

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address One Renaissance Circle
(If address is P.O. Box, also include street address.)

City Everett State PA Zip Code+4 (9 digits total) 15537-1405

County Bedford County

Telephone (814) 652-9114 Fax (814) 652-0107

Web site/URL https://www.everettasd.org/ E-mail dburd@everettasd.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Danny Webb E-mail dwebb@everettasd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Everett Area School District Tel. (814) 652-9114

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. Corey Reffner
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) 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. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

| 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 | 46 | 103 |
| 10 | 37 | 44 | 81 |
| 11 | 54 | 57 | 111 |
| 12 or higher | 52 | 50 | 102 |
| Total Students | 200 | 197 | 397 |

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1.8 % Black or African American
 - 0.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96.7 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 11%

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, 2019 until the end of the 2019-2020 school year | 18 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year | 27 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 45 |
| (4) Total number of students in the school as of October 1, 2019 | 396 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.11 |
| (6) Amount in row (5) multiplied by 100 | 11 |

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

Ukrainian

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

7. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 236

8. Students receiving special education services: 17 %

66 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>7</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>41</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

| | 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. | 8 |
| 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. | 4 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

| Required Information | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 92% | 91% | 92% | 93% | 93% |
| High school graduation rate | 92% | 91% | 93% | 94% | 96% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

| Post-Secondary Status | |
|---|-----|
| Graduating class size | 94 |
| Enrolled in a 4-year college or university | 27% |
| Enrolled in a community college | 15% |
| Enrolled in career/technical training program | 5% |
| Found employment | 40% |
| Joined the military or other public service | 6% |
| Other | 7% |

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.

Dedicated to excellence in education by empowering students through individualized learning, equality of opportunity, and fostering a lifetime of success in a global society.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

The Everett Area High School began this school year on a hybrid instructional model. Students were assigned to one of two rotations and attended school in person every other week. Students were given assignments through Google classroom on their virtual week. All students were offered the opportunity to remain 100 percent virtual and many chose to do so. After the Thanksgiving break we moved to a 100 percent virtual environment due to the number of Covid cases in our area. In January, at the end of our second marking period, we returned to the hybrid schedule. In March, just prior to the beginning of our fourth marking period, we returned to school full time. Any student that did not want to return to face to face instruction was enrolled in our cyber academy.

17. **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 Everett Area School District covers approximately 300 square miles of area in the south-central region of Pennsylvania. The community is very rural and made up of families with mostly low to median income levels. The free and reduced population of our district is over 60 percent of our families. Well-paying jobs are not plentiful in our area so many residents and families work in surrounding counties. The majority of the employment opportunities are in the agricultural, manufacturing and retail industries but there are no major businesses in our school community. The district's schools are located primarily in the Northern part of the school district, so many students spend a considerable amount of time on the school bus or van in the morning and after school. Because of the distance that some families have to travel, the district provides transportation home in the evenings for students who participate in extra-curricular activities. ^[L]_{SEP}The high school stocks and operates a We Care room for our students. The We Care room is stocked with clothing and food donations from community members and local churches and is available for any student in need to visit.

During course scheduling, we encourage student individuality and attempt to be as flexible as possible to meet each student's needs. Everett Area High School allows students to design an individualized path that meets goals set by students and parents in our career exploration classes in middle school and students are then hand scheduled with those goals in mind. The school has an in-house cyber academy that provides online courses to students who cannot fit a specific course in their schedule. As a part of growing the curriculum and meeting the needs of a changing society, the district strategically planned to progress to a 1-to-1 system. Everett Area High School now provides a Chromebook to every student in grades 9-12, allowing access to curriculum and assignments twenty-four hours a day, seven days per week. Some families in the district have limited access to quality internet at home and rely on cellphone hotspots or free wi-fi hotspots throughout the community. The Everett Area School District belongs to a consortium with other county districts to provide career and technical education opportunities to its students through the Bedford County Technical Center (BCTC). BCTC offers several vocational programs that students may choose as part of their academic offerings in grades 10-12.

