

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 [] Choice

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

Official School Name Kutztown Area Senior High School
(As it should appear in the official records)

School Mailing Address 50 Trexler Avenue
(If address is P.O. Box, also include street address.)

City Kutztown State PA Zip Code+4 (9 digits total) 19530-9700

County Berks County

Telephone (610) 683-7346 Fax (610) 894-4801

Web site/URL https://www.kasd.org/highschool E-mail bflicker@kasd.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. Christian Temchatin E-mail ctemchatin@kasd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kutztown Area SD Tel. (610) 683-7361

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. Karl Nolte III
(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):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 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	57	48	105
10	57	70	127
11	49	60	109
12 or higher	50	53	103
Total Students	213	231	444

*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):
- 0.2 % American Indian or Alaska Native
 - 2 % Asian
 - 1.6 % Black or African American
 - 4.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89.3 % White
 - 2.2 % 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: 6%

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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2018	451
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

English Language Learners (ELL) in the school: 1 %
5 Total number ELL

7. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 146

8. Students receiving special education services: 17 %

74 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>6</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>46</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 7

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 12:1

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	94%	95%	94%	94%	94%
High school graduation rate	92%	97%	94%	93%	91%

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	108
Enrolled in a 4-year college or university	56%
Enrolled in a community college	16%
Enrolled in career/technical training program	2%
Found employment	21%
Joined the military or other public service	1%
Other	4%

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.

The Kutztown Area High School shares its mission and vision statements with the Kutztown Areas School District: "to inspire learners to grow as contributing members of the global community." The school community seeks to prepare students for their future by focusing on its hallmark vision, which is to "maximize potential, embrace change, create the future."

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 Kutztown Area School District is a rural public school district in eastern Pennsylvania that spans 99 square miles and includes three townships, one borough, and five small villages. While the make-up of the district is primarily agricultural, one major feature is Kutztown University, an institution of the Pennsylvania State System of Higher Education. The enrollment total in the district is 1,355 with 444 pupils in attendance in the high school. Beyond the high school, the district consists of two elementary schools and one middle school. Thirty-two percent of the high school's population is economically disadvantaged.

The original Kutztown Area High School was constructed in 1916, within a community that embraced its duty to provide a high-quality public education system. In the early years of the 20th century, the high school offered general, classical, and technical programs. Extracurricular activities consisted of athletics, debate, the school newspaper, and the literary society. The current high school facility was constructed in 1961 to address the increased population of that era. This facility allowed for curricular expansions in our business, agriculture, and industrial arts programs. Major improvements in 1974 and 2016 increased athletic and academic space and produced a state-of-the-art auditorium, performing/fine arts classrooms, modern science laboratories, and compliance with the Americans with Disabilities Act.

The Kutztown Area School District maintains a strong and dedicated alumni base. Many graduates have returned to the area to settle into homes, engage in their professional careers, and re-establish their relationships with the school district through their own children's enrollment and participation in our athletic, co-curricular, and extracurricular programs. The Kutztown Area School District's Education Foundation further supports alumni involvement. Founded by alumni in 2000, the Foundation showcases and celebrates distinguished alumni, offers scholarships to graduating seniors, and provides financial support for innovative school projects and initiatives. To date, the Education Foundation has generated over \$1,000,000 in endowments that directly benefit the district's students.

With the goals of equalizing the educational playing field for all students and opening new avenues of student inquiry and exploration, Kutztown Area High School (KAHS) became an Apple 1:1 program in 2004-05, one of the first in the state. Since then, KAHS faculty and staff have worked diligently to create a rigorous academic environment, while gaining status as a "Distinguished Apple School" in the 2007 and 2008 school years. During the past decade, KAHS has doubled its Advanced Placement offerings and enrollments, with a total of fifteen AP courses in effect in the 2019-20 school year. In 2020-21, AP Studio Art will be added to our course catalog. At KAHS, every college-bound student is encouraged to experience a course that mirrors college-level rigor. To further this aim, KAHS has established a dual enrollment agreement with Reading Area Community College and an admissions agreement with Kutztown University. Under the Reading Area Community College program, courses are dually approved by the institutions, taught by KAHS faculty, and provide college credits to participants. The Kutztown University program was developed with the aim of offering students an affordable, high-quality postsecondary education outlet, with access occurring in high school and consisting of reduced tuition rates provided for on-campus and off-campus enrollments.

The students at Kutztown Area High School are active and engaged within and beyond the classroom. Diverse enrichment opportunities are offered through co- and extracurricular activities. Our students routinely perform in the county, regional, and state competitions in the areas of athletics, performing arts, visual arts, agriculture, science, math, history, and debate. With twenty-one athletic teams and thirty-six school clubs and activities, KAHS continually strives to offer something for everyone. Our goal is to have active and engaged students who build skills, perform passionately, and make a positive impact on the Kutztown community.

