

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. Richard E Lucas

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

Official School Name Windber Area High School

(As it should appear in the official records)

School Mailing Address 2301 Graham Avenue

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

Windber PA 15963-1964
City State Zip Code+4 (9 digits total)

County Somerset

Telephone (814) 467-4567

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Web site/URL https://www.windberschools.org

E-mail rlucas@windberschools.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. Joseph Kimmel

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jkimmel@windberschools.org

District Name Windber Area School District Tel. (814) 467-4567

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. Tim Tokarsky

(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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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	39	43	82
10	45	45	90
11	41	52	93
12 or higher	51	39	90
Total Students	176	179	355

*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
 - 0 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98 % 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 2017 – 2018 school year: 4%

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	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2017	353
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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: 45%
Total number students who qualify: 161

8. Students receiving special education services: 10 %
34 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>1</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>15</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
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.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 22:1

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	93%	94%	95%	95%	94%
High school graduation rate	95%	93%	93%	98%	96%

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	86
Enrolled in a 4-year college or university	50%
Enrolled in a community college	15%
Enrolled in career/technical training program	5%
Found employment	23%
Joined the military or other public service	5%
Other	2%

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.

Ensure all students acquire knowledge, skills, and attitudes to solve problems, and communicate as responsible citizens preparing for a life of continual growth and learning.

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 Windber Area was originally founded as a town and surrounding areas by the Berwind-White Coal Mining Company late in the 19th century. Windber was founded in 1897 by the Berwind family, a family of entrepreneurs who made a fortune in the coal industry. They used their fortunes to systemically design a town complete with houses, churches, banks, schools, company stores, theaters, and recreation areas. “Windber” derived its name from the first president of the Berwind-White Company, Charles Berwind.

The Windber Area High School and the community that it encompasses share a unique and deeply rooted relationship. The High School is one of the foundational pillars of the community and represents a central segment of much of the community’s engagement amongst its residents. The people of the community are highly supportive and involved in the high school’s activities and the academic programs that are provided to its students. Windber Area High School is identifiable with a specific brand statement that has been adopted by and is visible throughout its community: “Windber Pride... Experience It!”

The Windber Area School District is located in rural, southern Somerset County (Pennsylvania) and spans an area of approximately 63 square miles. The school district is a jointure of three boroughs (Windber, Paint and Scalp Level) and two townships (Paint and Ogle). These communities have a shared population of approximately 9,200 citizens according to the American Community Survey (ACS) 2017 Five-Year Population Estimate or 146 people per square mile. This represents a 4.2% decrease of population from the 2010 ACS within the communities comprising the Windber Area School District. Within the Windber Area School District approximately 15.22% of the individuals live below the federal poverty level of \$25,465 for two adults and two children sharing a residence. Approximately 90% of adult residents within the geographical area of the school district have an education level of high school graduate or higher. The school district has a current student population of 1230. The Elementary School encompasses grades Kindergarten/4 – 5, the Middle School encompasses grades 6 – 8 and the High School houses grades 9 – 12.

The academic program of Windber Area High School is one of highly rigorous expectations and expansive opportunity for its students. Students are encouraged to reach for their academic goals and strive to meet their potential on a daily basis. This is represented by expansive Dual Enrollment, College in High School and Advanced Placement programming for a school of its enrollment.

Windber Area High School benefits greatly from its size as staff are highly accessible to students and allow for personal knowledge of each student and strong relationships amongst the students, parents and staff. A central tenant of the culture of Windber Area High School, which is made possible by its personal approach to educating its students, is its commitment to student supports. A Guidance Counselor, School Nurse, Principal and many partnerships with external support agencies from the community result in an elaborate network of supports for its students. Student needs are addressed academically, emotionally, physically, socially and culturally through this network to create a culture of compassion and caring focused on developing children that will become productive, ethical, moral members of their community. An initiative that is underway within the school to guide and lead the culture of the school is School Wide Positive Behavior and Intervention Support (SWPBIS). SWPBIS maintains a focus on developing expectations based behavioral norms for the students of the school. Data is collected through the PBIS system relative to student behaviors and their consistency with established expectations. Within the SWPBIS program students are able to accomplish various levels of recognition and rewards relative to being “caught” meeting the expectations of the school.