During the COVID 19 closures, the school was able to easily move to a virtual environment due to its 1-to-1 program. Teacher's adapted curriculum, posted instructional videos, created Google Classrooms and hosted Zoom sessions and telephone meetings to assist students during that time. Prior to the COVID 19 pandemic, the school took steps to prepare teachers by providing the necessary training for teachers to become Google Certified Educators. Teachers were provided cameras and microphones to assist in teaching virtually. Wi-fi hotspots were made available to students outside all of the district's buildings for students not having reliable access at home.

^[L]_{SEP}Along with the curriculum advances, the district has taken many strides in promoting safety and security in the school. Through grant opportunities, we hired both a school police officer and a mental health counselor. We also secured the main office vestibule and added other safety features to make the school safer and more secure. This effort also contributes to the academic growth of our students by providing a safer and more comfortable learning environment. The mental health counselor, in partnership with outside agencies, has provided in house counseling at no cost to families. This service has greatly benefited the mental health of our students. During our Covid schedule, administration and cafeteria staff provided several locations throughout the community for families to pick up meals for breakfast and lunch. This service was offered to all district families and was highly utilized and much appreciated. ^[L]_{SEP}

The Everett school community has been able to progress because of the collaborative effort to obtain local, state, and federal funding for projects that were needed to keep moving forward. Most recently, the school's Media Center underwent a transformation to become more of a resource space for innovation and collaboration for students. Additionally, the school focused its effort of staying current with trends by adding a Computer Science program to its course offerings. This program aligns with an Engineering Technologies program that was added several years ago.

^[L]_{SEP}In addition to regular operating hours Everett Area High School is committed to providing extracurricular

opportunities to its students before, during, and after regular school hours. We offer a variety of clubs, activities, athletics and an after school academic program that provides tutoring and enhanced learning opportunities to our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Students at Everett Area High School participate in a rigorous academic program that teaches problem solving, critical thinking, and exceptional communication skills. We set high expectations for teaching and learning and support teachers and students in meeting those standards. We make sure that students are able to challenge themselves and encourage students who excel to enroll in advanced placement, dual enrollment or early college classes.

Everett Area High School's core curriculum consists of content aligned with Pennsylvania state standards. We use these standards and curriculum mapping, updated regularly, to maintain the highest academic content for our students. Our teachers have been trained, and continue to participate in professional development helping them to learn new instructional practices and techniques. They work as a team to observe and coach one another so we can offer the best research-based practices to our students. Because we are a 1 to 1 school utilizing Chromebooks, we chose to focus on the Google suite of applications for all content areas. Everett made the decision to standardize instructional practices as much as possible to assist teachers and students in the teaching and learning process. We have invested in site licenses for many applications that are able to be used by all content areas to help standardize formative assessment practices. This allows teachers and students to help each other master use of technology to assist with content delivery and mastery.

Everett Area HS focuses on providing rigorous, literacy-based instruction in our Language Arts department. All 9th, 10th and 11th grade students are enrolled in either their grade level English or Advanced English. All 12th grade students are enrolled in either 12th grade English, Advanced English, dual enrollment English or early college classes through Allegany College of Maryland.

Everett Area HS's mathematics curriculum consists of courses designed to teach problem solving skills and application of mathematical concepts. Students in 9th grade are enrolled in either Algebra 1 or Geometry. Advanced students often double up with Geometry and Algebra 2. 10th grade students enroll in Geometry, Algebra 2 or Pre-Calculus. 11th grade students enroll in Algebra 2, Pre-Calculus, Calculus or AP Calculus A/B. All of our 11th grade students are also required to take a semester course in personal finance. Our 12th grade students enroll in Business Math, Calculus, AP Calculus A/B or AP Calculus B/C.

