personal, family and community health. The department welcomes all students. Every student must earn one credit of Fitness for Life/Health. Elective courses include: Athletic Coaching, Strength Training, Sports Medicine, a variety of Team Sports, and a Unified Physical Education course. Each course maintains an essential curriculum and exit outcomes: sportsmanship, fairness, team chemistry, social behavior, self-assessment of skills, skill application, altering performance to gain advantage, etiquette, fairness, and communication.

The world languages department offers Spanish, French, and Latin to all grades at six different levels including AP and IB. Ninety-two percent of our students participate in the study of at least one world language during their high school career. In fact, many students choose to continue study of their chosen language beyond the required two years and/or elect to enroll in a second language. Instruction is designed to prepare students to be linguistically and culturally competitive in a global society. Emphasis is on development of reading, writing, listening, and speaking in a target language while simultaneously improving these same skills in English. Connections are made to other disciplines such as math, the sciences, world history, literature, and visual and performing arts.

The career and technology education (CTE) program offers a diverse range of courses for all students grades 9 - 12, providing students the chance to develop practical 21st century skills. All students must take an introductory course of either Foundations of Computer Science or Foundations of Technology, which is typically taken in ninth or tenth grade. In addition, all students must satisfy the financial literacy requirement for graduation, which can be fulfilled through seven different CTE course options. From these broad courses, students interested in a CTE concentration may choose from five completer tracks: computer and informational science, business, agriculture, family and consumer science, and technology education. Each track is focused on career and college readiness, with industry certifications or college credit available in each field.

The library/media program supports all students, grades 9 - 12, through formal instruction in English classes as well as courses in social studies, science, health, visual arts, and world languages. The library media specialist works regularly with English classes for book selection and makes recommendations based on student needs and interests. The program ensures both students and staff are effective and ethical users of ideas and information through the use of technology and online resources, as well as traditional print sources. The library media program encourages lifelong learning and appreciation of literature through classes, special events, and engagement with students in a welcoming and open environment. Students and staff have access to technological, academic, and personal assistance daily in addition to online support. Ninth grade students each have the opportunity to be assigned their own device to use for the school year. By collaborating with staff and students as well as with the community, including the local public library, students are prepared to participate in and contribute to society.

3. Special Populations:

UHS serves students who achieve above and below grade level. Three student groups at UHS have an achievement gap of 10% or more in English and math: students receiving special education services, students eligible for free/reduced-priced meals, and Black or African-American students. Our staff uses formative assessment data to determine the appropriate summative assessment for our students' individual learning needs. Each struggling reader is supported through a year-long English and reading intervention course to address individual deficiencies in decoding, comprehension, and literary analysis. For students who do not meet grade level standards in mathematics, we offer two distinct courses in algebra. Each subject area is supported by a literacy or mathematics teacher specialist. To address the needs of our special education population, all core academic departments offer co-taught classes, supported by either a special educator or trained paraprofessional. UHS also offers a study skills course, which allows struggling students to get one-to-one support. UHS also educates a population of non-diploma bound students in a course where they learn content from the four core disciplines, apply job skills within our school, and participate with all students in electives. Personalized encouragement from school counselors, teachers, and administrators serves to prompt targeted students to attend after-school tutoring opportunities staffed by content teachers and student mentors.

To ensure all students perform at high levels, our staff is committed to student attendance. Students who attend more consistently have the greatest opportunities to access the curriculum and receive supports. To address student attendance, counselors and administrators meet with students with chronic tardiness and absences. The master team identifies students who have attendance issues and find ways to ensure students feel welcomed, wanted, and valued. We focus on the impact that relationships have on student learning.

Professional development time is often utilized to identify ways to make students feel valued, respected, and understood within the school. This year, multiple training sessions on adverse childhood experiences (ACE's) and related brain-based research provide current thought for teachers to support students who have experienced trauma, and provide teachers with the knowledge to make sure those students can perform to the best of their ability.

