

U.S. Department of Education
2022 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 Joseph Villani
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bethel Park High School
(As it should appear in the official records)

School Mailing Address 309 Church Road
(If address is P.O. Box, also include street address.)

City Bethel Park State PA Zip Code+4 (9 digits total) 15102-1695

County Allegheny County

Telephone (412) 854-8581 Fax (412) 854-8510

Web site/URL
https://www.bpsd.org/bethelparkhighschool_home.aspx E-mail villani.joe@bphawks.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. James Walsh E-mail walsh.james@bphawks.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bethel Park School District Tel. (412) 854-8437

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. Barry Christenson
(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 signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	161	151	312
10	177	168	345
11	154	181	335
12 or higher	173	150	323
Total Students	665	650	1315

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 2.9 % Asian
 - 3.5 % Black or African American
 - 0.7 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 91.5 % 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 2020 - 2021 school year: 2%

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, 2020 until the end of the 2020-2021 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2020	1382
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Nepali, Korean, Persian, Bulgarian, Spanish, Turkish.

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

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 217

8. Students receiving special education services with an IEP or 504: 17 %
230 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>16</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>181</u> Specific Learning Disability |
| <u>10</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>15</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
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	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	52
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	47
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

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 13:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	97%	96%	96%	95%
High school graduation rate	99%	96%	95%	97%	99%

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 2021.

Post-Secondary Status	
Graduating class size	351
Enrolled in a 4-year college or university	62%
Enrolled in a community college	15%
Enrolled in career/technical training program	10%
Found employment	4%
Joined the military or other public service	4%
Other	5%

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.

Bethel Park is committed to providing our learning community with the essential education, skills, and learning experiences for future success.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

NONDISCRIMINATION POLICY

The Bethel Park School District will not discriminate in its educational programs, activities or employment practices, based on race, color, national origin, sex, sexual preference, disability, age, religion, ancestry, union membership, or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973.

<https://go.boarddocs.com/pa/bthl/Board.nsf/Public#>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Bethel Park is a 12-square mile community, located 10 miles south of the City of Pittsburgh. A total of 32,185 residents call Bethel Park home, making it one of the largest communities in southern Allegheny County. Bethel Park High School is composed of students in grades 9-12 with an enrollment of 1,315 total students. Bethel Park is well known as a hardworking, blue-color community that rivals all its neighboring (affluent) districts in academics, activities, and athletics. The pride of Bethel Park is deeply rooted in its proud traditions, including distinguished alumni that have had a widespread and significant impact both locally and nationally. In addition, BPHS has a proud history of military service that continues with up to 5% of its graduates entering the military each year.

Shifting from an open eight-building campus-style high school, the new Bethel Park High School building officially opened its doors on January 30, 2012, as a 21st-century learning facility centered on student performance. The building incorporates newer technology, flexible spacing, and received Green Globe Certification in 2012. The four-floor Academic Wing features 94 classrooms that were designed to promote collaboration, critical thinking, and hands-on learning. Student desks can be easily moved into several different configurations, depending on the instructional strategy. Moving away from a teacher lecture model of content delivery, all classrooms are wireless and equipped with interactive technology that facilitate student engagement. In addition, the school boasts a 1,300-seat auditorium, a 2,350-seat gymnasium, an eight-lane swimming pool, a large group instruction room/small theater, innovation and television studios, support labs, music rooms, and a large contained outdoor courtyard where students can travel to and from classes.

The high school has a solid reputation for providing quality instruction and exposing students to a variety of academic subjects enhanced by a strong technology program and countless elective options. The school has a dedicated Instructional Technology Coach responsible for linking technology and instruction while supporting our one-to-one initiative. Extracurricular opportunities are plentiful and increase with each grade level. In addition to 28 varsity athletic teams, students can participate in more than 30 clubs and activities, including a fall play and spring musical. The Bethel Park High School Music Department is recognized as one of the leading music programs in the commonwealth of Pennsylvania. Our curricular ensembles perform regularly in the community and in national competitions as a part of the Festivals of Music and Festival Disney competitions. For over three decades the BPHS bands, choirs, and orchestras have achieved consistent first-place rankings, superior ratings, and best overall ensemble awards.

Academically, BPHS has a rigorous class selection including regular, honors, College in High School (CHS), and Advanced Placement (AP) level courses with dual enrollment articulation agreements with Community College of Allegheny County (CCAC) and the University of Pittsburgh. In an attempt to improve rigor and access for all students to AP courses, Bethel Park is actively participating in the National Math Science Initiative (NMSI). This program has increased professional development opportunities for current and future (onboarding) AP teachers to raise instructional practice and learning for all students.

