

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Hewitt-Trussville High School
(As it should appear in the official records)

School Mailing Address 6450 Husky Parkway
(If address is P.O. Box, also include street address.)

City Trussville State AL Zip Code+4 (9 digits total) 35173-6400

County Jefferson County

Telephone (205) 228-4000 Fax (205) 228-4001

Web site/URL http://www.trussvillecityschools.com E-mail Tim.Salem@trussvillecityschools.com

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. Pattie Neill E-mail Pattie.Neill@trussvillecityschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Trussville City Schools Tel. (205) 228-3018

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Kathy Brown
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the 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	196	195	391
10	205	202	407
11	204	192	396
12 or higher	178	206	384
Total Students	783	795	1578

*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):
- 0.3 % American Indian or Alaska Native
 - 3 % Asian
 - 14 % Black or African American
 - 2 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 0.5 % 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 2018 - 2019 school year: 3%

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, 2018 until the end of the 2018-2019 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2018	1477
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Spanish, Ukrainian, Russian, Vietnamese, Latvian, Portuguese, Japanese

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

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 190

8. Students receiving special education services: 5 %

72 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>16</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>38</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</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: 8

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	82
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 17:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	98%	98%	98%	97%	95%

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 2019.

Post-Secondary Status	
Graduating class size	355
Enrolled in a 4-year college or university	74%
Enrolled in a community college	23%
Enrolled in career/technical training program	2%
Found employment	1%
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.

To educate all students using high standards in a safe, nurturing environment fostering academic and career competencies that prepare them to be productive citizens.

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

Hewitt-Trussville High School is located in Trussville, Alabama, straddling Jefferson and Saint Clair counties and a part of the Birmingham-Hoover metro area. The present school facility for our Huskies opened in 2008 along the Cahaba River which meanders throughout a city of tree lined streets. The estimated city population in 2011 was 20,150, a population increase of 54% since 2000. The 2010 median household income was \$95,806. In 2005, the city of Trussville created an independent school system, Trussville City Schools (TCS). The school system consists of five schools with over 4,600 students and 535 employees. In just a few years, TCS has achieved an elite status among school systems at both the state and national level.

HHS is centered by its instructional focused learning schedule that offers students a modified block schedule with 90 minute classes once a week and 49 minute classes three times a week. The block days with extra class time are most beneficial for summative assessments, detailed science labs, special classroom presentations, and essay completions. With a daily schedule comes a culture of strong routines and expected procedures. Teachers are in the halls at passing periods greeting students, administrators are stationed at their assigned floors and locations, and students are collecting their materials at their grade level locker bays. The instructional minutes in our 8:10-3:15 school day have increased over the years by 25 minutes as we determined that more learning time was necessary. Also, our weekly districtwide professional development was adjusted from a student late arrival to a student early dismissal practice that added some classroom minutes. These efforts and modifications have encouraged students to develop their full academic potential.

A critical initiative that has touched students in all areas of growth is our one lunch period or Husky Hour. Students are able to move throughout the building for classroom tutoring, check in with their counselor for an academic or personal inquiry, identify an area to work on homework, visit the library for copies or research, socialize with their friend group, attend a school club meeting, practice for an upcoming fine arts performance, meet with a college recruiter who could be visiting in the lobby, secure assistance with school forms for field trip or financial payments, vote for class officer or homecoming court, purchase tickets for seasonal school events, and of course eat something for lunch. This open time between fourth and fifth periods requires students to manage their time and address their needs as they will need to do in the college or career environments. So much academic intervention can occur during Husky Hour, but it also meets the socio-emotional needs of anxious students who struggle with large group settings like a school cafeteria. Instead, their lunch setting can be a quiet bench in front of the school, a trusted teacher's classroom, or a small circle of friends near their locker. A content student is a more productive student during their afternoon classes.

Teachers and staff may also move throughout the building and venture out of their classroom to purchase a lunch from a food cart, confer with a school counselor, retrieve items from their office mailbox, have a working lunch with their department members, or plan with a peer on a cross-curricular project. Just having an open time for the endless tasks educators must juggle has been a game changer for us. With so many after school events, athletic and fine arts practices, part-time jobs and other responsibilities, Husky Hour maximizes our collaboration for the benefit of student achievement and growth.

The overall approach to students in need at HHS is definitely a part of its unique character. We have our RTI program to address core instruction and student learning, allowing us to identify and monitor at-risk students with problem-solving and data-based decisions, but this is just the tip of the iceberg.

Academic difficulties are often eased when socio-emotional needs are met. Our school has a series of safeguards to support students during trying times, from counselor check-ins, School Resource Officer contact, access to bullying /suicide prevention hot-lines, or to a social worker for connections to community services. But we also offer a layer of concern and protection with our PACE character education program, highlighting character skills like courage, respect, and forgiveness- all uplifting and valuable for the journey through life. The PACE monthly skills are heard on announcements, read on signs, displayed on Chromebook screens, and highlighted in district publications. Often our own students in the mass media

class will produce a video to accompany a monthly skill and it will be shown during a weekly homeroom period when for a PACE activity.

We start a school year with schoolwide district activity titled the Five Deep Roster. Every student by grade is listed on a Google form for each staff member to identify five students they know well. From this participation, counselors can identify students in their grade levels who do not have the necessary adult connections for a healthy school year. Those students could be new to the system or flying under the radar, but we know who they are so we can be intentional with ongoing connection and support. Service clubs and other extracurricular involvement through athletics and fine arts are descriptive of HTHS, and these activities lend themselves to positive character skills and confidence, which in turn allow a school to shine. We were honored to receive the Alabama Attorney General's Safe School Award a few years ago, and we are eligible to apply again this coming year.

The more we can model character the better our world will be. Our teachers lead this with school clubs every year. For example, the Wellness Club (a chapter of the Alabama FOCUS Program) has a mission of promoting life choices for teens through peer education and role models. Activities encourage physical and mental health, which in turn reduce risky behaviors. Our sponsor and students recently presented at a School Safety state conference with other high school students and regularly participate in the Henry the Hand infection prevention program for our elementary students. Peer Partner Club promotes diversity and acceptance among students with and without disabilities, with a goal that all students feel accepted and valued in their school environment. Special Olympics and holiday dances are organized for Birmingham area special education students by these students and their sponsor. Effective for the Class of 2020, another important sponsor, a retired district board member, has created the Bill and Liz Roberts Senior Scholarship for a deserving male and female student demonstrating excellent character.

HTHS believes the school system is a learning organization that teaches academics and develops character and skill. Our staff values creativity, rigor, and equity in a safe, positive learning environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

In Trussville City Schools and Hewitt-Trussville High School our comprehensive philosophy regarding instruction is to develop and implement an effective, challenging, and engaging curriculum promoting the highest academic excellence and personal growth for each student whether on the path to college or career. In all core curriculum areas, state and national standards are taught, while scope and sequence of curriculum are outlined via curriculum and pacing guides. This is essential so that learning experiences can be designed with any necessary scaffold. A multitude of instructional approaches are implemented and consist of tiered instruction, differentiated instruction, project based learning, explicit teaching, and technology based support.

Tiered instruction consists of differentiation of instruction that allows each student to excel at their own level of complexity while focusing on the same essential standards, as evidenced by an 11th grade U.S. History teacher who grouped students with leveled texts in order to participate in Socratic Circles. The entire class was reading and learning about aspects of the Civil War, but students were able to read articles based on their level.

Explicit teaching focuses on producing specific learning outcomes, with content and topics chunked so that students know and understand the learning targets as teachers offer clear explanations of the skills and information being presented. An example of explicit teaching at HTHS occurred in a 9th grade English teacher's classroom when she was teaching new vocabulary related to the class novel. Vocabulary words were broken apart, students learning the prefix and suffix of the word, and ultimately made a real world connection to cement learning.

Formative and summative data are utilized for the purpose of adjusting and improving instruction. Data meetings occur on a regular basis within departments. As an example, with math being a district priority content, HTHS math teachers design and implement common benchmark assessments to inform instruction for algebra and geometry students, increasing their growth and achievement.

1b. Reading/English language arts

The English department provides students with standards based curriculum and thoughtful instruction that enables them to become stronger readers, writers, speakers, and thinkers. In addition to the standard English curriculum, advanced classes are offered at the 9th and 10th grade level to prepare students for Advanced Placement in the 11th and 12th grades.

Reading is an integral component of the curriculum that drives all remaining elements. Teachers use various instructional methods such as read alouds and dramatic interpretation as springboards for writing, vocabulary, grammar, and speaking instruction. Students read classic works such as *To Kill a Mockingbird* and *The Great Gatsby*; furthermore, they explore poetry, informational texts, and make historical connections. Teachers teach units that engage students as they participate in close reading, learn to analyze a text, make connections to it, and understand its relevance. Projects and collaborative learning that incorporate technology help students understand even the most rigorous and challenging works.

The English department created a reading initiative called Take Ten to increase the daily time that students interact with text; students read silently from choice books for 10 minutes during each English class. Students complete annual summer reading, and this year's program is a challenge that includes hundreds of choices and creates a fun and competitive atmosphere, even for reluctant readers. Vocabulary instruction includes words from assigned texts as well as root/prefix/suffix instruction. To build reading vocabulary, students learn these valuable word parts that make up most words in the English language.

Students begin the school year by writing about the book(s) they read for summer reading, and teachers utilize these formative writing assessments to assess the writing ability of their students. Teachers use a scaffold approach to writing instruction that stresses different aspects each year, such as formulating a thesis. Students complete shorter, lower stakes writing experiences such as journal writing and Take Ten book reviews to practice writing before tackling lengthier assignments. Teachers conference with students on their writing so they can revisit their work, ask questions, and work for improvement.

Teachers instruct students in writing clearly, in various modes, and for various purposes; consequently, students learn to craft a multitude of essays and responses. The school media specialist collaborates with English teachers annually to teach the research unit with an end product of a formal research paper. Teachers use the same AEC (assertion, evidence, commentary) research rubric, as well as common, consistent vocabulary with writing instruction.

Timed in-class essays assessed with rubrics help students prepare for the AP exams as well as college and career writing situations. The HTHS Writing Center is staffed by an English teacher during daily Husky Hour time and allows students to receive assistance in all phases of the writing process. It also serves as a layer of intervention for students who are struggling.

Students utilize technology to prepare and present speeches, debates, and presentations. Speaking and listening strategies are important to help students prepare for the interpersonal demands of college and the workforce. Senior English teachers host an interview day where students present their resumes in a mock interview environment with a host of community employers. Teachers instruct students in grammar and mechanics as well as syntax so they may best express their thoughts and achieve the desired mode of writing. Concepts such as active and passive voice of verbs are often taught through mini-lessons; furthermore, language is continually taught through the writing process, particularly in writing conferences with teachers.

1c. Mathematics

The math department meets as a group and breaks into smaller groups according to the assigned math courses, which include algebra I and II, geometry, discrete math, pre-calculus, calculus, algebraic connections, statistics, computer science, and advanced or AP versions of these courses. Our district system has moved away from using textbooks, using a curriculum created by teachers following Alabama's course of study. In the summer, teachers meet to revise and edit the curriculum for the new school year. While the structure of our units and some of the materials have been created by teachers within our school system, other recommended materials are used from Desmos, Illustrative Mathematics, APlus College Ready, Khan Academy, and AP College Board.

Each teacher preserves the structure of the units, the notes sections, practice activities, and the formative assessments. Due to differences among students, teachers, and time of class, small changes to the curriculum will suit the needs of the students. Teachers have ongoing conversations within subject areas to determine what is working, what is not working, and what changes need to be made. These conversations may occur on Thursday's during professional development time, through e-mail, or via shared and edited Google documents.

Each unit of study consists of an introduction to a new topic, whole classroom example problems, practice problems done together in small groups or individually, or students working together with problems. Peer learning and teaching is a very important tool encouraged in our classrooms. The unit of study includes formative assessments such as exit slips, partner problems, and mini whiteboards. Summative assessments like quizzes help check the progress throughout the unit. Finally, a unit test or unit project will assess the student's knowledge of the topic.

Math teachers assess student learning in many different ways. It is important to consider the subject being taught, the students in the class, and the goal of the unit that is being studied. A summative assessment on probability for a student in AP Calculus AB versus a student in algebra 1 will look different, but some items remain consistent. Short answer questions, multiple choice questions in an ACT/SAT format, questions

requiring students to show their work and thought process, and non-calculator questions are varied ways to gauge a student's understanding of the material. Students are provided clearly defined rubrics, study guides, practice problems, and formative assessments to help them prepare for any summative assessment. Teachers' summative assessments must also effectively test a student's knowledge or skills in order to prepare them for a future outside of the high school classroom.

1d. Science

HHS offers general science courses and accelerated science courses. Our traditional courses include biology, physical science, chemistry, Earth & Space, environmental science, physics, and anatomy & physiology. Our accelerated course include advanced chemistry, AP chemistry, advanced biology, AP biology, AP environmental, advanced physics, and AP physics. Our curriculum offers blended learning and differentiated instruction to reach all students, especially our special needs students. The HHS science curriculum is guided by, but not limited to the Alabama State Course of Study Science Standards/NGSS and literacy and writing standards.

HHS science teachers assess student learning by diagnostic/pre-assessment testing, formative assessment testing, and summative assessment testing. A variety of formal and informal assessments are used to evaluate student learning throughout the lessons. Some examples of formative assessments include Edpuzzles, Quizlets, SmartLearning, Quizzizz, 3-2-1 Countdown, K-W-L, exit tickets, lab reports, gallery walks, and graphic organizers/concept mapping. The formative assessments are used to identify student learning needs and to adjust teacher instructions as needed. Critical thinking skills are assessed to deepen their depth of knowledge of the concepts. Some example may include the use of Socratic seminars, fishbowl, student modeling/reciprocal teaching, manipulatives, and Flipgrid. Summative assessments are in the form of chapter tests, projects, lab practicals, essays, semester exams, achievement and performance series testing, and AP end of course testing.

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

Our mission is to provide students with intellectually engaging schoolwork. We believe the school system is a learning organization that focuses on continuous learning. We aim to provide an inclusive curriculum and offer diverse perspectives to promote a comprehensive social studies education. There is a wide range of courses that includes world history, U.S. history, economics, psychology, government, advanced and Advanced Placement courses. All courses follow the Alabama Course of Study and the Common Core Standards for English-Language Arts.

Social Studies teachers promote rigor, relevance, and college-readiness through many instructional methods. Students and staff operate Google Chromebooks and collaborate on projects such as podcasts, blogs, Wikis, and online surveys. Technological resources, such as Google Classroom, are used for formative and summative assessments. Teachers and students use these resources to provide data and accommodations, which guide instructional practices, providing academic interventions when necessary. Additional assessment strategies follow Webb's Depth of Knowledge for social studies. Students are required to study history through primary sources that include founding documents, political cartoons, diaries, and personal correspondence. Secondary sources, such as academic journals, are also used to enrich historic understanding. Our lessons are designed with the intent to encourage students to view history through multiple paradigms. Furthermore, students will detect limitations, bias, and context of multiple historic interpretations. Additionally, the analysis skills taught include investigating patterns of causes, effects, continuities, and changes over time. Students must also learn to compare and contrast themes, events, and time periods.

Ultimately, HHS intends to develop a student with the ability to think critically and apply their classroom experiences to real-life situations in hopes of developing a well-rounded citizen.

1f. For secondary schools:

The HTHS curriculum includes 7 career themed academies that support college and career readiness. Academies include: Engineering, Biomedical Science, Computer Science, Business, Hospitality and Culinary Arts, Electrical Construction, and Fire and Emergency Services. Each academy is comprised of a series of sequential courses that prepare students for direct entry into the workforce or post-secondary studies in their chosen field. Academy students are also given the opportunity to earn industry-recognized credentials through their chosen program.

The Engineering Academy instructors utilize nationally recognized Project Lead the Way (PLTW) curriculum to prepare students for the increasing technological demands in the global work environment. Students utilize the latest engineering software to design products and solve problems. Autodesk Inventor and Revit software credentials are earned by the majority of the students.

The Biomedical Sciences Academy, also based on PLTW curriculum, prepares students for traditional healthcare career studies such as nursing and medical practice, biochemistry, biomedical engineering, dentistry, forensics, microbiology, immunology, pharmacology, physiology and more. Seniors take a grant provided on-site dual enrollment EMT class to earn their EMT credential prior to graduation.

The Computer Science Academy empowers students to become creators of the technology all around them. Students learn computational thinking, not just coding. The academy includes two AP level courses giving students an opportunity to earn six hours of college credit prior to graduation.

The Business Academy is designed to give high school students an opportunity prepare for collegiate studies and careers in business, management, marketing, insurance, and accounting. Students who have an entrepreneurial spirit explore the demands of starting their own business. In this academy, students can earn various Microsoft Office Specialist credentials.

Our Hospitality and Culinary Arts Academy provides students with a comprehensive education in culinary arts and the related hospitality industry. The academy has an articulation agreement with Jefferson State Community College allowing students to earn six hours of articulated credit towards a hospitality or culinary arts degree. Most students also earn the ServSafe Manager industry credential.

The Electrical Construction Academy prepares students for employment in the electrical trade and related occupations. All course involve classroom and electrical lab work and lead to NCCER national certifications in the electrical trade. Students also earn OSHA safety certification and upon graduation are required for immediate employment.

Finally, the Fire and Emergency Services Academy gives students an opportunity to learn first response emergency medical care as well as basic firefighting skills. The courses are taught by a certified instructor from the city of Trussville Fire & Rescue and consists of a combination of classroom study, drill field practice, and training simulations. Students earn the Emergency Medical Responder industry credential.

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

2. Other Curriculum Areas:

The visual arts programs offer art 1 and 2, digital photography, dimensional design 2 and 3, and AP studio art. Our performing arts programs include concert choir, women's choir, chamber choir, concert band, symphonic band, wind ensemble, jazz band, and a marching band of 270 members. Students interested in acting may enroll in theater 1, 2, and 3 or musical theater 1 and 2. All of our arts students (grades 9-12) receive superior and noteworthy awards from Alabama performance assessment organizations and competitions every year.

HTHS physical education and health courses include life PE, weight training, recreational sports, adaptive PE for specific exceptional education students, and on-line PE for those students (grades 9-12) who are

engaged in athletic teams and marching band.

The world languages department serves students in grades 9-12. French, Spanish, and Latin languages are offered at multiple levels, including Advanced Placement. The language acquisition process requires collaboration and promotes creative and analytical thinking. Additionally, the knowledge and examination of other cultures teaches problem solving and critical thinking skills, such as adaptation and the ability to make comparisons. World language teachers design interpretive, interpersonal, and presentational tasks for students, often necessitating the use of supportive technology tools. In the world languages department, learning is rigorous and relevant, enabling students to grow toward becoming compassionate and productive members of local and global communities.

Technology is infused directly into student learning to ensure that students (grades 9-12) gain the necessary skills they need to succeed. Many of our classrooms are equipped with carts of Chromebooks, and the library has three mobile carts of Chromebooks that can be checked out by teachers who only require occasional use. There are multiple desktop computer labs to support curricula that are more software intensive, such as engineering and computer science programs. Technology is built into our library program through the open use of student Chromebooks and individual STEM kits, and through access to a recording studio that is supplied with a green screen and podcasting equipment. In addition to this, the library offers open access to over 10,000 books, and our certified school librarian works in collaboration with classroom teachers on literacy programs and the development of essential inquiry and research skills. Teachers utilize Google Classroom and other apps and programs to enhance their classroom instruction. Students communicate, read, research, and collaborate with their classmates via Flipgrid, Google apps, Newsela, Screencastify, Common Lit, and other technological tools.

HHS promotes character development of universal virtues throughout our curriculum. Character education is a deliberate effort to develop a positive and moral climate in our school through participation of students, teachers, parents, and community. Strong character, tolerance, and empathy are often learned through reading, particularly when students experience characters who are different from themselves. English teachers look for opportunities to implement character education through their class novels. Positive character and healthy habits provide a safer school environment more conducive to learning. Each month a new character skill is introduced, following the district's Positive Attitudes Change Everything (PACE) year-long program. Each classroom displays a sign with the monthly character trait, mirroring the signage in the hallways. A quote about the skill is on our morning announcements every morning. The first Thursday of each month is dedicated to a homeroom period that explains the character skill through discussion, video, and activity. Because the character education is a districtwide initiative, the screen the student sees when a TCS Chromebook is opened is a visual with the monthly character skill.

While career preparation is a required course for the Alabama State Department of Education (ALSDE), all students have access to a career coach who meets with students individually and in groups. The career coach helps students complete their 4-year high school plan, administers a career assessment for their areas of interest, and provides guidance on college/career choices and scholarship options. Additionally, the career coach acts as a liaison with the Academy of Craft Training, a joint partnership between ALSDE and the Associated Builders and Contractors of Alabama. They provide training for diploma credits and job placement to 11th and 12th graders in the areas of masonry, electrical, HVAC/plumbing, building construction, and welding.

3. Academic Supports:

3a. Students performing below grade level

Hewitt-Trussville High School is committed to the learning of every student. All students receive progress reports each 3-4 weeks for our 9 week grading periods comprising the 18 week semester. Teachers are intentional in their efforts to monitor the progress of their students. When a student demonstrates inadequate progress, a teacher will refer that student for RTI. The RTI team of a coordinator, a counselor, and teachers will join to review data and concerns for the referred students twice a month. Tier I consists of a plan differentiated to meet the needs of the student in the classroom environment, without compromising the

curricula and progress monitoring. Tier II consists of utilizing designated periods like Husky Hour for reteaching and tutoring with the classroom teacher. These times are required for the student to attend. Tier III provides 1:1 teaching/reteaching with a highly skilled teacher in the area of the student's deficit during at least one period per day, possibly Husky Hour or zero period.

For those students who do not meet the criteria for RTI but struggle to turn and/or complete assignments, we take an intentional approach. In the first instance of a missed/incomplete assignment, the student and teacher meet, the student is provided an opportunity to complete the assignment, and a parent contact is made. If this is unsuccessful, the teacher assigns (carbon copy pass) the student to attend their class during Husky Hour to complete the assignment. Should the student fail to comply, the grade level administrator and counselor are notified. The counselor then meets with the student to determine if there are underlying circumstances that require intervention, such as meeting with our student services specialist or a formal parent meeting. If no underlying circumstances are found, a student may be assigned to In-School Detention, where missing assignments and current assignments are completed before returning to the regular classroom environment the following day.

3b. Students performing above grade level

HTHS offers advanced level classes at the 9th and 10th grades in preparation for the Advanced Placement (AP) curriculum administered by The College Board for our 11th and 12th grade students. Courses in AP include world history, U.S. history, U.S. government, microeconomics, psychology, language and composition, literature and composition, Spanish language and culture, Latin, physics 1, environmental science, biology, chemistry, statistics, calculus BC, calculus AB, computer science principles, studio art drawing, art 2D, and art 3D. After students successfully complete an AP class, they typically take the AP exam in that course, which can earn them credits and accelerated placement in college. The AP classes are rigorous and challenging, providing intellectual stimulation that sharpens students' writing skills, increases critical thinking, and improves their problem-solving abilities. Our overall AP program allows students to learn to navigate the academic expectations they will encounter in college courses.

Rigorous and relevant learning opportunities are also available through college dual-enrollment with Jefferson State Community College, Early-College coursework with The University of Alabama, career pathway academies, technology instructional strategies, and project based learning invite students to achieve their educational and personal goals. Dynamic educational programs can challenge all students to perform at their highest potential academically, physically, and emotionally. Extracurricular activities like clubs, organizations, athletic teams, volunteer work, and community service compliment student growth and development outside of the classroom. HTHS has a myriad of choices to explore different interests in preparation for college and careers. It is our comprehensive approach that empowers our students to make mindful decisions about their education, giving them the confidence to achieve their goals.

