

U.S. Department of Education
2021 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. Martin Rimpa
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Fort LeBoeuf Senior High School
(As it should appear in the official records)

School Mailing Address 931 North High Street
(If address is P.O. Box, also include street address.)

City Waterford State PA Zip Code+4 (9 digits total) 16441-7811

County Erie County

Telephone (814) 796-2616 Fax (814) 796-2141

Web site/URL https://www.fortleboeuf.net E-mail rimpam@flbapps.net

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. Richard Emerick E-mail emerickr@flbapps.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort LeBoeuf School District Tel. (814) 796-2638

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. Bruce Hordusky
(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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools. 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	98	87	185
10	93	63	156
11	74	88	162
12 or higher	94	73	167
Total Students	359	311	670

*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
 - 1.4 % Black or African American
 - 2.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94.1 % 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 2019 - 2020 school year: 9%

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	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	60
(4) Total number of students in the school as of October 1, 2019	657
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

Spanish and Ukrainian

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

7. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 280

8. Students receiving special education services: 18 %

120 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.

12 Autism

3 Multiple Disabilities

0 Deafness

1 Orthopedic Impairment

0 Deaf-Blindness

20 Other Health Impaired

0 Developmental Delay

51 Specific Learning Disability

24 Emotional Disturbance

0 Speech or Language Impairment

1 Hearing Impairment

1 Traumatic Brain Injury

7 Intellectual Disability

0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 14

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.	44
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 15:1

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	95%	93%	94%	94%	95%
High school graduation rate	97%	99%	96%	94%	93%

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	167
Enrolled in a 4-year college or university	59%
Enrolled in a community college	0%
Enrolled in career/technical training program	9%
Found employment	23%
Joined the military or other public service	2%
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.

All Fort LeBoeuf High School graduates will possess the skills and knowledge necessary to immediately begin employment, pursue a demanding technical field or program, or enroll in a selective college, allowing them to begin a rewarding career.

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.

We have employed two models for the 2020-21 school year. The majority of our students are on campus learning in a traditional brick and mortar school building. We also have students enrolled in our Fort LeBoeuf High School Cyber Academy. Both options were available at the beginning of the school year.

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

Fort LeBoeuf High School has embraced our school theme "Leave a Legacy" through our accomplishments, atmosphere, and reputation.

Situated in northwestern Pennsylvania, Fort LeBoeuf High School (FLB) sits high atop a hill in the small historical town of Waterford and serves students and families within a 111 square mile radius. Visited by George Washington in 1753 and once the home to French, British, and American Forts during the French and Indian War, the Waterford Historic District was listed on the National Register of Historic Places in 1990. Just like the legacies left by those brave souls many years ago, students of Fort LeBoeuf High School are encouraged every day to find their passions and leave their legacies to make the world a better place.

Rich in history and built on tradition, the main street in Waterford is lined with a variety of small retail shops and eateries owned by local entrepreneurs. These businesses employ many of the students from FLB, giving them their first opportunities to earn a paycheck. In the center of this one-stoplight town, there is a tree-lined park with a large white gazebo on one side of the main thoroughfare and baseball fields on the other. Throughout the year, many events take place there that celebrate the history of Waterford, and many of those events include displays, musical performances, and fundraising endeavors for many of the athletic teams, clubs and activities at the high school. Although COVID-19 has undoubtedly impacted the lives of all community members both financially and socially, it definitely has not affected their steadfast commitment and support to the successes of their town, their school, and their beloved students.

Upon entering Fort LeBoeuf High School, one can feel the pride and commitment of those who have walked the halls. Evidence abounds of the academic, athletic, social and cultural successes of students past and present. Examples are reflected in the Academic Showcase and Outstanding Scholars displays, to the Hall of Champions, Wall of Fame and Performing Arts Center, to the LeadFLB posters that line each of the hallways. The transformational leadership style used at FLB has been instrumental in fostering a community committed to the goals of the school and the success of all students. Through initiatives like Faculty Senate and Professional Learning Communities (PLC), teachers, administrators and counselors motivate each other to improve and innovate within their classrooms. Students benefit from the communicative and collaborative efforts that occur through the variety of programs that meet their diverse and individual needs.