KAHS students have earned a number of distinctions over the years. Our students' academic performance has resulted in AP District Honor Roll status in 2017 and 2019. Athletically and musically, our students are routinely invited to compete at the regional and state levels, with Pennsylvania State athletic champions and award-winning musicians arising from our programs. Through our faculty's and students' efforts, KAHS has been recognized by the Pennsylvania Art Education Association as an "Outstanding Visual Arts Community." Additionally, our Odyssey of the Mind students competed and placed at the World Championship in 2018, and our History Day students, who routinely win at the state level, were crowned National Champions in 2011. With less than 500 students, KAHS is small in nature but big in success.

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

At Kutztown Area High School, we employ a program we call STEM/World LABS. All students are provided learning opportunities in STEM (science, technology, engineering, and math) along with an emphasis on learning to contribute to the World through the study of Languages (English Language Arts, Spanish, and German), the Arts, Business, and the Social Sciences. This model was established in 2013, with the intent of readying our students for college, career, and life.

Instructional design and delivery are guided by the district’s Instructional Model, Danielson’s Framework for Teaching, Webb’s Depth of Knowledge, our Literacy Framework, and the philosophy of differentiated instruction and blended learning. Project-based learning, teacher-generated common assessments, and extensive cross-curricular projects combine to form a cohesive and rigorous academic environment. Fieldwork through our STEM/World LABS approach has been bolstered through various partnerships, including, but not limited to a formal Professional Development School agreement with Kutztown University; ongoing collaborations with Madison Square Garden; and ongoing professional development with The University of Pennsylvania. Our students benefit from career experiences and internship placements at East Penn Manufacturing, Rodale Institute, Customers Bank, and Lehigh Valley Hospital, to name a few. Our students and teachers also regularly work with the World Affairs Council, Hill Freedman Academy of Philadelphia, Berks Business Education Coalition, and the United States Memorial Holocaust Museum.

Our students are assessed on PA Core and Academic Standards across all academic disciplines. The specialty areas of art, music, health and physical education, and family and consumer science mimic the rigor found in our core areas, with writing, oral presentations, and project-based assignments embedded in all courses. Higher-order thinking is made visible through both digital and printed student products, with an emphasis on demonstrating learning objectives through authentic assessments.

Our differentiated learning philosophy is evidenced by tiered instructional design applied across classrooms. Lesson design and analysis is based on specific objectives, activities, and assessments that are geared toward growth for each student. Intervention and academic support sessions are embedded into our six-day, rotating schedule to allow for additional learning opportunities for all students, along with every-other-day “connections” sessions for students to meet with teachers and counselors to receive the academic, social, and emotional supports needed.

We regularly employ and analyze a variety of assessments such as midterms and final exams, unit summative assessments, state assessment scores, and scores on Advanced Placement exams and SATs to identify patterns and trends which lead to the continuous improvement of curriculum, instruction, and student outcomes. Additionally, assessments such as ongoing formative assessments, the STAR 360 adaptive reading assessment, Pennsylvania Department of Education’s Classroom Diagnostic Tools (CDTs), and the PSATs allow us to take a deeper dive to pinpoint and support individual students’ needs.

Our technology-support system ensures a fully functioning online environment. Our one-to-one Macbook learning system is well supported through an extensive digital application platform, instructional coaching, digital classroom equipment (i.e. interactive whiteboard and projectors), and a technical assistance team that is available for educational training, technical support, and problem-solving activity. All teachers use the Canvas Learning Management System to provide materials and resources, engage students in collaborative discussions, and conduct assessments that provide students with immediate feedback.

1b. Reading/English language arts

The Kutztown Area High School English Language Arts department strives to deliver a future-focused curriculum that emphasizes informational, media, and cultural literacies. A primary instructional goal is to have our students analyze external ideas and opinions, determining their worth and accuracy. Students develop their personal voice by regularly engaging in discourse. We work to foster creativity while presenting opportunities for project-based learning, which results in oratorical, multimedia, theatrical, and written displays of student work.

Recently, the English Language Arts department implemented a framework that is aligned to Pennsylvania's State Literacy Plan. The Framework includes the adoption of a common set of Big Ideas and Essential Questions that serve as the curricular backbone for students as they move from one ELA classroom to another. Our ELA department believes it is critical to offer meaningful learning activities with the hallmarks of 1) differentiated instruction, 2) real-world applications, 3) problem-solving, and 4) skill mastery. The department uses a number of formative assessment strategies, including: think-pair-share activities, journal writing, pre- and post-tests, quizzes, small and whole group discussions, peer feedback, entrance and exit slips, and essential question-based writing exercises. Summative assessment strategies include projects, presentations, capstone research papers, processed essay pieces, portfolios, and exams. Data gleaned from these assessments along with Keystone (State) Exams, PSATs, ACTs, SATs, and AP Exams allows us to analyze, evaluate, and adapt our instruction for continuous improvement.