3c. Special education

HTHS differentiates instruction based on each individual student's needs as stated in the student's IEP. Students receive instruction through the general education setting or our Life Skills Academy, where one on one and small group instruction is needed to address learning. General education and special education teachers collaborate to ensure students' learning needs are met through a variety of instruction delivery: lectures, visual aids, hands-on learning labs, and group lead activities. The support provided includes verbal/non-verbal prompting, checks for understanding, small group/individual instruction, instructions/assignments read-aloud, and accommodating assignments.

Interventions used at HTHS are based on the student's IEP services. One service provided that many students benefit from is a resource class. The primary goal of resource class is to help close achievement gaps by working one on one or in small groups with students to remediate and re-teach information. It is also a time for students to receive assistance on homework assignments, essays, etc. for their classes. Another opportunity that students have is to seek assistance from one of their teachers during the Husky Hour, the school's lunch time.

We use a variety of methods to provide accommodations for formal and informal testing. In the classroom we provide students with highlighted instructions, examples for math and science problems, the use of technology for writing assistance, chunking of material, and multiple choice. Small group testing is provided where tests are read aloud with extended time and a quiet environment for oral responses. General and special education teachers provide small group instruction to prepare students for standardized testing like Achievement Series, ACT, PSAT, and WorkKeys. these sessions teach test-taking skills and techniques to help our students be successful with a standardized test.

3d. ELLs, if a special program or intervention is offered

Our ELL program is housed within our world languages department. It serves students with limited English proficiency, including foreign exchange students . A primary goal of our program is to build students; skills and confidence to the point that they no longer need our services. We follow state guidelines to provide for the varying needs our learners. It is important to our staff to meet student needs that move them forward in core subjects. Newer students, with lower English proficiency, attend English as Second Language classes to build language skills while receiving academic support for regular classes. Those who have reached higher proficiency levels continue to receive support through monitoring, tutoring, and accommodations, as needed individually. the ELL and classroom teachers work as a team to create an environment where ELL students can seek assistance and be motivated to move ahead with peers.

Our program recognizes that scholastic achievement is accelerated when students connect with prior knowledge in their native languages. For this reason, we continue to build a library of materials in core areas of study that cover important concepts at lower English reading levels and native language translations for complex literature. Students receive help in essential skills, especially in areas where they struggle due to cultural differences or gaps in school attendance. To overcome these, our ELL program promotes academic competence and encourages ELL students to participate in school activities so that they feel a part of the school community. This also provides a richer opportunity to develop language skills and gives them a pathway to contribute to their school life.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The key to engaging students is to have an array of activities that are meaningful and relational, whether it is an athletic team, a school club, a school event, or a daily academic schedule. HTHS athletics strives to encourage and motivate students to reach their full potential academically. On the playing field, we want to compete at a championship level while displaying honor and integrity. Moreover, we want our students to be more productive citizens because of their affiliation with our athletic program. We view athletics as a way to teach life lessons through sport. Last year, our middle school and high school teams combined to compete in 908 events. For the year, we had 980 students participate in athletics (grades 7-12). Our system sponsors 15 sports and continues to see high participation. This year 26 senior student-athletes signed a college athletic scholarship. We are excited to see them continue their academic and athletic careers. In today's world of communication, we continue to find ways to connect with our community. Our athletic website www.hthuskies.com gives the community access to schedules, rosters, and athletic news. We also send out a weekly newsletter "Tracking the Huskies" to showcase our students and their accomplishments. Trussville City School Athletic Foundation works to raise funds throughout the year. These funds are used for equipment, tournament fees, uniforms, ,etc. Athletics provides a positive experience for a large number of students.

HTHS offers 40 clubs and organizations for students to connect. Many are looking for leadership opportunities within their grade level, so our Student Council, along with the Freshman, Sophomore, Junior and Senior Boards are excellent avenues for students who want to lead and contribute to school decisions. These are the planners for our large school events, offering insight and buy-in for the ultimate result to be even more student involvement with homecoming week, canned food drives, pep rallies, dances, Valentine charity auction, faculty monthly breakfasts, dessert days, and annual teacher appreciation weeks. Servant leadership is also popular at HTHS through Student Leadership, National Honor Society, and Service Association. Some of these clubs move beyond the school into the community here and in the Birmingham area with their dedication to nursing homes, foster homes, community programs, churches, elementary school festivals, and a family homeless shelter.

Students are drawn to school programs for their social and emotional growth. With a population this year around 1,578 students, our choirs had 113 students, bands had 205 students (with a marching band close to 300), and over 100 involved with theater. All of these programs offer rehearsals, concerts, performances, competitions, and connection to school. For those students enrolled in the 7 academies, a component beyond the classroom is the element of competition: NASA HUNCH Culinary Challenge, State Skills USA, State TSA, Electrathon Car Race, University of Alabama at Birmingham Science Fair. Alabama State Science Fair, Intel International Science and Engineering Fair, State HOSA , State FBLA, and Junior Achievement Business Plan Challenge. These are relevant and real world experiences for HTHS students that take their classroom learning to the next level.