To address the needs of advanced academic students, we offer 28 AP courses across all subject areas and dual enrollment courses, in addition to the IB Diploma Program. Students are able to begin taking these challenging courses as early as 9th grade. AP courses and dual enrollment courses provide college-level curricula and give students a deeper dive into subjects through lecture, discussion, and experimentation. In addition, participation in the IB program requires a two-year commitment to a program of studies that will challenge students across all disciplines. Students learn how to: apply theories of knowledge; analyze a broad range of topics in each content area; reach considered conclusions about people, their languages and literature, and their ways in society; and apply scientific principles in the real world.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Our school's values are centered on respect, unity, integrity, and pride -- our Core Four. We pride ourselves on a culture of high achievement and excellence where students and teachers alike feel the need to succeed at the highest levels. This competitive spirit permeates everything academically and socially, as it drives individuals to promote a culture of achievement. Teachers of the same course co-plan content, review student data, and then re-plan based on student achievement. Across curricular areas, teachers meet to problem-solve when students are unsuccessful in multiple classes. Our school empowers and entrusts teachers and staff with collective responsibility for meeting academic, social, emotional, and physical needs of each student. Teachers are trusted to make daily choices to ensure relevancy and mastery of content and to create positive relationships. School leaders respect the wisdom, integrity, and creativity of teachers and other staff and recognize that UHS's success is largely founded on the actions of those providing direct service to students. One of the more overt indicators of the faith the school leaders and community members have in the staff is that UHS is the only high school in the system that does not offer an advisory-type program during the regular school day; rather, we maximize our students' time in class, trusting that our faculty, school counselors, and administrators recognize individual student's academic, social, emotional, and physical needs and proactively address them, enlisting parental support, as appropriate.

UHS's robust athletic, social, and service club offerings motivate students to be successful in school and provide connections for students who have historically struggled. Our club program is dynamic, with club offerings often inspired by student need. Our Necktie Club is an organization which provides leadership opportunities for young men from diverse backgrounds. They are mentored by community leaders and, in turn, serve to mentor students in our feeder middle schools. Our Ambassador Club pairs older students with freshmen and others new to our school in order to provide these students with a mentor and peer to whom they can turn with questions. Another opportunity that brings our students together is the Special Olympics Unified Sports program. Unified Sports provides an opportunity to students with disabilities and those without to participate together. This program exemplifies the supportive and caring nature of the school climate. These and other extracurricular programs truly demonstrate our students' and staff's commitment to the Core Four.

2. Engaging Families and Community:

UHS benefits from involved families that support student achievement and development. Our long tradition of academic, athletic, and artistic achievements would not be possible without the involvement of parents and the community.

To further our school improvement goals related to eliminating achievement gaps, several parent organizations provide direct support for students in need; for example, our Parent Teacher Student Association (PTSA) supplies snacks to our Tutoring Center and funds our Helping Hawks program which provides food, clothing and school supplies to students. Our Band Boosters has created a fund to give more students the opportunity to participate in marching band. Throughout the school year, a teacher facilitates the delivery of weekend meals, provided by a local restaurant, for our neediest students.

Our PTSA, athletic, drama, band, choir, and IB parent organizations volunteer thousands of hours organizing fundraisers, building sets, chaperoning field trips, and supporting our programs in countless ways. For example, Athletic Boosters organizes fall and spring stadium clean up days. Booster parents plan athletic senior nights and run concessions to raise money for programs. Many parent volunteers are involved in the planning and execution of Safe and Sane, an overnight program after graduation that provides seniors safe and fun activities.

Our community comes together to celebrate our students' inductions into honor societies one evening each fall. Our PTSA hosts an Academic Achievement Night to honor students. Our annual Salute-to-Seniors program recognizes the accomplishments of the senior class. Last year, our seniors were offered over \$19

million in scholarships and admission to some of the most highly selective colleges and universities in the nation. Every year, the IB program holds a showcase of student works and a silent auction to support the program. Students display original artworks, perform original compositions, and present samples of their academic writings in history, mathematics, science, and other subjects. The auction raises upwards of \$4,000 to support professional development, student service projects, and classroom supplies.

When an issue arises in our school community, we collaborate with stakeholders and service agencies to provide student, parent, and community programming. This year, six such programs have been produced, including "Vaping -- What Parents Need to Know," held in collaboration with our local health department, and student assemblies, presented in conjunction with the Maryland Shock Trauma Center, about the consequences of distracted driving and the positive ways students can influence their peers and parents.

3. Professional Development:

The capacity of our staff is built through comprehensive and customized approaches. Through faculty meetings and twice-a-month collaboration sessions, staff engage in development of systemic initiatives including cultural proficiency and Danielson's Framework for Teaching. The focus on cultural proficiency is timely and important as our school becomes more diverse, and our school improvement plan includes achievement goals for specific groups of students. In depth and sensitive reflection have involved staff examining self, and sometimes hidden, biases as impetuses to involving all in this challenging work. Development opportunities on the Framework for Teaching provide staff greater understanding of its components and how its use for evaluation purposes can lead to improved teacher effectiveness.

Meetings are also used to address current trends in education, including brain-based research, blended learning, and ACE's. To address system required health and wellness goals, our leadership team surveyed staff for preferences, and, in turn, UHS initiated teacher-led training for staff to become CPR and First Aid certified. The UHS staff genuinely demonstrates an interest in these opportunities and the aptitude to put new knowledge into practice for the benefit of the students.

