

U.S. Department of Education
2023 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 Mr. Josh Wright
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 897 County Road 25
(If address is P.O. Box, also include street address.)

City Scottsboro State AL Zip Code+4 (9 digits total) 35768-5668

County Jackson County

Telephone (256) 587-6561 Fax (256) 587-6562

Web site/URL <https://www.jacksonk12.org/skyline> E-mail wrightj@jacksonk12.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Jason Davidson E-mail davidsonj@jacksonk12.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jackson County Tel. (256) 259-9500

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

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	18
K	45
1	42
2	33
3	37
4	51
5	52
6	32
7	38
8	36
9	47
10	46
11	49
12 or higher	34
Total Students	560

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

4. Racial/ethnic composition of the school (if unknown, estimate): 21 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % 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.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 8%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	46
(4) Total number of students in the school as of October 1, 2021	557
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish

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

7. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 313

8. Students receiving special education services with an IEP: 12 %
Total number of students served 69

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>8</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>11</u> Other Health Impaired
<u>3</u> Developmental Delay	<u>40</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 11

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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 20:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	98%	100%	94%	100%	98%

14. **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 2022.

Post-Secondary Status	
Graduating class size	28
Enrolled in a 4-year college or university	17%
Enrolled in a community college	50%
Enrolled in career/technical training program	16%
Found employment	17%
Joined the military or other public service	0%
Other	0%

15. 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.

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

The mission of Skyline High School is to provide an engaging, relevant and rigorous education for every student.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.jacksonk12.org/domain/1112>

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

PART III – SCHOOL OVERVIEW

Skyline High School is located in Northeast Alabama in the foothills of the Appalachian Mountains. The school was founded and built through The New Deal Project of Franklin Roosevelt. The federal government acquired approximately 18,000 acres of land for the Skyline Farms Project. The program was intended for out-of-network tenant farmers and participants were carefully screened in regard to character and work records. These families were to have a new start in life by acquiring a home and eventually their own 40 acre farm. Government officials realized that the children of Skyline Farms needed a solid education; thus, Skyline School was formed. Construction on the school began in 1936 and was completed in the winter of 1938. At its opening, the school became a beehive for new educational ideas, including the teachers being among the first in Alabama to offer individualized instruction. The original rock building that housed the students is still present on campus today and is used as the elementary portion of the campus.

Skyline High School is currently made up of PreK-12th grades. In grades K-8 there are 2 classes per grade level. This makeup is beneficial to the students, teachers, and the community. This has been so valuable in developing relationships among students, teachers, and parents. Teachers can work closely with students to monitor student academics, social and emotional behavior. Teachers and parents work closely together and feel comfortable communicating with one another to give students as much support as they need. Many teachers are alumni at Skyline High School. Many alumni and present students attended Skyline High School from Kindergarten thru 12th grade. These factors help contribute to the-family like atmosphere that Skyline possesses. When students were asked how it has been attending Skyline High School since Kindergarten some responses included: "it's familiar" "I just feel at home." You know everyone and year after year it's not overwhelming starting a new year. It just carries on from one year to the next." This small environment also has a greater impact on the sense of community. It has created an environment of belonging for all stakeholders. The community has vested interest in the school and is always willing to support the students.

Skyline School strives to provide students with opportunities to fulfil their potential academically, emotionally, physically, socially, and culturally. The teachers at Skyline School have undergone training to implement the best practices in the classroom. This includes using Marzano strategies. We also have the PATH program in place to help ensure that we are meeting the emotional needs of students. This program is not only meant to educate the students regarding personal issues. It is also meant to educate the students on issues that their peers may be facing. Middle School students meet once a month with different presentations each month. Skyline School also prides itself on competing at a high level athletically. In addition to the strong academic atmosphere, Skyline students have the opportunity to compete in basketball, softball, baseball, track and field, cross country, golf, and fishing. Elementary students that have displayed strong leadership skills have the opportunity to serve on the "Viking Crew". These students help greet others in the mornings, assist with schoolwide morning announcements, and participate in school assemblies. High school students are selected as peer helpers to guide and assist other students with various tasks. Despite the small size of the school, Skyline School offers several programs as an extension to the normal school curriculum. Elementary students participate in an intervention program to ensure that all students are receiving instruction on an individualized level. The high school students have the opportunity to participate in the robotics program. The robotics team members meet after school to build and plan.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