A number of strategies, initiatives and supports have been put in place to ensure students develop to their full potential. One of those initiatives created at FLB is the Center for Postsecondary and Career Discovery (CPSCD). CPSCD is a unique program that gives students the opportunity to synthesize their coursework with their future scholastic and career goals. Through a challenging curriculum, students make the connection between high school academics and their future career choices. All students participate in Freshman Career Exploration, Sophomore Panel Discussions, Junior Job Shadows, and finalize their exploration by completing a Senior Project that summarizes and evaluates their findings.

A few of the service clubs unique to FLB include the Bison Ambassador Program and LeadFLB. The ambassador program focuses on the transition of students from middle to high school. Our goal for this student-centered initiative is to develop a culture centered on respect and service to the students, the school, and the community. At a time when a move to a new building on campus might bring about some anxiety and apprehension, the planned activities, interactions and connections make the transition almost seamless. LeadFLB is another club for students excited to promote student growth, healthy living, and acceptance of diversity. Leadership, education, attendance and determination are the four pillars on which the foundation of the club is built. Numerous activities throughout the course of the year allow members of the club to reach the student body through giveaways for academic achievement, creating positive change for the school atmosphere and reminders about making good decisions - especially during the spring season.

In an academic year like no other due to the COVID-19 pandemic, the vision and determination of school district administrators allowed Fort LeBoeuf High School to successfully operate on a full in-person schedule after an initial two-week delay to the start of the school year. Throughout the course of the school year, there were times when a targeted school closure was necessary. With a 1:1 Chromebook initiative and

a detailed plan in place that included the use of Google Classroom and the distribution of hotspots for students without internet access at home, the transition to full remote learning was seamless. Synchronous classes were held using Google Meet and allowed curriculum to be presented live. Asynchronous instruction was made possible through the use of Screencastify, Edpuzzle and Kami, just to name a few. Due to countless hours of planning and dedication, students and their families, along with faculty, staff, and community members have been able to embrace and appreciate a school year that will definitely go down in history. And rightfully so for a high school located in a small town called Waterford.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Fort LeBoeuf High School carefully aligns its curriculum with both Pennsylvania and national standards. However, the school does not just pass down the curriculum from an administrative body to the teachers. Educators are empowered to be actively involved in the development of the curriculum itself, working in accordance with those aforementioned standards. Fort LeBoeuf also identifies that our curriculum is not an isolated creation of just our high school. We spend significant time creating, assessing, and altering our curriculum from K-12 to ensure students are purposefully developing skills in an order that is intuitive and logical and prepares them appropriately for their post-secondary goals. Students must advance through each core curriculum up to a minimum threshold and can progress through upper echelon classes based on their postsecondary interests.

Allowing the teachers autonomy in crafting the curriculum leads to two important developments. First and foremost, as the in-class educators, we are the most qualified in understanding how to reach certain learning outcomes. Therefore, we can craft a curriculum in a way that maximizes the likelihood of meeting learning objectives. Secondly, we have firsthand experience when perhaps a previous learning prerequisite has not been met and can work to bolster and support the curriculum accordingly. Having a real stake in the process empowers educators to design a curriculum that is both relevant and rigorous.

For example, the social studies department recently tore down and rebuilt its curriculum from K-12 in a way that is more likely to reach relevant learning outcomes. Many in-service days were spent chipping away and crafting a program based on foundational skills that would eventually lead to more rigorous coursework. For example, all students must complete two courses in United States History and one course in Political Science by their junior year to create a strong foundation for educated citizenship. If a student is further interested in the social sciences, they can elect to take Advanced Placement (AP) US History, AP Government, AP Psychology, Psychology/Sociology, and Criminology/Economics. All courses remained available during our COVID-19 remote learning stretch in the spring of 2020 and all were offered as we transitioned to in-person schooling for the 20-21 school year.

