

U.S. Department of Education
2015 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. Thomas A Yoder

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

Official School Name Tyrone Area High School

(As it should appear in the official records)

School Mailing Address 1001 Clay Avenue

(If address is P.O. Box, also include street address.)

City Tyrone State PA Zip Code+4 (9 digits total) 16686-1812

County Blair State School Code Number* 0949

Telephone 814-684-4240 Fax 814-684-4245

Web site/URL http://www.tyrone.k12.pa.us E-mail tayoder@tyrone.k12.pa.us

Twitter Handle @TyroneEagleEye Facebook Page facebook.com/TyroneEagleEye Google+ _____

YouTube/URL YouTube.com/TyroneEagleEye Blog TyroneEagleEyeNews.com Other Social Media Link _____

Instagram Instagram@TyroneEagleEye

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

Date

(Principal's Signature)

Name of Superintendent*Ms. Cathy Harlow E-mail: clharlow@tyrone.k12.pa.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tyrone Area School District Tel. 814-684-0710

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

Date

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. James Crawford
(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 that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	90	76	166
K	72	67	139
1	60	58	118
2	67	58	125
3	63	68	131
4	67	82	149
5	55	70	125
6	79	61	140
7	65	75	140
8	84	62	146
9	76	72	148
10	70	59	129
11	68	67	135
12	72	58	130
Total Students	988	933	1921

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 0 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 11%

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, 2013 until the end of the school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1	542
(5) Total transferred students in row (3) divided by total students in row (4)	0.109
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 1 %
5 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Russian, Ukrainian

ELL portion was just a clerical error. We corrected the error.

8. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 257

Information for Public Schools Only - Data Provided by the State

The state has reported that 46 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %
252 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 categories.

<u>20</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>62</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>59</u> Specific Learning Disability
<u>59</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>12</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	41
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	93%	93%	93%	92%
High school graduation rate	85%	85%	87%	84%	90%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	110
Enrolled in a 4-year college or university	49%
Enrolled in a community college	0%
Enrolled in career/technical training program	28%
Found employment	11%
Joined the military or other public service	3%
Other	9%

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. Please summarize your school mission in 25 words or less: We establish high standards of learning and expect all students to achieve. Our goal is to facilitate collaboration among staff, parents, and community to create an environment that supports, engages, and challenges students to achieve high levels of success.

PART III – SUMMARY

The Nature of the Community and Students

In a small town with a blue-collar ethos, Tyrone High graduated a senior class last year comprised of over 50% economically disadvantaged students. The actual number is likely higher, as many qualifying parents in the community refuse to participate in the free-and-reduced lunch program because of proud conservative values. Many of our kids not only come from low-income homes where only 18% of parents have college educations; they also come from abusive homes, thus the need for on-site social workers whose after-school programs deliver in-home services and in-school counseling. Only 13 miles away is the city of Altoona, a drug-hub from which our families are susceptible to the encroachment of heroin and meth, further complicating the efforts of the school to reach every child. Yet, as surely as these influences fray the edges, a tight community of churches and schools hold the social fabric together. A spirit of competition, a devotion to work, and a desire to see kids improve their economic and vocational prospects drive both the community and the school to improve.

Traditions, Milestones, and History of the School

In 2011-2012, Tyrone High achieved what might be called the Triple Crown of Pennsylvania Public School success in Athletics, Arts, and Academics. This year was a golden one for the Golden Eagle mascot as the school boasted the #1 public school football Division AA team in the state, the state's #1 Division AA performance marching band, and the #1 high school out of 541 state-wide as measured by their academic value-added PVAAS growth in math, reading, science, and writing. The chart below illustrates the school's feat, hundreds of scaled-score growth points above two former Blue Ribbon high schools, Mt. Lebanon and Portage:

Rank	High School	PSSA 2012 Writing	Reading	Math	Science	Total
1	Tyrone Area	364	88	69	13	534
2	Portage Area	269	24	47	22	361
8	Mt Lebanon	175	45	69	8	281

What a better opportunity to celebrate what our school does to develop the whole student to his fullest potential in all areas of endeavor than to underscore this tripartite milestone.