Everett's Science curriculum focuses on offering courses that ensure students receive a well-rounded science education. All 9th grade students take Earth Science, all 10th grade students take Biology and all 11th grade students take Chemistry. Students in 12th grade may choose from Physics, Anatomy & Physiology, Advanced Biology or Advanced Chemistry.

Everett Area HS offers a selection of courses in social sciences that focus on Pennsylvania's state standards. Students in 9th grade enroll in American Cultures 1, students in 10th grade enroll in American Cultures 2, students in 11th grade enroll in World Cultures or AP US History and students in 12th grade enroll in Problems of Democracy (a current events course). Students in 11th or 12th grade are also offered electives in Psychology and Sociology.

During COVID-19 we made adjustments in our instructional strategies and assessment techniques. When hybrid, our teachers quickly educated themselves and one another on best approaches using Google classroom, videos, cameras, etc. to facilitate the educational process. Assessments had to vary due to the change in instructional settings. Many teachers assessed students with project-based assignments and student created videos to demonstrate knowledge gained. Students also participated in traditional assessments as well as more open-ended ones that were tailored to the virtual environment.

COVID-19 restrictions had teachers adapting curriculum since they were no longer able to cover all the components of their content areas. They instead focused on major skills needed to master content objectives. This required conversations with colleagues, review of curriculum mapping and a change in philosophy. Teachers focused instruction on the content standards ensuring student mastery.

The Everett Area high school uses a variety of assessment data to analyze and help student learners. This data is analyzed regularly so that decisions are made which can be most effective for our learners. We have local assessments, Keystone assessments, Study Island results, EdPuzzle, GimKits, CDTs, and Get More Math as well as others. Each of these are invaluable to us as a district as we strive to provide the best education for our students. The data garnered helps us to plan future programs, initiatives, as well as current direction for our learners.

Teachers meet with students individually after CDTs are administered and discuss areas of growth as well as areas upon which to focus. They, together, develop an academic plan for each student. Data from keystones are reviewed to determine if programs are being successful as well as any adjustments needed to better meet learners' needs. These results also help to steer students academically and create pathways of learning. Results from local assessments and other tools are also reviewed by teachers and administration consistently to make decisions to improve programs and facilitate learning.

1a. For secondary schools (middle and/or high school grades):

Everett Area High School provides various opportunities that support college and career readiness initiatives. All students take an interest survey to help match their interests to potential careers, which provides them with some direction for career planning. Our students have the option to take several dual enrollment courses during their high school career. We have a strong relationship with Allegany College of Maryland (ACM), which is located on our campus. The dual enrollment courses are offered in our building through ACM. In addition, students are able to attend in person classes at ACM. Students also have the opportunity to take three advanced placement courses while at Everett Area High School. All students take a tour of the Bedford County Technical Center (BCTC) in 9th grade, which provides information and insight into the programs and facility of the BCTC so students can make informed decisions on a career pathway. Many of Everett's BCTC students will eventually earn a cooperative education placement with a local employer in the student's field of study. This placement often leads to full-time employment after graduation. Everett Area High School also offers a program to its seniors called Senior Challenge. The Senior Challenge program is an unpaid work experience/job shadow in a student's field of interest. This program provides the opportunity for students to pursue their post-secondary interests while still in high school. For example, a student wishing to be an elementary teacher will spend their afternoons at our elementary school shadowing a teacher. The job-site placements occur within our school district and community businesses and organizations. Work based learning opportunities for students with disabilities include: the operation of a student-run coffee shop, the opportunity for students to develop custodial and/or retail skills with assistance of a job coach, a Community Based Vocational Training Program at a local distribution center and the opportunity for students to continue personally obtained jobs in competitive integrated settings for school credit.

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

2. Other Curriculum Areas:

Everett Area High School offers many other areas of study and advancement in the arts, humanities, sciences, health and physical education. The district offers band, jazz band, chorus, honors chorus, musical theory and multiple levels of art education. Each of these programs have accompanying concerts, clubs, and extra-curricular activities that provide opportunities for our students to share their talents with the community.