Within the sciences, students at Fort LeBoeuf begin their science career with Biology or Environmental Science. Those students who begin with Biology go on to participate in the Biology Keystone exam, while students who are successful in Environmental Science are then enrolled into a Biology course. Once a solid foundation in the life sciences has been established, students have the opportunity to branch out into other science offerings, which includes: Anatomy and Physiology, Chemistry, additional Environmental Science courses, and Physics. In addition to providing honors level courses for each of these science offerings, there are also four separate AP level courses (AP Biology, AP Chemistry, AP Physics I & II) that students may participate in. In this way, students pursue a path in science that is most appropriate for their level of learning and their science goals / career aspirations. In conjunction with Fort LeBoeuf's Center for Postsecondary Career Discovery (CPCSD) program, students enroll in courses that will best prepare them for any one of the science related schools (School of Engineering, Manufacturing, and Industrial Technology, School of Medicine and Health Science, and School of Natural Resource and Agri-Science).

In the math department, the majority of students progress from Algebra 1 to Algebra 2 and into Geometry. Students who need additional foundational assistance take Integrated Mathematics prior to Algebra 1 to reinforce pre-algebra skills. Within the three core classes, there are honors level courses which allow advanced students to delve deeper into mathematical concepts. Over half of the graduating class takes honors pre-Calculus following Geometry. Beyond Pre-Calculus students have the options of taking Honors Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics. Throughout the math department, teachers bring a multi-faceted approach to mathematical education, presenting topics in verbal, graphical, tabular, and algebraic forms. Within each course, teachers emphasize how the math that is being learned is practical outside the classroom.

Throughout our high school building instructional approaches vary based on the course's level of rigor and curriculum goals. For example, the English Language Arts (ELA) curriculum evolves from basic reading

skills and reading remediation classes to our core required English courses: Elements of Literature, World Literature, American Literature, and British Literature. Advanced English students may choose from honors and AP-level courses, and all students may choose from three elective English classes: Creative Writing, Journalism, and Oral Communication. These differentiated course offerings remained through remote learning. Instruction is also differentiated within each class based on individual students' needs and skills using techniques like curriculum compacting or flexible grouping. For example, the ELA department employs a tiered instructional model in independent reading units designed with regard for student choice and levels of readiness. Yet, explicit instruction has not been lost or replaced even during remote learning transitions. During these times, we have ensured diversified options are available for students to receive content delivery, and instructors offer explicit instruction through both live and recorded lectures using web resources like Google Meet, Screencastify, and EdPuzzle. While students are quarantined individually and school is in session normally, instructors have the ability to stream class live while students attend class virtually from home. Perhaps most importantly, measuring growth and mastery in a remote learning setting has driven instructors to replace traditional tests and create alternative, performance and project-based assessments in all content areas.

Each year, public schools throughout the state of Pennsylvania participate in state testing and those assessments come in the form of the Pennsylvania Keystone Examination for Algebra, Biology, and ELA. As a means to prepare for and plan individualized remediation before these exams are administered, the ELA department uses a locally developed assessment, while both the mathematics and biology departments utilize a state provided formative assessment tool known as the Classroom Diagnostic Test (CDT). This tool provides standard aligned questions responsive to the test taker; depending upon how the student responds to the first few items, the next set of items will adjust to the student's instructional level. In this way, this tool generates reports that provide significant feedback regarding individual student performance; individual student reports provide performance data that identifies content specific strengths and weaknesses; reports are easily printed and shared with students so that areas of weakness can receive attention and areas of strength can be celebrated. Additionally, when reports are provided to students, it creates a unique opportunity for the student and teacher to conference and discuss/create a plan for improvement. In this way a partnership is formed and students take an active role in their education. In a typical year, Keystone testing takes place twice, once in the winter and once in the spring. Fort LeBoeuf recognized the value that these test results will provide, and has consequently made changes so that testing was able to take place this year. To do so, students participating in a Keystone test attended school for the test, while non-participating students received instruction remotely. This change allowed for small testing groups which created a more comfortable testing environment for students; this change was also applied to PSAT testing for juniors. These changes were so effective and so well received by students and teachers, that they are being considered for future testing years.