Key Strategies Challenging All Students to Develop Academically, Physically, Socially, Culturally

Part of our high school's award-winning growth began over a decade ago when a prescient school board shuttered four elementary schools and created a consolidated school strategy that would eventually erase glaring neighborhood economic inequalities. Our consolidated grade school now boasts a Birth-12 Curriculum, with a room devoted entirely to infants who experience a rich, nurturing environment that eventually erases achievement gaps that many claim simply cannot be erased in a traditional public school system. From the baby bonnet to the graduation cap, we expose the Tyrone student to experiences, values, opportunities, and courses that make them socially, vocationally and academically prepared to succeed.

Our high school relentlessly promotes what we call a "Single School Culture" that conveys clear school-wide expectations that undergird both social behavior and academic achievement. It may sound old school, but our hallways are clear and quiet. Students do not loiter by the doors awaiting the bell. Hats are off when students enter. Time-on-task is handled like a precious metal. Assemblies and pep rallies are minimized, as are early dismissals and field-trips during the most pivotal learning months. A condensed two-hour delay schedule for snowy mornings ensures that every class has the opportunity to meet every day. None of this is accidental or revolutionary—nor is it perceived as draconian, as annual surveys indicate our school has the highest morale in the district. We even have a structured program for greeting students with a smile every morning. Kids feel valued and are called by name, especially in the hallways, where teachers welcome them before they enter the classroom. The principal expects buy-in from staff and students, and he gets it—because, almost universally, the classrooms are lively with students engaged regularly in "Gold Seal" lessons of high rigor and relevance. For the student who traditionally falls through the cracks, a robust

School Climate Committee promotes cultural diversity among a largely white student body. A student-led Aevium chapter marshals our own kids to help counsel and console students at risk of suicide. A Project Safeguard Initiative identifies students quickly for RtII remediation, as teachers serving as advocates systematically contact parents when their students are struggling.

Involved in a full range of both intramural and twelve interscholastic sports; taking full plates of college credit their senior years; reporting news via a nationally-awarded school newspaper; researching, computing, composing, and presenting with one-on-one Chrome-Book technology; taking advantage of one of the few remaining Pennsylvania in-house vocational programs in carpentry, metal, nursing, business, and agriculture—these are Tyrone High students, from the infant room to the college lecture hall, ready for the challenge.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The English curriculum is a growth-generating machine powered by high composition rigor and frequency. Meanwhile, English teachers link composition with literature to challenge the gifted population with an eclectic mix of classic and pop-lit while scaffolding complex tasks for IEP students. Thus, all needs are met in the same classroom. Our seminal expectation, however naïve or idealistic, is that all kids can achieve at the college level. The fruit of this expectation is that Tyrone High literally left no child behind with 100% proficiency on the state Writing exam for the class of 2013, while from 2011-2013, the high school ranked first in the state among 541 LEA's in value-added writing growth. This is no flash in the pan; over the last three years of state composition testing, only three of our students fell short of proficiency—less than 1%. College-bound or not, every year our students compose 16 college-level compositions at 1200-1500 words each and apply sound research principles with MLA and APA documentation. Typical prompts include: "Support or refute financial advisor Suze Orman's Great Recession contention that the American Dream is dead by referencing [a] Arthur Miller's *Death of a Salesman*, [b] research on current economic trends, and [c] anecdotal personal observation" or "Nominate a musician or group as Rolling Stone's Performer of the Year by evaluating lyrical quality, thematic expression, and instrumental inventiveness." Regardless of ability level, students evaluate how prophetic Bradbury's vision of the future in *Fahrenheit 451* seems to a modern reader and trace the observable influence Poe's fiction had on horror-master Alfred Hitchcock's masterwork *Psycho*. Where does "What I Did on Summer Vacation" fit? Forget about it: Penn State faculty have helped us to refine our prompts for rhetorical sophistication to nurture college-ready writers, and our collaboration has paid off. Because writing and reading are recursive rather than linear skills, we teach the same core compositional domains every year—an iconoclastic measure to be sure. A freshman and senior, with varying degrees of success and sophistication, will both be required to remedy a dangling participle, to infuse rhythm in a thesis statement with parallel structure, to manipulate second-person point of view to capture the reader's attention in an introduction, to exploit semaphores for transitional subtlety, and to inject style with powerful verb choices. Note that all of the aforementioned elements of the program interweave grammatical study and literary study with composition. No language art is taught in isolation. We contend that a language arts coach teaching reading without writing is like a football coach telling a team to win simply by reading the playbook: writing is actually playing the game, and more reading does not produce better readers as effectively as does more writing—with skilled coaching, of course. Presenting the same core skills to every kid, every year, through four years of high school and even through our in-house cyber school course option, while varying the prompts and reading selections for maturational appropriateness, our English teachers have concocted a recipe for explosive growth across all of the language arts.