2. Engaging Families and Community:

Engaging families and communities is crucial for a high performing school. We believe that parent and community involvement is vital to continuous improvement and successful change. HTHS sees a majority of parents attending large events like sporting events, awards day, concerts, plays, homecoming parade, and graduation. There are other events that parents attend during the school year along the lines of Open House, College Night, Curriculum Night, and booster club meetings for various groups which are responsible for much of the funding and volunteering that school programs require. If parents are a part of a booster or supporting group (band, athletics, etc), that is a win-win for the students and their school. Our HTHS Parent Teacher Student Organization meets monthly in the library and funds a multitude of projects (movable hallway seating, water filtration devices, Soup/Sandwich Day) for a positive environment. The principal meets with the group and with office holders, along with a faculty liaison for an additional communicator.

The Trussville City Schools Foundation is a non-profit organization working to provide financial assistance

to Trussville City Schools. The foundation is financially supported by local business sponsors and donations by the citizens of Trussville. The foundation has donated over \$800,000 to our school since its inception. Their teacher grants pay for programs not mandated or funded by the state, but ones our parents and educators consider necessary for a quality education. Recently, examples of funded projects were "Lights, Camera, STEM" for engineering and "Do Touch Project" for visually impaired student resources. The foundation supports hands on student programs, classroom equipment and materials, and teacher professional development. The Neighborhood Bridges program provides a different support for our students. School counselors keep a list of students' needs and the program allows donors to supply those needs. Organizers call it "a gateway to kindness." The organization started in Ohio and has spread to Alabama. Community members want to give back and this is an opportunity to do it anonymously, knowing that a student is truly benefiting.

Connection with parents with news and announcements can be seen with the district "In the Loop" newsletter that highlights events/celebrations at the schools, "Tracking the Huskies" with athletic-related information, the school and district websites, and the school counselor Remind Accounts. Many of our parents are employees with our community organization partnerships. Thanks to our Trussville Chamber of Commerce and the Trussville Mayor and City Council, we have solid community support for our school resource officers, city-wide recognition for our 2020 seniors with Turn Trussville Red, and the city's appointment of board members for Trussville City Schools. All of our TCC board meetings have an assigned city council member present as a school district liaison, and he speaks on behalf of the mayor with city announcements and discussions. We certainly benefit from such strong support.

HHS was chosen by Samford University to host a cadre of junior students for their educational internships. The Samford students are assigned to HHS teachers to really see education from the eyes of a practicing teacher. The students are expected to experience the classroom, the extracurricular, the daily schedule, and the communication pieces required with students, parents, and peers. We always accept other university students for their formal student teaching placements in the fall of spring. It is important to have an open door policy with area colleges and universities because the more they know about HHS, the more they can do for our students.

3. Creating Professional Culture:

Hewitt Trussville High School is committed to providing support for teachers. HHS provides a safe, welcoming, creative environment through professional learning communities that promote creativity and voice. Professional learning activities at HHS positively impact teacher capacity, student achievement, and school improvement by following a monthly schedule that included department content planning, educational technology training, school or district initiatives, and faculty meetings with our teachers in leadership/presenter roles. The example explained below will identify an opportunity for school improvement with data support, action steps taken to address the issue, collaboration time provided within the weekly schedule, and utilization of HHS teachers' expertise.

Hewitt-Trussville High School teachers helped to develop action steps and outcomes to focus on ACT scores remaining flat over the course of the past few years. From 2016-2019, the composite average hovered close to 21. An example of one action step was to develop professional learning utilizing research based practices in the areas of Webb's Depth of Knowledge, ACT strategies, and data analysis to address the stagnated scores. As a result, teachers incorporated their learning from professional development opportunities into their classroom instruction. For example, after learning about Webb's Depth of Knowledge, teachers worked in departments to analyze assessment questions and then rewrote questions at a deeper and more complex level. Teachers learned how to effectively analyze mock ACT data and drill down to specific skills that students needed to master. Teachers learned ACT content and test strategies to integrate in the classroom, including bell ringers and timed reading passages. Teachers were able to collaborate during the school day at least twice a month on this focus as our school district offers an early release for students every Thursday. As a result of developing action steps based on research practices for the improvement of 11th grade ACT scores and learning in professional development opportunities, HHS teachers were able to facilitate and lead student ACT boot camps to help students better prepare for this high stakes test.

As a result of teachers leading boot camps and teachers' participation in this yearlong professional learning to improve student achievement, the overall capacity of HTHS teachers was strengthened. Teachers worked collaboratively to recognize students with a "30 and Up Club", a specific cord color for graduation, a picture wall displayed in the main lobby of the school, and recognition at football games under the Friday night lights for a community celebration.