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

Fort LeBoeuf High School aims to ensure that graduates possess the skills and knowledge necessary to gain employment, pursue demanding technical training, or enroll in a selective college, allowing them to begin a rewarding career. Students are encouraged to select courses that align with their skills, interests, and career goals to find a pathway that best fits. Several programs have been implemented to develop and strengthen student decisions about their future including a variety of courses, work-based learning, and technical education opportunities.

The Center for Postsecondary and Career Discovery (CPSCD) is a program unique to Fort LeBoeuf High School and is dedicated to help students synthesize their current academic coursework with their future endeavors. Events and experiences are incorporated into the daily curriculum through assignments, speakers, mentor programs, career fairs, business and community tours, job shadows, virtual career interviews, tours, college admission meetings and tours.

As students navigate through their college and career readiness exploration, they can complete coursework in areas that match their goals, skills, and interests. There are 14 Advanced Placement courses offered at the high school that provide preparation for college bound students, as well as Dual Enrollment opportunities. These are unique experiences for students ready to challenge themselves with collegiate level work and earn

college credit with face-to-face instruction from full-time college professors.

For our students preparing to enter the trades upon graduation, Fort LeBoeuf High School has a partnership with the Erie County Technical School. There are 17 technical programs students can apply for and have the potential to earn industry standard certificates while in high school. We also offer a course in the building, The Diversified Occupations (DO) Cooperative Education Program. This program provides the opportunity for eligible seniors to combine their classroom instruction with on-the-job training to prepare them to enter the 21st Century global economy.

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

N/A

2. Other Curriculum Areas:

Fort LeBoeuf High School stresses the importance of electives and non-core classes, similar to the importance placed upon core subjects. All courses are aligned to Pennsylvania and national standards, which are upheld through various methods of technology and skill sets for all grade levels and available every semester. What stands out in this area of non-core courses is that teachers have the flexibility to hone in on skills, passions, and interests of their students and allow them to influence baseline practices and curriculum covered within the classroom. This helps capture students' interests, makes them contributors to their learning, and allows teachers to adjust accordingly to include and stay updated on new trends and industry focuses. Additionally, these curriculum areas stand out due to the high level of interaction and hands-on learning that goes on in order to accomplish aforementioned standards, acquire skills and knowledge, and engage students to their fullest potential. That being said, this posed a major challenge when COVID-19 started and teachers had to become more dynamic and creative than ever in order to get the information across and enable students to practice hands-on at home.

The non-core curriculum areas at Fort LeBoeuf include the visual and performing arts, physical education and health, world language (Spanish), computer technology and personal finance, family consumer sciences, and technical education that includes Computer Aided Drafting (CAD), pre-engineering, materials processing and cabinet making. These courses are offered each year to all students regardless of grade level once they successfully complete designated prerequisite courses. Each area has specific tools, hardware, software, and technology both hands-on and computer-based that they use daily in the classroom. Some of the current software and technologies include Adobe Suite's Photoshop and InDesign, AutoCAD, first aid and Cardiopulmonary Resuscitation (CPR) mannequins, anatomy labs, Microsoft Office Suite, Computer Numerical Control (CNC) milling software, laser printing and cutting software, and 3D printing. In addition to these resources and their availability while in the building, it became apparent that teachers needed to acquire additional tools and rely on their creative abilities to present information during targeted school closures. Technology resources like Google Classroom and Google Meet, along with EdPuzzle and Screencastify became prevalent in the day-to-day virtual interactions with students. Using these tools, the presentation of information has been easily accessible, applied, and understood.

Some of the challenges faced during this school year included finding solutions for the high levels of interpersonal, interactive and communicative activities that take place in these non-core curriculum areas. A number of modifications for some of the curriculum areas had to take place both during in-person learning as well as remote learning. Some of these changes included virtual guest speakers and field trips, the introduction of sneeze guards and desk dividers to help with mitigation efforts, as well as smaller groups for collaborative work to minimize numbers for contact tracing. In regards to remote learning, the Materials Processing and Cabinet Making lab, along with the Family and Consumer Sciences lab had some of the most creative solutions to student learning from home. Without the availability of machines and by using only materials available at home, students in the Tech Ed classes designed and built cardboard stools instead of furniture. After researching recipes online and using ingredients available at home, students in the foods classes prepared dishes and then took pictures of themselves with their edible creations

3. Academic Supports:

Fort LeBoeuf High School embraces the challenge of meeting the needs of a diverse population of learners. To accomplish this, Fort LeBoeuf relies heavily on a number of programs that aim to identify learners and plan interventions that facilitate learning in a personalized and prescriptive manner. In this way, individuals that have special learning needs also have a team of professionals that design and tailor instruction, and provide emotional support to meet the specific needs of every learner.