Windber Area High School is one of the seven joint operating high schools of the Greater Johnstown Career and Technology Center (GJCTC). Students in grades 10-12 who express interest in developing technical skills and obtain industry recognized certifications attend GJCTC for 50% of their school day at its Richland Township campus. Windber Area High School has experienced a significant increase in students choosing to pursue the opportunity to pursue a technical education through the GJCTC, and during the 2018-19 school year 90 students enrolled in a half-day technical program at GJCTC. This enrollment figure amounts in career and technical programming represents approximately 25% of the high school’s student population.

Windber Area High School has been recognized for numerous academic awards in recent years. Notably, in 2017 Windber Area High School was identified as a member of the 8th Annual AP Honor Roll, Collegeboard's highest level of recommendation of schools providing Advanced Placement course work. In 2018, the high school earned the US News and World Report Bronze Medal; this award has been bestowed upon the high school each year since 2008. Since 2014, the school district has been identified twice as the #1 Overachieving school district in Pennsylvania by the Pittsburgh Business Times in its annual rankings of Pennsylvania school districts and has been ranked within its top 27 school districts every year since. Additionally, the High School was recognized for having the highest average composite Scholastic Aptitude Test (SAT) score for a High School within the Appalachia Intermediate Unit 08, the four county (Bedford, Blair, Cambria, and Somerset) educational base service unit area for 2017 and 2018.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The Windber Area High School aligns with fidelity its curriculum, instruction, interventions and assessments directly to the Pennsylvania Academic Core Standards (PACS) for English Language Arts (Grades 6-12), which are representative of the academic framework and standards adopted by the Pennsylvania Department of Education (PDE). Alignment to these standards provides for instruction relating to the Keystone Exam in Literature of which proficiency is required for all secondary students to be in direct relationship with the eligible content of the assessment. Additionally, the Reading/English Language Arts curriculum is embedded and aligned to the academic performance expectations of the Scholastic Aptitude Test (SAT).

Reading/English Language Arts courses of study are represented through the following required coursework for all students; English 9, English 10, English 11, and English 12. All courses are provided within a tiered system supporting both student growth and skill acquisition. The tiering of each required course provides for separate course sections focused within three varying delivery models identified as Standard, Academic, and Honors. Students enrolling within the two available Advanced Placement (AP) level coursework options (English Literature and Composition and English Language and Composition) within this curricular area are permitted to make substitutions for required coursework in accordance with the student's individualized four year plan. Summer reading requirements are an essential element of the expectations of every student supporting continued development toward each student's life-long love of literacy.

Technology is a vital aspect of every student's education in the Reading/English Language Arts curriculum as each student has a Chromebook available for use to them on a one to one basis. The high level of availability of technology within the classroom has created a culture fortified in the utilization of instructional software and the continuous collection and use of data supporting the instructional decision making of teachers in support of their students relative to pacing, planning and resource utilization. The data collected is coupled with benchmark data and utilized at the individual student level, as well as within department specific data meetings held throughout the academic year. Diagnostic data is collected in both Literacy and Writing for all student grades 9-12 three times annually and incorporated in evaluation of the Reading/Language Arts curriculum.

1b. Mathematics:

The Windber Area High School aligns with fidelity its curriculum, instruction, interventions and assessments directly to the Pennsylvania Academic Core Standards (PACS) for Mathematics (Grades PK-12) which are representative of the academic framework and standards adopted by the Pennsylvania Department of Education (PDE). Alignment to these standards provides for instruction relating to the Keystone Exam in Algebra I of which proficiency is required for all secondary students to be in direct relationship with the eligible content of the assessment. Additionally, the Mathematics curriculum is embedded and aligned to the academic performance expectations of the Scholastic Aptitude Test (SAT).

Mathematics courses of study are represented through credit acquisition in four of the following courses: Pre-Algebra I, Algebra I, Algebra II, Geometry, Trigonometry/Statistics/Functions, Pre-Calculus, Calculus, and College and Technical Mathematics. The instructional practices and curriculum of this department are bolstered through the inclusion of the framework of the University of Chicago School Mathematics Project. Instruction within various sections of the courses are provided within a tiered system supporting both student growth and skill acquisition. The tiering of each required course provides for separate course sections focused within three varying delivery models identified as Standard, Academic, and Honors. Approximately fifty percent of all students complete Algebra I coursework and reach Keystone Exam proficiency prior to entering the 9th grade and are able to enroll in more rigorous Math coursework including Advanced Placement (AP). Students enrolling in the three AP level coursework options (Calculus

AB, Calculus BC, and Statistics) within this curriculum are permitted to make substitutions for required coursework in accordance with the student's individualized four year plan. Students enrolled within the AP Calculus courses experience an extended instructional experience through the provision of a lab period daily.

