

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

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

School Mailing Address 205 West Allegheny Road
(If address is P.O. Box, also include street address.)

City Imperial State PA Zip Code+4 (9 digits total) 15126-8805

County Allegheny

Telephone (724) 695-7368 Fax (724) 695-8690

Web site/URL
<https://www.westasd.org/westalleghenyhighschoolhome.aspx> E-mail cmchone@westasd.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. Jerri Lynn Lippert E-mail jlippert@westasd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Allegheny School District Tel. (724) 695-3422

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. Robert Ostrander
(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	41
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	264
10	234
11	263
12 or higher	236
Total Students	1038

*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 % American Indian or Alaska Native
 - 1.9 % Asian
 - 3.4 % Black or African American
 - 2.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88.8 % White
 - 3.5 % 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: 2%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2021	997
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Arabic, Russian, Uzbek, Turkish, Spanish

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

7. Students eligible for free/reduced-priced meals: 29 %

Total number students who qualify: 301

8. Students receiving special education services with an IEP: 14 %
Total number of students served 145

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>19</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>29</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>73</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>12</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 9 %
Total number of students served: 94

10. Number of years the principal has been in the position at this school: 3

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	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	54
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

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 19:1

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	93%	93%	95%	95%	94%
High school graduation rate	98%	96%	94%	94%	93%

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	271
Enrolled in a 4-year college or university	66%
Enrolled in a community college	14%
Enrolled in career/technical training program	4%
Found employment	9%
Joined the military or other public service	2%
Other	5%

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.

With a "Tradition of Excellence and a Vision for Tomorrow," West Allegheny School District has established a legacy in academics, arts, and athletics. The mission of West Allegheny High School is to ensure that every student graduates career and college ready with a viable postsecondary pathway, without the need for remediation, and is prepared to persist.

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

<https://www.westasd.org/Downloads/NONDISCRIMINATION%20POLICY%201143.pdf>

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

West Allegheny School District serves approximately 3,350 students (K-12) with 987 enrolled in West Allegheny High School (grades 9-12) and 41 students enrolled in our high school-facilitated preschool program. Located in Imperial, Pennsylvania, the District claims the largest geographic footprint in Allegheny County covering 60 square miles. Although geographically expansive, the community is unified by its proud tradition of academic, arts, and athletic excellence. This common thread is demonstrated through unwavering staff and community support for its students.

WAHS draws from growing socio-economically diverse residential communities including apartment complexes, rural housing, planned residential developments, and mobile home communities. Likewise, our community continues to grow with business and educational partners committed to the success of our students.

The district's Framework for Excellence embraces a K-14 model that lays the foundation for ensuring all students reach their full potential and our high school students are career and college ready. Key strategies WAHS utilizes to support this model include clearly defining career and college readiness with aligned indicators to monitor student progress, providing access to rigorous coursework supporting various career and college pathways, and ensuring differentiated supports are accessible to all students. By focusing on the individual student, WAHS's overarching goal aligns student interest to academics, arts, athletics, and ultimately to one of six career and college pathways.

To prepare students for postsecondary success, WAHS defines readiness through our Road to Career and College Readiness. The Road to Readiness maps out a student's journey through high school, identifying key research-based indicators to help each student demonstrate postsecondary preparedness. Students must maintain a minimum GPA of 2.8 and 90% attendance while meeting additional milestones such as participating in a minimum of one AP course, passing Algebra II with a 'C' or higher, earning early college credits, meeting standardized testing benchmarks, engaging in extra-curriculars, and completing community service. WAHS staff frequently monitor these indicators to determine student progress and provide supports to keep them on track.

Along the Road to Readiness, students engage in Career and College Pathways to support exploration of career interests, connect to viable careers and/or postsecondary programs, and prepare to persist toward certificate and/or degree completion. WAHS has defined six Career and College Pathways aligned to Pennsylvania's 16 Career Clusters. Each student identifies one or more pathway(s), based on individual interests, skills, and postsecondary goals. Career options and recommended courses are outlined in each pathway. Students personalize course selections to navigate unique experiences and curricular options related to their postsecondary goal(s). In addition, students learn about several careers through exploration lessons at each grade level. Students explore resources and interests as well as reflect on experiences to select their individual pathway(s).