Our department's efforts extend beyond the classroom. Biennially, our students attend the Dodge Poetry Fest in Newark, New Jersey, where students listen to renowned poets such as Billy Collins, Jericho Brown, Anis Mojgani, and Sandra Cisneros. To extend our effort in fostering a love of poetry and performance, our students travel to neighboring schools to participate in poetry festivals each spring. At these gatherings, our students collaborate on original works and engage in peer readings.

In addition, the ELA department has developed partnerships with institutions of higher learning such as The University of Pennsylvania, Muhlenberg College, Reading Area Community College, and Kutztown University to enrich the educational process. Our intention is to supplement and enhance our existing curricular goals while exploring new ideas and opportunities. We continually broaden our students' understandings and exposures through peer mentoring programs, internships, field engagements, language arts-based campus programs, and dual-enrollment courses.

Another departmental focus is our recent effort in expanding course offerings. In 2014, we added the College Board's AP Language and Composition course. Since then, enrollment in the course has steadily increased, with 34% of the junior class currently enrolled. With AP Literature and Composition being available to our twelfth-grade students, the AP Language course allows for a natural transition to higher-level reading and writing demands. Additional departmental elective offerings, including a college-level dual-enrollment Public Speaking course through Reading Area Community College and a Creative Writing class, allow our students to build workplace skills, develop lifelong competencies, and extend creativity. Likewise, our two Mass Media Production courses offer our students the chance to deconstruct extant media and produce original video content.

In terms of college and career readiness, our ninth-grade students compose a research-based career exploration paper, while our tenth-grade students complete an individualized research project. In addition to participating in PSAT/SATs, our eleventh-grade students are involved with a research symposium, and our twelfth-grade students work on a variety of capstone projects. Our senior AP/College Preparatory students produce and present a 10 to a 12-page research paper, while our technical education students design and teach a Skills Vocabulary Lesson to their peers.

1c. Mathematics

The goal of the mathematics program is to develop students' computational thinking skills, flexibility, and perseverance in problem-solving, and to help students see the vital role and value of mathematics in the real world. We do this through a curriculum that emphasizes concepts over algorithms and creative problem-

solving over memorizing procedures.

Mathematics courses are sequenced to ensure that students can begin Algebra in middle school and participate successfully in the study of one or more AP mathematics courses by their senior year or any math course which meets their college or career preparation needs. Students can select from Algebra I, Algebra II, Geometry, Algebra III & Trigonometry, Calculus (including AP Calculus AB and Calculus Dual-Enrollment), Probability & Statistics, AP Statistics, and AP Computer Science Principles. The curriculum is based on the Pennsylvania Core Standards and the National Council of Teachers of Mathematics (NCTM) Standards.

Through the study and application of NCTMs Mathematical Teaching Practices, the department has recently been focusing on increasing mathematical discourse and encouraging productive struggle through the use of math tasks. These math tasks help students see the connections between math in the classroom and math in the world around them. Teachers regularly engage students in meaningful learning experiences via individualized and collaborative learning activities. Being a technology-based school, our teachers regularly leverage our one-to-one learning environment to create lessons and learning experiences that increase engagement and computational thinking while utilizing digital mathematical tools and connecting students as problem-solvers.

Assessment data is routinely analyzed as a means of continuous improvement in our curriculum and instruction, leading to greater outcomes for student improvement. Formative and summative assessment data is used in the classroom to provide differentiated instruction, adjust instruction accordingly, and adapt the curriculum as needed. Students who need additional supports and/or have not demonstrated proficiency on the Keystone Algebra I exam receive additional instruction and support through small group and individual tutoring sessions during the school day.

1d. Science

Science education at Kutztown Area High School is a systematic, data-driven process, built on a solid curricular foundation and executed in flexible, student-driven learning environments. Our collective goal is to ensure that students are prepared to enter into a post-secondary experience where they are confident in their abilities to succeed and pursue their dreams without reservation. Our vision is realized daily, through deliberately-designed instruction, rigorous assignments, strategically placed formative assessments, adaptable remediation, and the highest of expectations. Individual student-performance data is utilized to place, challenge, and evaluate students, for the purpose of maximizing the potential of every learner.