The special education department of Fort LeBoeuf is an example of such a team of professionals, K-12, that streamline the process of identification, intervention, tracking/progress monitoring and transitioning learners to learning independence. Members of the special education team develop relationships with both students and family, working with all stakeholders towards the goal of academic success. The Life Skills Support classroom demonstrates how caring and talented instructors support learners that face incredible challenges and obstacles. This class is an inclusive classroom full of amazing students with multiple disabilities. Instruction is tailored to each student based on their Individualized Education Plan (IEP) goals, and a variety of therapies are offered throughout the school day. Our school counselors make individualized schedules to include Life Skills students in as many general education classes as appropriate. Students are taught academics in the classroom using research based alternate curriculums. On a monthly basis, students are assessed by the Pennsylvania Alternative System of Assessment (PASA) to determine/establish progress monitoring, as well as job skills rubrics. Community Based Instruction is taught weekly either virtually or from trips within the community. The Life Skills Support Classroom also focuses on job skills through the Job Site Program; a job coach takes students into the community to work at a job site. This helps to prepare the Life Skills Support students for future employment after graduation.

Additionally, Fort LeBoeuf provides specialized education for those learners identified under section 504 of the Rehabilitation Act. However, Fort LeBoeuf is unique in the approach to serving these learners through the Educational Support Team (EST). The EST program includes a team of regular education teachers that work with administration, a school psychologist, and school counselors to discuss and plan interventions for those students identified under 504. This team meets weekly to review student progress and develop specific and unique plans based upon the needs of the student. Regular education teachers, which spearhead this program, review the grades of the students on their rosters daily, meeting with those students to provide support, and develop a plan for academic success. This program, which is only three years old, has quickly become a success, with fewer students failing and many students taking greater steps toward academic independence.

In addition to servicing students identified by section 504, EST also provides support for students in the regular education population. Prior to the pandemic, it was evident that students were experiencing distress and that their social and emotional needs required evaluation. Using a universal screening tool, SRSS-IE, regular education teachers are able to rate students on a scale from 0 - 4 in several categories in an effort to identify students suffering from internal and/or external variables that would otherwise be overlooked. As a student becomes identified by this tool, EST is called upon, providing support for those experiencing social and emotional distress. Supports are similar to those provided to students with 504 learning supports. All of these students begin to experience academic and emotional success, and also begin to develop coping skills that lead to independence.

Fort LeBoeuf High School also addresses students performing above grade level with several strategies. Students that meet specific criteria are accelerated in course work to meet their academic strengths. This often involves middle school students taking courses in the high school to address

their individual cognitive needs. In addition, instructors collaborate with the gifted support coordinator to provide tailored instruction to enhance and challenge each learner. Our intensive block schedule format also allows students to utilize course compaction in one school year. This permits students to get involved with Advanced Placement course offerings sooner to meet their individual cognitive abilities even if it is beyond their biological age. Students also complete dual enrollment coursework with local universities. The gifted support coordinator facilitates networking sessions with like-minded peers to provide support and enrichment. Students also participate in community engagement and service projects to apply and enhance their critical thinking and interpersonal skills. As a result of these interventions, students performing above grade level are constantly challenged and demonstrate growth in each year of their high school experience.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

During the 2019-2020 school year when our district moved to remote learning amid the COVID-19 pandemic the administration, faculty, and staff saw a need to implement practices into the virtual classroom and daily life of our students to support their social and emotional needs. Fort LeBoeuf started by giving students an outlet to respond to the new way of life and this happened by recognizing that academics was no longer the primary focal point of our interaction with our students. We needed to provide support for their social and emotional well-being now more than ever. The FLB administration adjusted our goals and objectives to focus on the rapport between teachers and students emphasizing the same positive environment that existed in the building.