Mathematics at the TAHS involves providing students with necessary mathematical foundational skills aligned to the PA Core Standards, as well as preparing students for mathematics at the post-secondary level. TAHS offers the usual high school courses of Algebra I (which meets for a double period), Geometry, Algebra II, Trigonometry, and Pre-Calculus. However, in order to accommodate students who struggle with abstract math concepts, a consumer math course is available to provide students with more concrete topics such as income earnings, taxes, and saving and checking accounts among others. In addition, remediation is also available for struggling students to focus on specific concepts that need to be mastered. For students looking with an eye toward college, both Calculus and Statistics are offered as dual enrollment courses in cooperation with local universities, affording students the opportunity to earn college credit in high school. The TAHS business department also offers Accounting I, II, and III for students with an interest in mathematics of this type. Students are exceeding expectations in terms of PVAAS growth in Algebra I, growing students in all performance levels and boasting a 2014 growth measure of 20.7. For a small, rural school district, Tyrone Area High School offers a variety of science courses which are all aligned to state standards and taught using scientific inquiry and experiential learning. Science teachers use the PA Core Standards for Reading and Writing in Science and Technical Subjects to integrate rigorous reading and writing activities into their courses. Students take Earth and Space Science, Biology, and Chemistry in the normal progression and then have the opportunity to choose among several electives. Physics, AGMO (Astronomy, Geology, Meteorology, and Oceanography), Anatomy/Physiology, Advanced Chemistry, Dual Enrollment Chemistry 2, Microbiology, General Science, and Principals of Technology gives students at all ability levels a chance to explore their interests. Many of the upper level science courses utilize a mobile

science unit sponsored by a local university to enhance advanced lab activities and provide the use of advanced equipment. Agriculture courses also enhance the science curriculum with courses in botany, animal science, food science, and ecology. The Social Studies curriculum at Tyrone Area High School consists, not only of the standards aligned topics required by the Pennsylvania Department of Education, but also emphasizes reading, writing, listening, and speaking skills. Using a variety of informational texts and media formats, students apply these skills to historical and real-world contexts. Research is also a main component of the social studies courses, and technology has a strong presence as well. As in the other core curriculum areas, students' needs are accommodated in a variety of ways including the use of scaffolded assignments and differentiated instruction. A selection of students throughout their high school years are enriched in the curriculum by participating in National History Day. College and career readiness has been a focus of the TAHS curriculum for many years. Teachers work hard to develop rigorous assignments and expectations to cultivate the students' work ethic and readiness for the world after high school. Through the advisory program, school counselors and teachers work with students in all grade levels to focus career exploration and make informed decisions about their post-secondary plans.

2. Other Curriculum Areas:

In addition to the core curriculum, Tyrone Area High School offers a variety of other courses which contribute to the goal of educating well rounded students.

The visual and performing arts are alive and well at Tyrone! Offered as elective courses, students in grades 9-12 have the opportunity to participate in arts courses such as: Art Application I and 2; Art Studio/Lab; Channel T Newscaster, Piano Keyboards; Concert Band; Competitive Marching Band; Jazz Band; Concert Choir; POPS Extension Show Choir. Some of these courses are offered on a semester basis, while most meet daily for the full school year. Tyrone High School is consistently represented at the district, regional, and state levels of music competition.

Art Application I 48 students
Art Application 2 22 students
Art Studio/Art Lab 14 students
Channel T Newscaster 12 students
Piano Keyboards 1&2 12 students
Concert Band 10 students
Competitive Marching Band 40 students
Jazz Band 10 students
Concert Choir 44 students
POPS Extension Show Choir 35 students

All 9th grade students take a semester of health and a semester of physical education during the school year. In addition, students in grades 10-12 are required to have at least one semester of physical education per year. As an extension of the school day, male and female students alike participate on the school's athletic teams, from football to basketball to track to volleyball to name a few. Many of these students participate in multiple sports to remain active throughout the entire year.