Book studies are a popular tool for professional development at the school on both a curricular and cross-curricular basis. These collaborative sessions allow for a more intimate and focused setting for staff to explore topics of interest that can have an impact on their leadership and instruction. Department-focused book studies have included: "Standards Decoded," studied by the English department and "Building Resilience," studied by the student services department. Book studies on topics such as restorative practices, blended learning, and leadership have been conducted on a cross-curricular basis.

Through professional learning communities, staff collaborate in many ways, including developing practice test questions and materials, and engaging in year-long collaborative planning including recurring reviews of student data in our English and math departments. Throughout this school year an increasing proportion of teachers have implemented Schoology, a learning management system; teachers choose to receive training through large or small group sessions, via online collaboration, or with a teacher mentor. Administrators encourage teachers to initiate collaborative staff development programs that support our school's mission.

4. School Leadership:

Our school's leadership philosophy focuses on one question: are we doing what is best for students? Our Core Four frames our leadership's decisions. The administrative team meets formally each week to plan and monitor comprehensive service to students, staff, and other stakeholders. Each member of the administrative team contributes to the agenda, increasing communication and efficiency. Team members interact daily from early each morning to well into the evening to ensure timely responses to concerns and proactive measures prior to the next school day.

A leadership team -- including administrators, department chairpersons, the literacy specialist, the college and career readiness specialist, the IB program coordinator and teacher-elected data coaches--meets monthly to monitor school improvement data and to discuss topics related to continuous school

improvement, equity and cultural responsiveness, and school operations. Department chairs create annual budget requests and, once funded, have authority to spend funds within system protocols.

Administrators advocate for developing the professional capacity and practice of all school personnel to promote student success and well-being. However, administrators do not dictate instructional methods; rather, they entrust teachers to recognize student strengths as they design and implement units and lessons that are intellectually challenging, authentic to student experiences, differentiated, and personalized. Administrators encourage and facilitate teacher-led learning communities to create authentic collaboration through which teachers design instruction and monitor assessment data.

Administrators promote the notion of "no anonymous students" in their cultivation of an inclusive, caring, and supportive school community. Every day, from the moment students enter the school, administrators are visible, holding doors and greeting each student, which promote positive relationships. During each class change and every lunch shift, administrators monitor student behavior and take the opportunity to build relationships with students.

Assistant principals chair Individualized Education Program teams and manage all 504 cases to create and sustain environments in which each student is known, respected, and valued. The principal chairs weekly student services teaming meetings, in which counselors, administrators, special educators, the school psychologist, and the pupil personnel worker increase their understanding of each student's culture and context to address concerns. When additional supports and other resources are offered to students, administrators or their designee contact parents to promote parent-child and parent-school relationships to support academic achievement and social and emotional development.

Teachers and administrators share responsibility for teacher growth via the observation and evaluation processes. Purposeful pre- and post-observation conferences allow for teachers to elicit focused and actionable feedback in support of their individual professional development plans to increase their effectiveness.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice of Urbana High School that leads to our success is the use of our Core Four values. Approximately five years ago, in the wake of the second redistricting of our feeder area, school leaders and teacher perceived factions growing within our school community -- factions which were explicable, given a rapidly growing and increasingly diverse population.

To foster a strong, inclusive school culture, the leaderships team sought advice from students, parents, and community members to identify values which characterized all facets of our school. The values of respect, unity, integrity and pride were chosen and became known as the Core Four.

Students know the Core Four and understand that integrity and respect are vital to exemplary academic pursuits. Staff, too, understand the importance of the Core Four and frame conversations using Core Four language when addressing academic or behavioral concerns with students. Core Four language inherently promotes positive behavior in students.

During the past two years, staff and students developed detailed matrices that list specific behaviors indicative of respect, unity, integrity, and pride that are expected throughout various areas of our campus. The matrices are posted in every office and classroom, in our gymnasiums and our stadium, in our cafeteria and our hallways, and even in our parking lots. Further, the Core Four are embedded in virtually every course syllabus and communication, hard and electronic.

We practice what we preach. Our staff is committed to showing respect to students as individuals rather than seeing them as representatives of a group. This is particularly important at UHS because many of our minority students are first or second-generation Americans. Viewing each student as an individual allows our staff the opportunity to understand and learn from each student's unique perspective and inimitable history.

Our Core Four prompts students to think of the needs of others. UHS students demonstrate integrity and pride in continuing two long-standing fundraising traditions, one of which supports pediatric cancer research and another which provides support for a local special education school. Through a series of event each year, our students have donated \$165,000 since the inception of these UHS traditions. This year, we are on target to add at least another \$65,000, more than in any other year.

At a time when there is a plethora of information and data, the Urbana High School community believes that in abiding by the values of respect, unity, integrity, and pride, we ensure our school's success.