Qualifying students under Chapters 14, 15, and 16 can find support through IEPs, 504s, and GIEPs. Special Education Services include Gifted, Learning, Autistic, Emotional, Speech & Language Support Services. BPHS works with three different Career Technical Center schools to provide numerous opportunities to students in grades 9-12 to obtain industry-based credentials in their desired fields. The high school puts a deep emphasis on the Career Education Work (CEW) strands set out by the Pennsylvania Department of Education (PDE) and different co-operative and work-based learning class opportunities.

Being mindful of the challenges students face, BPHS staffs four school counselors, two social workers, a school-based therapist, and has a well-established Student Assistance Program (SAP). This has prompted the high school to explore and create intentional efforts to better support all students. One being the future creation of a Therapeutic, Emotional, Avoidance, Monitoring, and Support Room (TEAMS). This room/support allows students to de-escalate and combat anxiety, work with social workers/counselors, and receive follow-up services and check-ins following a submitted SAP referral.

Bethel Park High School has worked hard to have a robust continuum of supports that includes life skills, autistic, learning, and emotional support programming. We are committed to providing a type of support, not a partitioned place. Students who are in life skills and autistic support are included in general education classes frequently with appropriate support to be successful. Our philosophy is driven by a desire to live up to the mandate of Least Restrictive Environment (LRE) by providing co-teaching in content area classes as well as paraprofessional support. Students with emotional support needs are found in all environments of the school and have access to social workers, counselors, and site-based therapy support. We believe that each student requires different programming to meet their fullest potential.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Students may select courses from all areas of the curriculum while meeting the minimum of 27 credits for graduation. This includes 4 credits in English, Math, Science, and Social Studies, in addition to 1 credit of Physical Education, 0.5 credit of Health, and an additional 9.5 elective credits. Students are encouraged to take courses that will be helpful in meeting their future academic goals and career objectives, as well as courses designed to give a well-rounded academic background.

BPHS employs a variety of instructional approaches. We are a one-to-one laptop school district. As a school, we have taken full advantage of integrating technology into instruction in most classes by adopting electronic textbooks that offer adjustable reading levels for students. BPHS has incorporated a universal depth-of-knowledge questioning technique to go beyond recall and embrace a deeper understanding of content. We embrace the idea of differentiating instruction to meet the needs of students and have eliminated all basic-level classes with the belief that we can lift all students up. Special education paraprofessionals work with the classroom teachers to provide the least restrictive environment for all students. Our gifted program has a school-wide coordinator and a department-specific teacher to help coordinate learning opportunities beyond the classroom.

The recent COVID pandemic was a major disruption to education. BPHS was fortunate to have one-to-one Chromebooks prior to the pandemic and a staff that was well-versed in the Google Suite, electronic textbooks, and resources which gave the school a solid foundation for online learning. With the implementation of Schoology as a learning management system, we leveraged WebX and Zoom Meetings to provide continued live instruction via virtual platforms with limited disruption. Now that we are predominantly instructing in-person again, we have chosen to keep many of the engaging elements of online learning while continuing to grow and improve the overall student learning experience for all.

1b. Reading/English language arts curriculum content, instruction, and assessment:

At the core of our English Language Arts (ELA) department is a vertically-articulated program of ten specific core courses and a robust 15 electives taught by a staff of 13 highly-qualified teachers. The core program is designed to prepare students for post-secondary academic and career pursuits. While providing a level-up opportunity for students seeking challenging rigor in honors and AP courses, our core program is differentiated by strategy and support, rather than by tracking. Students of varying abilities are hand-scheduled to assure balanced heterogeneous team-teaching groupings where all students can grow. Our AP Language course qualifies as a college-in-high-school dual enrollment program with CCAC. Electives range from traditional public speaking and SAT prep classes to contemporary offerings in media literacy and film as literature. Our department staff supports Hawk Eye, our award-winning online student newspaper, our student literary magazine Vernissage, the yearbook, theater classes, and the Quill & Scroll honorary publication, as well as sponsoring production of the fall play. Showing gains over previous years, 84% of students taking the 2021 Keystone Literature exams met proficiency, significantly high in comparison to the PA average.

While the department holds a view that ELA skills are foundational to student success in virtually any field, we can point to students who account their career success to the training we have provided in communications; students have succeeded in public relations, acting, news media, publishing, and other communications professions. Our teachers utilize three specialized learning centers in our school: the writing center, library, and STEAM innovation studio. The writing center program offers full class and one-on-one tutorials in composition skills and hosts periodic seminars on particular essays, such as college applications and scholarships to assist students in achieving their college and career goals. The library provides a robust collection of fiction, nonfiction, and database references that students use for required

research projects at each grade level. The STEAM (science, technology, engineering, arts, math) innovation studio includes a maker space, video conferencing system, and green screen studio. These are used for hands-on projects requiring design, process drama for literary analysis, public speaking, and theater arts.

