

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

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

School Mailing Address 1510 North Montgomery Street
(If address is P.O. Box, also include street address.)

City Hollidaysburg State PA Zip Code+4 (9 digits total) 16648-1909

County Blair County

Telephone (814) 695-4416 Fax (814) 696-0167

Web site/URL https://www.hasdtigers.com/ E-mail maureen.letcher@hasdtigers.com

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr Robert Gildea E-mail robert.gildea@hasdtigers.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hollidaysburg Area School District Tel. (814) 696-4454

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 Dr. Ronald Sommer
(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	0	0	0
10	136	110	246
11	133	145	278
12 or higher	148	125	273
Total Students	417	380	797

*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
 - 2.4 % Asian
 - 1.5 % Black or African American
 - 1.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93.7 % 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: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2019	838
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Spanish, Arabic

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

7. Students eligible for free/reduced-priced meals: 35 %

Total number students who qualify: 278

8. Students receiving special education services: 15 %

117 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>6</u> Autism	<u>3</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>30</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>41</u> Specific Learning Disability
<u>19</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>15</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: 8

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. 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	3
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.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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	95%	93%	93%	93%	93%
High school graduation rate	97%	93%	97%	96%	95%

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

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

Post-Secondary Status	
Graduating class size	272
Enrolled in a 4-year college or university	64%
Enrolled in a community college	6%
Enrolled in career/technical training program	8%
Found employment	16%
Joined the military or other public service	6%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of the Hollidaysburg Area School District community is to educate all learners, maximizing the potential of each individual within the challenges of our 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.

Our students and faculty showed their resilience and flexibility during COVID as the district shifted between the various educational platforms of hybrid, virtual, and face-to-face. The Hollidaysburg Area School District began the 2020-2021 school year in the hybrid platform with the A,B,A,B, A or B schedule. In the fall of 2020, all schools in Pennsylvania were directed to instruct virtually. When the district was fully virtual, students followed their eight period day, while connecting with each of their teachers and classmates during their specified class time. During this platform, we offered help for students who were struggling to come into the school and complete their work. Teachers in the special education program came in and aided these students. At the January 2021 school board meeting, the Hollidaysburg Area School District Board of Directors voted to have all students return to the district for full face-to-face instruction. Although, the full face-to-face platform still allows students to remain virtual if they choose. As CDC and the DOH released guidelines to districts in quarantining students, some instruction was interrupted with having to move to a virtual platform based on the number of students who have tested positive within the schools.

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 Hollidaysburg Senior High School is centrally located in the borough of Hollidaysburg, Pennsylvania surrounded by one elementary school, a junior high school as well as Tiger Football Stadium and track. Adjacent to the stadium is the Blair Regional YMCA, which is surrounded by the cross country course, baseball and softball fields as well as a disc golf course that encompasses this beautiful campus. There are many community groups that are involved with the students and activities at the senior high school, some of which include the Hollidaysburg Area Community Partnership, the Hollidaysburg Rotary Club, the Hollidaysburg Women's Club and the numerous booster groups and the senior high Parent Advisory Committee. Any given evening consists of numerous community members walking the track or walking around the senior high school while getting exercise or cheering on the sporting activities. There are a number of housing developments in the Hollidaysburg School District. Places such as this are where families create lifelong relationships with their neighbors as they wait at the bus stop with their younger children, play outside with them, or go to Tiger Stadium to watch an event. The family and community atmosphere in Hollidaysburg is real.