Spanish and French are among the foreign languages offered at Tyrone. The language curricula offered is designed to target both proficiency of the language and an understanding of the culture from which the language is native. Foreign language teachers work to deliver the language instruction in a meaningful way for students from basic mechanical and grammatical concepts to dialogue and conversation to field trips that provide the students with real world application. Four levels of each of the languages are offered to students.

FRENCH	SPANISH
French 1 19 students	Spanish 1 70 students
French 2 18 students	Spanish 2 58 students
French 3 1 student	Spanish 3 5 students
French 4 1 student	Spanish 4 4 students

Although technology is integrated across the all curriculum areas, students at Tyrone are required to take at least one “stand alone” technology course. Among the courses from which students can choose are Multimedia I, Multimedia II, Eagle Eye Newspaper, Video Production, Channel T Newscaster, and Yearbook/Presentation Software. The Eagle Eye Newspaper has evolved over the last two years as it has taken off as a hands-on, multimedia publication. Students serve as reporters, editors, and photographers/videographers as they write, photograph, record, and interact with social media to report on the daily events occurring at the Tyrone High School.

The Tyrone Area High School also offers six Career and Technical Programs on site. While some of the school’s students attend the local Career and Technology Center, many students remain at Tyrone. Tyrone offers Carpentry, Accounting Technologies, Agricultural Production, Production Industries Technologies, Nurse/Nurse Assistant, and Cooperative Education. All of these courses are aligned to their respective competency task lists set forth by the Pennsylvania Department of Education and industry standards, as well as academically to the PA Core Standards. Each program not only centers on the industry skills needed to attain proficiency in the field but is closely aligned to the academic programs (English, math, science) that make up the core curriculum. Each of the programs have articulation agreements with a post-secondary institution, and some of the program also offer dual enrollment credits. Currently, the Agriculture program is working to integrate courses from the nationally recognized CASE curriculum and has received numerous awards from The Monsanto Fund to further the program’s contribution to the agricultural community. In all, 52% of TAHS students participate in some form in the career and technical opportunities at Tyrone High School.

3. Instructional Methods and Interventions:

Our instructional approaches are standards-based and standards-aligned. Teachers know their content and strive to distinguish themselves in planning and preparation, classroom environment, instruction, and professional responsibilities. They plan engaging before, during and after learning opportunities. They teach expectations and procedures. They utilize essential questions, objectives and daily agendas. They model best practice and use exemplars. As the year progresses, teachers remove scaffolds and increase rigor. Learning is student-centered, with many classrooms arranged into partnerships and quads. All freshmen and sophomores have 1:1 technology to research, collaborate, present, showcase and communicate their learning at all levels of Webb’s Depth of Knowledge.

Our instructional methods are research-based and literary-rich. 19 of the 45 teachers have taken PLN 1 class offered by the University of Pennsylvania’s Penn Literacy Network. The class introduced staff to: Four Lenses of Learning, John Collins’ Five Types of Writing, think/pair/share, please-do-nows, word walls, text rendering, jigsaws, sorts, literature circles, parking lots, chalk talks, Cornell notes, 3-2-1s, etc. The methods were reviewed at monthly literacy meetings over a four-year period. Staffers spent each month trying out a strategy, reflecting about it in writing and observing each other model the strategy in class. The following year TAHS teachers joined book studies with topics ranging from RtI to Columbine to pirates (as in Teach Like A...). These PLCs met monthly to discuss how the affected their thinking and teaching.

In terms of instructional interventions, every TAHS student has an advisor who sees the student daily and meets with this student weekly to discuss grades, attendance, kudos and concerns. Project Safeguard meets weekly to discuss interventions for students failing two or more classes (and those “red flagged” by advisors). Academic support is offered. Academic detention is given. Student conferences are held. Parent contacts are made. Credit waivers are considered.