The summer of 2020 was a pivotal time for our school district as there were so many uncertainties for the upcoming school year, but in order to maintain the positive environment reflective of FLB we knew we wanted to keep as many opportunities for students as possible. This resulted in the administration and staff working together to determine how best to safely keep these programs to continue and engage students. For example, service clubs and competitive groups were still able to meet virtually, athletes were able to participate in virtual workouts, and field trips were available in a virtual format. Other activities that took place during this time included a virtual Honors Convocation, senior spotlight on our High School Facebook page, adopt a senior which involved district faculty and staff delivering words of encouragement and small gifts leading up to graduation, National Honor Society virtual ceremony, cap and gown pick up, weekly workout regimes, mental health support/outreach provided by school counselors, virtual Fall Orientation for the incoming 9th graders, and graduation held at the local drive-in theater.

The 2020-2021 school year started two weeks late with new COVID-19 mitigation measures in place. For the first time ever, there was now a cyber school option available. A survey was sent to parents and students to give them the opportunity to choose whether they attended school virtually or on campus. Attempting to maintain the same atmosphere as past years, administrators, faculty, and staff continue to endorse positive social and emotional learning in and out of the classroom. This came about by promoting positive mental health practices, providing resources that may be necessary during this time (e.g. Guidance Department Google Classroom page), and allowing students to participate in extracurricular activities. Additionally, instructors identify students in need through a bi-yearly SRSS-IE screening tool which focuses on students internal and external behaviors. Once that data is compiled a course of action is created for the student that attempts to enhance student learning and engagement through course work and faculty interactions.

As the year progresses we are noticing the success of our adaptations. Students are thriving when competing in virtual competitions, the senior prom is scheduled to happen, and our in-person commencement ceremony is in the planning stages. All of these events suggest that despite the situation we find ourselves in, students are engaged and our strategies to keep them engaged are effective. Thus, through this unprecedented time, our district continues to work towards providing our students with a school experience in which they can grow and flourish.

2. Engaging Families and Community:

Fort LeBoeuf High School sees itself as a vital, vibrant part of our community in Waterford, Pennsylvania. Our collaboration with family members and the community is a natural and seamless part of our entire approach to education.

First off, we find it essential to keep close contact with family members of our students to share in the educational process. We hold yearly open houses to welcome families so they can meet the educators and effectively understand the responsibilities we place on their children. During this challenging year, we still were able to hold a virtual open house. Teachers posted videos introducing themselves and conveying information about their curriculum. All year, teachers are in constant communication with family members via phone calls, emails, text messages, letters, and video conferences. We use these platforms to alert and

ask for help when a student is struggling. However, we also find it very important to reach out to families when great things are happening as well. For instance, we commend outstanding student effort with “Good News” postcards. Our connections with family members ensures that our school and our families actively work together to facilitate student success.

In addition, we create partnerships with the surrounding community and build reciprocal relationships that benefit each party. Our students are encouraged to go out and help our community via service projects. For example, our National Honor Society has partnerships with many organizations, like the Waterford and Summit Food Pantries, in which our students commit hours of service. In addition, our Center for Postsecondary and Career Discovery has tackled the difficult issue of students deciding what to do after high school by forging community connections. We bring in professionals from around the area in a wide variety of careers during our Sophomore Career Panel to share their experiences with students interested in their fields. Our school also successfully places students in job shadow experiences around the community so upperclassmen can experience a profession while researching if it is right for them.

Fort LeBoeuf integrates family support and community partnerships into what we do as a school. It is not something we see as a token responsibility, but rather an integral part of education. We are not shy in recognizing that education works most effectively within the support of our community and when families are engaged with us.

3. Creating Professional Culture:

Teachers felt valued and supported during our transitions to distance learning and hybrid teaching through three main approaches: purposefully scheduled collaboration opportunities, comprehensive technology training and support, and personalized professional development based on individual need.