4. School Leadership:

The leadership philosophy of the school is based on the fact that teachers have the most impact on the lives of the students. All of the school's efforts must assist in the education of the student, supporting the teachers' work and minimizing learning distractions. The principal is housed on the main floor and oversees the school's academic schedule, along with the district curriculum assistant superintendent and the student services assistant superintendent. The principal also coordinates with other areas: finance, food services, facilities, special education, transportation, athletics, and ALSDE.

There are four assistant principals given major areas of responsibility by teacher departments, student grade level, and other large programs like career technology, special education, facilities, Advanced Placement, main office coordination, random student drug testing, alternative education, and master scheduling. Assisting with students and teachers, four counselors are assigned to grade levels and then move with the grade level until graduation. This is advantageous because students and parents form an ongoing relationship with the counselor and she is better able to monitor behaviors, providing more timely intervention if needed. The assistant principal can also learn students' capabilities and areas of concern much more expeditiously. All contents have teachers designated as department chairs, serving as contacts and point people for questions regarding curriculum or department planning.

Our modified block teaching schedule was endorsed by the teachers and continues to be their desired structure. Their state monies for instruction are spent on their identified needs and all are encouraged to seek appropriate professional development through specific school accounts that are loaded each year by TCS. We have two flex days for teachers' professional development during the summer, replacing two week days during the school year. Offerings are sometimes aligned to district initiatives, state mandates, teacher course planning, course pacing guides, and Advanced Placement requirements or updates. All of the professional development is for increased teacher capacity and the goal of maximized student growth and achievement. HTHS has one hour Thursday PD when students dismiss early. At this time teachers may have department planning, a faculty meeting, technology training, district required assignments, state testing training, summative testing preparation, or any other task related to education. We support teacher attending state and national conferences, even providing professional development time when they are presenting and require a substitute. Additionally, we encourage student co-curricular field trips (psychology students visiting a mental institution), the jazz band playing at the Trussville Civic Center, or the Society of Women Engineers (SWENext) touring Georgia Tech University.

HTHS has a collective interest in educating our students with high standards. Collaboration is a driving force for our staff to move students forward. Our daily schedule offers as much time as it can while the students are in the hallways and classrooms. A culture of success requires collaboration, not the long ago isolation that basically proclaimed "Everyone is entitled to my opinion." Recent collaboration with other departments allowed the English teachers to discuss literacy, ACT prep, the Husky 55 vocabulary enrichment program, and reading during the instructional day. Teachers from all content areas, including electives, brainstormed ways to incorporate additional reading and vocabulary enrichment not their courses. Author and teacher Paul Solarz said "Collaboration allows us to know more than we are capable of knowing by ourselves."

HTHS appreciates and supports its teachers. The more a school can do for its teachers, the more the teachers can do for the students. School leadership is not about "being in control" ; it is about "being in charge" of the school's quest to work together to help students move forward on a positive path toward college and career readiness.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental to our school's success is the addition of Husky Hour, our mid-day flex period. After years of implementation we have experienced marked academic growth, raised assessment scores, and improved the socio-emotional well-being of our students and faculty.

Academic growth has been realized by offering struggling students opportunities for intervention through individual or small group instruction. Husky Hour academic intervention occurs four days a week with one day designated for each core academic subject. Students are often assigned to attend intervention sessions but many go voluntarily. On their intervention day, teachers are available for an hour of additional academic instruction, homework help, study sessions, and make-up tests. In addition to this classroom based academic support, students have access to the library and the HTHS Writing Center, where students can bring in college essays and scholarship applications. Teachers and counselors can also refer students for remediation or extra guidance on all stages of the writing process.

During Husky Hour it is also very common to see groups of students sitting together in the halls or in classrooms working on projects, homework or studying together for an upcoming test. As a result of this flexible time for targeted academic work, our course failure rates have dropped significantly and our students and teachers are experiencing less stress and anxiety that is often associated with a lack of time for additional academic help.

This year we have utilized Husky Hour for standardized assessment preparation. Students who failed to benchmark on our fall ACT mock test were assigned to attend 30 minute ACT boot camp sessions related to each part of the test. Trained boot camp teachers shared testing strategies and helped each student identify areas of weakness, following up with targeted instruction and testing practice. Initial reports indicate our junior class ACT scores have improved markedly as a direct result of the Husky Hour ACT boot camps. Also, our students expressed experiencing less high stakes test anxiety and more confidence as they approached the spring testing day.

For our students and faculty, the simple addition of flexible time each day has transformed our school climate and culture. Students who used to struggle socially can now meet a new friend group, participate in a club, or simply find a quiet place to sit and decompress for a little while. Our highly motivated and involved students who often suffer with overload anxiety now have extra time built into each day to stay on top of their work. Teachers have extra time to plan, collaborate, or just take a much needed break. The socio-emotional benefits to Husky hour have indeed been transformative for our school.