Along with a supportive community and a beautiful campus, the senior high school has a reputation for excellence in education. People who move into the area often settle in Hollidaysburg due to its educational reputation. The academic programs in Math, English, History, Science, Art, Computer Programming, and Music classes offer students the opportunity to earn college credit through dual enrollment and/or AP courses. Students also have the opportunity to attend the Greater Altoona Career and Technical Center for half of their day to earn certifications in areas such as welding, cosmetology, dental assistant, automotive technology and many more. The History Department offers Model UN Club to give students a chance to learn more about The United Nations. The Foreign Language program provides five language options for students to choose from: German, Spanish, French, Latin, and Russian. The technology and woodworking program provides instruction and experience with power tools, machinery, and 3D printers. Family Consumer Science offers Culinary Arts and child development. Drama offers theater classes and numerous performances throughout the year. The Science Department encourages all students to be scientifically literate with a focus on STEM education and we seek out opportunities in our community like the National Math and Science Initiative (NMSI) which has aided in developing the culture that gives all students an opportunity to challenge themselves. Our excellent music program has also taken students to very challenging levels and has been recognized for the 10th consecutive year by the NAMM Foundation as one of the Best Communities for Music Education in the United States.

The wide variety of extracurricular and co-curricular programs are designed to instill educational values, sportsmanship, self-esteem, self-discipline, promote involvement, and school pride. There are a number of sports teams offered for students of all ability levels and interests. These opportunities include a Bocce ball team that has athletes from the special education program who play alongside with other senior high students. Fuel Up Play 60 helps to promote a healthy lifestyle for everyone. In the center of the school there is a student run store, a maker space room and a learning center. The senior high school prides itself in offering opportunities for all interests and ability levels through having numerous school district sponsored groups, clubs, and sports teams.

Celebrating our students, faculty, and staff in all they do is the heart of our culture. The School Wide Positive Behavior Support Team sponsors activities for the students while promoting the importance of the five main "stripes" of our tiger: be safe, be here, be accountable, be respectful, and be prepared. During COVID, the two events that the students missed the most were the Aavidum volleyball tournament and the Relay for Life field day. The fact that the two events they missed are about giving back, emulates that our students are taught the importance of giving back and the importance of servant leadership.

Our students and faculty showed their resilience and flexibility during COVID as the district shifted between the various educational platforms of hybrid, virtual, and face-to-face. When the district was fully virtual, students followed their eight period day, while connecting with each of their teachers and classmates during their specified class time. During this platform, we offered, for students who were struggling, to come into the school and complete their work. Teachers in the special education program came in and aided these

students. The face-to-face platform still allows students to remain virtual if they choose. Teacher's livestream with these students at a specified time. Teachers from each subject area stay after school on Tuesdays for any students who want to come in for tutoring. Fridays are half days, alternating each Friday with periods 1-4 and then 5-8. These Friday mornings are used for reviewing main concepts in each content area. The afternoons are for live streaming office hours with the students on the virtual platform. Our focus has been that how we handle hard times and adversity is what helps make us stronger, more resilient individuals.

The Hollidaysburg Area School District is a proud recipient of the Blair County Chamber of Commerce Business Hall of Fame Award.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The district has established a curriculum review cycle in which all curricular areas are addressed within five year intervals. The review process is a collaborative process that is supervised by the district assistant superintendent. Department chairs serve as teacher leaders throughout the process as well. The instructional maps are shared in a collaborative drive that is available to all staff.

The core curriculum for each content includes English, Math, Social Studies, Science and related electives by determining the standards and creating a focus around what students need to know and be able to do. A sequence of instructional opportunities are designed around the standards taking into account student interest and needs. Local assessments are designed to measure student learning in both formative and summative assessments. The district does utilize Classroom Diagnostic Tools (CDT) to periodically measure student progress in meeting the standards and to adjust instruction.

A variety of courses are provided in the main core areas to provide students in all pathways to get appropriate skills and content for their goals and meet the Pennsylvania academic standards. The sequence of the schools four core courses are the following:

COMMUNICATIONS COURSE SEQUENCE

The focus of all of the district English courses is to assist students in learning how to read critically informational and literary texts as well as write, and utilize critical listening skills while being able to present ideas. The shift to PA core standards changed the instruction to be focused on balancing the reading of informational and literary texts so that students can access nonfiction and authentic texts, as well as literature. Student are too taught how read closely and carefully so that students are learning from the text. The course creates a staircase of complexity so that students graduate college or career ready. Students learn to support writing from sources so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read. Emphasis is placed on academic focused vocabulary. Course provided are as listed: English 9, CB English 9, H English 9, English 10, CB English 10, H English 10, English 11, CB English 11, H English 11, English 12, CB English 12, H English 12, AP English Lit, AP English Lang and Comp.