Literacy testing occurs three times a year for freshmen. The 9th Grade Team uses the data to identify needs, adjust instruction and apply interventions. Reading, math and science teachers at all grade levels offer Tier 2 and 3 interventions: Language and Literacy, Biology Remediation, (Double) Algebra I classes, as well as flexible sessions during advisory and study hall. The HS Learning Support Suite serves as a hub of assistance to students with and without IEPs. Next year we will implement a Student Support Center first period and one 10th grade 66-minute advisory for at-risk students who benefited from 9th grade’s 66-minute advisory intervention.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Tyrone is a small town with big city problems: poverty, drugs, and broken homes. Fortunately, at the heart of the town is a high school that U.S. News calls one of “America’s Best,” that the Pittsburgh Business Times calls “Overachieving,” and that the Education Commission of the States calls “Beating the Odds.”

No matter what others call it, call Tyrone Area High School’s five-year report card for Math and Reading “proof”—proof that every child can grow, that an empowering principal can make a difference, and that innovative teachers with high-standards can inspire. Consider that in 2013-14, with over 50% poverty, 92% of Tyrone students were proficient readers; the state proficiency average for all students was 65%, a figure dwarfed even by the 90% performance of Tyrone’s economically-disadvantaged subgroup. Consider the meteoric five-year rise in Tyrone’s Math proficiency from a nadir of 48% to nearly 80% in 2013-14—with the high-poverty subgroup again eclipsing the state proficiency average for all students by over 10%.

Only the stubborn IEP subgroup lags, as it does almost universally; however, consider that at 50% and 33% proficiency in Reading and Math respectively, these special needs students are achieving at nearly double the 29% and 19% proficiency rates of IEP students state-wide. We attribute success with these students to scrupulous attention to differentiated instruction, to immersion in classrooms with college-bound students, and to intensive RtII efforts—all data-driven initiatives that we continue to refine quarterly to further constrict this persisting gap.

An Ameri-Corps math tutor who delivers surgically individualized remediation based on diagnostic data, English teachers who solicit in-service counsel from Penn State faculty to ensure that all students are college-ready, a principal who posts T-shaped placards across the school declaring “FAILURE IS NOT AN OPTION”—measurable proof that passion can heal a broken community.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Tyrone High is a school driven by both summative and formative assessment results and committed to communicating the significance of those results to its stakeholders.

With an eye on college-readiness, the school has actively solicited curriculum audits from major universities, surveyed alumni to gauge their college-readiness, and made 100% PSAT-participation a sophomore requirement. The data from one audit was shared with faculty at an opening-day in-service and translated promptly into rigorous reforms, like ramped-up research in composition classes and a reduction in instructional scaffolding for honors students. PSAT data is posted on a database from which junior-year instructors can diagnose weaknesses before classes commence to structure meaningful remediation. College-bound juniors record their SAT practice scores, document their progress, and use those scores in class to research potential colleges and scholarships. As one student exclaimed, “1420--that’s a full-ride to Temple!”

Student and parent involvement in assessment is also pivotal to the TAHS portfolio system, which requires students to document their progress each quarter with data culled from our online Sapphire grading system. Teachers explain students’ progress to parents at conferences with concrete samples of compositions that detail specific areas of need and strength, with re-teaching central to ensuring mastery. As in the regular classroom setting, highly-trained Ameri-Corps tutors and reading specialists embrace re-teaching according to a RtII-driven pull-out schedule, analyzing within a cross-faculty team a broad swath of data [state tests, fluency measures, GRADE exams]. They do so at a granular level for every non-proficient student, designing unique remedial lessons and offering immediate feedback to each student. Once the students achieve mastery, they exit remediation.

At Tyrone, test data cements a decision for a Temple-bound junior, reassures an anxious parent at a teacher conference, and through TyNotes, our community-wide newsletter, informs taxpayers of an unparalleled return on their investment.

Part VI School Support

1. School Climate/Culture

In 2009, as a result of a racial incident aimed at our students at an away game, TAHS took measures to address our social and academic challenges. First, we polled our students and staff formally and informally to determine our greatest needs. With this knowledge we formed a Climate Committee to improve our overall environment. We put existing programs to better use and created others to catch students who had been “falling between the cracks,” students who felt disenfranchised, those failing in academics and in attendance, and those whose home lives had spiraled out of control.