Technology is a vital aspect of every student's education in the Mathematics curriculum as each student has a Chromebook available for use to them on a one to one basis. The high level of availability of technology within the curriculum has created a culture fortified in the utilization of instructional software and the continuous collection and use of data supporting the instructional decision making of teachers in support of their students relative to pacing, planning and resource utilization. The data collected is coupled with benchmark data and utilized at the individual student level, as well as within department specific data meetings held throughout the academic year. Diagnostic data is collected in for all student grades 9-12 three times annually and incorporated in evaluation of the Mathematics curriculum.

1c. Science:

The Windber Area High School aligns with fidelity its curriculum, instruction, interventions and assessments directly to the Pennsylvania Academic Standards for Science and Technology and Engineering Education (Secondary) and Pennsylvania Academic Standards for Environment and Ecology (Secondary) which are representative of the academic framework and standards adopted by the Pennsylvania Department of Education (PDE). Alignment to these standards provides for instruction relating to the Keystone Exam in Biology of which proficiency is required for all secondary students to be in direct relationship with the Eligible Content of the assessment. Additionally, the Science curriculum is embedded with writing intensive extensions focused on interpretation of non-fiction texts and development of written products, demonstrating student understanding and extensions. The Science curriculum is bolstered through its alignment to the Pennsylvania Academic and Core Standards in Writing and Reading for Science & Technical Subjects 6-12.

Science courses of study are represented through credit acquisition in four of the following courses: Pre-Biology, Biology, Chemistry, Physics, Anatomy and Physiology, and Environmental Science. Most all courses are provided within a tiered system supporting both student growth and skill acquisition. Instruction within various sections of the courses are provided within a tiered system supporting both student growth and skill acquisition. The tiering of each required course provides for separate course sections focused within three varying delivery models identified as Standard, Academic, and Honors. Students enrolled in more rigorous Science coursework including Advanced Placement (AP) are permitted to make substitutions for required coursework in accordance with the student's individualized four year plan. AP coursework is available for student in enrollment in the three course options of Biology, Chemistry, and Physics. Each of these AP courses has an additional lab period which extends the course beyond the standard class period timeframe allowing students for extension of learning and increased preparation for their respective AP exams.

Windber Area High School provides extension of its Science and Mathematics curricula through its progressive STEM instructional programming. This connected curricula is available to all students. Technology is a vital aspect of every student's education in the Science curriculum as each student has a Chromebook available for use to them on a one to one basis. The high level of availability of technology within the classroom has created a culture fortified in the utilization of instructional software programs and the continuous collection and utilization of data supporting the instructional decision making of teachers in support of their students relative to pacing, planning and resource utilization. The data collected is coupled with benchmark data and utilized at the individual student level, as well as within department specific data meetings held throughout the academic year. Diagnostic data is collected in for all student grades 9-12 three times annually and incorporated in evaluation of the Science curriculum in all Courses Offered.

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

The Windber Area High School aligns with fidelity its curriculum, instruction, interventions and assessments directly to the Pennsylvania Academic Standards for Civics & Government, History, NBRS 2019

Economics, and Geography which are representative of the academic framework and standards adopted by the Pennsylvania Department of Education (PDE). The correlated delivery of this curriculum provides for a comprehensive academic experience for students. Providing a broad understanding of the many connections made between the various identified elements of the subject area of Social Studies.

The Social Studies curriculum is directly correlated with many of the expectations of the Reading/English Language Arts curriculum via the embedding of the Pennsylvania Academic Core Standards for Writing and Reading for History and Social Studies 6-12. The Social Studies curriculum is embedded with writing intensive extensions focused on interpretation of non-fiction texts and development of written products demonstrating student understanding and extensions into varying forms of communication. The focus of these written products is to allow for students to represent their thoughts and opinions to recreate through creativity their interpretation of Social Studies content, as well as its representation in the world they experience. The Social Studies curriculum has a focal point of civic engagement and is directly connected through student opportunities with the Windber community. Opportunities for these connections are present through various cooperative partnerships with community groups and events, as well as school directed experiences.