MATHEMATICS COURSE SEQUENCE

All of our math courses cover the PA Core Standards for Mathematics in the four standard areas: Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability. The standards stress both procedural skills and conceptual understanding to ensure students are learning and applying the critical information they need to succeed at higher levels. While our elementary program emphasis is on developing foundational math skills our high school courses emphasize practicing and applying mathematical ways of thinking to real world issues and challenges. Course provided are as listed: Algebra 1, Algebra 1B, CB Geometry, H Geometry, Integrated Math 1, CB Algebra 1, H Algebra 2, Integrated Math 2, CB Algebra 2, H Trig/Pre-Calculus, Mathematics with Financial Applications, CB Trig/Pre-Calculus, CB Probability & Stats, CB/H Calculus, AP Calc AB, AP Calc BC, AP Statistics

NATURAL SCIENCE COURSE SEQUENCE

The development of the science courses believe that the study of science includes the search for understanding the natural world and facts, principles, theories and laws that have been verified by the scientific community and are used to explain and predict natural phenomena and events. For that reason, science courses incorporate the nature of science, unifying themes, knowledge, inquiry, process skills, problem solving skills, and scientific thinking. Technology Education, computer applications and science are separate curricular areas. Meeting standards should be approached as a collaborative effort among all curricular areas. Course provided are as listed: Science 9, CB Science 9, H Biology 1, Biology 1A, CB Biology 1, H Chemistry 1, Biology 1B, CB Chemistry 1, H Anatomy/Physiology, Chemistry, CB Physics, H

Chemistry 2, Environment and Ecology, CB Astronomy, CB Environment & Ecology, CB/H Microbiology, Biology 2, Botany, CB Marine Biology, CB Biology 2

Greenhouse, AP Biology, AP Chemistry, AP Physics.

SOCIAL SCIENCE COURSE SEQUENCE

The intent of the social science courses is to give students a common cultural literacy. The course offerings which include the history standards hopes to instill in each student an ability to develop historical comprehension, to evaluate historical interpretation and to understand and conduct historical research. HASD believes, as stated in the opening phrase to the Pennsylvania, United States and World standard categories, "Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze the interaction of cultural, economic, geographic, political and social relations." Course provided are as listed: Intro to Civics 9, CB Intro to Civics 9, H Intro to Civics 9, World History, CB World History, H World History, AP Euro Hist, 20th Cent. US Hist: Reconstr, Civics/Government, CB 20th Cent. US Hist: Reconstr, CB Civics/Government, H 20th Cent. US Hist: Reconstr, AP US Hist, AP US Gov, H Civics/Government.

The high school developed a partnership with the National Math and Science Initiative (NMSI) over the last three years. Through this partnership teachers and leaders have had the opportunity to engage in professional development to empower inclusive mindsets, practices, and equitable access to high quality educational opportunities. There has been a significant increase in access to advanced placement courses with an increase in the number of AP exams taken. The baseline year to compare data started in 2017-2018. At that time 148 exams were taken with 135 students earning the score of two or higher and 101 students earning a qualifying score. During year one, 65 additional students took the AP exams. Students scoring a two or higher increased to 194 students and 136 with qualifying scores. The success increased in year two with 238 exams taken. This resulted in a 61% increase from the baseline year. The number of students with a two or higher score increased to 210 students with an overall improvement of 56% increase. Lastly the qualifying score increased 68% with 170 students receiving qualified scores. An emphasis was placed also on creating dual enrollment with the AP courses as well which resulted in 7 AP courses becoming dual enrollment.

During the 2021-2021 school year the students experienced instruction in various platforms including hybrid, virtual, and full face-to-face instruction. Teachers utilized professional time to meet as departments to adjust and align instruction to ensure that students were learning and being provided the most instruction possible. Students were also provided with three instructional delivery models as well. Full face-to-face instruction in a traditional classroom, virtual instruction to include asynchronous learning, and a full cyber academy experience.

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

The college and career readiness standards are the responsibility of all members of instructional staff. Time has been invested in reviewing the career standards and explicitly determining where and how the standards can be embedded into the content areas. The school counselor team partners with the teaching staff to explicitly teach the career standards and skills as well. Time is set aside to hold career conferences with each student and their family to aid in individual goal setting and course selection.

The district offers a wide range of special program options for students to pursue real world learning experiences and develop the skills necessary for college and career. For students pursuing college, at least twenty advanced placement courses are offered as well as an opportunity to enter College in the High School to participate in college course offerings with four partnering higher educational institutions which include Mount Aloysius College, Saint Francis University, University of PITT, and Juniata College. Lastly, students could also, in their senior year, participate in an early to college program which enables students to begin college on a full or part-time basis while completing their senior year. For students focused on entering technology or the workforce after high school, there are options to participate in cooperative education work experience or work experience programs to gain job experience. Students can also complete

independent study to allow students who cannot schedule a course of interest at the regularly scheduled time the opportunity to acquire the course independently. Lastly, students can earn credit for community service by working directly with community agencies within the school district address which help develop awareness, communication, and self-esteem.

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

2. Other Curriculum Areas:

The school provides a wide variety of learning opportunities through a career pathways model. The course offerings are centered on communications, science, business, human services, or engineering as well as industrial pathways.

Currently, there are 48 courses in the arts and humanities. The music program has been acknowledged again this year with the 2021 Best Communities for Music Education Award. The music department offers a variety of courses at various levels for all students in grades 10-12 including band, choir and theory. Additionally students have the opportunity to take three theatre courses as well. In the arts, students can take a series of four levels of art as well as AP studio art. Students interested in social sciences also can explore law, sociology, psychology and three courses in family consumer science. The language department offers six language options of Latin, French, Spanish, German, and Russian which also includes AP Latin.

The district has made strides to increase computer science course options which include three courses in programming as well as STEM or engineering courses. The STEM related courses would include programming, robotics, web design, digital photography, video game design, and an AP computer science course. Additionally, traditional wood craft and technology is offered in three course offerings.

The business department offers three levels of accounting and two levels of marketing. An option to take AP Microeconomics is also available. Additional business courses would be entrepreneurship, personal finance, sports, and entertainment marketing. The interesting thing about some of these course options is that the students learn by doing as the students actually run the student store to learn real life business skills.

The physical education department provides health and wellness courses to students in 10-12th grade. One course presents the options for students to earn their lifeguarding certification in our facilities pool.

The district also partners with the Greater Altoona Career and Technical School (CTC) to provide over thirty technical education programs. Currently, the district has a total of 151 students attending the career and technical school programs. Despite the pandemic, the CTC enrollment increased in the 2019 school year and has maintained.

The district has learned to adapt the curriculum and pace of instruction during the school disruptions and closures by working together as departments to discuss and plan how to ensure students are learning despite switching delivery platforms. During in-service teachers were provided opportunities to look at the high leverage standards and skills to update their curriculum as well as daily lessons to address student needs. Particularly in AP courses, the Friday half day schedule rotations were implemented to ensure that the 5th period classes were held regularly to allow proper time for content and labs. Time was also provided to pause, review, and support students who were struggling as needed, but especially on designated times on Fridays.

3. Academic Supports:

The district has invested in obtaining an early warning system that holds all student data. The system can help identify students who are at risk for attendance, behavior, and course grade failure. Once identifying students at risk appropriate interventions can be implemented for students. Subgroup data especially for students economically disadvantaged and/or identified as special

education is examined by the building data team. It was noted that these subgroups were having difficulty with attendance and therefore goals were set to improve attendance through development of school attendance improvement plans (SAIP).

A wide range of special education services are provided to meet the needs of students. Our philosophy is that we meet students where they are and provide to them what they need for individual learning styles. Students are able to get individual or small group instruction during resource room and/or with para professionals. The district utilized para professionals even more during the school closures and virtual learning to support student needs with the regular education teachers by joining the virtual classrooms or creating individual and small group reteaching opportunities. Special education teachers also co-teach in all the major subject areas to create an environment of support while allowing students to receive grade level standards and rigor. Our most needy special education students were given the opportunity to attend school regularly in a face to face model for the entire 2020-2021 school year except for deep cleaning building shutdowns. For students performing above grade level, it was important to provide rigor and continue pace of the course especially in AP courses which require strict curriculum pacing expectations. The schedule was designed to ensure students did not miss these courses and live streaming was added to enable the teacher to continue to provide high quality instruction even on periods of virtual learning only schedules. High expectations continued in all learning platforms with differentiated and individualized support to students as needed.

While the main goal of a school is to provide academic learning experiences, we also realize that the needs of the whole child must be met to be able to learn. The high school has a safety net of social and emotional support services in the building to ensure students are able to learn. The building has three school counselors, a dean of students, and a wellness specialist. During the 2020-2021 school year we are proud to say that the student assistance program was fully operational and students were able to be referred for services and had needs met on a regular basis either in person or virtually.

During the 2020-2021 school year the district moved to a model in which traditional students attended 4.5 days a week to allow virtual or in person instructional meetings for virtual students support as well as the quarantine student support on Friday afternoons. Additionally, Friday mornings were used to review and assist students individually as needed to ensure students had time to complete work and fill learning gaps. When our career and technical school faced shutdowns, the students were encouraged to come to the school to receive support and instruction on other key areas to keep students learning and engaged. Finally, after school tutoring was designed to provide support to students. The after school tutors were selected to represent various content areas to ensure that all content areas were covered. Additionally summer school for 2021 will be provided free of charge to all students to aid in learning and credit recovery.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The engagement of students and future planning is done through a variety of ways at the senior high school. There are academic programs available for students of all ability levels and interests; however, these programs are not restricted to any students in that there are no restrictions on the highest courses. Any student may take them!

One of the most important parts of keeping students engaged is to ensure each student has a connection with the school beyond the classroom to help in the development of their social and emotional growth. There are over twenty different clubs and groups organized at the senior high. Every year, the students have an activity fair in the cafeteria to educate others about their organization as well as recruit new members. Students network with peers who are already in the club, receive prizes, and information about the club. Along with activities, the senior high has numerous athletic teams that students can join which also engage them connected to the school.

The senior high school also has an active Student Assistance Program (SAP), a mentoring program and has a health and wellness counselor on the faculty. Students are monitored and referred for a variety of reasons and steps are taken to get them the support they need. The School Wide Positive Behavior Team continuously gives students positive reinforcement throughout the building to help promote all of the positive achievements of our students.

Throughout a student's high school career, a number of opportunities are held both in and out of the classroom to keep students engaged in the post-secondary planning process. College and career readiness for the senior high begins in grade nine with at least four classroom visits focusing on career exploration and post-secondary planning. During the sophomore year, each student and parent/guardian has the opportunity to meet one on one with the guidance counselor to discuss course scheduling, career plans, and post-secondary plans. All tenth grade students attend a career fair organized by the Blair County Chamber. The eleventh grade students have an opportunity for career shadowing. SAT prep classes are held for the senior high students. Starting in eleventh grade the students begin their graduation project which focuses on post-secondary planning and career readiness. The students complete a resume, cover letter and job or post-secondary school application. Mock interviews are administered with the seniors by local professionals from local businesses. When meeting with older students, financial aid is part of the focus. The senior high offers a number of financial aid nights as well as a PHEA representative assists with the process. Scholarship bulletins are sent out monthly to the parents and the students.

During the pandemic, the best way we kept students engaged, during the virtual platform, was for students to check in with each teacher, every period as the teacher would take attendance. Direct instruction was provided for all of the students daily. As a team we worked very hard at continuously contacting each parent and guardian and student that was not logging in for their classes. For the students who were struggling during the virtual platform, we brought them into the building for face-to-face instruction. This was very rewarding for the teachers and students who participated. These students just needed assistance in organizing the instruction and assignments for their classes.

The engagement of our students is a continuous process in all areas including academically, socially, emotionally and post-secondary planning. More than ever before, this year we have communicated to parents on a regular basis to ensure that all were engaged. Any barriers that prevented a student from being engaged were addressed in order to work toward the success of all students during the pandemic. All of this will continue as we move forward into the 2021-2022 school year.

2. Engaging Families and Community:

There are a number of strategies the Hollidaysburg Senior High School has implemented to work closely with the students' families, the community and the surrounding businesses. Social media is a tool used in

communicating through the district website, Facebook page, and twitter account, along with the senior high parent Facebook page. During the pandemic, the district continuously communicates with parents and the community through the development of the Coronavirus Resource Site that houses archived communication, COVID dashboard for Blair County as well as Pennsylvania Department of Education (PDE) and Department of Health (DOH) guidelines. The district and the buildings also use School Messenger to send voice communication and written communication regarding any information important to parents, including school closure and COVID information.

The Hollidaysburg Area School District values the input of our senior high students and parents. Through the pandemic, numerous surveys have been sent out to get input on the different educational platforms, the needs of the students and what seems to be working and what doesn't work. We also work closely with our Parent Advisory Committee (PAC), in getting input on all aspects of the senior high school.

We work closely with four Universities to provide thirty dual enrollment courses throughout the senior high. Students often make trips to these colleges to experience what it is like to have lab classes and other instruction at a college campus. Professors from the colleges have also come to visit to aid in the labs and answer questions that the students may have.

Most recently we have developed two Occupational Advisory Committees (OAC) for the Business Department and the Technology Education Department (STEM). Representatives for the Business Department Occupational Advisory Committee consisted of the numerous vendors such as Sheetz, PSU IT Department, and the Blair County Chamber of Commerce. Representatives for the Technology Education Occupational Advisory Committee also consisted of numerous vendors such as Penn State Altoona, New Pig, and the Altoona Greater Career and Technology Center. The goals of both of these committees is to gain a better understanding of what skill sets are needed for employees to be successful at each of the companies, how they envision the connection between our senior high students and their company, and what advice can we get from them as educators in the 21st century to help prepare students for the next step. The collaboration with these businesses have lent itself to student visits to these companies and better curriculum review.

The Blair County Regional YMCA is adjacent to the senior high campus which allows for collaboration on a regular basis. This collaboration includes job placements, facility usage, financial help, and tutoring. We also work with local agencies that provide counseling for our students such as Blair Family Solutions, Impact Counseling, and UPMC. The Hollidaysburg Area Community Partnership group provides activities for our community and students while partnering with our students to help in the design and promotion of these activities. Our students participate in the Blair County Chamber of Commerce Young Entrepreneurs Academy and the Leadership Blair County Youth Program with both groups having helped our students grow in so many ways.

Even during the pandemic, all of these programs and partnerships continued. Many meetings were held virtually; however, the goals of the programs and the positive outcomes were accomplished. The senior high school works hard and will continue to work hard to keep our students, parents, community members and local businesses as part of our senior high family and part of our students' senior high experience.

3. Creating Professional Culture:

The senior high faculty and staff truly are a family. We celebrate each other in many ways. From a simple gesture of emailing staff acknowledging someone's birthday to a standing agenda item at the monthly faculty meeting titled "celebrations." "Celebrations" could include celebrating the professional accomplishments of everyone to the personal celebrations like becoming a grandparent. Each meeting begins with a brief, but fun team building activity that has become. Along with this, we also have at least one teacher per faculty meeting present an instructional strategy they have implemented or a program they have used or how they have used the maker space room in their curriculum.

Professional development is strongly supported at the senior high and taken advantage of by the teachers. The senior high is the only building that always utilizes professional development money in the budget.

Through the National Math and Science Initiative (NMSI) the teachers have experienced professional development even if they are not teaching one of the AP courses through NMSI Laying the Foundation experience. This has helped to promote the NMSI concept throughout the building and has given teachers opportunities to work with people who teach the exact course that they do. This experience has been invaluable in improving our students' education.

Annually, goals and expectations are set for the categories of technology, data, peer observations and instructional strategies (maker space room and Collin's writing implementation etc.). These are developed with the principals and the department chairs who get input from their departments. Collaboration with the teachers is done on a daily basis. Senior high teachers are involved in the decision-making process on all levels. The principal and assistant principal at the senior high rotate and divide the duties of observing the faculty annually on a rotation basis. The observation process includes walk throughs, formal observation with a pre observation conference, and a post observation conference with each teacher. Conducting a formal observation for each teacher has produced some of the most amazing educational conversations. Ideas that come from these conversations are unbelievable. Beginning-of-the-year, mid-year, and end-of-the-year goal meetings are done with each teacher. The discussion points for these meetings are included with the goals and expectations given at the beginning of the school year.

The department chairmen participate in a book study each year, with individuals taking turns at leading the discussion at monthly department chair meetings. Each book has ideas we can implement as the leaders in the building. When we read the book, *Our Iceberg is Melting*, each department went back to their departments and made a list of icebergs at the senior high. We then prioritized the icebergs, picked the biggest three, and came up with a plan on how we can tackle these icebergs and improve the senior high. During the next school year, the entire faculty was involved in tackling these icebergs which lent itself to a very positive outcome.

Professional development, collaboration, and positive culture are at the core of what we emphasize at the senior high school. Faculty and staff need to be and are treated like professionals if we want them to be professionals. Supporting one another, listening to one another, and providing opportunities to learn and become better at what we do is ongoing at the senior high.

4. School Leadership:

The leadership philosophy of the senior high principals focuses on transformational and servant leadership. The belief behind transformational leadership is to engage with others and create a connection resulting in motivation being raised and morale being boosted in people, often causing people to do more than expected. Servant leadership is extremely important when serving the needs of our students, faculty, staff, parents and community. Much of our role is to serve and support them in all they do.

Through our leadership role, the principals maintain the integrity of policies, programs, and relationships to better serve our students. The safe schools policy is followed and implemented. In the senior high, we have a full time school resource officer who helps in maintaining the safety of the building. Students review Run, Hide, Fight videos annually and in every period. Bi-annually, teachers review the run, hide, fight plan for that particular classroom. Every Wednesday, the morning Tiger TV program is shortened for teachers to review with students the evacuation plan as well as the process and procedures of what to do if the alarm goes off in between classes or at lunch. If the alarm goes off in between classes, students are to meet their homeroom teacher in the field across from the office or in the worst case scenario, go to the Junior High School which is located across the campus. A map for these two locations is shown to the students as to where the homeroom teacher will be standing. Every other Wednesday, the school resource officer provides a scenario that each homeroom teacher reads and discusses with the students. Periodic emergency drills are conducted and recorded in the Navigate software system throughout the year that include a teacher making an announcement over the intercom from his/her classroom saying what is going on and the teachers and students need to react based on what is announced. A safe school enhances our students' education; a safe environment allows students to focus and learn.

programs. The department chairs help design the master schedule, referring to their departments on who is going to teach what based on the number of sections we need each year for each course. The number of sections for each course are determined by each student's course selection sheet. At the end of each school year we get input from the teachers regarding changes to the handbook that helps to create a better school climate and culture.