Finally, field trips provide experiences beyond the school walls, with visits to live theater, documentary film screenings, and art museums. These visits give students a range of real-world experiences and inform nonfiction and creative writing assignments, reaction papers, and literary analysis. Aligned with our school's motto of "Built on Tradition, Focused on the Future," our ELA program provides students with a solid background of classic and contemporary works to develop reading, thinking, writing, and so-called soft skills of discussion, presentation, and human interaction, while including forward-facing programming in ready-for-work skills and experiences to prepare students for life after high school. Our department members work regularly with others for such cross-curricular projects with teachers of art, history, child development, psychology, chemistry, biology, video production, and marketing.

1c. Mathematics curriculum content, instruction, and assessment:

The BPHS Math Department provides a rich and rigorous program that follows the Standards Aligned System of PA Core Standards. While following the Common Core, we focus on the long-term transfer goals enabling students to successfully confront new challenges both in and outside of school. This approach not only develops critical thinking skills, but also promotes collaboration, creative problem solving, and applications of mathematics in everyday life. As a result, our dynamic and fluid curricular approach allows the curriculum to change in response to student needs, cultivating high academic achievement while engaging students in a meaningful and effective educational experience.

At BPHS our math curriculum follows the path of Algebra 1, Academic or Honors Geometry, Academic or Honors Algebra 2, Academic or Honors Pre-Calculus, Algebra 3/Trigonometry, Honors CHS Statistics, AP Statistics, Honors CHS Calculus, AP Calculus AB, and AP Calculus BC. Each student's starting point is determined by their 8th-grade course completion. The math department also offers Intro to Computer Programming, Honors Computer Programming, Game Coding, AP Computer Science, and Honors Computer Science 2. There are multiple pathways for students allowing for a diverse and rich learning experience tailored to each student's needs and abilities.

Due to our diverse student body, every teacher uses a variety of instructional approaches such as tiered instruction, differentiated instruction, problem-based instruction, group instruction, flipped classroom, and explicit instruction. Every teacher also utilizes information from the student's IEP, GIEP, and/or 504 to tailor their instruction as well as any assessment data they have. This allows each teacher to bridge any gaps and also to challenge higher-performing students. The math department uses a variety of formative and summative assessments such as quizzes, chapter tests, homework, group work, presentations, exit tickets, and projects in order to have a well-rounded and balanced data set to assist them in guiding their instruction. We also meet as a department periodically to discuss any trends we see in the data and make adjustments accordingly, setting clear and measurable goals for each course.

Based on the changes that have occurred since March 2020 and today's students, the availability and use of technology have created a blended use of approaches that are utilized depending on the needs of the students. The math department utilizes several online platforms that include Khan Academy, AP Classroom, Desmos, Schoology, KUTA, Kahoot, and our Big Ideas curriculum online resources as well as interactive whiteboards and calculators. These same technology supports have also allowed us to provide notes, videos, homework, course materials, and online links that students can access when absent or when remote instruction is necessitated.

1d. Science curriculum content, instruction, and assessment:

In keeping with the evolving Next Generation Science Standards, the Science Department curriculum has as its core the principle of doing science versus simply knowing science. The faculty blends traditional instruction with many hands-on activities and experiments.

The required ninth-grade science class establishes the emphasis on hands-on science experiments, the importance of observations and data collection, data analysis and its implications that will persist throughout the curriculum.

The science program contains the traditional Biology, Chemistry, and Physics core classes as well as several electives such as Environmental Science, Forensics, Anatomy, and Physiology. All classes are offered at the academic and honors level to suit the needs of all students. BPHS offers AP level classes in Biology, Chemistry, and Physics and a four-credit College in High School Physics class through the University of Pittsburgh. Also offered is a unique, grant-winning, team-taught interdisciplinary course called Science in Art where, for example, students learn the chemistry and synthesis of pigments and then use them to create their own paintings. This is a double-period team-taught class instructed by both a science and art teacher. All high school biology students work on a multi-day project with a University of Pittsburgh professor who visits our campus; topics have included cancer tumors, GMOs in foods, and CRISPR gene editing.

Our facility is equipped with five individual science laboratories to support the curriculum. A full-time laboratory assistant prepares labs in consultation with faculty. All chemistry and physics classes are scheduled with a weekly double-period (85 minutes) laboratory to reinforce classroom learning. A full suite of probe ware is used in conjunction with student laptops for data collection, analysis, and presentation. Video analysis is extensively used in physics laboratories. We leverage learning in our one-to-one environment with Google Suite and Schoology.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

BPHS is very proud of the social studies program and course offerings. Our core curriculum consists of American History I in ninth grade, AP United States History or American History II in tenth grade, AP European History or World History in eleventh grade, one semester of AP Macroeconomics or Economics, and a semester of AP United States Government and Politics or American Government in the twelfth grade. All courses that are not AP classes are offered as both regular or honors curricula.

