U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

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

School Mailing Address 2929 McCully Road
(If address is P.O. Box, also include street address.)

City Allison Park   State PA   Zip Code+4 (9 digits total) 15101-1327

County Allegheny County

Telephone (412) 492-6378   Fax (412) 486-7050

Web site/URL   http://www.ht-sd.org   E-mail imbarlinam@ht-sd.org

Twitter Handle _____   Facebook Page _____   Google+ _____
                         Blog http://www.ht-   Other Social Media Link
                         sd.org/page.cfm?p=6202&pback=249   http://www.edutopia.org/school/hampton
YouTube/URL _____   2   -high-school

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. John Hoover   E-mail hoover@ht-sd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hampton Township School District   Tel.   (412) 486-6000
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. Bryant Wesley Esq.
(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, write N/A in the space.

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. 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.

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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

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

                                         5 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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

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	138	115	253
10	145	118	263
11	125	133	258
12 or higher	142	120	262
Total Students	550	486	1036

4.   Racial/ethnic composition of   0 % American Indian or Alaska Native
     the school: 3 % Asian
                                            1 % Black or African American
                                            1 % Hispanic or Latino
                                            0 % Native Hawaiian or Other Pacific Islander
                                            94 % 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 2014 – 2015 school year: 1%

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 *to* the school after October 1, 2014 until the end of the 2014-2015 school year	3
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2014	1077
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

6.   English Language Learners (ELL) in the school: 1 %
                                                        2 Total number ELL

     Specify each non-English language represented in the school (separate languages by commas):
     Turkish, Chinese

7.   Students eligible for free/reduced-priced meals: 9 %
         Total number students who qualify: 96

8.   Students receiving special education services: 5 %
                                                         59 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. It is possible that
     students may be classified in more than one condition.

6 Autism	0 Orthopedic Impairment
0 Deafness	9 Other Health Impaired
0 Deaf-Blindness	33 Specific Learning Disability
9 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
2 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2

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

	Number of Staff
Administrators	3
Classroom teachers	60
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	96%	95%	96%	96%
High school graduation rate	99%	96%	98%	98%	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 2015.

Post-Secondary Status	
Graduating class size	276
Enrolled in a 4-year college or university	78%
Enrolled in a community college	10%
Enrolled in career/technical training program	3%
Found employment	7%
Joined the military or other public service	1%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes X   No

    If yes, select the year in which your school received the award. 1995

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

Our school works collaboratively with the community to support all children in becoming creative and innovative problem-solvers and communicators. The District maintains high expectations as our students develop the knowledge, character and integrity to impact the world.

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

PART III – SUMMARY

"One school district...one community...one vision"

Hampton High School serves one municipality in the Greater Pittsburgh Area, and it is home to a community that believes in an educational tradition of excellence, which characterizes the positive, progressive, caring attitude focused on benefiting students academically as well as personally. Most recently, Hampton High School was featured on Edutopia's Schools that Work website and named the top-achieving high school in Southwestern Pennsylvania based on the Pennsylvania School Performance Profile. Currently, the great majority of students are not deemed socioeconomically disadvantaged, which means their basic needs are met at home and for the most part, they come to school ready to learn. Moreover, the families of Hampton High School value education and support academic, athletic, and social programs to keep their students connected to the community and school. The high school community capitalizes on technology and human resources to bring opportunities of diversity to the academic program. Throughout the year, students are encouraged to participate in the Pittsburgh World Affairs Council to video-conference with students from various countries such as Pakistan and the Republic of Georgia. Additionally, students participate in Model U.N. activities at the University of Pittsburgh to gain a more worldly perspective.

The high school building opened its doors to students in May of 1970. Since that time, Hampton has transformed from a rural community to a progressive suburb; however, the community members' values and commitment to education have transcended generations. Although not all graduates are able to live in Hampton, most sustain strong ties through attending athletic, art, and music events to support students and school programs. One tradition that connects the community, alumnae, and current students is our Talbot Tailgate, which is held every year during our homecoming football game. In the past three years, a group of alumnae and current students have constructed a remembrance garden on high school property that includes a gazebo and garden to offer a place of remembrance and sanctuary for alumnae who have passed away. The garden also serves as outside classroom and area for students in environmental biology and horticulture to learn about plants and landscape design. Additionally, the alumnae serve as a resource for our students, especially when it comes to internship opportunities in various businesses and industries.