The Social Studies courses of study are represented through credit acquisition in four of the following courses; World Connections, History, Government, Economics, and a broad seminar course titled Social Studies 12. Instruction within various sections of the courses are provided within a tiered system supporting both student growth and skill acquisition. The tiering of each required course provides for separate course sections focused within three varying delivery models identified as Standard, Academic, and Honors. Students enrolled in more rigorous Social Studies coursework including Advanced Placement (AP) are permitted to make substitutions for required coursework in accordance with the student's individualized four year plan.

Technology is a vital aspect of every student's education in the Social Studies curriculum as each student has a Chromebook available for use to them on a one to one basis. The high level of availability of technology within the classroom has created a culture fortified in the utilization of instructional software programs and the continuous collection and utilization of data supporting the instructional decision making of teachers in support of their students relative to pacing, planning and resource utilization. The technology available to the teachers and students is supportive of the curriculum in this discipline as Windber Area High School utilizes an online curriculum and set of resources to support its instruction and assessment. Diagnostic data is collected within the Social Studies courses and provided for review in both the Social Studies and Reading/English Language Arts through cross curricular connections.

1e. For secondary schools:

The curriculum of Windber Area High School supports college and career readiness through alignment to the Pennsylvania Career and Work Education Standards. Students in grades 9-12 are required to complete coursework in Post-Secondary Planning and Guidance. All students in grades 10-12 are afforded the opportunity to access rigorous academic coursework while enrolling in career and technology programming at Greater Johnstown Career and Technology Center (GJCTC). Programming at GJCTC is focused on attainment of industry-recognized credentials relative to each student's program. Windber Area School District recognizes the obtainment of industry-recognized credentials as an alternative option for meeting graduation requirements relative to academic proficiency on state assessments. Available apprenticeship, pre-apprenticeship, and internship programs are marketed and supported for students via the school's counseling department and its designated area on the school's website. In partnership with the Somerset County Chamber of Commerce, Windber Area High School exposes students to mentoring and advisement through a "Lunch and Learn" program, as well as career fair opportunities.

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

2. Other Curriculum Areas:

Windber Area High School is dedicated to providing its students with an academic experience that is comprehensive in nature and extends deeply into curriculum areas outside of the four identified core subject areas. The curriculum of the school has a demonstrative commitment to this comprehensive experience for all of its students through its provision of a multitude of curricular and course options in the areas of the Visual Arts, Performing Arts, Physical Education, Health, Nutrition, Foreign Languages, Technology Education, STEM Education and Career & Work Education.

Windber Area High School requires all students in grades 9-12 to complete coursework meant to enhance these area of each students education. The courses within this required area of study for students are referred to as “Core Plus More” courses. Coursework requirements are designated by grade level. Ninth grade students must complete courses titled Library and Research Skills, Technology, Human Biological Systems, and Test Prep. Tenth grade students are required to complete a career education course titled Success 101, as well as coursework in Personal Safety, Life Sports, and STEM Engineering. Eleventh grade students receive further extension of their career and work education focused education through a course titled Guidance that presents students with instruction in post-secondary options, job shadowing, apprenticeship opportunities, industry related certification, admissions testing, financial aid, technical training, military options, and soft skills relative to success in the world of work. Additionally, eleventh grade students must complete courses titled Cultures Art, Presentations, and Healthy Lifestyles. During a student’s twelfth grade year, the continued extension of the career education and work curriculum through the Post-Secondary Planning course, which provides the opportunity for students to complete career interest inventories and exploring information that will support each student’s transition from secondary education to post-secondary education, technical education, military, and/or gainful employment. Twelfth grade students additionally complete coursework in Personal Finance, Personal Fitness, and Leadership.

Through the Visual Arts curriculum, students are provided coursework in family consumer science-based skills, fashion and clothing design, sculpture, ceramics, drawing, painting and computer aided art. The Performing Arts and Music curriculum provides students the opportunity to complete coursework focused in the vocal arts, band, music theory, string instruments, percussion, the history of music genres. Extensions of this curriculum occur in Performance Ensembles and musical/acting opportunities through available school sponsored extra-curricular options.

The Physical Education/Health/Nutrition curriculum of Windber Area High School is structured to provide students opportunities to explore coursework of interest while also providing for extension to experience opportunities and information to support pursuit of a healthy lifestyle for each student in their life. Coursework is supported through nutritional educational activities for students provided in collaboration with the school district’s contracted nutrition provider. Bands within this curriculum of emphasis are Fitness, Wellness, Sports, and Health. In an effort to provide healthy lifestyle education extending beyond these bands, students also have the opportunity to complete coursework in Driver’s Theory.