All college preparatory students are required to complete four science courses, including Physical Science, Biology, Chemistry, and Physics. The curriculum of college preparatory Biology and Chemistry courses are grounded in weekly hands-on experiences, which are made possible by the double-periods that are integrated into students' schedules. Our newly renovated laboratories aid the instructional process, with a plethora of high-quality scientific equipment available to our students. Elective courses in Anatomy and Physiology, Chemistry, Environmental Science, and Agriculture provide viable options for our students to pursue greater depths of knowledge in subject areas of strong interest.

Additionally, Advanced Placement courses in Biology, Chemistry, Physics, and Environmental Science provide a college-level experience for aspiring scientists. In an attempt to challenge our students and expand their opportunities, dual enrollment courses are offered through Reading Area Community College in Chemistry and Physics. These options provide the opportunity for our students to earn transferable college credits at a reduced rate. With faculty-driven educational trips to New Zealand and Australia in 2018-19, conducted with the purpose of examining the environment and discovering the world, we have expanded our students' knowledge and understanding beyond the classroom. In 2021, we will expand our reach with a trip to South Africa.

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

The KAHS Social Studies Department is deeply dedicated to authentic historical inquiry and social science research. With a rich tradition in the objectives and ideals of the National History Day program, core courses are designed to foster critical thinking and analytical skills through research and close reading of primary and secondary sources. Through these authentic exercises, students are able to construct a personal understanding of history, culture, civics, and economics. Students are actively engaged in exercises that help them communicate their questions, arguments, and findings.

Dedicated to teaching the social sciences through a multi-perspective lens, freshmen and sophomore study U.S. History in a Global Context, with U.S. History presented side-by-side with World History so students may better understand the historical context and impact of events on multiple parties. As upperclassmen, juniors explore World Cultures through a historical context and current events to develop a stronger appreciation of global actions, priorities, and problems. The social studies curriculum culminates in the senior year and is designed for students who are reaching voting age and accepting democratic responsibilities. At this level, our students study government, law, and economics. To complement core offerings, open enrollment in Advanced Placement courses in Human Geography, Government, Psychology, and U.S. History is offered to students with a range of skills, encouraging collegiate rigor prior to high school graduation.

The department has a successful National History Program starting in sixth grade, which encourages students to engage in a year-long independent study, individually or as a group while exploring self-selected topics. Students engage in hands-on historical research, both virtually and in the field, and also interview eyewitnesses and experts. Findings are published in a variety of mediums: documentary, museum exhibits, paper, and websites. Students consistently place on the regional, state, and national levels. A commitment to these ideals is evident throughout a core curriculum that incorporates field activities, including: Model Senate, government official shadowing, Gettysburg National Military Park explorations, United States Congress petitioning, non-profit outreach, and local history research interviews. Our educational trip abroad to Rome, conducted in 2019, demonstrates our commitment to providing our students with real-world experiences across the globe. Our planned 2021 trip to Greece further exemplifies our mission.

1f. For secondary schools:

The Kutztown Area High School counseling department created a comprehensive K-12 guidance plan that outlines various college and career readiness opportunities. We have partnerships with Reading Area Community College and Kutztown University to provide dual enrollment options for all students in grades 9 through 12. Representatives from postsecondary institutions visit the high school regularly to help expand our students' knowledge of options. Small group and classroom presentations, Berks County College Fair participation, and mentoring programs are offered in an effort to increase our students' understanding of postsecondary opportunities. We also offer Advanced Placement courses, for the purpose of allowing our students to experience the rigor of a college-level course. During the 2019-20 school year, we produced 169 AP enrollments, which constitutes a 180% increase over the last five years.

All freshmen students are exposed to the available opportunities at the Berks Career and Technology Center through presentations and tours. Students may attend the Career Center in grades 10 -12, where they may choose from one of the thirty-eight programs that offer NOCTI Exam and Industry Standard Certifications.

As part of the Comprehensive Guidance Plan for the high school, a course in Careers and Financial Literacy is a graduation requirement. At the completion of the course, each student possesses eight separate career artifacts, which include such items as a resume, letter of intent, and job application. Each student takes the Career and Financial Literacy course in an online format to foster the skills necessary for additional online learning success at higher levels.

Our school's dynamic curriculum affords all students an opportunity to take courses in one or more of our five Career Pathways: Human Service, Science and Health, Business, Art, Information Technology. We offer an internship program for upperclassmen that has allowed our students to partner with various local

businesses and industries. Finally, our elective courses allow for practical experiences and provide a path toward our students' futures. Offerings in Technical Education, the Humanities, Sciences, and Agriculture enrich our pathway model.

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

2. Other Curriculum Areas:

Kutztown's rich tradition of art education has afforded our students opportunities to practice and study the classical, fine, and contemporary arts. Working across multiple mediums, our young artists explore the creative, technical, and entrepreneurial aspects of art, while producing works that reflect and speak to the culture. Along with our many campus-based showcases and displays, our students' work is viewable at various local venues, traveling exhibitions, and also through online formats. Students at Kutztown Area School District celebrate the importance of a well-rounded education with opportunities to engage in art education courses at all grade levels. As a recipient of the "Pennsylvania Art Education Association Outstanding Arts Community Award," our program has been widely recognized on the basis of rigor, inclusion, accessibility, and visibility. We believe that the arts not only offer a unique perspective to students, but also provide a transformative way of viewing the world.

There is an incredibly rich tradition of music education at Kutztown Area High School. Named a "2019 Best Community for Music Education," the music department boasts many performing ensembles with the highest ratings in competitions. A plethora of elective classes are available for our students, including voice classes, guitar instruction, music technology courses, and music theory. There are no boundaries on performance opportunities, as we involve our students with school-wide musicals, talent shows, winter and spring concerts, and off-campus performances that occur throughout our county and region. The diverse and constant activity in our high school's music wing speaks to the musical creativity that is embedded in our school's culture and curriculum.

Our learners are afforded a rich collection of physical and digital resources through the high school library. Learners use the library and makerspace for independent study, research, and collaborative projects. Our digital "LibGuides" platform provides academic research databases, e-books, instructional videos, and other high-quality curated resources to meet curricular and personal inquiry needs. The library champions literacy through well-integrated reading projects, Reading Olympics teams, and constant promotion of excellent young adult titles. Research and media literacy skills are also reinforced across subject areas with a variety of challenging inquiry projects. The library's collaborative work to redesign the school's senior capstone project has been nationally recognized by the American Association of School Librarians. Our freshman Research & Design course sets foundational inquiry skills in the context of problem-solving through design thinking, providing learners the opportunity to advocate a cause and design a solution through participatory action research.

Family and Consumer Sciences classes utilize the academic skills and knowledge that students are acquiring in their sciences, math, technology, language arts, and social studies classes and provide our students with opportunities to apply those skills to real-world experiences. In-depth research and application occur in the topics of nutrition, the industrialized food system, food science, family dynamics, child development, communication, values, finance, government, and world cultures. Sewing, culinary, and career skills are introduced, expanded, and refined. Students are encouraged to find the connections that exist among all of their courses, with the end goal of developing into a knowledgeable, curious, well-rounded adult. Family and Consumer Sciences serve as a platform for problem-based, student-centered learning that prepares students for future family life, jobs, careers, the military, and college experiences.

Our fitness and wellness curriculums are based on scientific knowledge in the areas of nutrition, stress management, life-long fitness, strength training, personal performance, and human development. We focus on integrating scientific terms with an action-based curricular foundation. In these courses, students complete research papers, design strength training programs, engage in problem-solving and analyze factors pertaining to health and wellness across the mental, moral, affective, social, physical, and motivational domains. Interdisciplinary connections are made in the areas of neuroscience, physics, psychology, and

family and consumer science. Our work extends beyond the school, with collaborative presentations and projects occurring with Planned Parenthood and the Miller-Keystone Blood Center.

Offering study in German and Spanish, the mission of our World Language program is to prepare students to be global citizens through language acquisition and also expand their appreciation for other cultures. Studying another language provides our students the opportunity to build relationships across cultures in an increasingly interconnected world, as well as create better understandings of their own language and culture. Our primary focus is on providing students with the linguistic tools needed for effective communication. This includes oral and written comprehensibility, aural and reading comprehension, and cultural sensitivity and awareness. Through world language study, students gain invaluable 21st-century skills and are better prepared for college and their careers. Our partnership with faculty and students from Kessel, Germany enriches our students' understandings and experiences, and leads to real-time Skype communications along with travels abroad. Efforts such as this demonstrate our commitment to bring the world to our students, and vice versa.

3. Academic Supports:

3a. Students performing below grade level

At Kutztown Area High School, we provide multiple avenues for meeting the diverse learning needs of our students. We provide classes at the general, academic, and honors levels for the four core subject areas. Additionally, there are opportunities for our students to enroll in Advanced Placement courses in a variety of disciplines. Struggling learners who are operating below grade level are recommended for placement at the general level. This level provides scaffolded instructional strategies that focus on the development of basic academic skills within the curriculum and exposes our students to Keystone tested academic standards.

Struggling learners may also be referred for academic support. Students are placed in Academic Support based upon any existing deficiencies and/or needs. Needs are determined through classroom teacher feedback, school counselor input, administrative analysis, and parental/student input. The student's academic history, along with test scores, report card grades, and interim progress reports produces a portfolio of data that accentuates existing needs. In the academic support environment, the teacher focuses on concepts yet to be mastered by the student, along with the skills needed for success (i.e. organizational skills, study habits, reading skills, and test-taking skills).

Peer tutoring, offered by members of our National Honor Society Chapter, is a staple of our school. Beyond this, our Achieve Program provides intensive guidance and instruction for a small group of our students, while aiming them toward graduation.

3b. Students performing above grade level

Students performing above grade level are encouraged to register for honors and advanced placement level courses; however, our curriculum allows for enrichment opportunities within all course levels. In 2018-19, we initiated a dual enrollment program with Reading Area Community College and currently offer dual enrollment opportunities on our high school campus. Since this program is not limited to those students performing above grade level, it provides students an opportunity to earn college credits, while better understanding the requirements and expectations of the higher education environment.

The Berks Career and Technology Center (BCTC) serves as our local career and technical school. Through their Technical Academy, BCTC provides academic opportunities for our high performing students in the areas of Business Management and Entrepreneurship, Computer Systems Networking & Security, IT Programming, Mechatronics Engineering Technology, and Health Occupations. The Technical Academy stems from a partnership between BCTC, Reading Area Community College, and Bloomsburg University. Participating students can learn advanced skills and earn college credits. Additionally, we provide our students with the opportunity to engage in an independent study. Our Independent Study courses offer students various types and degrees of enrichment in relation to our secondary school curriculum. Advanced

Placement courses serve as an additional outlet for students to enrich their learning. Students are expected to meet the Honors/Advanced Placement course criteria for admittance.

3c. Special education

Students who are eligible for special education services are provided a continuum of support and services to meet their diverse needs. Our most restrictive educational program involves a replacement curriculum in a special education classroom setting. We provide replacement instruction in the areas of reading, writing, and math in order to close student achievement gaps. Students with significant cognitive impairments may receive functional skill instruction that involves learning activities related to daily living and community engagement. The next step on our special education continuum produces instruction within the general education curricula that includes modifications. General education classes consisting of the modification element have a paraprofessional or special education instructor who is available for extra instruction and support. All modifications and accommodations are dictated by each student's Individualized Education Program (IEP). Students who have less significant academic needs may participate in the general education curricula at any level with accommodations as described in their IEP.

The High School Life Skills Program is designed to maximize independence and prepare students to enter the "real world" after graduation. Classroom instruction takes place across curricular areas. Transition activities include community-based instruction and vocational (job skills) training where the students learn skills in their natural environments. In essence, the community then becomes the "classroom" and students not only learn "skills" but they are actively engaged with people and learn how to socialize and get along with others. The student curriculum is highly individualized and utilizes a specialized curriculum for academic progress.

Self-help and adaptive living skills training are embedded throughout the day in various school and community settings. Students receive individualized adult support with functional academics. Individualized Supports and Services include, systematic instruction, comprehensible and structured learning environment, and family involvement

Our overall goal is for our students to be productive citizens and to be as independent as possible in their home and work life. All aspects of the program are geared to help each student reach their highest potential. We have a great team of support staff working with the students both in the classroom and community and everyone works together for the benefit of the students.

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

Kutztown Area High School has recently experienced an increase in the number of students who qualify for English as a Second Language (ESL) services. Such services are provided on a continuum. Upon enrollment, students are identified based on the Home Language Survey along with assessment results. The students are enrolled in regular education courses with accommodations that are determined by their individual needs. Qualifying students may receive service in a pull-out model, where the ESL teacher instructs on basic language development skills and offers a consultative level of support. Regular education teachers accommodate ESL students based on proficiency levels.

ESL staff works collaboratively with general education and special education teachers to address students' learning needs and to implement recommendations for intervention. This includes providing equal access to instruction for English Language Learners who may also have special learning needs or disabilities, and giving these students equal access to appropriate educational services. Students may also be scheduled for additional academic support, which has a smaller student-teacher ratio, in order to work on general education curricula. Our ESL staff members provide support to KAHS faculty and staff as well. The ESL teacher may provide "push-in" classroom support, whereas the student receives direct support in the general education or special education classroom.

ESL staff and high school teachers support the learning of English Language Learners in various ways to help meet their needs and success in general education classrooms. Through collaborative discussion,

teachers have worked together to provide an optimal learning experience for our students.

Students participate in group work in the classroom setting rather than solely independent work. Community-Based Instruction field trips allow them to be immersed in the English language using their language domains of listening, speaking, reading and writing. Lessons are scaffolded to add supports for the students to promote their learning and mastery of skills. ELLs also are paired with others who are bilingual, and peer tutoring is offered with National Honor Society volunteers who speak the student's native language. Parent involvement is key in school success. The use of bilingual staff members assists in communication, and the use of daily communication logs to parents inform them of their child's instruction on an on-going basis.

We believe collaboration is key to our students' success. Progress monitoring data are reviewed and accommodations are adjusted as the students improve with their English proficiency.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is a priority at KAHS, as we see a distinct correlation between involvement and achievement. We offer twenty-one varsity sports and forty clubs and activities, which are comprised of entities including: Student Council, Yearbook, Poetry Club, Math League, Academic Challenge, Science Olympiad, Debate, SADD, No Place for Hate, Reading Olympics, Art Club, Leo Club, and a variety of in-house charitable activities and community service involvements. With 444 students in our high school, 164 students participate in at least one varsity athletic program, which represents 37% of our student population. In 2019-20, a total of 774 extra-curricular experiences occurred among our student body members.

Our school is bolstered by an award-winning visual and performing arts program. Our music program actively engages more than a quarter of our student population with varieties including: concert, jazz, festival, and marching bands; show choir; and yearly musical productions, which employs our musicians and drama students. We are proud that in 2018 and 2019, the National Association of Music Merchants (NAMM) Foundation recognized us as one of the best communities for music education in the country, an honor bestowed to only 623 communities nationwide during this time. The strength of our program is further evidenced by our high school musicians and choral singers, who have received local, regional, and state-wide recognition for their abilities and performances.

Our ever-evolving visual arts program produces award-winning work at local shows and travel exhibitions. Due to the efforts of our faculty and students, the Pennsylvania Art Education Association named Kutztown an Outstanding Visual Arts Community in 2019. This honor accentuates the value we place on our visual arts program and stems from our rigorous, inclusive, and highly accessible programs. Academically, our emphasis on visual literacy reflects the new thinking and learning skills of a digital age and creative economy.

Student leadership is evident at KAHS through our Superintendent’s Student Leadership Advisory Council, Student Council’s regional conference participation, Reaching Full Potential Peer Mentoring Program, Student-Athlete Leadership Program (sponsored by the Caron Foundation), National Honor Society’s peer tutoring program, and our annual Camp Cougar Freshman Orientation Program. In an effort to extend and celebrate student engagement, we emphasize our graduating seniors’ accomplishments through capstone projects, a senior class trip, and our venerated commencement program, complete with a faculty honor guard.

2. Engaging Families and Community:

At KAHS, we understand that the community is paramount in providing for our students. Therefore, communication is a high priority. The “Connect-Ed System” standardizes our efforts in reaching out to our families, and provides alerts to key school events and happenings. We are at the forefront in Berks County, in providing a website system that allows for student and parental access to curriculum along with event notifications. As we enter our second decade of using an online learning management system, we are focusing on blended learning opportunities as well as parental oversight. We have an active social media presence through Twitter and Facebook to promote and celebrate the achievements of our school community.

Our building is highly active, with 2,477 facility requests to use rooms beyond the school day made in the last year. In addition to our annual Open House and Conference Night, we host Music in the Parks, the Berks County Outstanding Young Woman Scholarship Competition, a yearly Musical (including a senior citizen dinner and dress rehearsal), and various alumni homecoming events. We also support community athletic events, including Youth Night, Cancer Awareness, Military Appreciation, Teacher Appreciation, and alumni recognition at athletic events and graduation. We are actively involved with many of our civic organizations, including the Rotary, Optimist, and Lions Clubs, and many of our students and families volunteer annually at the nationally regarded Kutztown Folk Festival.

Our students and teachers dedicate innumerable hours at the yearly Kutztown Merchant Halloween Night, Taste of Kutztown Rotary Club event, Running of the Cougars 5K, Special Olympics, and the American Cancer Society's Relay for Life. Our National Honors Society students dedicate time to Wreaths Across America to honor deceased soldiers, and our Leo Club assists local food pantries and retirement communities, along with raising funds for the American Cancer Society, March of Dimes, Wounded Warriors, and our homegrown Kutztown Strong organization, which was created to combat youth addiction issues. Annually, our community awards 43 scholarships valued at more than \$100,000 to graduating seniors. In conjunction with the Kutztown Education Foundation, we have raised \$550,000 through our Cougar Pride Capital Campaign, which allows us to expand our students' opportunities and experiences while extending education beyond the classroom.

Lastly, in our efforts to help our students overcome difficult life situations, we maintain a connection with The Caron Foundation and Concern Counseling through our Student Assistance Team, which is comprised of volunteer teachers, counselors, and administrators who meet regularly to assess and assist students and families in need.

3. Creating Professional Culture:

Kutztown Area High School administrators, faculty, and staff work together to plan and implement our professional development program. The collective goal of the school community is to provide professional development to enhance teacher efficacy in teaching the whole child. We recognize that the educational needs of our students require a multi-layered approach to the educational delivery system that is focused on the social, emotional, mental, and academic needs of our students. Therefore, our professional development program is multi-dimensional in nature.

Professional development focuses on the district's mission of inspiring learners to grow as contributing members of the global community. As such, the emphasis in professional development has been on college and career readiness, literacy, STEM practices and principles, and differentiated instruction. Professional learning experiences are provided on in-service days, through teacher-initiated learning groups in our Flex In-service program, quarterly department PLCs, department meetings, and faculty meetings. Our district instructional coach regularly engages in coaching cycles with teachers, providing information through email and newsletters, demonstration lessons, and workshops. We also frequently employ outside coaches such as published authors, university professors, and experts in their field. Informal professional development is ongoing as teachers collaborate on cross-curricular projects, new practices, and implementing new programs.

Our building leadership team consists of six teacher leaders, two guidance counselors, and two building administrators. The team meets monthly to discuss pertinent concerns, engage in situational analysis, and monitor progress towards long-term goals. The leadership team believes that professional development and teacher learning is ongoing and must match individual needs.

Our teachers and administrators worked together to develop our supervision model, which reflects the collaborative nature of our instructional environment. The model also reflects our school district's mission and vision. Similar to classroom teachers who need to differentiate instruction, our supervision system promotes diversity in professional development. The differentiated supervision model provides multiple opportunities for teachers to engage in various instructional elements on a rotating basis. Teachers are given the latitude to develop personal goals based on specific instructional areas in three of the four years of the model. One year is reserved for formal observations and engagements with administrators, for the purpose of assessing performance and collaborating on instruction.

4. School Leadership:

The Kutztown Area High School administrative team consists of two building administrators who have worked together for seven years. The administrators work to advance their personal strengths as leaders and educators. With a shared vision of success for all students, the administrative team endeavors to discover our

students' passions and interests. Such work drives our professional development, leadership decisions, and daily activity. The servant leadership approach at Kutztown serves as the bedrock of decision-making and behavior. Faculty, staff, parents, and students are aware of the educational law, policies, procedures, and practices that drive school activity. The administrative team demonstrates a thorough understanding of the expectations and parameters that are set forth by outside entities, and are able to educate school stakeholders through presentations, discussions, and correspondence. The administrative team believes in the practice of relationship-building and situates such practice at the organization's foundation. Administrative team members hold themselves to the highest standards of moral and professional conduct. By establishing high expectations and standards for themselves and other school stakeholders, a positive impact on the school's culture has occurred. Individual and collective successes are celebrated and problems are embraced and viewed as growth opportunities. Empowerment is a key facet of the administrative team's philosophy, as teachers are provided the freedom to connect with students and parents, and are expected to work to understand the diverse backgrounds and needs of our learners. The mantra of "building from one discussion, one engagement, and one relationship at a time" serves as a guidepost for building trust and generating understanding. Through this philosophy and arrangement, visible growth has occurred in our school, as evidenced by standardized test scores, advanced placement course offerings and enrollments, internship opportunities, and alternative learning programs that fit the needs of our students and bring learning to life.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Kutztown Area High School, students are afforded an individualized learning experience that prepares them for their future. We strive to produce a positive culminating K-12 educational experience that catapults our students toward college and career success. We share the belief that all students will succeed, and so, we routinely assist our students in their educational and life journeys. Our expectations of growth and measurable progress along with shared ownership for student success results in our esteemed annual graduation ceremony, where members of our district's professional staff adorn caps and gowns in the commencement procession.

Our closely-knit school community presents a special approach to education that is marked by dyadic conversations about our students' interests, plans, and aspirations. Building level administrators, counselors, teachers, and support staff work to know how individual Kutztown students learn. The working knowledge garnered through intensive faculty and staff effort along with planning, encouragement, and feedback produces a supportive and purposeful environment.

Our approach is also signified by personal accountability for each of our academic programs, qualitative and quantitative analyses, individualized academic placements, a career pathways model, schedule-embedded remediation/enrichment activity, and a rigorous teaching/learning structure. KAHS stands as a regional leader in establishing business partnerships, school-to-work transitions, and dual enrollment opportunities. Faculty, staff, students, and school administrators work together in developing partnerships with outside organizations, including: the job corps, colleges and universities, employers, and non-profit organizations to produce a structured and support-based experience for students seeking career-relevant and real-world explorations.