The high school supports a culture of high achievement in all areas. In the area of academics, students are able to choose from 20 AP course offerings, 13 college in high school courses, 30 Honors courses, and electives in various areas, such as engineering, computer science, fine arts, music, business, and communications technology. Students value music and art, which is evident in the student created art that decorates our foyer and hallways and in the fact that about 25% of our student population participates in the marching band. Moreover, all courses for all students have a component of real-world application that helps students identify the relevance of the content knowledge and skills being taught at a rigorous level. Students also have the opportunity to attend A.W. Beattie Career and Technical School to focus on a specific career pathway of interest. Careers are also a focus through our lunch and learn programs that are organized by our enrichment facilitator, whereby, students have the opportunity to listen to adults who work in different areas, represented by eight career clusters, to gain a better perspective on employer expectations, education criteria, and growth within specific career pathways. Moreover, Hampton High School maintains a strong relationship with the military recruiters who work in our region. Along with sharing information about serving in the military with our students, we have collaborated with the Marines to host a STEM bus activity for our students and Army recruits have helped supervise students during athletic events.

Students also have access to high-quality support programs. We offer a robust special education program for students who are serviced through an Individualized Education Plan. The teachers and support staff work with students to meet academic, social, and functional life skills goals, but they also develop student self-advocacy skills. Another major support program that is offered to all students, regardless of IQ, is our enrichment program. The enrichment coordinator organizes opportunities for students to stretch their learning outside of the school day through video conferences with students in other countries, internships within the greater Pittsburgh area, field trips to local businesses to present student generated business plans, and many other engaging activities that are aligned to the curriculum. All students also have access to an academic support room that houses three certified teachers, technology, work-space, and easy access to our

library to help support their learning. Students in AP Calculus AB through students in Algebra I utilize the academic support resources on a daily basis. Student social and emotional well-being are also a focus of our work. Students have access to four school counselors and a behavioral specialist throughout the day. A Student Assistance Program (SAP) is also available for students who need more intensive support with emotional, behavioral, mental health, or drug and alcohol issues.

Students also have access to over 30 school sponsored clubs, such as Forensics, Rotary Interact, National Honors Society, and Chess Club, to name a few. Additionally, our athletics department supports over 20 teams from football to gymnastics to ultimate frisbee. Between our academic programs, clubs, and athletic teams, there is something for everyone.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The UbD framework provides a structure for all teachers to align instructional practice to the PA Core Standards. Over the past several years at the high school, there has been a significant investment in professional learning using the Rigor Relevance framework from the International Center for Leadership in Education. Using this framework to analyze both formative and summative assessments, teachers have been working to align rigorous instructional opportunities to assessments in their courses. The UbD framework provides a process to better ensure the alignment of all components: curriculum, instruction and assessment. Further, the UbD framework provides a tool for teachers and administrators to measure alignment of the PA Standards with the depth of understandings articulated in the curriculum across disciplines.

The high school English Language Arts department offers courses that align to the instructional needs of students, such as English, AP Language and Composition, AP Research, Creative Writing, Public Speaking, and Journalism. During the freshmen and sophomore years, students build their capacity to annotate and question text through a variety of literary canons. They complete text dependent analyses to construct original theses and arguments through their perspective. Additionally, during the junior and senior years of English, students study American and British literature with a focus on how historical, political, philosophical, and social components influence writing. All English courses scaffold research and writing skills to prepare students to independently research a topic of interest and prepare a properly cited paper to communicate new ideas based on a conceptual framework rooted in the research. In addition, the high school offers the AP Capstone program designed to complement and enhance the in-depth discipline-specific study provided through the AP courses.

The high school offers several different mathematics courses designed to support and extend student understandings at the varied levels, such as Algebra, Geometry, PreCalculus, Calculus, Probability and Statistics, Problem Solving, and Discrete Mathematics. The curriculum provides a robust emphasis on algebraic concepts, geometry and statistics and probability. The Standards for Mathematical Practice are evident, as students engage and process mathematical concepts; furthermore, the curriculum provides students with opportunities to practice and apply mathematical ways of thinking to real world issues and challenges. Students are provided opportunities to construct, execute and model mathematical scenarios that require them to provide, justify and argue solutions utilizing and citing mathematical evidence. These types of experiences promote the type of perseverance in problem solving needed as students enter college and careers.

The Algebra 1 course was reconceptualized to reflect real-world scenarios. Further, students enrolled in the Algebra 1 course are concurrently enrolled in the Conceptual Physics/Applied Chemistry. Using this structure, the mathematics and science teachers have a common planning period to align their instruction and vocabulary, as related to mathematical concepts.

At the high school, students are provided with several science pathways designed to address their instructional levels. In life sciences, students are provided access to courses in Biology, Environmental Science, Physical Anthropology, Horticulture and Human Anatomy & Physiology. Within physical science, students are provided with access to varied levels of Chemistry and Physics.

Within the science curriculum, there are several opportunities for students to experience relevant, authentic experiences as they engage with the science and engineering practices called upon by the Next Generation Science Standards. The different performance-based experiences, such as class debates, the Rube Goldberg Projects and the tapping of trees to produce maple syrup are included within the curriculum. These and other types of authentic learning experiences offered within the science courses reflect the science and engineering practices of asking questions and developing solutions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, engaging in argument from evidence, and obtaining, evaluating, and communicating information. The curriculum focuses on the inquiry nature of science and the development of creating an inquiry-based mindset to prepare students for their experiences beyond high school.

The Social Studies curriculum offers courses in the social sciences and history, which include courses such as Geography, World History, United States History, American Government, Psychology, Sociology, World War II and the Civil War. The Social Studies curriculum provides students opportunities to develop their research and writing skills as they analyze, interpret and synthesize primary and secondary historical documents in an effort to corroborate historical evidence to think like an historian. Historical thinking involves the ability to identify, analyze, and evaluate the relationships between multiple historical causes and effects as well as crafting arguments from historical evidence. To demonstrate these Historical Thinking Skills, students participate in the Model UN, interview of World War II veterans, psychological experiments and debates.

The core academic course offerings align to the high school college and career plan for all students. Students are provided with eight career clusters in the following areas: arts and entertainment; communication and media; health sciences and medical technology; human and social services; law, legal, and public services; finance and business; agriculture and natural resources; and engineering and design. Students are exposed to entry, technical, and professional level careers in each of the clusters. Additionally, teachers integrate real-world problems and field experiences aligned to the career clusters to help guide students in post-secondary planning.

2.   Other Curriculum Areas:

Given the district's UbD focus, course curricula are designed not only to address acquisition of essential skills and knowledge but also to transfer the essential skills and knowledge beyond the classroom.

The High School provides multiple elective opportunities for students in Grades 9-12 to engage in the disciplines of both the visual and performing arts. Our arts department offers several tiers of courses designed to reflect student interest, readiness and skill levels, and about 305 students take advantage of these courses. Such course offerings include differentiated courses such as Drawing and Painting, Contemporary Crafts, Ceramic Sculpture, Metals and Jewelry, AP Studio Art, Hands on Art History, Stage Technology and Production, and Acting and Dramatic Strategies. These courses require students to demonstrate their understanding of design principles, color theory, technique, and craftsmanship. Students create pieces such as mosaic wall panels, self-portraits using a blue lens, Native American vessels, and mixed-media mobiles. Over 278 students explore the following courses in the music department: Concert Band, Symphonic Band, Marching Band, Wind Ensemble, Symphony Orchestra, Honors Orchestra, Concert Choir and Music Theory. In addition, our Music Department does more than teach students how to play songs together; they focus on teaching students that music effects human emotions and human emotions can effect how music is played. For instance, during the winter performance, the wind ensemble took traditional holiday music and played it in B flat to create a darker tone, then they removed the B flat to juxtapose the sound with a more vibrant tone. The district also engages all areas of the arts and the community through its biennial art show held at the high school. Whereby, visual artwork from all schools as well as vocal and instrumental music selections, are presented to the community.

Further, about 70 students choose to take the Communications Technology courses which provide instruction for students on the basics of music creation as well as advanced techniques in graphics design, audio and music production. In the Video Production courses, students are provided the opportunities to acquire skills in all facets of video production including broadcasting, filming, assessing music and audio production, and capturing raw footage.

The physical education courses address both physical well being and healthy living, and attract over 1020 students yearly. All students take Wellness I, Wellness II, and an elective physical education course, such as Racket Sports, Fitness Fundamentals, Team Sports, or Fitness and Weight Training. Through the Wellness curriculum, students acquire foundational knowledge pertaining to substance abuse, sex education, growth and development, relationships and nutrition. Students also earn their CPR and first aid certification.

Hampton High School offers five levels of five world languages: Mandarin Chinese, Spanish, German, French, and Latin. About 617 students are enrolled in a world language course. All level four and five world language courses are aligned to college in high school college credit through the University of

Pittsburgh, Washington & Jefferson College, and or Duquesne University. Students are immersed in the language starting in level 1 to prepare them to participate in study abroad opportunities, exchange programs, class debates, video-conferences with students in other countries, and other real-world opportunities that provide students authentic speaking experiences.

Technology is covered through two departments: Engineering and Computer Science. The 275 students enrolled in the engineering courses are learning the research and design process to solve real-world problems. They are also learning how to utilize CAD, laser cutters, 3-D printers, bench tools, welders, metal benders, and various materials to fabricate solutions to the real-world problems they are addressing. The 93 students enrolled in the computer science program are developing computational thinking and problem solving skills through different programming languages, such as Java, C++, Python, and RobotC. Additionally, students in the computer science courses have opportunities to work with Dr. Kosbie from Carnegie Mellon University to expand their programming skills.

The Business department offers courses to over 350 students in law, accounting, entrepreneurship, business management, personal finance, and advertising.

Family Consumer Science offers courses to over 346 students in cooking, clothing fabrication, and child development. The cooking classes provide students with an opportunity to learn how to meld ingredients together to produce nutritious, flavorful foods that they can enjoy. The clothing fabrication courses provide flexible instruction that allows students to choose their design pathway. Some students are interested in costuming, and they create the costumes for the high school drama club products. Other students are interested in creating everyday fashion, which they design through the manipulation of fabrics and ideas. Finally, students in the child development program learn how to develop age-appropriate activities for pre-schoolers, which they apply in the pre-school they offer to community members.

3. Instructional Methods and Interventions:

Across the curriculum, students are engaged in discussion-based activities to hone their ability to craft an argument and collaborate on understanding new concepts. Students participate in Socratic Seminars that are student led to closely analyze historical documents in history courses, to evaluate the sustainability of different energy sources in AP Environmental Science, to generate literary criticism focused on poetry in English courses, and to interpret the constitution in the American Government course. Additionally, students work in literature circles in their English classes based on a non-fiction book of their choosing to deepen their analytical skills. Students also participate in debates in world language courses to improve their fluency in the target language.

Inquiry-based and authentic application activities are also utilized across the curriculum in a myriad of ways. Students in the chemistry program learn the value of understanding units of conversion when they are responsible for analyzing a patient's "blood results" to make a diagnosis. Additionally, some of the students' instruction takes place outside of the school building. For example, students in the Human Anatomy course take a trip to Allegheny General Hospital to watch open-heart surgery to closely analyze how surgeons utilize their understanding of anatomy to make decisions in the operating room. Students in the engineering courses have an opportunity to work with a local company to design a product and present their research and design to hone their understanding of the engineering design process. Students in the Applied Mathematics course use their understanding of probability and statistics to create a board game for students that they then fabricate with 3-D printers, so that they can beta test their game with students in the elementary school.

Writing instruction is also implemented across the curriculum. Instead of a constant, holistic approach to writing instruction, Collins Writing methodology is integrated into everyday instruction. Students are presented with Focus Correction Areas (FCA) to develop their depth of understanding and are asked to continually refine their work to focus on the process of writing rather than producing a product merely for a grade. Additionally, students are writing letters across the curriculum to communicate their ideas with individuals in leadership roles. The students in social studies utilize current, primary documents to write an original historical document to present "their history." The students also write their own constitution using the rhetorical structure of the original constitution, but through their own perspective.

Teachers also implement interventions to differentiate instruction. In the core academic program, some courses are co-taught with a special education teacher or an academic support teacher. The co-teachers meet to plan lessons and create differentiated lessons. For example, the Algebra I co-teachers planned a lesson on inequalities using flexible grouping to target specific areas of student need. Some students were given the equations and had to graph them, while others were given the graph and had to write the equations. Additionally, the co-teachers in the English department present various leveled readings to engage students in classroom discussion, so that students can work on their instructional levels without frustration.

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

Teachers work collaboratively to generate formative and summative assessments that include a high level of rigor and real-world application to challenge students to utilize what they have learned in a new situation. These assessments are challenging; however, students are prepared for the challenge through instructional opportunities to practice high levels of rigor. Additionally, teachers create a safe environment for students to learn through failure. These lessons are designed with the end in mind, and teachers create a unit of instruction predicated on an assessment pathway that monitors student progress and adjusts instruction along the way.

The high school has three data teams composed of classroom teachers, an academic support teacher, and an administrator for math, English language arts, and science. The data team works together to analyze standards-based test results, such as the Keystone Exams, standardized exam, benchmark assessments, and summative assessment results. The data teams analyze disaggregated assessment data to identify concepts, questioning techniques, and applications that students have not mastered after instruction. For example, during an English data team meeting, the teachers reviewed results of all 10th graders on a non-fiction benchmark assessment. The data team recognized that all students, regardless of their English course level, missed two of the questions. These questions were rooted in literary terms, so the teachers analyzed the curriculum and realized that the terms were no longer being taught at the middle school, so they needed to incorporate the terminology in their curriculum. Additionally, the biology data team recognized that students who had one of the four teachers scored significantly higher on their genetics summative assessment, so they had him share his best practices for the unit, so that they could improve their instructional practices.

Along with using data teams, all teachers also manage an assessment portfolio that houses the assessments they use with students that all teachers can access for examples of rigor, real-world application problems, rubrics, technology integration, and curriculum alignment. The assessment portfolios have also helped teachers create common assessments after seeing the vast differences between teacher expectations. Teachers also work together to evaluate student work to attempt to calibrate inter-rater reliability on evaluations. For example, the math teachers will use co-planning time to grade all of the Algebra I tests together so that grades and feedback to students are consistent.

In addition to summative assessments, teachers also use formative assessments to guide instruction and to provide students with timely feedback. For example, the English teachers often use a technology application (Nearpod) to monitor independent student work. Teachers also use Google Docs and other collaborative strategies to monitor student work and provide feedback.

Students are responsible for evaluating their own understanding of concepts and seeking additional guidance to meet their goals; however, teachers support this effort through the use of grade logs and student reflections that prompt students to evaluate their achievement. Additionally, parents have full access to students' grades in real-time via the student information system, Infinite Campus. The parent portal provides parents with current grades, e-mails from teachers, and electronic notifications if a student's grade is dropping below a specific percentage.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school culture is grounded in high expectations in all areas with support for academic, social, and emotional well-being. Students are supported academically through various avenues. Teachers tutor students in groups and individually before and after school on a daily basis. Additionally, a math teacher is available every lunch period in a room adjacent to the cafeteria to work with students at various levels. The counselors monitor students achievement and work with students to arrange for tutoring or academic support based on weekly grade reports. The academic support room houses teachers certified in various areas. In this program, students who have been identified as performing below grade level are provided individualized, data-driven instruction targeted to specific skill deficits, as identified by the PA Standards. The academic support program is not limited to students performing below grade level. Academic development is also supported through lunch and learn opportunities. During these lunch and learns, students have developed their understanding of horticulture with a bee keeper; medicine with a physicians assistant; and craftsmanship with an artist. Most recently, an award-winning journalist presented the importance of a global perspective. All students, regardless of a gifted designation, have the opportunity to attend enrichment trips to various locations, such as the NFL Hall of Fame, Meadowcroft Rock Shelter and Historical Village, and PPG Research and Development Center, to name a few locations. Most importantly, the lunch and learns and enrichment trips are based on student interests.

Student social growth is promoted mostly through the student council, which is sponsored by a teacher, but independently run by elected students. For example, they organize a mini-Thon for students in the spring in an effort to raise more than $10,000 to support childhood cancer research. They are also instrumental in getting each grade level to adopt a section of the building to decorate based on themes. The student council also organizes the student section theme nights for football and basketball games. The football student section includes about 60% of the student body wearing a unifying outfit to to demonstrate school spirit.

The emotional well-being of students is supported through our programs both in the classrooms and through the counseling department. All teachers and administrators have an "open-door" policy. Students are comfortable asking administrators for help on projects and for guidance with post-secondary planning. The counselors meet with each student at least once during the year to focus on an area of concern based on grade level. For example, topics include high school acclimation, social pressures, academic planning, and transitioning. Students who need further assistance with behavioral, social, or emotional wellness are able to take part in the Student Assistance Program (SAP), which is organized by the counselors with the help of a psychologist from UPMC's adolescent mental health division.

Teachers also are members of various committees to help guide the district and school's decisions around professional development, hiring, scheduling, and curriculum. Additionally, teachers at the high school have a direct supervisor who works with them to support their individual goals.

2. Engaging Families and Community:

The school consistently communicates the vision, expectations, and successes with all family and community members. One of the greatest supporters of Hampton High School is the Hampton Alliance for Educational Excellence (HAEE), which consists of taxpayers without children in the district, parents, local business owners, alumni, and school employees who collaborate on funding requests to support innovation in education. The high school provides the HAEE board with information on the accomplishments of students and ideas to improve academic programming based on teacher and administration input. One of the projects they funded was a Collaborative Learning Center at the high school, which is a large-group instruction room for teachers and students to work together to design projects using technology. This room is also used for video conferences to discuss world issues that are hosted for Hampton students, neighboring schools, and schools in other countries. Additionally, the high school has an active Parent Faculty Association (PFA) that works collaboratively to fund grassroots initiatives, provide safe social

activities for students, and host informational workshops for parents. They organize a four-hour after prom event that provides a safe, chaperoned evening of dancing, entertainment, games, and food for over 500 students. The PFA also works with the high school student council, school nurse, and administration to conduct four yearly blood drives in conjunction with the Central Blood Bank, which not only provide life-saving blood donations to members of the community, but also provides scholarship opportunities for students. The school counselors, administrators, and PFA also work together to organize evening workshops for parents on the following topics: the dangers of social media, financing college, student behavioral and mental health, and academic planning. Another way in which we communicate our student success with families and community members is through K-12 celebrations of student work. Every other year, the high school hosts an evening event titled Hues and Harmony to showcase student work from the fine arts and music departments. Families, students, and community members can come to the high school to peruse art work and hear students play their instruments and sing. On the off year of Hues and Harmony, the school hosts a Talbot Techno Tour, which showcases how students are using new technologies in the classroom. The school also honors members of the community through a Veterans Day assembly which focuses on the men and women who have served our country. The veterans stay after the assembly to talk with individual students while they also host a "walking museum" of their military artifacts for students to see throughout the day. Along with the programs we offer in-house, we also collaborate with the PPG Industries, the University of Pittsburgh, Carnegie Mellon University, and other businesses to engage our students in the learning process.

3. Professional Development:

The structure of professional development consists of in-service days, 20 hours of extended days in which teachers meet for two hours after school monthly, and two flex-days in which teachers plan 14 hours of professional development to complete on their own based on their personal goals. Additionally, teachers are also encouraged to attend conferences and workshops focused on topics that support the building goals.

For ten years, the high school focused all professional development on improving instruction and assessment. For the past two years, professional development has focused on the implementation of Grant Wiggins and Jay McTighe's work with Understanding by Design (UbD), which requires teachers to identify goals that require students to transfer and make meaning of knowledge and skills within course curricula. The content of the professional development surrounding assessment prepared teachers to move into Wiggins and McTighe's unit design model. Along with workshops and department time to share best practices and problem solve methods for creating UbD units of instruction, the teachers were also provided with two books, The Understanding by Design Guide to Creating High-Quality Units and The Understanding by Design Guide to Advanced Concepts in creating and Reviewing Units to guide their work. During in-service days, which are three to seven hours long, administrators plan differentiated workshops to meet the needs of the teachers. Some teachers are writing units of instruction without much help, and other teachers need more guidance. Workshops are planned by administrators and teachers, but facilitated by instructional coaches, department chairs, teachers, and administrators at all levels.

Along with building led professional development, teachers also participate in "lunch and learn" workshops throughout the year that instructional coaches host based on teacher feedback. In the past, they have hosted workshops on how to integrate applications on iPads, text dependent analyses, gamification, Google Docs, and a multitude of other trainings.

Additionally, to build capacity in literacy instruction across the curriculum, the high school has sent an interdisciplinary team of teachers to the Penn Literacy Network (PLN), which is based in the Graduate School of Education at the University of Pennsylvania, for the past five years. The PLN provides workshops that infuse theory, research, and practice to help teachers implement reading and writing throughout their coursework on a daily basis. The program also helps teachers unpack standards and align what students need to learn with evidence-based instructional strategies that will help them get there.

4. School Leadership:

The high school leadership team consists of three administrators and seven teacher department chairs.

The high school administrative team includes a building principal and two assistant principals who craft building level goals based on an analysis of student achievement data to move instruction forward. The building goals are shared with the whole faculty and staff during the opening celebration meeting. During the first few days of school, all three administrators visit every classroom to show their support for the students and teachers as they begin a new year. The building administrator meets with each student through class meetings to discuss expectations, academic programs, and resources to remind students that she is available to meet with them whenever they need her. The administrators continue to meet with student council representatives throughout the year to support student led initiatives.

The high school administration utilizes a differentiated supervision and evaluation model based on the Danielson Framework for Teaching. Each administrator supervises one-third of the teachers while using different tiers of supervision: directed or self-directed. The professional employees are rotated between directed and self-directed every three years. All teachers work with their supervising principal to outline individual goals aligned to the building goals. The goals are then used as a focus for classroom observations and teacher professional development. Additionally, all teachers receive feedback through a walk-through observation. The walk-through evaluation tool provides the teacher with data on student and teacher interaction and it also provides commendations and recommendations to refine instruction. Teachers who are part of the directed supervision model also participate in at least two formal observations during the year. The administrator meets with the teacher to discuss his or her plans for instruction and the rationale supporting the plan. Then the administrator observes the class and shares the evaluative feedback to inform the teacher's self-evaluation prior to meeting with the administrator. Along with walk-through and formal observations, teachers also meet with their supervising administrator to plan flexible professional development for in-service days and in February to discuss their mid-year goal progress.

The high school department chairs include teacher representatives. This group meets with the administrative team twice a week on Tuesdays and Thursdays. One day is focused on building management and the other is focused on professional learning. The members work collaboratively to build and vet all building level professional development activities. The high school department chairs build capacity within the teaching faculty to move instruction to meet the building goals.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The one academic practice that has cultivated and sustained student academic success is the implementation of Assessment Portfolios. The goal of the assessment portfolio is to foster professional conversations between faculty members regarding assessment and instruction both within the content area and across the curriculum. Every teacher is required to maintain a binder that includes their personal goals that they have established with administration based on the district and building goals, a copy of their course syllabus, a copy of the district curriculum, hand-dated copies of every summative and formative assessment used with students in the course, student achievement data for the assessments compiled in the binder, and reflection sheets.

Teachers use the assessment portfolios during professional development and planning time to evaluate the levels of rigor and relevance included on their assessments, the alignment of instruction and assessment, the vertical articulation of curriculum, and student performance in real-time with other faculty members. Assessment portfolios have a multitude of uses depending on the teachers' needs. For example, when a teacher is new to the building, he or she is provided with a copy of an assessment portfolio that was created by the teacher he or she replaced. This gives the new teacher a better understanding of Hampton High School's high expectations and examples of assessments that are aligned to the curriculum. It also provides the new teacher with student data to identify the areas of instruction that need additional support based on the students' results.

Assessment portfolios also support cross-curricular alignment. For example, there is content overlap in English 11, which is an American Literature course and AP United States History. The teachers of these two subjects review each other's assessment portfolios and discuss the areas in which they can support students. For instance, when the English 11 students are reading a novel set during the Vietnam War, the AP US history teacher is covering the nuances of this time period and the implications of the war. Individually, teachers use the assessment portfolio to analyze the quality of their own assessments based on student results in order to improve the assessments for the next year. They also use the portfolio to annotate and question the curriculum, so that they can share their findings with the department when curriculum is up for review. At any time, a teacher can ask any teacher to review their assessment portfolio in order to get ideas for designing rubrics, increasing rigor, or better aligning courses.

Teachers also house student data in the assessment portfolios, which helps them plan instruction for future units based on item analyses of what students missed and therefore are "not bringing" to the next unit. The practice of using assessment portfolios has improved instructional and assessment practices for students, which is evident based on the data that shows assessments have become more rigorous over the past 10 years and students are still performing well on the more rigorous assessments.