Windber Area School District recognizes that the world has extended into a global society and Foreign Language curriculum is a vital academic area to support student preparation. Students are able to enroll in coursework in Spanish, French, German, Latin, Italian, Japanese and American Sign Language.

While all curriculum areas within the Windber Area High School are grounded in foundation of education, immersion and utilization of technology, additional dedicated coursework is provided to extend student learning into areas of greater depth relative to areas of technology education. Computer Science Principles is a course concentrated on intensive instruction in software/computer programming was adopted via the Code.org curriculum framework and instructional resources and is also available as an AP course. Windber Area School District has a commitment to STEM programming and continues to provide an elite level of high school programming. Coursework is available to students in this discipline in the areas of CAD Design, Architecture, Robotics, Video Production, Manufacturing, Fabrication, Technology, Application Design, Invention & Innovation, and Engineering Technology. A unique support that students within the school have available to them to support their efforts in these fields, as well as all other curricular areas is the provision of a “One Button Studio”. A “One Button Studio” permits students to independently develop

products and projects of varying mediums of communication by simplifying the process of using the resource through the use of singular button to enact the software and hardware provided to develop a recording studio for video or audio products.

3. Special Populations:

Windber Area High School provides for a multi-tiered instructional design focused on providing students the opportunity both have their individual needs met and challenged to raise their academic skill levels. Students receive instruction within three tiers identified as Standard, Academic, and Honors coursework. Expectations for each course are adapted to meet the instructional levels of the students present, as well as their documented strengths and needs as it relates to Individualized Education Plans (IEP). Students identified as having a disability are supported through the Special Services Department of the school district with a specific staff provision of three full time certified special education staff assigned to support students of this designation.

Windber Area High School utilizes a co-teaching methodology to support students with instructional need that exceeds that of their same age peers. The co-teaching model utilized is represented by a shared instructional responsibility of a content specific teacher and a special education teacher. This methodology of co-teaching is represented by the shared responsibilities of the instructors being equal in nature, including planning and preparations. Development of IEP's for students with disabilities are driven by the data collected from both instructors and the modifications, specially designed instruction, goals and objectives of each plan are also a shared responsibility.

Windber Area High School has its most significant representation of special populations in its representation of its Economically Disadvantaged students. The enrollment of the school is representative of forty-five percent of the students meeting the designation of Economically Disadvantaged. In support of the needs of this student population, the school provides for each student to have the availability of a Chromebook in a one to one ratio, as well as making public computers available to students within the Cafeteria area of the school both during the school day and beyond the school day. Efforts to reduce barriers beyond the school day are achieved through this dedication to providing students with the access to the technological tools necessary for them to pursue success academically in the same manner as students with greater economical means.

All students are assessed three times per school year utilizing a diagnostic instrument titled the Classroom Diagnostic Tool (CDT). The focus of the data collected by the CDT is utilized to both make instructional decisions for groups of students, as well as in the development of individualized instructional programs to support students who require remediation to close the achievement gaps they experience relative to their peers. Students also are active partners in the interpretation of their own diagnostic data as each time a CDT is administered students complete a metacognitive activity that is designed to support their comprehension of their personal present levels of academic skill representation, while requiring each student to establish goals for their own performance relative to future achievement and skill acquisition.

Students who have previously taken state level assessments and not performed at a proficient level are required to complete coursework focused on their remediation of skills for upcoming re-assessment through retaking the exam. Students enrolled in remediation programming have individualized remediation plans developed through departmental data meetings and receive instruction to support it, as well as provision of resources through a software program designated to continuously measure student academic skill representation and design online remediation activities to provide pin-point support.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Windber Area High School commits all efforts of its leadership and staff toward the success of its students academically, socially and emotionally. The students are active partners within the operational and academic programming that steer the school. Students are actively engaged in the school's decision-making processes. They interact directly with school leadership in the form of the Principal and the central office administration to provide feedback and seek clarification regarding the schools' activities, programming and use of resources.