During our periods of distance learning, administration established weekly virtual faculty meetings and encouraged each department to continue to meet in our bi-weekly Professional Learning Committee (PLC) meetings. This approach enabled fluid collaboration and communication between the entire faculty and the administrators as they answered questions and concerns, and provided opportunities for department members to embark on distance learning from a team approach. Instructors involved in the newly developed cyber academy participated in even more intensive collaboration with scheduled training sessions, individual meetings with administrators, and even through a voluntary summer “support group” where they brainstormed how our building processes like attendance, due dates, office hours, etc. would be executed through cyber courses. This prioritized collaboration resulted in teachers feeling supported, valued, and heard as we consistently re-evaluated our needs as a staff and made modifications to our curriculum, instruction, and student intervention protocols.

With the sudden demand for increased technology resources, the school district provided additional instructional resources and training including but limited to Kami, Screencastify, and Edpuzzle. Teachers were provided with new technology to assist in instruction: cameras, document cameras, headsets for instructional delivery, multiple computers, printers to be kept at home, etc. Rather than requiring the implementation of each new tool, however, administration encouraged teachers to explore the resources and select tools that worked best for their content and approach to the curriculum. Our technology coach offered live-streamed professional development training sessions, pre-recorded instructional videos, and a frequently updated technology resources webpage. She was also available through weekly office hours to collaborate with teachers to design instruction using new tools or to troubleshoot emerging issues.

At the district level, our Superintendent and Assistant Superintendent held multiple virtual question and answer sessions with staff, and even met one-on-one with staff members who had individual concerns. Through collaboration with our professional development committee, they provided opportunities based on the needs of individual departments and instructors. This teacher-directed approach ensured that our professional development was relevant, significant, and immediately beneficial. For example, our summer in-service offered an opportunity to address department-specific needs as identified by those instructors. Additionally, our Assistant Superintendent emails all teachers bi-weekly with professional development opportunities sponsored by our intermediate unit and outside agencies in areas such as trauma informed

practices, technology integration strategies, or project-based learning.

Overall, the dedication and collaboration of administration and faculty, resulted in an approach that limited the stress felt by teachers during this already stressful time.

4. School Leadership:

The leadership philosophy of Fort LeBoeuf High School is one of transformational leadership that enables all stakeholders to take up leadership positions and enact change within the school. While the principals are at the top of the leadership hierarchy and ultimately take responsibility for the decisions made, they do not act unilaterally to make all decisions. For instance, the high school uses a faculty senate model where a diverse group of teachers meet regularly with administrators to discuss school climate and suggest policies to improve achievement. Recently, at the suggestion of the senate, the school recently adopted a new school wide cell phone policy. This policy was first piloted by the business department, and the results were studied before spreading it to the entire school. Because this policy was developed by teachers and adopted by the faculty senate, there was quick buy-in from all members of the faculty. Within weeks the number of cell phone violations dropped drastically.

The administrators at Fort LeBoeuf allow both teachers and students to have the chance to make positive change. As such, teachers have felt comfortable approaching the administration about adding new Advanced Placement (AP) classes to the curriculum, and the administration has then worked with those teachers to get new AP classes approved. When some teachers recognized that students were becoming overly focused on class rank to the point they refused to take certain electives that would benefit the student's career goals but weren't weighted enough, the administration worked with teachers to address the issue. The result was eliminating Valedictorian and Salutatorian honors and transitioning the school to recognize student academic achievement with the Latin designations of Cum Laude, Magna Cum Laude, and Summa Cum Laude. When a group of students wanted to reorganize how the school recognized student achievements, those students were empowered by the administration to create the LeadFLB organization. All stakeholders at Fort LeBoeuf are equipped to meet the school motto of "Leave a Legacy".

With the challenges that arose during the pandemic, the administration continued with its policy of encouraging stakeholders to be involved in the planning and leadership process. Over the summer, principals met with small groups of teachers to develop plans for a new cyber academy and to discuss the policies needed to safely bring a majority of the student body back to school in person. The principals had department leaders collaborate with their peers to determine instructional materials needed for this unique year. The administration remained flexible and ready to pivot instructional modes at a moment's notice. When rising case numbers required school closure, teachers and students were equipped to start online instruction the very next day, with no time lost. The key to the entire COVID-19 response has been that teachers and students are provided the opportunity to rise up and meet all challenges.