Our school has a long tradition in and is well known locally for excellence in its chorus and music programs. Students in our band and chorus programs are often asked to perform at community events, parades, and concerts and many of the students are recognized each year as participants in regional, district and state competitions and events. Everett Area High School also boasts a Drama Club that typically performs an annual fall musical that is always recognized by our local community's Isaac Awards. Students in our

school's art class and after school club produce many pieces of art every year in a variety of mediums. The school's instructor and students organize and host an annual art gala to showcase student work and many of our students' pieces are sold to members of the community during the event. Our music, band and drama are offered to students in all grade levels.

Our school's physical education curriculum has most recently been enhanced through community donations. The donations have helped to relocate and modernize the school's weight room with a new facility and new equipment. This renovation has given our students, athletic teams, coaches and other staff an opportunity to work in the off-season and evenings to better prepare athletes for competition. It has been a tremendous asset for our physical education department and has allowed us to offer weight lifting and conditioning in our physical education curriculum. It promotes a healthy lifestyle among all grades and classes and also within our school staff. We offer driver's education to all of our students with components for classroom instruction and on the road driving experience. Our school only employs one foreign language instructor in Spanish, but we offer many other languages through our in-house Cyber Academy with PA certified teachers. Our Spanish Honor Society and Spanish Club students attend local events and participate annually in a heritage festival competition at a Pennsylvania college. Physical education is required for all grade levels, driver's education is required for all 10th grade students and Spanish and Art are electives for students at all grade levels.

Most recently we have transitioned the school library into a media center that houses many STEM related materials including: drones, bots, virtual reality (VR) glasses, robotics, and other new technologies, many of which were purchased through grants initiated by our staff. This effort has been helpful in our other efforts to bolster our Computer Science and Engineering Technologies programs. The media center also has an attached lab with a GlowForge laser engraver, several 3D printers and multiple Cricut machines. Our computer science, engineering and business departments all offer introductory courses that are required for all 9th grade students. Courses in those departments are offered as electives for all other grade levels. Everett Area HS's partnership with the Bedford County Technical Center provides career and technical education opportunities to our students as an elective in grades 10, 11 and 12.

Everett Area High School recently added a personal finance course that is a graduation requirement for all students in the 11th grade. This course is designed to prepare students to live on their own, manage and budget for a household and family. We believe that students will be much more prepared for life after high school because of this course.

3. Academic Supports:

Infusion of differentiated instructional practices in the classroom has been a professional development focus at Everett Area High School for many years as it is stated in the district's strategic plan. We believe that differentiated and individualized instruction is the best practice to ensure the success of all students.

While our special education instructors do have some individualized and learning support courses for some students, the majority of our teachers are assigned to regular education classes as co-teachers. Everett Area High School has established the co-teaching model as the norm for our school. The co-teaching model allows us to provide the best education and support to our students, immediately and prior to any issues developing. In the courses where there is a co-teacher assigned, those courses have two teachers of record listed. This practice allows us to integrate special education students into the regular education curriculum seamlessly.

Everett Area High School also is the home school for all of the intellectually disabled students from all five of the districts in the county in grades eight and above. While these students have Life Skills classes with a special education teacher, the students spend a large portion of their day in regular education classes (mainly electives). This integration has been extremely successful and has had a positive effect on our entire school population. Our Life Skills students, working with

their teachers, operate a school business called Brew Crew. Brew Crew conducts business during our school-wide advisory period a few days each week. The Brew Crew team sells hot and cold drinks to any students and staff who wish to make a purchase. The students are responsible for taking orders, collecting monies and making and serving the beverages.

Our school-wide advisory period allows for remediation and enhancements to academics so that students have the opportunities to reach their full potential. Students are assigned to a teacher advisor based on academic needs, including growth, local assessments and state assessments. The advisory period also allows us to provide support on a weekly basis to students who are failing courses. We have several teachers whose advisory group is students who are failing any courses for the week.