For English language arts, when the new Alabama Course of Study (COS) was implemented, the standards were broken down by seasoned ELA educators at the district level who created a working pacing guide that was distributed district-wide in order to establish continuity in the department. Each school edited the document from that pacing guide to meet the needs of varying grade levels and classroom populations. For grades K-3 teachers have incorporated Orton Gillingham pacing guide/strategies and letters strategies in phonemic awareness and phonics. For the area of reading, a silent sustained reading model was implemented district-wide in addition to the reading requirements for each English course. Based on data from the STAR reading test, each student is leveled and required to read books no lower than their lowest proximal reading level and encouraged to read at the higher end of that level. To assess this area, a summative assessment is utilized where students complete a written reader response journal that details not only their understanding of their reading but also the literary standards from the COS. Student growth is evident through their writing skills, explanation and application of literary concepts, and their ability to synthesize reading in both the journal response and the reading assessments. Additionally, vocabulary instruction and reading instruction are closely tied through comprehension and context clues. Formative vocabulary assessment requires students to read and comprehend context clues to prove mastery. Further, mastery of grammar, usage, and mechanics, and written communication is assessed through the writing COS standards, in which students compose full-length essays in each of the domains, plus create an original poem. From the writing samples, specific grammar instruction is used to rectify common writing errors. A writing portfolio is additionally created at the district level to which students submit written assignments as another summative assessment. In addition to classroom assessments, at the local level, the STAR reading test is used to assess growth individually while the ACT is utilized at both the state and local levels. From those assessments, areas of concern are identified, and those areas are emphasized for instruction.

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

The Kindergarten through Precalculus curriculum is the Envision Math Program. This program allows for conceptual math understanding. Students are given the opportunity use a variety of hands on learning activities, technology engagement, parent supports, and personalized learning to support students needs and growth. This program also provides students with Problem Based Learning so they have the opportunity to think critically about the real-world. This program is a resourceful tool in for teachers by providing intervention strategies This allows for seamless transitions through the grade levels. It also allows the teachers to ensure that the state standards are being thoroughly taught. The program provides additional standards practice for the teachers to continually monitor student progress. The middle school math classes have transitioned to standards based proficiency scales after a meeting regarding past test scores on the state test. Even though the scores were among the top in the district and well above state average, the teachers were not satisfied with the results. Standards based grading helps to ensure that all students are meeting standards required for state testing and have smooth transitions to the next grade level. The teachers are able to take the information that is gathered from the proficiency scales and individualize the instruction for whole and small group instruction. Standards based grading will be extended throughout more grades each year. Teachers also utilize Marzano strategies to promote best practices in the classroom and allow for a deeper understanding of math. Lastly, teachers have vertical team meetings to cooperatively plan instruction and formulate plans for math tournaments. This collaboration gives teachers the opportunity to share research based practices, observe quality teaching, and make plans for a stronger math department.

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

The science department follows the Marzano teaching practice which has been adopted K-12 grades. We follow this approach because it is research based, and it is scientifically proven to be a successful program in regards to accelerating students academically. In grades K-5 teachers use an integrated approach for

teaching science standards. Teachers will create units based off science and ELA standards. Teachers will incorporate stories, passages, read aloud, and numerous other strategies to integrate the curriculum. Seventh and eighth grade science are foundational courses preparing students for high school biology, physics, and chemistry. Ninth grade is a high school biology class. Each student has access to a textbook; however, the majority of the curriculum is pulled from standards based resources such as Alabama Math, Science, and Technology Initiative (AMSTI), scientific case studies, scientific journals, and other hands-on learning and research based curriculum. Scientific vocabulary, Greek and Latin Roots, as well as Scientific charts and graphs are incorporated throughout the curriculum in order to better prepare students for the ACT exam. Marzano's pedagogy is demonstrated across all science classes by implementing elements 6-8 which include chunking content, processing content by student perspective analysis, and recording and representing through mnemonic devices. Informal as well as formal assessments are also emulated from the Marzano Model. Informal assessments include voting techniques and unrecorded student graded assessments which allow for instantaneous feedback. Formal assessments are rubric guided student demonstrations that are represented digitally as well as labs. Alabama comprehensive Assessment Program. ACAP scores for 8th grade as well as ACT scores for 11th grade are used as guidelines in determining holes within the curriculum.

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

In grades K-5 teachers use an integrated approach for teaching social studies standards. Teachers will create units based off Social Studies and ELA standards. Teachers will incorporate stories, passages, read aloud, and numerous other strategies to integrate the curriculum. In grades 6-12, Marzano was chosen, countywide, because it is an evaluation model that teachers can use to focus on specific instructional elements correlated to student achievement. Marzano provides a common language of instruction throughout our school and other districts. Marzano aligns directly with state standards. Proficiency scales are charted in each classroom room to allow the student time to focus on where they fall according to the lesson material being studied. Within teachers' history classes reading material is very important. They regularly use "chunking content" to formatively assess students. The students will read the paragraphs, analyze what they feel the material is saying, and then we meet back together to collaborate on the main ideas. Teachers also use response boards. The students have small white boards, markers, and erasers. They will place a paragraph on the board and the students will have time to discuss what they think that particular paragraph is talking about. Students feel free to share what they have written down on their board. An example of student assessment would be an oral presentation. The students will be assigned or choose a particular topic to research and present in class. Students are given a rubric of criteria to meet. They know what teachers are looking for when they start the assignment. Colleagues meet to discuss student performance within our core area. They evaluate formative and summative assignments that they give our students. Teachers provide feedback for each other to use in our classroom. They share ideas that are/are not working in our classrooms, respectively. They meet as a whole group to discuss data that we collect from STAR testing, ACT, and ACAP testing.

1e. For schools that serve grades 7-12:

Students in grades 7-12 have many opportunities that support choices they have or will make for college and career readiness. Our school offers an A+ program. This program is an advanced program to enhance students' college/career readiness. This is an opportunity to raise academic expectations for all students. Our students are engaged in these programs to ensure preparation for college or another pathway they are pursuing. Students also have the opportunity to be involved in dual enrollment classes. Dual enrollment, also referred to as dual credit, allows current high school students to take college-level classes. If the student passes the class, it will count for both high school and college credit. To earn college credit, students must pass a dual enrollment class with a C or better. The grade earned will be part of the student's college academic record. Currently we have 57% of our students enrolled in dual enrollment classes. Career and Technical classes are also offered to students in grades 10-12. Students are always eager to attend the Earnest Pruet center of Technology (EPCOT) center to begin their career pathway. Our EPCOT center provides amazing opportunities to pursue their career goals.

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

The Pre-Kindergarten curriculum covers a wide range of core areas of learning. Not only does the Alabama Standards for Early Learning and Development (ASLED) cover language and literacy, mathematics, social studies, science, creative arts, physical development and health, it also includes standards for family and community engagement, social and emotional development, and approaches to play and learning. These standards measure the growth and development of the whole child, rather than how they are developing academically. Each of the ASLED standards directly aligns with the Alabama Course of Study for grades kindergarten through third grade. Comprehension skills during one or both of the daily read aloud sessions. This sets up the foundation to prepare students for understanding more in depth comprehension skills, such as, key ideas and supporting details that are taught later on throughout the primary grades. The ASLED are the foundation to the course of study that will be introduced in the primary grades. Students who attend pre-kindergarten have an advantage when beginning kindergarten because they have already gained some of the foundation that is needed to become successful in kindergarten and primary grades. These advantages could include knowing how to interact with peers, how to play with peers, beginning stages of letter recognition (many already know the letters in their names), and the beginning stages of number recognition (many already know numbers 1-20). The students who attend prekindergarten and then continue through the primary grades are more likely to become successful in their learning and mastery of skills because of the development that was made in the prekindergarten program.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Skyline High School utilizes the ACCESS distance learning platform to offer arts education to our students. We are in the final stages of construction on a state of the art innovation center that will allow all students at our school the opportunity to take high quality art classes.

2b. Physical education/health/nutrition

Students at Skyline High School are offered physical education in all grades. Students in high school are able to take family wellness, food and nutrition, and health. The wellness of our students is a high priority, all of our teachers are certified to teach in their subject areas.

2c. Foreign language(s), if offered (if not offered, leave blank)

in grades 9-12 Skyline High School utilizes the ACCESS distance learning platform to offer multiple world languages to our students. Students can work on this online platform with a certified teacher to master a language.

2d. Technology/library/media

At Skyline High School, our main purpose is to support literacy education in our school. The library is open for grades K-12 5 days a week. Grades PreK-6th are conducted weekly for 30 minute time frames. During this time our librarian follows the Alabama Course of study. She works with teachers in working with cross-curricular standards. The library provides access to materials in all formats. They help increase students' interest in reading, viewing, and using information and ideas. The library is also open for students to use for our AR program. Students are allowed to check out books as needed to enhance our Accelerated Reader (AR) program. Students enjoy the variety of genres that are provided in our library. The school library and staff play a critical role in helping to create a school culture that supports and encourages reading for pleasure.

2e. Any other interesting or innovative curriculum programs you would like to share

Our science department has started a First Tech Challenge (FTC) robotics team that has placed in multi-state competitions. We also have partnered with The University of Alabama in Huntsville to offer a cyber security class to our ninth grade students. We have started a new pathway for students to accelerate in STEM.

3. Academic Supports

3a. Students performing below grade level:

Our mission at Skyline High School is for all students to have the opportunity to grow and learn. One way to enhance learners that are performing below grade level is our intervention program called W.I.N. The What I Need (W.I.N.) program at Skyline School was designed to help students in grades K-5 overcome personal deficiencies in reading. Each classroom teacher administered a one-on-one common assessment (W.I.N. screener) with each student. The screener was analyzed by both the classroom teacher and the reading specialist to identify each student's reading deficiency. The reading specialist used this information to create W.I.N. groups. Examples of W.I.N. group categories included letter sounds, long vowels, vowel teams, consonant digraphs, blends, prefixes and suffixes, multisyllabic words, and comprehension. The reading specialist assigned each classroom teacher a particular skill to teach in his/her W.I.N. group. Since W.I.N. groups were based on students' individual deficiencies, multi-grade groupings were necessary. Students participated in W.I.N. groups from 8:00 - 8:30 each morning. Students were reassessed by the classroom teachers after four weeks. Once students were reassessed, new W.I.N. groups were determined. The process was repeated every four weeks. By identifying each student's deficiency, teachers at Skyline School were able to provide each student with what he/she needed in order to become a successful reader. If students' achievement gaps are 10 or more, students are given SPIRE intervention. This is an intense program with more one on one attention to students.

3b. Students performing above grade level:

At Skyline High School we not only try to close achievement gaps, but we also want to continue the success and growth of our students who are performing above grade level. In this area, we also use our WIN program. The What I Need (W.I.N.) program at Skyline School was designed to help students in grades K-5th to enhance areas of strength. Each classroom teacher administered a one-on-one common assessment (W.I.N. screener) with each student. The screener was analyzed by both the classroom teacher and the reading specialist to identify each student's reading needs. The reading specialist used this information to create W.I.N. groups. Examples of W.I.N. above grade level WIN groups would be comprehension, above grade level vocabulary, morphonology, and/book studies. Students performing above level in Mathematics can become part of our math competition teams. At the high school level, students are given the opportunity to enroll in dual enrollment classes. Many of our advanced students are given the opportunity to attend EPCOT where we focus on college and workforce skills. We have had many of our students graduate with numerous certifications in their future profession.

3c. Students with disabilities:

Students with disabilities are provided with a special education teacher who works with them daily based on the students needs. When a student qualifies for any type of Special Education service an IEP is developed based off the student needs. Our students are also serviced through small group TIER I instruction, small group Tier II instruction, and Tier III instruction which consist of the SPIRE program. Teachers also provide the needed accommodations in all three Tiers of instruction. Some examples of these accommodations would be repeating directions, illuminating answer choices, handwritten notes etc. If needed Paraprofessional are also provided for students. These paraprofessionals help in meeting both academic and basic needs for students.

3d. English Language Learners:

Our ELL students are provided with an EL instructor who works with them daily based on the students needs. Our students are also serviced through small group TIER I instruction, small group Tier II instruction, and Tier III instruction which consist of the SPIRE program. Our EL instructor and teacher work closely together to set needed accommodations for student needs for all Tier instruction. WIDA screeners are given to students to determine their level. The EL instructor then uses this information to provide the service based on student level.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our school is unique in that we service 560 pre-k through twelfth grade students. We have a caring staff that is committed to each and every student on our campus. Our school has steadily increased morale over the past ten years. It is evident that the culture of our school is continuing to become more positive with indicators such as test scores and school report cards. Our enrollment continues to grow each year as more and more families move into our area, often as a result of the positive things they have heard about and seen from our school.

Our school uses data to help drive instruction. Beginning in elementary school, our teachers and instructional coaches identify the individual needs of each and every student. Students are supported both in group and individual settings. When a student reaches their individual goals, rewards are received. Our students get to participate in events that encourage them to continue to give it their best.

We have counselors that are committed to helping each student reach his or her potential. Our counselors utilize all the resources we have available as a county to serve our students. Gmail is used as a powerful tool to communicate with students, teachers, and parents. We also take advantage of Google forms for instant feedback from students, teachers, and parents. Technology is embraced to help promote a healthy student body.

Counselors also work with students and parents to create individualized career plans. Each student works with the counselor to establish a plan that may include dual enrollment, advanced placement courses, college prep, technical training, and work study or other career pathways. In addition, we have career coaches that help students learn about different career choices and set up different industry tours to promote college- and career-readiness.

We offer dual enrollment from multiple college and high school campuses. We have Math 112, English 101, English 102, and NCCER Core on our school campus. We also offer AP Computer Science Principles and AP United States History. This has been an accomplishment working with limited resources. It has been implemented using strategic planning and hiring practices.

2. Engaging Families and Community:

At Skyline High School, we encourage family involvement activities. We feel that communication with our community and family are keys to a successful school environment. One key component to informing families is that every teacher in the school uses Class DOJO. We also use other sources of social media to keep families informed of events that are taking place in our school. Parents are always encouraged to be open to communication with teachers. Parents are encouraged to attend PTO meetings. If parents can't attend a zoom meeting is provided for parents to meet. Parents are regularly asked to conduct school surveys to ensure needs are being met. Parents are invited to attend different school events such as open house, fall festival, Christmas Musical, Awards days etc. Parents are notified every 4 1/2 weeks of student progress. If students are performing below expectations, two forms of communication must be documented. At Skyline High School we want to have a close relationship with our parents. We strive that all stakeholders feel welcome to participate in all school related activities.

3. Creating Professional Culture:

At Skyline High School, we strive to create a school environment where all of our staff feel valued and supported. Our teachers are the direct reason we have such great success. They have cultivated a passion for teaching as well as learning best practices in their teaching roles. Our goal at Skyline High School is to create lifelong learners that are completely college and career ready when they leave our hallways.

At the beginning, middle and end of the school year, our school is asked to complete a survey to help grasp a

better understanding of our teachers' needs. The administration will look at the data provided from the surveys to see what needs are present and what can be addressed effectively and efficiently. Next, our leadership team will interpret the survey results to come up with a plan of action. If these needs are something of monetary value, our budget committee will conduct a meeting to appropriate funds accordingly. We strive to give our teachers all the tools necessary to effectively teach our young learners.

Professional development is a big part of creating a professional culture for our staff. Our district requires training for our teachers based on their grade-level and curriculum being taught. Our central office staff has also provided observation opportunities to our teachers that would like to see what best practices are being used in other successful schools. If any of our teachers have a request for professional development that they seek on their own, the administration will approve it and provide a substitute teacher within reason.

Skyline High School does not have an overwhelmingly diverse population. The majority of our students are of the same race and share the same socio-economic backgrounds. Our school is set in the Bible Belt of Alabama and a large majority of our students have strong biblical and religious beliefs. A lot of our school staff either share these same religious beliefs or at the very least respect our students' beliefs.

Overall, we believe that Skyline High School has an extremely professional culture. Our school staff is supported and valued by our administration, students and community stakeholders. If our teachers or staff need something to be successful in their classroom, school administration and community stakeholders make sure that those needs are addressed and met as much as possible. In turn, our students are able to get a great quality education from a high-reliability school filled with supported staff members.

4. School Leadership:

At Skyline High School, our leadership philosophy and school structure has been accepted and administered by all school employees, students and community members. As a school, we believe in providing a safe learning environment to meet the needs of every student that walks through our door. Although safety is our top priority, we vow to make Skyline High School an engaging and fun place to learn from all highly qualified teachers.

In order for our students to reach their top potential, we encourage positive attendance records and behavior. This is all monitored through our school principal and assistant principal. Daily attendance is taken, and we look for absentee trends among students. Administration and office staff make contact with chronically absent students via phone calls to guardians or letters in the mail. We strive to have a one hundred percent graduation rate and we believe that keeping a close watch on our school attendance helps encourage that.

As a rural school located in a small town community, we are fortunate to be able to create lasting relationships with our students. Our teachers and administrators know the socioeconomic background of the majority of our students and in turn know if their basic needs are being met. What is not met at home, we provide here at school for our students. Creating these relationships shows our students that their achievement in academics and extracurricular activities are very important to us. All of our students should feel a sense of belonging and family as a Skyline Viking.

Our community and stakeholders are very present throughout our school. We have a strong Parent Teacher Organization that works hard to make sure our students have everything they need to be successful students. Most of our athletic teams and academic clubs are sponsored by our community businesses and patrons. One of our school board members is a resident of Skyline with family members that attend our school. He regularly checks in with the school administration to make sure that student achievement is our top priority at school.

With an overall desire for our students at Skyline High School to be successful, all school leaders and stakeholders ensure our school philosophy and structure is upheld daily. Being a Skyline Viking is something that every one of our students and staff members take great pride in, and our school leadership team encourages this structure throughout Skyline High School.

5. Culturally Responsive Teaching and Learning:

At Skyline High School, we understand that students come from diverse backgrounds. Each individual student is unique and is provided with the opportunity to thrive in our school setting. We have in place a process to quickly identify students that are English Language Learners. We support students that are learning English as a second language and have an educational aide that supports each ELL student. At the district level we have personnel in place that support ELL learners as well. Information is provided to parents of students in the language that is best understood as some of our parents do not speak English or speak it as a second language.

We have many students that are from different family structures. We have students that are in foster care, students that live with extended families, students who live in multifamily households, and students that are supported by one parent. We strive to know our students' names, where they live and who assists in raising them, so that we can help support them at school. Many come from stressed home lives, and we work with school and community organizations to relieve some of this burden by sending home food packages and by helping students to obtain work study jobs.

Each month we have Connect lessons for all of our students. These lessons were implemented to help promote a feeling of connectedness between students and faculty. Each month Connect meets to discuss various character building skills such as perseverance, trust worthiness, and caring in hopes of creating an environment that our students feel comfortable with our faculty developing a more personal relationship different than the traditional academic setting. Students are supported on a social emotional level through the Connect program. A more relaxed team atmosphere is created. Students feel safe and embrace a more relaxed environment spending time with their peers and teachers.

We have a full-time county-wide employee that is housed at the board of education that specializes in parent involvement. Our school allocates some of its federal budget each year to support the Parent Center. Meetings are held each year, one in the day and one at night, to inform parents and stakeholders about all the Title monies available and what they are used for. We have a board that helps reinforce our practices and supports our students, teachers and communities as we work together to make our school the best it can be.

PART VI - STRATEGY FOR EXCELLENCE

One practice that has helped drive our success at Skyline High School is the dual enrollment program. Our school has partnered with multiple colleges to give our students the opportunity to obtain college- and career-readiness at a whole new level.

College seemed out of reach for a lot of our students in the past. Starting out by taking classes as early as tenth grade, our students are successfully completing multiple courses. Many of our students are first-generation college students and are breaking the invisible barrier that prohibited them from taking the next step academically. Approximately 57% of eligible students are actively participating in dual enrollment. Through many partnerships and community meetings we have been able to successfully support all students that have applied for dual enrollment. With these supports, we also currently have multiple students with IEPs successfully taking college classes and earning college- and career-readiness credentials.

Our school has meetings at the beginning of each school year that allow each family to hear all of the great opportunities we offer at Skyline High School. Throughout the year we have college representatives that come and set up for our sixth through twelfth grade students to expose them to different college choices. Our students tour local community colleges and decide which one is appropriate for them. We have local college advisors come multiple times throughout the year to sit down with our students one-on-one to provide individualized career counseling.

In the past, funding by far was the biggest obstacle for our students to successfully take dual enrollment classes. We have partnered with local businesses, government, and individuals to provide book scholarships to our students. This year alone we have provided over \$4,700 dollars to our high school students for books. We have exceeded over \$115,000 in tuition scholarships that have been awarded to our tenth through twelfth grade students. We have graduated students that were ready to go straight in the workforce with a college degree or certificate. Furthermore, the number of students that are able to transition to four-year universities has risen over the past ten years. Dual enrollment opportunities have helped open new doors and give many opportunities to our students.