Continuous work was done among the administrators throughout the district as to the rule and guidelines for whatever educational platform we were using at that time. The Junior High and Senior High principals worked together to push out comparable platforms for the secondary students. Teacher's input was invaluable during all of this as to what worked on the full virtual, hybrid and face-to-face with a virtual option platforms. We continuously tweaked parts of the plan to help with attendance, grading expectations and workload. One of the continuous roles of the administrator was to remind everyone that virtual learning is not good for many and that some homes are not a conducive environment for learning. The philosophy at the senior high was to "have grace" when working with each student.

Our role as administrators was navigating the continuous updated guidelines sent by the PDE and the DOH and implementing the educational platform that was the safest for our students and staff. During the beginning of COVID, two senior high principals were part of passing out lunches on a daily basis in specific locations.

5. Culturally Responsive Teaching and Learning:

The senior high school is not an ethnically diverse building; however it is an economically diverse community and each child's needs differ. In the eight years the current principal and assistant principal have been in their positions, the number of students attending the Greater Altoona Career and Technical Center has increased tremendously. The job force is changing and college is not for everyone. We celebrate our GACTC students and are proud of what they do. Four years ago, we began the tradition of having the top GACTC student speak at graduation along with the valedictorian and salutatorian.

As for teaching tolerance and making students aware of social movements, we have partnered with the Anti-Defamation League (ADL) to help us in creating a senior high student and teacher ambassador team that creates age appropriate activities for district students. Through the project diversity, we have created a compilation of resources for student mentors and for teachers to use in the classroom. The ADL has helped us with a number of resources, ideas and training.

We also partnered with Lakeside Learning to provide teachers with Trauma Training to help meet the needs of students. This aided in understanding the diverse backgrounds of our students and their potential reaction to different situations. Our teachers are educated in responding to students when their reaction may not be a typical reaction. Trauma training is a continuous part of our in-service training.

To meet the physical needs of students, a backpack program is provided to send food home for the weekend to students who sign up for the program. Each student's anonymity is kept and the food is provided at the end of the day in a very discreet way. Teachers and guidance counselors reach out to students and parents that may qualify for this program. During the beginning of COVID when we were fully virtual, the two senior high principals went to two assigned areas each day to pass out lunches for district students.

The guidance team at the senior high informs teachers if a child is going through a hard time for the teacher to keep an eye on the child and often to give the child some grace when providing assignments. The whole child is important to everyone at the senior high. If a child's basic needs are not met, then learning is often impossible.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

As the pandemic evolved in February/March 2020, a major concern, not just at the senior high but at a district level, was how are we going to reach and communicate with our students? Teachers could reach their students via email and google classrooms, which were previously implemented in the instruction prior to the beginning of the pandemic. Guidance counselors and teachers continuously made phone calls home.

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During this platform, we offered assistance for students who were struggling to come into the school and complete their work. This was very rewarding for the teachers and students who participated. These students just needed assistance in organizing the instruction and assignments for their classes. Teachers in the special education program came in and aided these students and transportation was provided, if needed, for the student to receive face-to-face instruction. The face-to-face platform still allows students to remain virtual if they choose. Teacher's livestream with these students at a specified time. Teachers from each subject area stay after school on Tuesdays for any students who want to come in for tutoring. Fridays are half days, alternating each Friday with periods 1-4 and then 5-8. These Friday mornings are used for reviewing main concepts in each content area. The afternoons are for live streaming office hours with the students on the virtual platform. Our focus has been that how we handle hard times and adversity is what helps make us stronger, more resilient individuals.