5. Culturally Responsive Teaching and Learning:

The demographics of Fort LeBoeuf are predominantly white students, staff, and faculty; it is diverse socioeconomically due to the location within suburban and rural areas outside of Erie, Pennsylvania. While we experience an increase of racial and socioeconomic diversity of students moving from the city into our district, we continue strengthening provisions and support while ensuring equity, cultural awareness, and respect.

Equity of access is always a priority, especially since COVID-19, and is supported in various ways. The district provides students, faculty, and staff with Chromebooks and internet hotspots during closures, while giving staff the option to work remotely if needed. Resources and print books are still circulated and students can receive help from the librarian in person or online. Additionally, free lunches were provided to families through a drive-up pickup service during the shutdown and continues during isolated shutdowns. Free breakfast and lunch are offered in person as well. This has been crucial to families who struggle to provide during this time.

In addition to the financial and logistic obstacles there have been current events and social movements that have impacted FLB on a local level. Our faculty models and teaches compassion, acceptance, and awareness through curricula that reflect the world around us. For example, Spanish classes analyze current events and dissect cultures while comparing their own personal cultures to others of the world. Field trips, films, and celebrations bring these messages to life. National Issues class reviews current events and their impact on the world. Social studies classes, among others, lead discussions that encourage students to voice opinions respectfully. No social movements or events are avoided, but are discussed with grace and understanding. Just a few years ago, several students planned a walkout to support injustice within our country. Administration supported the student activism by assisting with logistics that emphasized safety and positive change while the librarian and social studies teachers prepared lessons about peaceful participation and the history and importance of such events.

The library is another place that emulates diversity and acceptance. The librarian selects materials, books, and campaigns to display throughout the library for all students regardless of race, religion, gender, or sexual orientation. She prioritizes ensuring that any student can find themselves in the material around them. Likewise, she displays books about different groups of people to help students gain perspective into the lives of others. With these tools, practices, and systems in place, Fort LeBoeuf High School continues to provide ongoing support to ensure equity, access, and respect to all.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The strategy that we focused on that was most instrumental in our continued success revolved around communication. When the pandemic first impacted our country and specifically our school, the shutdown was abrupt and complete. There was little to no time to communicate with our students, teachers, or community members. This made things extremely difficult and severely impacted our normal strategies. We focus on shared leadership and decision making and this process became very challenging. Normal methods of communication including holding a class or school meeting in the auditorium with the students and/or meeting with the teachers in the large group instruction room were obviously no longer available thus we were forced to be creative and attempt new methods and strategies.

The first hurdle was to reach out to our instructors to establish support and community. With the bans on travel and gathering, many of our teachers felt alone and concerned. The first communication strategy was called “Tuesdays with Marty”, coined after the acclaimed memoir by Mitch Albom. By holding a Google Meet every week with instructors and support staff, we were able to provide much needed information and updates on what was happening at our school. At first we were simply shut down academically. Eventually we were able to train our teachers and students on the technology available to provide at least some interaction and even some education. Teachers shared how important those weekly meetings were to help them continue to feel part of our school community. The meetings grew to provide a vehicle to share cyber teaching strategies and techniques that were very new to many of our instructors.

We then quickly realized that we needed to communicate to our school community as well. Not only did they need direction on what we planned for their students, but many of them were also feeling alone and concerned. For this we needed something beyond the Google Meet, so we created our own YouTube channel. Now for some tech savvy people, this may not seem too noteworthy, but for our administrative team utilizing Google Meet to present weekly information and creating our own YouTube channel was quite an endeavor. The YouTube channel was named “Bison Broadcast” and became quite popular and supplied much needed information to our school community members.

We were able to meet our primary educational goals and share important logistical information regarding programs and equipment distribution through these newly created communication tools. This also provided a conduit for our counselors and instructors to meet many student socio-emotional needs that were vital during these unprecedented times. To fully employ these communication strategies was very challenging and required many people to capitalize its effectiveness. These efforts turned out to be the most important strategy that kept us informed and connected and eventually ready to take the important steps to come back to on campus learning during our current school year.