Today we use our Student Assistance Program to provide help and support to those students in greatest need. While we have the same clubs formed around special interests that can be found in all high schools, we have created student groups that now help each other find ways to cope and to reach out to others. These efforts include the creation of Aveidum, which seeks to increase tolerance among students; continued support of the Renaissance Club, which recognizes students/staff for positive contributions and financially supports curriculum projects; the Youth Action Network, which seeks to increase empathy and commitment to others through action; and the Principal’s Student Advisory Council, which provides input and advice to our principal and staff leaders. Students now have more of a voice in what does and does not happen on campus.

We have great fun recognizing people for their contributions to our school. Assemblies are held to spotlight student and staff accomplishments and talents, such as the Christmas Talent Show and the academic related “People’s Choice Awards”. These are often both wonderfully funny and moving. Other inspirational programs included OmeKongo Diebinga and the Panzi Foundation. We also produce Stardust, the TAHS literary magazine, which features student written works. Twice a year we recognize and reward students who have not had any behavioral infractions with a Popcorn Social. Our Student Council thanks the staff for their efforts twice a year with humorous and kind gestures. The administration honors staff four times a year. In the last year we created two new school-community-wide events to build stronger bridges between our families, our students, our staff and our community: Golden Eagle Community Halloween and 4D Community Movie Night for our youngest students. We know that we are stronger and healthier, but our work continues.

2. Engaging Families and Community

It is so important to involve families and the community in the high school in order to ensure success for students and to bring about constant school improvement. Tyrone Area High School has been innovative in its effort to collaborate with these important partners.

A Parent/Community Advisory Council has been established. The group meets with the high school principal about four times during the school year. Refreshments are served as the group discusses any concerns or recommendations that they may have. In addition, an agenda is presented with topics of interest and information about school programs. Recently, the group reviewed the school district’s newly developed Comprehensive Plan. Other topics have included career development, student scheduling, technical education programs, and school safety. The discussions are lively and often passionate.

Back-To-School Night is an opportunity for the community to visit the high school and experience what a typical day in the life of a student is all about. Visitors collaborate with teachers and explore the curriculum that students are engaged in each day. Music, singing, art, science experiments, and vocational programs are showcased as parents, guardians, and community members discover the many talents of these amazing students.

In October, the high school community came together to offer a trick or treat night for middle and elementary students and their families. High school students dressed in costume and, together with the faculty, offered amazing treats, activities, and even family photographs for the holiday. Over seven hundred

people visited the high school that evening. The camaraderie and positive community enthusiasm brought out the best in everyone involved.

Athletics are and have always been an important connector with the Tyrone community. Sporting events bring out Golden Eagle fans by the thousands! Friday evening football games at Grey Field are true community events. Young and old alike are there to cheer for their alma mater, the students, and the school that they admire and love. In winter, basketball dominates the athletic scene. A student group calling itself the Dawg Pound, is always entertaining as students cheer their team to victory.

At the District level, the superintendent has organized an advisory council as well. At this level parents and community members come together to look at all of the schools more globally. Topics of discussion have included snow removal, athletic training services, the school messenger system, and virtual school days.

Currently, there is discussion of partnering with the local historical society to share the rich history of Tyrone in a photograph display in the high school lobby. The Eagle Eye, the high school online newspaper, is planning on interviewing individuals about local history and landmarks to include in its award winning publication.

Tyrone Area High School will continue to search for innovative ways to come together with families and the community. It is committed to this endeavor.

3. Professional Development

The Tyrone Area School District's latest Professional Development Plan was recently approved by the Pennsylvania Department of Education as a part of the district Comprehensive Planning process. Although there are priority areas identified based on student needs and data, each school in the district takes a slightly different approach to the job-embedded professional development offered to its teachers and administrators. At the Tyrone Area High School, the varied approaches have led to increased student achievement as well as to a culture of learning and instructional risk-taking by faculty.

The TAHS has been fortunate enough to have the assistance and guidance of an instructional coach for the last several years. This individual, as a proven member of the teaching staff, has worked to help build capacity, initially in the areas of literacy in the content areas. However, over the years, this individual has served as an invaluable resource for both the teachers and the school leadership in many areas of curriculum, instruction, and assessment. The culture that has been created in the high school has been one of willingness to change when change is necessary and has led to a documented increase in student achievement. The 2013-14 School Performance Profile saw the Tyrone Area High School as the top scoring high school in the IU 08, which is comprised of 35 districts across four counties.