Everett Area High School operates a student assistance program (SAP team), whose purpose is to identify any students who seem to be struggling academically, socially or emotionally. The SAP Team is made up of teachers, administrators, counselors and county mental health personnel. The team meets weekly to identify, discuss and develop behavior plans, academic plans and/or mental health plans for students in need.

Our school librarian is our ELL support teacher for the district. When a student is identified as someone in need of ELL support, every effort is made to provide a resource period or study hall in the media center for the student. Our librarian also works closely with the student's teachers to identify academic issues as early as possible. When a problem is identified, our librarian works with the student and the teacher to develop a plan to make certain the student can succeed.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Everett Area High School provides multiple opportunities for students to excel in all aspects of their high school career. Academically, we offer students the ability to take vocational courses, advanced level courses, including dual enrollment, early college and advanced placement and many courses in the arts and STEM related fields. Socially, we offer a multitude of extra-curricular activities and clubs that students can choose to participate. Everett Area High School also has a strong Student Council that works with faculty and administration to plan and host events and activities both during school and after school hours for our students. Covid has made it difficult to offer many of the activities that are normally held throughout the school year. We had to be creative in our efforts this year and our Student Council representatives brought some novel ideas to the administration. During homecoming week, the school usually hosts a parade through our town. Our students planned a reverse parade where all of the students who would normally walk in the parade were stationed and distanced at locations on the school property. Community members were then invited to drive through our reverse parade. Student Council also held two field days during our hybrid weeks, one for each group. Council set up various activities on all of our athletic fields and students rotated through several stations. Some of the activities were: corn hole, karaoke, tennis, football kicking competition and a hike. Students were then provided an outdoor picnic lunch. Our in-house cyber academy is used by students to take courses that may not fit into their schedule or to get ahead in their academic goals for the possibility of an early graduation.

Everett Area High School offers our students many other opportunities of engagement. We have the traditional sports such as football, wrestling, basketball but we also provide our students with choices such as rifle, golf, etc. Academically, our students can participate in National Honor Society, Reading competition, Math competitions, Scholastic Quiz competitions, Envirothon, and others. There are a variety of ways students at Everett Area High School can become involved in the school community.

During this past year, while we were operating on different schedules due to Covid, we noticed that many of our students were struggling in the virtual environment. We developed and implemented plans to mitigate those struggles for our students. The hybrid schedule made it difficult to focus attention on the virtual students during the school day and the lack of reliable internet at many of our families' homes made it impossible to require students to live stream their classes. We chose to extend our advisory period by 10 minutes and assigned students who were in the building to a mass study hall in several locations in the building so we could keep students socially distanced. Groups of teachers were assigned to each area to assist students academically. Teachers who were not assigned to a group were given a list of students to contact via phone or video-conference to provide support to the students who were virtual that week.

2. Engaging Families and Community:

Everett Area High School works diligently to keep parents informed and connected to our school and its faculty and staff. Our school has a one call system that is utilized to provide information in mass to the families of our students. The system is able to make phone calls and send text messages and emails. Teachers and staff are encouraged to make regular phone calls home to keep parents up to date on students' progress. We utilize a program to document all calls and other contacts and that information is visible to administrators and each student's teachers so they can see what contacts have been made.

Our counseling department holds informational meetings for parents on a regular basis. During Covid, these meetings were held virtually through a Zoom session. The purpose of the meetings is to provide information to parents about scheduling, graduation requirements and post-secondary planning, including financial aid information. Many of our students do not move on to college due to the financial burden. We are fortunate to have the Allegany College of Maryland on our campus. The partnership that was formed provides reduced tuition to our students, making college affordable for many of our families that could otherwise not make that happen for their children. This year, one of our local businesses made a tremendous donation to the college's educational foundation, which provides tuition free courses to any of our students

taking a college class while still in high school. This gesture has allowed many more students to take advantage of early college classes than ever before.