Social Studies was once an exercise in memorization but we have shifted to a skill-centered model. Our approach to assessment has also been adjusted including the adoption of school-wide assessments that are based upon primary sources, meeting state social studies standards while bolstering Literature Keystone skills and occasionally Algebra Keystone skills. These are often tied to important historical events, such as Martin Luther King Jr. Day. We use charts and graphs from a myriad of historical and economic data to enhance the mathematical skills of analyzing and measuring. Summative assessments often include some recall, but a shift to skills-based projects is more prevalent in most courses. We have developed a school-wide summative assessment to satisfy Act 35 of 2018 Assessment of Civics Knowledge Examination. We base our questions on the U.S. Citizens Immigration and Service test. As with the actual test, the students are given the questions ahead of time. The students who get a perfect score receive a certificate and flag pin to celebrate their achievement.

1f. For secondary schools:

Through cross-curricular activities and programming, college and career readiness education has been embedded throughout the high school curriculum to provide students the opportunity to engage in career and work education experiences throughout their four years at BPHS. Using Naviance, our school counselors have developed and implemented authentic career and work learning experiences to support the growth and development of critical skills for college, careers, and life beyond high school.

In addition to regularly scheduled Career Education Work (CEW) learning activities, students also have the opportunity during their senior year to participate in our Diversified Occupation program. The program is designed to allow students to bridge the gap between high school and their long-term career goals by providing them with a better understanding of today's work-based learning concepts and strategies in order to advance in today's competitive job market.

Education, Parkway West Career & Technology Center, and Western Area Career & Technology Center), selecting the school that best supports their career and learning program interests. Students who attend these CTE Centers can gain a labor market advantage through active learning that meets the expectations of 21st-century employers and colleges. Each program guides students through rigorous career-oriented practical activities reinforced through core academic instruction. Students' employability will be further promoted by their opportunity to gain Industry Standard Certifications required by local employers.

Seniors have the ability to schedule for an early release to report to their employer for work experience. The "Co-op classes" combine school-based classroom learning with a supervised work-based learning experience. This involves a planned partnership with specified connecting activities, responsibilities, and a workplace hour commitment among the student-learner, parent(s) and/or guardian(s), school, and employer.

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

2. Other Curriculum Areas:

In addition to our core course offerings, BPHS offers a wide range of "En-Core" elective classes for students to broaden their worldly experiences. While content may be specific to each course, the skills developed in these programs are applicable to those needed in the core offerings as well as those needed in their post-secondary pursuits. Students discover and expand on their passions while exploring alternative studies for future pursuits and/or careers. These include but are not limited to the arts, physical education, foreign language, technology, world language, business/marketing, and child development.

The art electives provide experiences in developing perception, leadership skills, appreciation for the work of others, awareness of historical cultures and contemporary visual culture, and developing artistic skills.

The Physical Education program at BPHS is designed for the development of health-related fitness. Students demonstrate knowledge of the five elements of fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. Activities include but are not limited to dance, aquatics, team sports, mountain biking, and individual and lifetime activities. A swimming component in the state of the art, eight lane pool helps to build the essential skill of swimming and safety, before progressing to water games including kayaking and other unique experiences.

The Technology/Engineering Department offers hands-on skills which prepare students for postsecondary careers and degrees utilizing the curriculum from Project Lead the Way (PLTW). PLTW is a college-recognized pre-engineering program designed to introduce students to the career of engineering. All students can benefit by completing courses such as Introduction to Engineering Design, Principles of Engineering, and Computer Integrated Manufacturing.

World Language gives students a fundamental speaking ability and knowledge of language structure. Third-year, fourth-year, and AP courses emphasize the development of fluency and provide some background in the literature and deep-rooted customs of the language and the people who speak it.

The major goal of the Business, Computer, and Information Technology Department is to provide all students with the tools necessary to develop business, economic, and computer skills needed in today's diverse global market. A variety of courses are offered to advance student knowledge of computers and software applications.

Marketing is an exciting, fast-paced, career-focused program opening doors to many career and postsecondary opportunities. Students also have the opportunity to participate in the BPHS DECA Chapter. DECA is a co-curricular club that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges around the globe.

The Child Development program is an approved industry-based education program that offers courses to

increase the student's knowledge and skills for personal and professional use. The program provides occupational preparation in the area of childcare for students interested in employment after graduation. We have found that many of our students connect with the material and instructors in these programs, giving many a purpose to come and work hard in their other classes in school. The extension opportunities in these programs also enable students to make lifelong friendships and memories that will endure.