Academically, students are met with a curriculum that provides them with the opportunity to pursue their academic interests while also presenting them with exposure to rigorous academic opportunities for advanced levels of course exposure. Windber Area High School's courses of study present a structure of offerings that are unique and unlike those at most all schools of its size and demographic. A culture of academic achievement and exposure to opportunity is prevalent within the school's culture. The students of Windber Area High School have embraced these opportunities and built a hierarchy of expectations within themselves that empowers them to explore opportunities that any of their peers may never experience as reality. These opportunities are driven by high expectations academically and the availability of the supports and resources necessary to assist students to meet their potential and explore their personal academic goals.

Socially and emotionally, Windber Area High School has a demonstrated commitment to supporting its students beyond just the curriculum and instruction they receive. The Guidance Counselor of the school leads a comprehensive network of student supports and is actively engaged in the lives of each student. Students at Windber Area High School are afforded a very unique support that has provided for immediate and meaningful support for its student population. The Windber Area School District entered into a contracted partnership with a mental health service provider from the community to build a network of support for students that allows for all students to seek out or be referred to address mental health, personal identity, or personal needs. These supports are also made available to staff members as their role in society requires them to serve not only as educators, but also as mentors, role models and in some cases unofficial surrogate parent figures to their students.

Beyond efforts made to support staff socially and emotionally, acknowledgement of their efforts as professional educators is prevalent in the relationship they have as members of the instructional community and leadership of the school. Staff are openly acknowledged and have their achievements shared both within the school and through communications with the community as a whole. The achievements of the school and its students have been phenomenal, and the efforts of the staff are identified as a vital instrument in these successes.

2. Engaging Families and Community:

Windber Area High School represents a hub for the Windber community. The school provides many events of a public type to expose the community and families within it to the achievements, opportunities and importance of its students.

Communication beyond the school walls regarding the success and accomplishments of students is a central priority of the Windber Area School District. An integral strategy to support the students of the school district and share with both their families and the community as a whole is the maximization of marketing and social media to support and promote its students. Windber Area High School utilizes multiple services to share information on its students including local billboards, Twitter, Facebook, a school website, a school marquee, and a district specific messaging system. Student accomplishments and stories of interest regarding student successes academically and beyond are the focus of the communications shared through these services.

Windber Area High School goes beyond its walls to share its experiences with its community through events and community gatherings that celebrate its successes and its students. Prior to the start of each school year, the Windber Area School District holds a “Community Pep Rally” which is attended by the majority of the Windber community to celebrate its students and the coming school year. The high school provides a multitude of opportunities to enter its walls and be a part of its culture. Events that are open to the community include the Homecoming Pep Rally, Academic Honors Programs, Induction to Honor Society Banquets, Financial Aid Night, AP Parents Night, Ninth Grade Parents Night, and New Student Orientation. Family specific events include a Meet the Teacher Night and two days of Parent-Teacher Conferences to present families the opportunity to visit the school and interact directly with teachers and administrators.

The school communicates its students' successes to families through multiple means in an effort to continue the highly respected relationship the school has with the families of its students. Families receive communications regarding the progress and academic achievements of students through Semi-Quarterly Progress Reporting, Good News Postcards sent by teachers, Weekly parent contacts made by staff members and active communication and engagement by the school's administration and guidance counselor.

The high school has many of its goals and objectives established through the school district's comprehensive planning practices. Within this practice the Windber Area High School administration leads a committee that includes district level administration, staff, parents, community representatives, representatives of the local business community and local political officers. The high school has developed deep connections with its families, community partners, businesses, and local leaders through this process allowing for a continuous trust and transparent appearance of the school to its partners.

3. Professional Development:

The Windber Area High School strives to deliver all staff members with quality education and resources that will when incorporated into planning, instruction and assessment enhance learning for all students in all curricular areas. The ultimate objective of the Windber Area High School professional development plan is to promote achievement through an outcome designed approach to acquisition of skill and representation through unique reproduction of learning by the professional educator.

Annually, all staff are administered a professional development survey to gather input for the coming school year relative to their perception of wants and needs for growing and expanding their professional skill set and knowledge-base. In addition, the leadership of the school district has identified objectives and goals for delivery of professional development that is in support of the school district's mission, vision and the goals for the high school. These two elements are brought together to design a framework for the education and continued professional growth of the instructional staff. The leadership responsible for collaborating on the professional development to refine it for delivery includes district level administration, such as the Superintendent, Director of Education, K-12 Instructional Coach, Instructional Technology Coordinator and Special Services Coordinator working in direct partnership with the High School Principal and the department heads of the school. This team has numerous focal points for the refinement of the plan for professional development. These focal points are always led by the inquiry of “How will this decision that we are making increase student achievement?”

Data Driven instruction and use of Instructional Technology as a resource by all staff are pivotal points of Windber Area High School's academic achievement and success as they are the foundation of the school's current instructional model. Within the Windber Area High School's professional development plan all efforts are directly aligned and in support of these points of emphasis. The effort to produce cooperative positioning toward these outcomes requires that all planning have an aligned foundation within the academic standards as identified by the Pennsylvania Department of Education and the Windber Area High School Curriculum objectives. Professional development delivery methods vary relative to the concept, strategy, resource or staff targeted. Windber Area High School staff are provided multi-modal means of delivery of their professional development which include both in person and virtual methods. In-person trainings are often targeted toward the development of professional capacity at the school level as they are delivered by the instructional coach, principal, district level administrators, and/or teachers as experts. The

professional development plan also provides representation of focus in areas that support academic achievement beyond traditionally considered instructional focused elements. These elements include but are not limited to school safety, instructional technology, and supports for social-emotional student needs.

4. School Leadership:

The leadership philosophy of Windber Area High School is one of professional collaboration and deep commitment to students and their futures. The philosophy of leadership shares the same focus as the professional development plan in continuously inquiring, "How will this decision that we are making increase student achievement?" Leadership is represented through a shared approach within the high school. The principal, staff, students, and central office administration all play vital roles in both its daily representation and its role as the backbone of the school. Through this shared philosophy of leadership, Windber Area High School maintains a structure that facilitates connections within its staff, students, administration, district leadership, and community that are vital toward creating a school culture that focuses on high levels of academic opportunity and achievement.

The principal's role within Windber Area High School is one that is concentrated on providing accountable and decisive direction while dedicated to the organization of student and staff supports that facilitate methodology which promotes both students and staff reaching their highest levels of potential and performance. The principal participates in and gathers perspectives from stakeholders within the high school. In addition to district level committees such as the Superintendent's Council, the principal and school staff participate in interactive and collaborative staff meetings focused on all elements of the school's operations and reviewing initiatives in process. Each department within the school is led by an identified Department Head, responsible for academic and organizational leadership being a direct extension of the principal and the central office leadership.

As done relative to instruction, assessment and curriculum development, data drives the decision-making processes of the school's leadership. The principal plays the role of leading this data driven decision making process to provide a representation of all populations within the High School committed to making decisions that will always be resolutely devoted to increasing student achievement. Students play a role in the leadership of the school through their participation in surveys, committees, and student led organizations. Annually, the principal, guidance counselor, and Department Heads collect and review data, via a survey, from its graduates to identify the success of their four year plans in accomplishing their post-secondary goals, as well as, gather feedback on the school culture and academic programs of Windber Area High School. This data is shared with the Central Office Administration including the Superintendent and is presented annually to the Board of School Directors. Forward planning and determination to maintain the rigorous academic structure of the school is an on-going and continuous process that is made possible by a leadership philosophy that both data driven and all-inclusive of the populations of the Windber Area High School.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Windber Area High School has experienced outstanding student academic growth and success recently due to many factors and efforts of students, parents, staff, administration, and the community as a whole.

While there are many practices that can be identified as supportive of these successes, the one practice that has been most influential to the school's success has been the culture of data driven instruction that has been developed.

Windber Area High School has a system of data utilization that is embedded within the daily decision making and performance of every member of the school community. The initial goals relating to accountability of the utilization of data by staff and administration have progressed and altered the culture of the school to create an instructional program that is always aligned toward not only the goals of the school as whole but its individual students. Staff immersion in data was built through professional development and cooperative design by the administration and staff driven toward the strategy and structure of data driven decision making within the academic, instructional, and assessment systems of the school. Staff comprehension and comfort with data and the role it plays in their instructional decision making have become integral elements of the school's academic culture.

Data systems that are comprehended by all stakeholders are evident in the school and provide for the opportunity to target efforts, specify roles toward effectiveness, and maximize resources toward student achievement, thus resulting in the school's outstanding levels of success. Windber Area High School is an exceptional example of how effective the practice of data driven instructional planning can change a school's culture, embed itself in the academic program, and create successes that are beyond initial expectation and worthy of recognition.