During the pandemic planning, the district took value in the advice of parents and prominent members of the community. A council of local healthcare workers, councilmen, teachers, and parents was engaged to establish a plan to proceed to open and operate schools safely. The plan included making many changes to schedules, increasing online course offerings, additional cleaning and sanitizing and a plan to operate athletics safely. There was a constant line of communication with the community and parents in regards to the district Covid plan. Messages were sent out to all parents via our automated phone system, personal calls were made and information was posted on the district website weekly to keep families updated. The parents were given multiple opportunities to participate in surveys to contribute to the constantly changing plan. We also surveyed our teachers and staff to get their input.

Everett Area High School opted to hold outside events so that our community members could safely attend and be able to support our students. Examples would be outside concerts, graduation, award ceremonies, and other events.

3. Creating Professional Culture:

Everett Area High School has been operating as a one-to-one technology school for many years. All students are provided a school issued Chromebook to utilize for all of their coursework. Everett has chosen to focus on the Google Suite and its tools for classroom use. Our district has made an investment in training opportunities for our faculty and staff. We have approximately eight days per year set aside for professional development activities. Some of these days are reserved for specific, directed training required for all staff members and some of the days are flexible to allow for a more differentiated approach to professional development. At the end of the 2019-20 school-year we were in a 100 percent virtual environment. The school year ended early and there were approximately ten days set aside for professional development. We knew then that the 2020-21 school year would be very different and we needed to prepare our teachers for all possibilities. The decision was made to provide the training to our teachers so they could become experts in the Google Suite, specifically focusing on the delivery of online instruction. The district purchased testing codes for every teacher to take the Google Educator One and Two tests for certification. Teachers were given the option of the Google self-guided instruction prior to taking the exams or gaining the knowledge through a live course through Zoom sessions. The Zoom course was taught by our regional Intermediate Unit. All teachers chose one of the two delivery methods and were given the codes to take the Google Educator Exams. Our school also invested in several other web-based software packages to assist in the virtual environment.

We also purchased webcams, lapel microphones and Viewsonic Interactive Viewboards for every teacher's classroom. The Viewsonic devices are touchscreen monitors that allow teachers to present lessons both in-person and virtually to students. Training was provided online to our teachers for the Viewsonic devices and one on one training was provided by our technology staff on the use of the microphones and webcams. Our school utilizes a peer training option when appropriate. We often have several teachers pilot new technologies or software prior to the full staff roll out. We then use those teachers to provide assistance to the full staff.

4. School Leadership:

Everett Area High School currently maintains two administrative positions. They are principal and a shared assistant principal. These two leaders, working closely with other district administrators, tend to have a combination of philosophies often dependent on the situation, the individuals involved, and other factors.

For example, there are times when the high school principal needs to make decisions quickly and without input from others. This would be more autocratic. These situations are also often supported by previous decisions, procedures, and policies put into place with the input from stakeholders. This is often the case when handling discipline issues, parent situations, and other day-to-day decisions.

However, there are also times when decisions at the building level require a team of individuals to meet and discuss prior to making a final decision. This is often the case when implementing new initiatives either at the district or building levels.

Then again, the Everett Area high school principal also entrusts his staff to be fully capable of doing their jobs without step-by-step instruction and guidance from him. He allows autonomy on the part of the building staff members.

The role of the high school principal encompasses a great deal of tasks. He is one of the biggest promoters of the district initiatives, student body, staff, etc. He studies student data and makes informed decisions relevant to that data which continues to help our students be progressive and prepared for post high school events. These decisions could be related to curriculum, staffing, programming, student activities, and more. The high school principal also ensures the safety of our students and staff by knowing the building well, maintaining close relationships with all maintenance/custodial staff, as well as working with community safety liaisons. The high school principal is highly visible in the building. Students know him, feel comfortable coming to him, and use him as a sounding board for decisions with which they are faced. He has earned the respect of our community by being actively involved in local events and programs.

During the COVID-19 pandemic, the high school principal was paramount in making decisions which helped our staff and student body to function safely. He worked diligently to make sure procedures put in place were followed. He made sure all were aware of the safety protocols and why they were in place. He worked alongside his staff in promoting these protocols for the betterment of all. He advocated when supplies were needed as well as was active in the initial decisions on protocols needed.

This year brought about a lot of role changes as the district shifted from virtual, to hybrid, to brick and mortar. The principal now needed to spend time ensuring supplies were in place, procedures known and followed, as well as keeping parents aware of any safety concerns, health issues. He needed to work closely with many different stakeholders now in this pandemic-world.

5. Culturally Responsive Teaching and Learning:

The Everett community and Everett Area High School do not have a very diverse population. Our school mirrors our community with approximately 97 percent of our student body being white. While we have had some minor issues in the school, the few minority students we have at Everett are generally treated with respect. When issues do arise, and they have, the administrative team discusses the situation with the student or students involved and their parents. We have a zero-tolerance policy at Everett Area High School when it comes to issues of race, gender, or nationality. We work with those students and the family to develop a plan to make certain that we learn from our faults and the behavior does not occur in the future. We ask our social studies department to conduct discussions of current events with the focus on understanding all sides of an issue. We make every attempt to ensure that our students are culturally unbiased and willing to accept differences in individuals.

Everett Area High School houses all intellectually disabled students from all five of the districts in the county. We also place an important focus on the least restrictive environment for these students. All of the Life Skills students are integrated with the general population as much as possible. Life Skills students take many regular education classes with the rest of the student body. This has had a huge impact on our student population. Our students are more accepting of individuals with differences and our school and community are better because of this practice.

Our guidance department maintains a focus on helping students develop acceptable social skills and we have an on-site mental health counselor that can provide assistance to students if and when needed. A portion of the guidance curriculum is character education so all students receive instruction relating to the acceptance of individuality and diversity in a school and community.

We also work with community agencies to provide additional support, resources, presentations and question and answer sessions on the topic.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

During this school year we learned that many of our students are not prepared to work independently and complete work without a teacher's presence. We operated on a hybrid schedule, where only half of our students were in the building each week. We maintained this schedule for about 61 percent of the school year, were fully virtual for about 14 percent of the year and brought all students back for the remaining 25 percent of the year. The hybrid weeks were the most challenging because teachers had a limited amount of time to assist the students who were at home during any particular week. In order to provide the best assistance possible, we implemented a few initiatives which focused on the academic practice. This one practice had many components. For example, the first initiative involved the changes to our advisory period. We adjusted our bell schedule to add 10 minutes to advisory time so that students and teachers had more time for extra help. We assigned the students who were in school that week to either the cafeteria or the media center. Three quarters of our teachers were assigned to each of those areas, strategically placing them so that each academic discipline was represented in both locations. This allowed the students in that location to get the academic assistance they needed from a subject matter expert. The remaining 25 percent of the teachers were each assigned a virtual group of students to connect with via phone or Zoom session to provide assistance to them.

The second initiative was our optional Fridays for students. Students were encouraged to attend on Friday but it was not mandatory. The entire day Friday was a tutoring and advisory day. The first two hours in the morning was a tutoring session that was very similar to our daily advisory period tutoring program. All of the students were assigned to two locations and half of the teachers were divided and placed in one of those locations to assist students with schoolwork. The other half of the teaching staff were in their rooms creating video lessons for virtual students and contacting students who were struggling at home. In the middle of the day, all students went to their advisory period. During this time, we rotated students through lunch and provided some recess time in the gymnasium. For the last two hours of the day, we switched back to the morning schedule. However, we swapped the roles of the teachers. Those teachers who spent the morning tutoring were now given time in their rooms to create lessons and contact students. Those teachers who spent the morning in their rooms were now assigned to an area to tutor students.

These two initiatives allowed us to help the greatest number of students possible and provide time for teachers to create lessons and help students who were at home.