3. Academic Supports

3a. Students performing below grade level:

Reviewing previous Keystone Exam Data, BPHS students with disabilities and those classified as economically disadvantaged were continuously underachieving on state exams. When evaluating the team-taught classes at BPHS, it revealed that the design of the classes resembled more of a pull-out class as opposed to that of a regular education class. This caused the rigor and pace of instruction to be significantly impacted due to the distribution of students with IEPs to regular ed students in our team-taught classes. By addressing these concerns and improving the structure of our co-teaching classes, BPHS saw a significant increase in both the growth and achievement scores on the Keystone Exams in these subgroups. While the interventions were established for students with disabilities in the co-taught regular education classrooms, they also benefit our other low-achieving students present in the designated team-taught classrooms. These students include but are not limited to lower-performing students that did not qualify for special education services, in addition to our economically disadvantaged students that benefited from the additional teacher to provide structure, support, and/or interventions they may need.

BPHS Student Assistance Program (SAP) is a service designed to help students who are having difficulty experiencing success in school. Students may be referred to SAP by parents, teachers, classmates, or other concerned individuals. A drop in grades, irregular attendance, difficulty in interpersonal relationships, or chronic disciplinary problems may indicate a need for the type of help that the SAP can provide. SAP consists of teams made up of teachers, counselors, psychologists, principals, and the school nurse. The team meets regularly to devise strategies of assistance for students. Once a plan is organized, a member of the team meets with the student and their family making suggestions and sharing support at BPHS to help resolve the problem and improve the students' academic and social life at school.

3b. Students performing above grade level:

BPHS has a full-time gifted teacher who tailors instruction, facilitates interactions with students, teachers, and stakeholders; aids teachers to enhance coursework rigor, and develops extension activities or alternative projects/assessments as appropriate to promote the goals and needs of individual students. Since partnering with the National Math and Science Initiative (NMSI) to improve our identified need to raise AP scores and performance, much effort and resources have been put towards improving access, participation, and support on AP Exams. This has included NMSI live and asynchronous study sessions, in addition to AP Jam (Study) Sessions that have been part of our new Learning Enrichment Activity Days (LEAD).

The primary gifted teacher is housed in our library to be a resource and available to all students. Often students will visit to discuss college essays, projects, or simply for academic support. Some of the Accelerated Content Enhancements (ACE) gifted students may receive include: individualized teacher assistance and consultation to pursue strengths with the gifted support teachers, curriculum compaction accompanied with extension activities based on students' learning interests and abilities, replacement of regular class tasks with enhanced tasks to enrich the regular curriculum, and creation of differentiated tasks/programs to access material beyond the provided curriculum.

One-credit Independent Studies (IS) are available for any student interested in exploring material or topics beyond the offerings in the BPHS Course Selection Guide. Students may work with a certified or gifted teacher to create a proposal detailing the IS objective and goals, as well as details of the content with delineation of the activities associated with the study. Additional academic extension opportunities include: DECA regional, state and international levels of competitions, support to strengthen student presentation skills and papers to defend their position, and our Forensics Speech and Debate Team, which has had several

state and national finalists in events including dramatic interpretation, congressional debate, and Lincoln Douglas debate. Students may also participate in activities with robotic/tech competitions, mock trials, and Pittsburgh's Hometown IQ quiz show, in which teams of students from different districts compete on a televised show to answer questions from varying academic disciplines.

3c. Special education:

Students with an individualized education plan entering BPHS are assigned a designated special education teacher as the IEP case-manager for the duration of their high school career to allow for greater consistency and relationship building with the student and family. Students are provided individualized support through a combined team approach through interaction and collaboration with IEP case-managers, paraprofessionals, regular and team teachers.

Study Skills is a full-year course designed to provide students with individualized support to meet their academic and organizational needs as related to the goals and specially designed instruction outlined in the IEP. Support is provided through the study skills teacher, who is a high school special education teacher, as well as a paraprofessional. In collaboration with the regular education teachers, students are provided academic assistance with their high school courses through, but not limited to, monitoring of student progress, homework help, repetition of key concepts, preparation for tests, organization of materials, study habits, and self-advocacy skills.

The Work-Based Learning Center is a semester course designed to provide students with hands-on experience and functional job training. Opportunities are created, as a part of the transition planning in the IEP, to engage students in activities such as the Prevocational Assessment Exploration System (PAES) program, running the school coffee shop, The Bean and Berry, or running the school copy center to name a few. A grant from the Bethel Park Education Foundation helped to expand the services of The Bean and Berry by providing credit card readers in cooperation with a local bank.

All special education students have the opportunity to participate in the "Office of Vocational Rehabilitation" (OVR) early reach presentations. Our transition coordinator works to tailor these opportunities for the students individually. We are particularly proud of our peer buddy program that matches neurotypical peers and students with disabilities in order to mentor and provide social skill-building opportunities. This program works to improve outcomes for students with disabilities as they engage in the interactions that will improve their quality of life, while providing an important opportunity for the mentors themselves.

3d. English Language Learners, if a special program or intervention is offered:

English Language Learners from BPHS receive English as a Second Language service from the Allegheny Intermediate Unit. The ESL teachers receive specific training and best instructional practices in teaching non-English speakers. Our teachers instruct through a pull-out program presented in English, in which students receive up to 82 minutes of instruction in English a day, depending on their WIDA ACCESS scores and level of need. The WIDA ELD standards and the Pennsylvania English Literacy Standards guide our staff's instruction to promote functional performance in the four domains of reading, writing, speaking, and listening in English. The ESL classes also utilize the National Geographic Edge Curriculum that aligns and supports the Common Core State Standards. Students are also introduced to the material that is taught in the English classes at BPHS within the ESL classroom. The ESL teacher adapts the English curriculum as the class proceeds to support what students are learning in their current English classes.

In partnership with the Special Services Department, the high school engages parents in evening events in order to give them information about their child's educational program. In addition, the district employs translation services to make communication easier for crucial meetings regarding their children to eliminate misunderstandings that can occur when not communicating in the family's native language.

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

BPHS works with the Special Services Department to quickly and efficiently enroll students who have been disrupted in their education and family life due to homelessness. Students who have had disruptions to their education have many barriers. The first priority for the school district is to address all of these barriers. Items such as laptop insurance and extracurricular participation fees are promptly waived, while free and reduced lunch paperwork is expedited.

The district employs the assistance of local agencies like the South Hills Interfaith Ministry (SHIM) to provide needed essentials such as food and clothing. Students in need of summer learning experiences are also offered extended learning opportunities. This is done in order to support the student's learning in times where there are often learning gaps created as these situations unfold.

Social work services are quickly and purposefully deployed to students in this situation. We utilize the resources and partnership the district has with the Bethel Park Police Department if any student is in unsafe or unhealthy conditions. In addition, a purposeful review of the student's transcript is done with the school counselors in order to keep the student on track for graduation per the Act I guidelines. Keeping students in school and on time for graduation is of the utmost importance at BPHS.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Co-curricular activities are a vital part of a student’s learning experience. We provide numerous programs designed to contribute to the enjoyment, growth, and development of students during their time at BPHS. Available programs cover a wide spectrum of interests with many having a direct connection to the academic curriculum. Student-led activities give students a sense of ownership and a direct way to have a positive impact on the school culture.

Specifically, Student Government Association, Principal Advisory Council of Students, and National Honor Society are three organizations that have significant involvement in both school and student experience. These groups represent students, have meetings with homeroom representatives, and meet with administration to share input, feedback, and wishes of the student body. They are also heavily involved in the school culture, programs, and initiatives. Surveys are used frequently to gain student feedback and ideas. NHS tutors are available for struggling students to provide academic assistance and peer support. To continue building on the commitment to students' voice and choice, BPHS developed a new initiative called Learning Enrichment Activities Days (LEAD). In addition to our advancements in career and postsecondary exploration, the LEAD 47-minute sessions are composed of teacher-led AP Jam (Study) Sessions, Career Speakers, and Exploratory Learning lessons covering a vast, unique, and creative array of topics or activities that may or may not be offered in traditional school courses. Students have the opportunity to sign up for these sessions that are being facilitated by teachers, students, and community members to give them a voice and choice in their learning.

For greater engagement in the classroom, teachers increased the use of formative assessment to improve student access to learning and help guide future instruction. Research indicates best practices focus on classroom learning and assessing student knowledge continuously throughout the instruction. Formative assessment helps to gauge students’ learning, clear up misconceptions, and helps to guide future instruction/lessons. As part of the district vision, we have incorporated this within our differentiated supervision model (DSM) so all teachers can participate. BPHS recognizes the need to continuously improve and shift learning from predominantly direct instruction to teacher-facilitated learning. This practice is what will give students the necessary 21st Century Skills to prepare them to move forward from Bethel Park High School.

2. Engaging Families and Community:

BPHS prides itself on its strong relations with parents, alumni, and community stakeholders to honor past traditions, while continuously exploring new programs, initiatives, and partnerships for our current students. Communication is at the center of all our work with families and the community. In addition to active district social media, we have an established weekly newsletter that goes out every Monday to all students and families at BPHS detailing high school news, announcements, deadlines, scholarships, upcoming activities, and opportunities. This is shared via social media and the school website for anyone in the community to view, connecting with our community beyond the academics of BPHS to involve them in the cultural and athletic opportunities our students provide through attendable performances and competitions .

BPHS is aligned with many community committees and organizations. This includes but is not limited to Rotary and Lion Clubs, scouts, ministries, foodbanks, senior living homes, community gardens, and other township groups. These groups consistently offer students volunteer and work opportunities, mentorships, school grants, and scholarships. Bethel Park is very lucky to have the Bethel Park Community Foundation and the Bethel Park Educational Foundation. These two groups provide many memorial scholarships for graduating seniors. They also award teacher grants for educational programs, and are there to support families who fall into hard times or need assistance. The high school is a community hub for many after-school and weekend community activities. This partnership benefits local youth sports and cultural programs and allows other stakeholders to access the many wonderful facilities at BPHS. Greater community members are also a major component of the LEAD initiative through our Speaker Series.

Volunteers are brought in as career speakers providing their personal experience, tips, and advice in the following areas: postsecondary education majors, effective job search and acquisition methods, and ways to find success after graduating from BPHS.

BPHS prioritizes building relationships with business and industry professionals, while honoring those who have walked the halls prior to the current students. BPHS boasts impressive Alumni and Athletic Halls of Fame that recognize past graduates for their accomplishments. This brings alumni back annually to BPHS; we host events with their families (many who stay in Bethel Park) to share their success with current students. This adheres to the newly adopted BPHS motto, which is “Built on Tradition, Focused on the Future!”

3. Creating Professional Culture:

A school is only as successful as the people that occupy it! The high school has a strong and committed faculty/staff that is the core of what makes BPHS the special place it is. These professionals give their all to education and improve the lives of their students on a daily basis. Administratively, it is essential to create a culture that empowers teachers to give their all and not be afraid to take risks. This starts with trust. Trust that administration, through systemic planning and decision-making will foster an environment that allows teachers to perform to their highest abilities. BPHS seeks and intentionally creates opportunities for collaboration with professional staff. This partnership is key to performing at the highest levels and creating a mutual respect with buy-in to accomplish more. Communication, transparency, and staff involvement help set achievable outcomes on goals, while establishing fair expectations to reach them.

This culture was tested the past two years with the school shutdowns due to the COVID-19 pandemic. Teaching, an already challenging profession, was amplified in the wake of a pandemic that none of us ever experienced, nor were prepared for. While much in the world stopped, teachers were asked to duplicate the work they do in-person on a daily basis through a screen with little time to adapt. Public Education is not a business to be reduced to transactions - it's founded on relationships. Nonetheless, the teachers/staff at BPHS answered the call by shifting to live simultaneous instruction through virtual classes on a daily basis. Professional Development inservices were frontloaded while the start of school was pushed back. This was done so teachers could train on and learn Schoology, the new learning management system they would be teaching from in less than 10 days. Some teachers trained to become Schoology Coaches so they could help other staff in the transition to online teaching. They worked around the clock to shift their materials online so all students could access their coursework through their one-to-one technology devices. During this time where many struggled, BPHS thrived because of the professionals we have.

COVID burnout was real and visible with teachers, students, and administration when returning to school this fall. That is why this year was kicked off with fun “Welcome Back!” activities for team building and to reconnect in-person. Of course, this time was accompanied with numerous appreciation snacks and meals to foster fellowship. This helped us to not only return, but excel to new levels as a school. When all-staff emails go out at BPHS, they commonly begin with: “BPHS Family.” That is the culture and what we are at BPHS: a family!

4. School Leadership:

The leadership philosophy that guides the BPHS administrative team is a coaching model intended to assist people in shattering any of their perceived limitations in order to reach new heights they previously thought were unobtainable. This is accomplished through teamwork and working collectively to accomplish more. This mindset is based on the principle that anything can be achieved, as long as you are willing to put in the effort and work to achieve those goals. We prioritize empowering teachers to be the professionals they are, and allowing them to lead their individual classrooms. Four principals comprise the high school administration team, two of whom were added in the last year. The decision to enhance student support was at the forefront when the responsibilities of the principals were developed.

Each of the Assistant Principals is responsible for student and academic affairs based on an alphabetical split that evenly divides responsibilities for the number of students. To better serve students and maintain

consistency for families, staff, and stakeholders, BPHS has aligned the school counselors and attendance staff to this same alphabetical split. This helps to build relationships and collaboration as well as manage intervention meetings and coordination of support. This enables the BPHS Principal to dedicate more time as the instructional leader of the school, driving initiatives, change, and growth within the building. While responsibilities are delegated to different individuals, no job is too small or beneath anyone in a leadership role. Demonstrating this communicates the value of every staff member's contributions at BPHS, and asserts the standard that everyone serves a meaningful purpose in the school's success.

The school creates different leadership roles through different staff committees that also drive school initiatives. Each department has a teacher-facilitator that assists the principal with department budgets, scheduling, supports, and professional development. Facilitators work frequently with the principal to be a liaison between the departments and administration. BPHS has many committees established around important issues and programs that meet often to ensure the smooth operation of the school. These groups each have specific roles that bring ideas, suggestions, questions, or concerns forward from the staff for administration to review.

At the core of everything, the administration holds the belief that everything should start with the following intention: "Do what is best for students, and do right by people." Everything else can follow.

5. Culturally Responsive Teaching and Learning:

At BPHS we strongly believe in providing culturally responsive teaching and learning in which all students are free to access their learning without fear of being ridiculed. We have established flexible programming, including academic and social-emotional services to support students to achieve grade-level promotion, on-time graduation, and develop self-efficacy skills. Annual reviews of data and curriculum reviews have begun to evaluate our instruction and to identify areas of growth. In the Bethel Park School District's most recent strategic plan, the district created the Diversity, Equity, and Inclusion (DEI) Task Force. The DEI Task Force is composed of school board members, administrators, faculty, students, and community leaders to evaluate prevailing perceptions, identify areas for improvement, and promote opportunities for all students, regardless of circumstance in order to engage equally in the District's learning environment. The mission of the DEI Task Force is to create a welcoming and accepting school environment where all students are equally valued and supported in their learning.

In addition to the DEI Task Force, BPHS has established a number of student, community, and parent committees, along with clubs and organizations to ensure collaboration with all stakeholders to drive future programs. Stand Together Against Negativity and Discrimination (STAND) is a diversity club/organization that provides the opportunity for students and staff to celebrate one another for what others call differences, but are characteristics that are unique to people individually. STAND's mission is to spread kindness, respect, dignity, and love while providing all students a place to speak their truth. These groups and partnerships are extremely important to BPHS because this is at the core of what we provide our students on a daily basis. We strive to provide the best learning and social environment that enables our students to harness their learning and apply it to their lives and future work. While the learning in our building does revolve around state standards, reflective practices and allowing students to have a voice in the school's direction are integral parts of the daily operation at BPHS.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our biggest step and strategy in raising scores of specific subgroups was the elimination of Level One Classes (Below Regular/Academic) and the incorporation of Team Teaching at BPHS. When looking at the data starting back from the 2017-18 Future Ready Index, BPHS was in the Red (Failing) for English Literature, Algebra, and Biology based on students not meeting annual academic growth expectations in Pennsylvania Value-Added Assessment System (PVAAS). While the growth was failing for all, the achievement for students with disabilities was low in the percentage of students meeting proficiency or above on the Keystone Exams. Improving student support through a true co-teaching model increased the achievement of this underperforming group. Significant amounts of time was dedicated to reviewing the numbers of students in co-taught classes and discovering ways to maintain a 2:3 to 1:3 ratio ensuring the best instructional setting.

It became a priority to evaluate and shift staff to align highly trained teachers in more co-teaching classes that end in state assessments, while utilizing paraprofessionals in non-tested core subjects. Performance data was utilized to make informed decisions in assigning staff and optimizing the master schedule. This data consisted of the previous Future Ready Index (FRI) to establish baselines for achievement and growth in identified subgroups. In addition to the FRI, data was accessed through PVAAS and EdInsight (our data warehouse platform) to establish areas of focus and guide teacher instruction. Training through professional development and resources were provided to assist co-teachers in lifting students to more rigorous instruction levels. Efforts were put towards developing specially designed instruction by reviewing services, accommodations, and learning expectations. To improve instructional rigor, co-teachers plan periods and proximity in the building were aligned to develop consistent partnerships and ongoing collaboration.

Informal walkthroughs, along with the Differentiated Supervision Model supported the needed data to measure the effectiveness of the differentiation instructional strategies (Questioning, differentiation, engagement) being utilized in co-taught classrooms. Findings show that having the co-taught teacher work to bring students up to the appropriate rigor of regular/academic instruction, not only helped students identified with IEPs, but those who were not. Collection and review of performance data continues to determine gains and losses from changes in co-taught classrooms. In addition to the data collected, the walkthroughs helped drive dialogue between teachers and administrators to improve other instructional practices geared toward class focus, critical thinking, and learning. It gave great insight into the new instructional design of co-taught classes, along with identifying future professional development needs. Overall, the increased attention and assistance through more co-teaching classes permitted teachers and administrators to provide a higher level of support to raise both achievement and growth at BPHS.