A few examples of recent PD have enhanced teacher and administrator knowledge and skills in varied areas. An analysis of behavioral and special education data has led to professional development rooted in the train-the-trainer model for selected district-wide staff by a local, licensed psychologist who works closely with the students in the Tyrone Area School District. This model has given the trained staff strategies to share with the remaining faculty for students who present behavioral challenges in the classrooms and general school environment. Also, realizing that all leaders and teachers must possess the knowledge and skills to access and use data, align curriculum, practice effective, research based instructional strategies, and create fair assessments, Tyrone Area High School teachers and its principal are always eager to get a "jump" on PDE initiatives. As a result, representatives of the TAHS faculty and administrator participated in the Student Learning Objective (SLO) pilot process as well as in the Teacher and Principal Effectiveness pilots that were recently organized by PDE in advance of the operational phases of these items.

4. School Leadership

Leadership Philosophy: School leaders must model integrity, values, and good citizenship for everyone, including the community. Attempting always to do what is right and fair can be challenging at best. School leaders are often faced with situations that seem to have no clear-cut answers, yet they must make a decision.

Collaboration is a way to bring people together in an effort to make decisions that the group as a whole will embrace and support. Administrators, teachers, students, and staff need to believe and understand that they have a voice and that their voice is being heard and recognized.

It can be a challenge to share decision making and leadership, yet it is at the heart of every strong, innovative organization. This is the only successful way to lead a school in the twenty-first century.

Schools must be nurturing, caring, positive places where kids feel loved and appreciated for who they are.

Differences must be celebrated and learning must be held in high esteem.

This basic philosophy permeates Tyrone Area High School and is the foundation of its success. It is a team of dedicated individuals working together so that truly no child is left behind.

The principal is the instructional leader in the building. He must ensure that learning is at the heart and soul of the school and that the focus is on the students and their success at many different levels. It requires a core team of professionals collaborating and working together to achieve this essential goal.

The dean of students is the disciplinarian in the building; he is also the athletic director. These two positions coupled together help to bring about an important blend; athletics tend to bring out the best in students academically, behaviorally, and socially. The dean is firm, fair, and consistent. He is an authority figure, yet the students know that he cares about them.

The school counselor provides a vital role to student success and achievement. If a student is unhappy, troubled, or involved in a bad situation at home or at school, this becomes a barrier to his/her learning. The counselor has developed strong relationships with her students and provides them with the support they need to be healthy and happy. She has developed support groups for newcomers, gay and lesbian students, and for conflict resolution. The counselor works with students in career exploration and helps them to achieve their highest aspirations.

The instructional coach and the principal work closely to enhance instructional strategies, lesson activities, and engagement. The coach has focused on literacy strategies across the curriculum with great success. She has built a strong rapport with teachers and they trust her. The principal has seen these strategies at work throughout the building during teacher observations and classroom visits.

The school social worker makes vital connections with students, families and makes home visits. She works with student absenteeism, special education and vocational students. She is the liaison to outside agencies, placements, and services.

Together with the superintendent and the director of curriculum and instruction, the high school has a strong, supportive, collaborative team focused on the success of all students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	79	73	68	63	48
Superior academic performance	6	22	34	29	17
Number of students tested	114		152	138	134
Percent of total students tested	96		99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	74	41	54	53	30
Superior academic performance	2	6	19	21	2
Number of students tested	57		38	43	47
2. Students receiving Special Education					
Satisfactory academic performance and above	33	32	42	27	18
Superior academic performance	0	0	5	9	4
Number of students tested	15		20	22	27
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	79	74	70	54	49
Superior academic performance	6	21	35	30	17
Number of students tested	113		147	135	130
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>11</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	92	79	88	81	79
Superior academic performance	20	21	48	50	45
Number of students tested	117		153	137	133
Percent of total students tested	98		99		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	90	59	73	75	62
Superior academic performance	8	6	43	45	30
Number of students tested	59		38	42	47
2. Students receiving Special Education					
Satisfactory academic performance and above	50	36	65	45	30
Superior academic performance	0	0	10	27	7
Number of students tested	16		21	23	27
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	92	81	87	81	79
Superior academic performance	20	20	48	50	46
Number of students tested	116		147	134	129
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: