

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Jason D'Amico
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Elizabethtown Area Schools
(As it should appear in the official records)

School Mailing Address 600 East High Street
(If address is P.O. Box, also include street address.)

City Elizabethtown State PA Zip Code+4 (9 digits total) 17022-1713

County Lancaster County

Telephone (717) 367-1533 Fax _____

Web site/URL <https://www.etownschoools.org/> E-mail jason_damico@etownschoools.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Karen Nell E-mail karen_nell@etownschoools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Elizabethtown Area School District Tel. (717) 367-1521

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Terry Seiders
(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.

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

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):
- 3 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not 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	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	348
10	306
11	312
12 or higher	283
Total Students	1249

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 2.5 % Asian
 - 2.5 % Black or African American
 - 6.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 3 % 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: 5%

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	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	41
(3) Total of all transferred students [sum of rows (1) and (2)]	64
(4) Total number of students in the school as of October 1, 2021	1221
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Amharic, Bengali, Chinese, French, German, Karen, Nepali, Spanish, Swahili

English Language Learners (ELL) in the school: 2 %
25 Total number ELL

7. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 416

8. Students receiving special education services with an IEP: 16 %
Total number of students served 195

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>26</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>1</u> Deaf-Blindness	<u>50</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>124</u> Specific Learning Disability
<u>33</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>8</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 5

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	22
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	201
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	54
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	27
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 13:1

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	94%	94%	95%	94%	94%
High school graduation rate	93%	96%	91%	92%	91%

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	299
Enrolled in a 4-year college or university	51%
Enrolled in a community college	4%
Enrolled in career/technical training program	9%
Found employment	18%
Joined the military or other public service	3%
Other	15%

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.

Our high school is a vibrant learning center that promotes 21st-century skills and processes like collaboration, creativity, communication, and critical thinking. Peek inside our classrooms and you will see students actively engaged in quality, real-world learning experiences, all with the goal of every student graduates ready to live, learn, and thrive in a global community.

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

Non-Discrimination for students link

<http://go.boarddocs.com/pa/etwn/Board.nsf/goto?open&id=C35G4N420283>

Non-discrimination for staff link

<https://go.boarddocs.com/pa/etwn/Board.nsf/goto?open&id=BS7TL26C0082>

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

The Elizabethtown Area School District is located in picturesque Lancaster County. With deep agricultural roots, Elizabethtown Borough is also home to Elizabethtown College, a prestigious liberal arts college. This blend of farmland, college town, and city suburbs (both Harrisburg and Lancaster cities are within twenty miles of the high school) offers a unique community with diverse student interests.

The District's mission is for "every student to graduate ready to live, learn, and thrive in a global community." Central to this mission is our Life Ready Model, which is focused entirely on our students. At Elizabethtown Area High School, we desire to prepare our learners to have the knowledge, skills, social and emotional resiliency, and civic awareness necessary to be in a position to successfully pursue at least one of the following paths after graduating from our high school such as obtain a career that pays a livable wage, attend a postsecondary institution to further their education or seek an opportunity in our nation's armed forces.

Our goal is to excite students about their learning. We strive to foster an environment at the high school where students are engaged, take ownership of their academic program, and challenge themselves to be the best students and classmates they can be. In doing so, a strong foundation is being built to support success upon graduation from Elizabethtown Area High School.

National statistics indicate around 65% of high school students who graduated in the spring enrolled in a post-secondary institution the following fall (Bureau of Labor Statistics). As such, we believe it is equally important for the Elizabethtown Area High School to provide students who choose not to pursue a four-year post-secondary degree upon graduation (35%) a clear path forward for success with the skills necessary to succeed in the local, regional, and global workforce.

Our high school faculty and support staff provide opportunities both in and out of the classroom to think critically, collaborate, exhibit creativity, and build strong communication skills. In addition, we focus on fostering leadership, vision, accountability, responsibility, and academic proficiencies. Employability also entails skill-building through proper course work, an awareness of personal competencies and interests, career exploration, on-the-job experiences, and technical training.

The District's School-to-Work Life Ready Platform emphasizes helping students acquire the still relevant high school diploma, opening doors to future educational and career choice decisions. High school extension opportunities and experiences could include cooperative work experiences, Career and Technology Center coursework, cooperative partnerships with institutions^[1], pre apprenticeships, credentialing^[2], dual enrollment coursework, College in the High School, and Advanced Placement coursework^[3].

The District's Bachelor's Degree Life Ready Platform emphasizes supporting our students with personalized learning opportunities aligned to careers that may require a college degree. High school extension opportunities and experiences could include all of the examples above and including early enrollment^[4].

Providing our graduates with the foundational skills, knowledge, behaviors, mindset, and coping mechanisms to be successful at an institute of higher learning are all critical pieces of our comprehensive methodology for postsecondary readiness. While our approach recognizes that students are more than standardized test scores and academic transcripts, the demands of a postsecondary education require an educational program that is personalized and designed to develop the skills and habits necessary for success beyond high school.

Pairing a well-rounded, rigorous, and challenging curriculum with real-life learning experiences in the humanities and S.T.E.A.M. (Science, Technology, Engineering, Agriculture, Mathematics) arenas are essential to preparing our students to be successful at a postsecondary institution.

The high school's third and final life-ready platform supports students seeking an opportunity in our armed forces. New for the 2022-2023 school year is the launching of the Navy National Defense Cadet Corp

(NNDCC) program. Elizabethtown Area High School is one of only a handful of high schools in the Commonwealth to be able to offer the NNDCC program. NNDCC provides a program designed to expand students' opportunities to gain the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

The NNDCC opportunity is for students in ninth through twelfth grades that are considering an opportunity in our armed forces. It includes a four-course curriculum that covers content including civics, national security affairs, oceanography, and technology, among others. This classroom curriculum is coupled with various yearlong leadership, community service, and military-connected activities.

In closing, as you can see, our high school desires far more than success on standardized test scores. As a high school, we are striving to offer programs, services, supports, and connections to help all our students achieve their dreams and aspirations despite their diverse needs and ambitions.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Elizabethtown Area High School (EAHS) English department uses Pennsylvania State Standards to guide curriculum development. Core English courses are skills-based and assess students on mastery of those state standards. Core curriculum, created by working back from the key skills outlined in the state standards, develops students' reading, writing, listening, and speaking skills. Students write often in each of the four required English courses they take in high school, following a vertically-aligned writing progression that builds from kindergarten through senior year. EAHS's reading curriculum focuses on providing students with the opportunity to engage with a variety of fiction and nonfiction texts by diverse authors. From Beowulf to the works of Maya Angelou, Chaucer to Cortázar, and "Sinners in the Hands of an Angry God" to "I have a Dream," we offer students a wide range of exceptional literature from which they can choose.

This element of choice is foundational to EAHS's instructional approach. The skills-based standards provide a framework through which we can offer students options in what they read and write and how they demonstrate mastery. Students are assessed through essay writing, presentations, traditional tests, projects, portfolios, and more. These various modes allow students who may struggle with one form of assessment to show their understanding in different ways.

To ensure strong, consistent, and meaningful assessments while still offering choice, teachers use common rubrics for summative work. Each question in our diagnostics and final exams is tied to specific learning objectives we created by breaking down PA Standards into measurable skills. Core courses share many common formative assessments and all core courses use the same summative assessments.

Teachers use data from formative assessments like short writing responses, quizzes, polls, exit tickets, discussions, and more to adapt both in the moment and throughout a unit. Curriculum units include extensions and accommodations, providing teachers with quick methods for adapting to student needs, and individual teachers use a variety of resources to reinforce or extend learning. Our district emphasizes providing access to and training for high-quality programs, which allows us to employ educational platforms like Actively Learn and Schoology in a targeted, measurable way. These district-supported tools offer even more formative data in a format that's meaningful and usable, which is helpful in the classroom and in conversation with administrators, counselors, and parents.

Teachers review summative assessment data and consider both adaptations needed to increase mastery in the class and future pedagogical modifications. At the beginning of the school year, teachers review data from their current students' previous year's final exams and identify areas where additional scaffolding might be needed. That data, combined with individual class diagnostic tests, guides the way teachers present the curriculum, allowing them to emphasize whole-class skills that most students need and differentiate based on individual results.

Woven throughout the curriculum, in addition to the English Language Arts standards, are PA Career Education and Work standards. Students review life-ready skills like tone in professional communication, resume writing, problem-solving, and technological literacy, among others, fostering their ability to live, learn, and thrive in a global community.

EAHS approaches students with a whole-child lens, relying on relationships, family engagement, targeted pedagogical strategies, and engaging curriculum to foster growth and mastery in each learner.

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

The Elizabethtown mathematics department teaches a full range of courses, from Algebra I to Calculus, with electives in Statistics and Computer Science, using curriculum based on state and national

standards. Pennsylvania requires Algebra I students to take the Algebra Keystone Exam, so the Algebra I curriculum is based on Pennsylvania's Core Standards for Mathematics, which identifies the knowledge and skills students are expected to learn. These standards include specifications for other areas of mathematics, and were followed in the creation of Algebra II and Geometry. Our Probability and Statistics, Algebra III/Trigonometry, and Precalculus courses were designed around national standards compiled by the National Council of Teachers of Mathematics. We offer Advanced Placement courses in Calculus, Statistics, and Computer Science following curriculum established by the College Board. Computer science electives, designed in consultation with local colleges and universities, prepare students for success in AP Computer Science and future college courses. We also offer "Authentic Career and Practical Math Applications," which provides students with the opportunity to study mathematics related to careers of interest. Throughout the department, students have the opportunity to take honors-level, on-level, and co-taught classes so the needs, abilities, and interests of the students can best be met.

Mathematics courses are taught by certified educators using various teaching styles to meet the needs of their students. Teachers are enthusiastic, engaged, and willing to share ideas and teaching resources. Whether at lunch, during department meetings, or before or after school, mathematics teachers can be heard discussing what has worked for them or seeking advice for dealing with particular students or topics. Because of this open atmosphere, teachers feel encouraged and supported in trying new ideas, knowing that there are teachers willing to assist. Teachers create lessons using direct instruction, station rotation, project-based opportunities, and individual and group assignments. We are fortunate to have instructional coaches who are available with professional development, enhancing our teaching practices.

Elizabethtown mathematics teachers use formative and summative assessments to gauge our students' level of understanding and mastery. Formative assessments include quizzes, in-class guided practice, and homework assignments, to name a few. Teachers use both paper-and-pencil assignments as well as digital resources to learn about the students. Data from formative assessments is used to make adjustments to the lessons prepared for students, both during individual class periods and entire units. Summative assessments are administered at the conclusion of larger units of study, with all classes requiring final exams. Data from these assessments is used to judge both the performance of the students and the quality of the curriculum presented to them. At the conclusion of Algebra I, students take the Keystone Algebra Exam, as required by Pennsylvania. Students in Advanced Placement courses have the opportunity to take exams presented by the College Board. Teachers are continually using the results of all assessments to identify trends and patterns in student performance to target specific areas for improvement. By considering learning objectives, using various instructional approaches, and allowing assessments to guide instruction, the Elizabethtown mathematics department strives to provide a high-quality education.

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

The high school science department at Elizabethtown Area High School runs a variety of core and elective courses. Our students are required to have three science credits in order to graduate. Students must take a ninth grade general science course, Biology, and either Chemistry or Physics. These courses offer both an on-level and honors version; Biology also offers multiple sections that are co-taught with a special education teacher. Students are encouraged to take advantage of our many elective courses: Forensic Chemistry, Honors Chemistry II, Honors Biochemistry and Biotechnology, Advanced Placement Biology, Advanced Placement Physics I and II, Honors Anatomy and Physiology, Environmental Science, Mysteries of the Earth, Oceanography, Zoology and Botany, and Discovering the Universe. Students can also take Competition Science all four years of high school, a course in which students work independently on research projects to enter into the county science fair. These students also participate in Science Olympiad at the regional level. Our students placed 11th in the Pennsylvania State Science Olympiad in the 2021-2022 school year.

Each teacher follows a curriculum written in compliance with the Pennsylvania State Standards in Science and Technology. Students learn science through a mixture of hands-on and problem-solving approaches, including completing labs, collecting and analyzing data, and working cooperatively with others. Direct instruction is an important component in science education, but only when tempered with real-life applications of content.

The department is currently working toward adapting the STEELS Standards; the Pennsylvania adapted version of Next Generation Science Standards (NGSS). This will require teachers to shift toward phenomenon-based instruction that beds general scientific procedure with course-specific content. The STEELS standards will allow students to take greater ownership in their learning and find more application to their everyday lives.

Students are assessed at the state level through a Biology Keystone, the science department also creates their own assessments to use in the classroom. Students can expect to be evaluated on their data analysis, laboratory skills, and course content.

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

Elizabethtown Area High School's Social Studies Department strives to provide students with opportunities to become active citizens of our world. In grades nine through eleven, students are required to take courses in American history, world history, civics, and economics. In 2021-22, 97.8% of EAHS eleventh grade students passed our capstone civics exam with 47.8% of those being perfect scores. This is indicative of a successful instructional program that prepares its students to be life ready in a democratic society. Our Advanced Placement program is also performing marvelously, with our AP students scoring on average far above their state and national counterparts.

We believe in context-building and perspective formation in civic education. In that vein, our teachers have created electives that meet students' varied needs and interests, including Contemporary Issues, Geography, Pennsylvania History, Psychology, Sociology, the Vietnam War, National Socialism, the Holocaust, and World War II. Our curricular approach is to pose questions to students that affect them now or in their respective futures. Essential questions addressed in our curricula compel students to further develop their political self-awareness and empathy. To ensure the validity and relevance of our curricular goals, our department ensures that those goals are rooted in Pennsylvania Department of Education content standards or other relevant national standards. Instructionally, we present content in a variety of modalities in order to appeal to and reinforce students' interests and pre-existing skills. Students are challenged to utilize tools to demonstrate their learning.

We use formative assessments to reinforce and redirect instruction on key concepts and vocabulary, and writing assignments that help develop students' reasoning and communication skills. We utilize authentic summative assessments that ask students to journal historical experiences, create and execute social experiments, debate constitutional case law, present theses on historical controversies, and evaluate forms of media bias in the news media. Regardless of the kind of assessment, our teachers constantly reflect, reteach, and reinforce concepts on the basis of student feedback and performance.

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

Elizabethtown Area High School is proud to be a leader in our county in providing many college and career exploration opportunities for students. Career exploration opportunities include Lancaster County Career Technology Center (LCCTC), internships, work experience, apprenticeships, job shadows, mock interviews, career finance, and exploratory career field coursework.

Our district works with organizations throughout Lancaster to provide real-world opportunities to help students practice skills to prepare for careers in industries. This year, 95 students are completing internships and last year we had 86. This year 84 students are participating in work experience and last year we had 104. Students may attend LCCTC starting in 10th Grade. This year, 112 students are attending LCCTC.

Students can earn industry-recognized credentials through pre-apprenticeship programs. We offer a Building and Trades pre-apprenticeship class using curriculum from Associated Builders and Contractors Association. Students enroll in pre-apprenticeships through Independent Electrical Contractors and Manufacturers Association.

Through Northwest Emergency Medical Service (EMS), students are enrolled in an Emergency Medical Technician (EMT) course designed to prepare them to take the National Registry of EMT cognitive examination and the Pennsylvania Department of Health Bureau of EMS psychomotor examination to become certified EMTs.

Students complete Career Finance which focuses on personal financial literacy and career preparation. Students learn to manage bank accounts, apply for jobs, develop resumes and participate in mock interviews.

We have many opportunities for our college-bound students: AP Courses, Dual Enrollment, College in High School, college rep visits and trips, internships, etc. This year, 131 students took 273 Dual Enrollment courses and last year, 133 students took 254 courses. Students can take College in HS Psychology or Statistics. We offer 15 AP courses. Students took 164 AP Exams last year and earned these scores: 22 fives, 43 fours, 36 threes, 18 twos and 17 ones. This year, students are signed up to take 161 AP Exams.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Within the visual arts, our curriculum aims to fully bring 9-12th grade students into the world of art and covers a wide range of media and topics. Students acquire and apply skills through observing demonstrations, experiencing new or different perspectives and styles, practicing exercises, critiquing artwork, and creating larger formal artworks. Through high expectations, actionable feedback, and individually catered instruction students are uplifted to their highest potential. Our broad range of semester-long courses including sculpture, drawing, painting, photography, graphic design, crafts and fibers, give students a detailed walk through the expansive world of art and all it has to offer both historical and contemporary.

Approximately 20 percent of the student body participates in music electives including electronic music, music theory, Advanced Placement music theory, and music ensembles. Ensembles offer students in grades 9 through 12 the opportunity to perform a wide variety of music within the genres of marching and symphonic band, symphonic orchestra, and mixed chorus. Music curriculum reinforces language-based connections between visual symbols and aural expressions of sound and explores analytical relationships within the pitch, rhythm, and formal elements of music. Project learning in a collaborative framework is the template for all electives; student leadership and creativity are expressed through composition, conducting, and repertoire selection.

2b. Physical education/health/nutrition

Health and Physical education at Elizabethtown Area High School is based upon the following goals: developing and maintaining a positive attitude toward physical activity and fitness, developing a higher level of competence in skills and knowledge of movement and sport; acquiring the knowledge to develop and maintain a healthy lifestyle through current health issues and a continually updated health content curriculum. Our health and physical education curriculum is based on a selective program, whereby students may choose from a number of activities in order to meet the above-stated goals. Required activities include 9th grade Wellness, 11th grade Health, and an additional .5 credit or more in our elective offerings:

Elective offerings include Intro to Health Sciences, Mind & Body Wellness, Strength and Conditioning I & II, Net Sports, Lifetime Activities, Fitness for Life, and Cooperative Team Games.

All of our course outcomes include providing students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life. We believe all of the courses we offer to be an integral component of a balanced educational program. Students who are healthy and physically active increase their chances of achieving their highest academic potential, and are better able to handle the demands of today's hectic schedules.

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

The world language program at the Elizabethtown Area High School begins in seventh grade with exploratory French and Spanish. In high school, students in grades 9-12 can take up to 3 levels of French and/or 5 levels of Spanish. The 5th level of Spanish is a college-level course. The program is focused on language acquisition through comprehensible input and students are evaluated on their reading, writing, listening, and speaking proficiency. It implements state and national standards, and incorporates ACTFL (American Council of the Teaching of Foreign Languages) standards and performance descriptors. Unit and final assessments are common, open-ended, and proficiency-based. The world language program not only helps students acquire reading, writing, and other academic skills, it also teaches them twenty-first century skills like creativity, communication, collaboration, and critical thinking. Students who complete the Spanish program up to level 5 can take the Advanced Placement exam and receive college credit. Ultimately, the world language program provides enhanced opportunities in their lives post-high school, including a functional proficiency that allows them to succeed in college and in a variety of careers. It prepares students to become global citizens through the exploration of the language and the culture of the people who speak the target language.

2d. Technology/library/media

The Elizabethtown Area High School's Instructional Media Center (IMC) is a vital resource that supports students' acquisition of essential skills and knowledge. The IMC is a hub of activity, where students can access books, online databases, and other resources to aid in their learning. The space serves students in grades 9-12 and supports all content areas.

One of the primary ways that the IMC supports student learning is through its vast collection of books. The library has an extensive selection of fiction and non-fiction books that cover a wide range of subjects. This collection is regularly updated to ensure that students have access to the most current information available.

Another way that the IMC supports student learning is through its online resources. The library subscribes to several online databases which provide students with access to academic journals, primary sources, and other scholarly materials. These resources are invaluable for students conducting research for assignments and projects.

Additionally, the IMC is also a space teachers can reserve for collaboration and group work. The IMC staff is available to provide assistance with research and help students navigate the resources available to them. Additionally, the IMC has whiteboard tables, robotic equipment, tv monitors, and a variety of other resources that can be utilized by both teachers and students to help facilitate learning. The Elizabethtown Area High School's IMC is an essential resource for students' acquisition of fundamental skills and knowledge.

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

3. Academic Supports

3a. Students performing below grade level:

Elizabethtown Area High School (EAHS) has been successful at ensuring that all students have access to the core curriculum, as evidenced by achievement scores 16% above the state average in English/Language Arts

and 52% above the state average in Algebra I. EAHS places an emphasis on individual student growth and takes great pride in growth measures 13 points above the state average in ELA and 25 points above the state average in Algebra I. There are many factors that contribute to this success at EAHS, including the regular review of Multiple Measures of Data by teacher teams to ensure that curriculum and instruction are aligned and that interventions are in place to address learning gaps. Teachers have planning time during the school day, after school, and on regularly scheduled in-service data days to collaborate with colleagues to meet the needs of individual students. We continue to improve our best practice of providing co-taught classes in ELA and Algebra I, which enable teachers to provide remediation and differentiation to meet the needs of all learners. We work continuously to improve our Tier II and Tier III supports in ELA and Algebra I, investing in resources and developing school processes to ensure that all students are given what they need to succeed. The daily scheduled Flex period provides a regular opportunity for teachers to provide remediation and support to students who are performing below grade level. EAHS also prioritizes the partnership with families to work together on meeting the needs of each student, with an emphasis on student success plans created during the twice a year scheduled school conferences. Finally, differentiated instruction and personalized learning have been the professional development focus at EAHS as we implement our life ready model and prepare ALL students to live, learn and thrive in a global community.

3b. Students performing above grade level:

EAHS endeavors to meet the academic needs of all learners through a variety of shifting strategies that range from targeting large groups to a single learner. This response focuses on opportunities that allow students to have no limits on their ability to excel, or “Gifted” perspective. Most courses are leveled as either “on- level” or “honors” with “on-level” courses structured for students to garner foundational knowledge sufficient to attend a 4 year college & the “honors” track, further exacting. If additional rigor or academic curiosity is merited EAHS offers a plethora of AP coursework & has developed relationships with several colleges so students may also take dual enrollment courses. Students also have access to LLVS (virtual coursework) for topics unable to be offered in the building. Acceleration within the above framework is possible- worthy students are provided opportunities to “test out” so they have more time to excel to their full potential. Acceleration is possible in part because classroom teachers are able & willing to modify based upon what is best for a student. This capacity matched with willingness to act allows for effective differentiation & enrichment in the classroom benefitting all students but especially those identified as Gifted. At EAHS, teachers are remarkably open to collaborating with Gifted instructors to elevate their instruction for a specific student as well as seeking strategies to utilize with whole groups. Students also benefit from the staff’s willingness to engage in the “push in” model of Gifted education with a gifted instructor consistently collaborating with a section(s) & the instructor to offer more moments of vertical differentiation. Gifted instructors offer identified students with individual or small group instruction on topics of interest that demand more flexibility than the regular classroom to provide yet another method to meet the needs of all learners.

3c. Students with disabilities:

Inclusion and accessibility are two core values that the Elizabethtown Area High School strives to uphold, especially when it comes to educating our students with disabilities. In order to uphold these values we intentionally design our instruction, interventions, and assessments to meet the diverse and individualized needs of each of our students with disabilities through a combination of evidence-based strategies and techniques.

Some of the instructional modifications and accommodations that are used to support our students with disabilities include differentiated instruction, co-teaching, and assistive technology. Differentiated instruction involves our teachers either modifying the curriculum or modifying how our students access the curriculum in order to best meet their needs. We also adjust the pacing of some of our courses to ensure that our students have the time they need to learn and master our curriculum. Co-teaching allows for our content teachers and special education teachers to collaborate daily in order to provide more individualized attention and support to all of our learners. Additionally, we utilize assistive technology to support students with disabilities, including text-to-speech extensions on our 1:1 devices, braille devices, and specialized keyboards.

Our professional and support staff provide both academic and behavioral interventions to support students who may be struggling. Our interventions are all research validated and can include direct and explicit academic tutoring, social skills instruction, and implementing positive behavioral support plans.

Our assessments may be modified or accommodated to meet student needs, such as providing extra time, providing alternate formatting, or using specialized equipment. We use a variety of progress monitoring techniques to verify that students are responsive to our interventions. We have found that by identifying individual student needs and implementing strategies that are tailored to those needs, that we can ensure that every student receives the support they need to be successful.

3d. English Language Learners:

Elizabethtown Area High School (EAHS) has an English Language Development (ELD) program that includes adaptations in the delivery of instruction and assessments by all teachers based on students' language proficiency levels. To that end, our district developed a compliance data tool that requires each content area teacher to submit information regarding accommodations they made for each English Learner (EL) based on the student's proficiency level. Here is a sample teacher response for a level 3 EL: "Unit quizzes are adapted with chunked/outlined response templates. Visual aids are provided for all vocabulary terms/definitions. Vocabulary is frequently previewed and reviewed throughout each unit."

ELD instruction meets the individualized need of each EL. The program carefully tracks English Language Growth and Attainment as part of our state's Future Ready PA Index. As our program grows, we want to continue to meet this "on-track" accountability measure for our district. In addition to regularly providing students and their families with proficiency growth data, students also track and evaluate their own progress. As an example, here is part of one student's self-evaluation: "The patterns I see when I look at my test analyses is a tremendous growth in my speaking as well as in my writing where I can see myself using more complex sentences and a variety of text structures."

Graduation pathways include evidence-based achievement toward career readiness in terms of state Keystone exams, alternative assessments, and a career and technical education concentrator. Every rising senior EL who applied to the local career and technical center has been accepted into the full day program of their choice next year based on a combination of their grades, attendance, and teacher recommendation. The ELD program works strategically with each student, their families, and counselor with regard to postsecondary planning.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Academically, we provide leveled core courses, including Advanced Placement classes, to meet and challenge our students' learning abilities and capacities. For students with a focus on college, we offer partnerships with several post-secondary institutions so our students may enroll in dual-enrollment classes. Our teachers are committed to creating engaging instructional practices. With the assistance of a full-time instructional and technology coach, our teachers are provided with professional development opportunities during their planning periods. Elizabethtown offers a wide selection of elective classes from nine departments to help students explore career paths and passions. For students who may struggle, we offer a FLEX period to start the school day where teachers can provide tutoring and support.

Socially and emotionally, our district embraces Leader in Me as a tool to support growth in this area. Recently, our high school has started to implement these practices that are already in place in our elementary schools. One of the practices is a student-run lighthouse team that plans events to create a greater sense of belonging for students. To set a positive tone in our classes, teachers commit to starting the school year engaging students in a variety of connection activities with a relationship-building mindset. Our morning FLEX time is not only an instructional time, but also a time for students to connect with an additional caring adult for all four years of high school. Additional positive social and emotional opportunities we provide include clubs that run during FLEX, close to thirty athletic teams, theater and music performing groups, and our own emotional support dog.

Elizabethtown prides itself on preparing students for life after high school, whether it be college, careers, or military service. We encourage students to take advantage of externship opportunities, such as internships, work study, and service learning. With twenty-four credits needed to graduate our students have room to explore these options. Our Life Ready coordinator facilitates these opportunities for students and acts in a cooperative educator role as well. Elizabethtown offers in-house programs such as pre-apprenticeship classes that partner with local industry as well as industry certifications with a welding program. Recently, we added an early decision college day and early graduation as ways for students to fast track their post-secondary goals. Lastly, we started a Navy National Defense Cadet Corps (NNDCC) program for those who wish to pursue a military career after high school.

2. Engaging Families and Community:

Elizabethtown Area High School proactively offers our parents, guardians, and local citizens opportunities to be a meaningful part of our school community. As such, we encourage our parents and community to be partners in our educational programs, as it is crucial to our success in meeting our educational objectives. An engaged and informed community is more apt to support our educational goals, become involved in their child's education, and increase interest in our school system among non-parents and parents.

Through partnerships with numerous local business entities, the high school offers opportunities for students to build their skills through hands-on training programs. In doing so, students can explore careers, become more marketable, and be better equipped with the practical knowledge needed in a particular industry. The District's Cooperative Education, Pre-Apprenticeship, and Agriculture programs afford students a chance to pursue valuable on-the-job experience and certification in their career field of interest.

Each year, the high school invites our local business community into our schools to support our career readiness initiatives. One example is our STEM Summit, a collaborative effort between Junior Achievement of Central PA, countless community volunteers, and the high school. This day-long activity gives students a glimpse of the many career opportunities within biology, chemistry, electronics, engineering, physics, technology, manufacturing, and mathematics. The summit's goal is to spark an interest in and inspire students to explore careers in a STEM-related field.

Student participation in charitable and service-learning projects encourages them to be lifelong learners and

contributing members of society. Therefore, we offer our students many ways to participate in philanthropic activities, including volunteer opportunities, fundraisers, and food drives. A highlight each year is our Mini-THON effort to support childhood cancer research. Elizabethtown Area High School has sustained a tradition of having a Lights of Hope Luminary Ceremony at the end of community hours, where each lantern reminds us how many lives have been touched by this disease in our community. This year, over \$50,000 was raised at Mini-THON.

Our efforts to engage families and our communities extended far beyond the walls of our school building to include measures to remove barriers to learning for our students. For example, our social work department connects families to needed community resources, including our local food and clothing banks and emergency shelters. The department also supports families to adjust and better cope with personal difficulties that interfere with academic achievement in school.

3. Creating Professional Culture:

Creating a positive and supportive school culture is vital for ensuring that Elizabethtown Area High School (EAHS) staff feel valued and respected. It starts with recognizing the hard work and dedication that teachers put in to help students maximize their potential. One way Elizabethtown Area High School does this is by offering opportunities for professional development that help teachers build their skills and stay up-to-date with the latest teaching methods.

Effective professional development, called Community of Practice at EAHS, is tailored to the individual needs of each teacher and aligned with the school's goals and vision for students to live, learn, and thrive in a global community. For example, Elizabethtown Area High School offers training on technology in the classroom, differentiation strategies to meet the needs of diverse learners, and collaborative planning approaches to promote teamwork. EAHS also provides ongoing coaching and mentoring through the use of our Instructional Coach to support teachers as they implement new practices in their classrooms. These coaching practices allow teachers to receive personalized training in reflective cycles throughout the year. In addition to this, new teachers to the district receive extra resources, coaching, and opportunities through our targeted induction program to help introduce them to our district and the value placed upon our staff.

Creating a supportive school culture goes beyond providing resources and learning opportunities. It requires a shared commitment to fostering a positive and respectful work environment that values collaboration, creativity, and innovation. Etown continues to prioritize this goal by promoting teacher leadership opportunities, celebrating successes, and recognizing teachers' contributions to the school community.

An environment where teachers feel valued and supported is critical for promoting student success and teacher retention. Etown strives to achieve this by offering effective professional development, providing instructional resources, establishing open communication channels, and fostering a positive and supportive work culture. By doing so, EAHS continues to create a learning community where teachers and students can thrive.

4. School Leadership:

Our leadership philosophy is to build self-efficacy among our staff by striving for a shared leadership model at the high school. As we believe all students can be leaders by reinforcing qualities of leadership and providing opportunities to lead, we feel every teacher and counselor can take ownership of student achievement. It begins with our district's Life Ready model which focuses on preparing students for their future ambitions. Our staff understands and values the importance of building skills that connect coursework and post-secondary goals. For example, every student participates in a career and finance class. As part of the course work, students engage in a large-scale mock interview experience with representatives from business and community providing an authentic discussion platform. It is our business education teachers and life ready coordinator who champion this opportunity each semester. Preparing for life after high school includes seeing the importance of relationships. At the start of the school year, classroom teachers engage students in activities to help build deeper connections with their students and create a sense of belonging within the classroom early. Each teacher takes ownership of this practice and time is set aside for analysis of

any data collected for use in designing instruction and building relationships.

Our teacher leadership takes many forms. Our Professional Learning Liaisons work with the Curriculum and Federal Programs Coordinator on curricular needs, Multi-Tiered Systems of Supports and vertical articulation. Our Building Advisory of teachers and administrators collaborate on students' needs and sound school operations. Our association representatives work with the building principal to remove barriers for teachers to ensure a focus on instruction. All groups work collaboratively to support policies, programs and resources that benefit students.

When students exhibit academic struggle or learning gaps, we provide interventions in a variety of ways. For students with identified deficits in achievement, we offer co-taught classes in the core subject areas. These courses are taught by a certified instructor and a learning support teacher. They use best practice models that meet the needs of their students to close gaps in learning. Additionally, we have a forty-five minute FLEX period to start the day. This time can be utilized for individual or group tutoring.

5. Culturally Responsive Teaching and Learning:

The Elizabethtown Area School District takes great pride in providing a safe, secure, and welcoming learning environment for all students. Students who attend Elizabethtown Area High School (EAHS) have a multitude of opportunities to get involved in academics, the arts, and athletics. Whether it is in the classroom, on stage, or on the athletic fields, ALL Elizabethtown Area High School students are treated with respect, love, and inclusion. ALL students are able to express themselves in an open, honest way, free from judgment or ridicule. As such, the Elizabethtown Area High School is a school that promotes a safe learning environment where students feel supported, loved, and valued.

Students in the Elizabethtown Area High school participate in the Leader in Me program, a program that helps develop their leadership skills. Students who choose to be members of the Student Lighthouse Team are able to take part in decisions that affect the entire school, not just themselves. These critical life skills allow students to take a global perspective on their school, looking at how their decisions affect students of various backgrounds, ethnicities, socio-economic status, and in other areas. Additionally, EAHS students are provided with both voice and choice, which has allowed them to feel like true leaders in the school community.

Select staff members attended an Intermediate Unit series on developing a Supportive Learning Environment, where they were able to learn various methods and approaches to ensure the school setting is one that promotes equity and inclusion to all students. This work at the IU was then used to help develop the Support Services side of the Multi Tiered System of Supports (MTSS) triangle. School counselors, administrators, nurses, and other professional staff were also able to share their learning from the Supportive Learning Environment work with the high school staff.

Students and staff in the Elizabethtown Area School District are part of a district that makes a concerted effort to create an environment where all stakeholders are valued, respected, loved, and welcomed. The high school has dedicated their Leader in Me time to empower Student Lighthouse Team members to be an active part of developing a strong culture and climate for students and staff alike. Students are loved for who they are, for their unique talents and abilities, and for their meaningful contributions to the high school and entire Elizabethtown community.

PART VI - STRATEGY FOR EXCELLENCE

Our school has been successful because of our focus on practices and people over policies and procedures. Our staff evaluates everything it does through the lens of what is best for students. It starts with a commitment from teachers to make students feel welcome and create a sense of belonging in our building. In our first week of school, we focus on making connections and building relationships with students instead of moving headstrong into the curriculum. Our morning FLEX period gives students the opportunity to get involved in extracurricular activities as well as connect with a caring adult and consistent set of peers to start their school day.

Our teachers model these practices on a regular basis. Our staff takes chances, experiments with new ideas, and are willing to participate, especially if it has the best interest of kids as the purpose. Our community of practice professional learning model is a prime example. Teachers meet monthly during their preparatory period to learn about effective classroom practices led by our instructional coaches. These newly acquired skills can be implemented almost immediately. Teachers also gain insight on what works with students through peer to peer observation. It is this investment in people and practices that has helped make Elizabethtown Area High School a success.