Students embark on the most crucial year of their high school education and set the pace for success on the Road to Readiness as they enter ninth grade. To create a seamless transition and ensure all ninth graders are connected for success, WAHS has designed a Freshman Academy to provide a system of consistent and timely supports to increase Career and College Readiness. The Freshman Academy is focused on four pillars: student attendance, grades, behavior, as well as engagement with the school community. The foundational design features for these pillars include strategic clustering of classrooms to foster community, collaborative planning time for teachers, and a system for monitoring and supporting student progress.

As students continue their WAHS journey, unparalleled opportunities accelerate them toward their postsecondary plans. Through a robust portfolio of career and college coursework, students have access to 28 early college programs, accounting for 231 concurrent enrollment and 576 dual enrollment credits, 23 AP courses, and 16 career and technical programs. These opportunities form our hallmark Early College In High School Academy (ECIHTSA), with nearly 75% of our juniors and seniors, and over 50% of our sophomores, engaging in courses eligible for college credit. ECIHTSA was designed to remove financial and accessibility

barriers for students. Offering college level courses in high school provides students the opportunity to earn certificates, associate degrees, and significant credits toward bachelor's degrees by the time they graduate. ECIHSA offers 12 concurrent and 16 dual enrollment programs in high demand careers, providing dramatically discounted tuition for families. WAHS pays full tuition for historically underserved students and for any student whose family is experiencing financial hardship. This strategy positions students to persist through rigorous coursework aligned to their career goals with WAHS teacher support.

To further ensure readiness, WAHS implemented an MTSS Framework to identify and address barriers to student success while providing personalized supports. The framework outlines academic, social, and behavioral interventions that are research-based, tiered, and timely. On-going collection and analysis of student data at the classroom and school levels help identify students in need of additional support.

As students prepare to navigate life after high school, we are confident that the robust opportunities and individualized supports WAHS provides will guide them on a road to success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

WAHS's ELA program develops career and college readiness in students by preparing them to think critically, communicate effectively, and work collaboratively in the areas of reading, writing, speaking, and listening. The program fosters intellectual engagement and self-expression through the study of literature and language. Equipping students with these essential skills prepares them to successfully navigate the world outside of the classroom.

The ELA department offers a PA standards-based, vertically aligned program offering 15 courses, including five academic-level, seven honors-level, three AP courses, five early college credit bearing courses, and three online courses. Courses are reviewed annually, and the department makes new recommendations aligned to student interest and teacher passion for the content. Electives include Creative Writing, Oral Communications, Film Studies, Classic and Modern Literature, AP Research, AP English Language & Composition, and AP English Literature & Composition. To meet WAHS graduation requirements, students must earn at least four ELA credits. Currently, 10% of our students are enrolled in an AP course and 20% are enrolled in a college credit bearing course.

Across all ELA courses, the curriculum was written to balance contemporary and classical pieces including both non-fiction and fiction texts focusing on diverse perspectives representing multiple races and cultures. This design is intentional to bring relevance to students' experiences in ELA while building greater awareness of diversity in the world around them. In all courses, instruction focuses on effort-based learning and a disciplinary literacy model with pedagogical approaches, such as Socratic seminar, designed to socialize intelligence. To meet the needs of all learners, teachers incorporate a myriad of pedagogical approaches including scaffolding, differentiation, group work, writing labs, and peer reviews. Select courses are co-taught where an ELA and special education team co-teach the content. This strategy has proven effective as 77% of our students scored proficient or advanced on the Keystone Literature Exam.

Engaging learning experiences are integrated into curriculum and include cross-curricular lessons, projects, field trips, a district wide Read Across America program, and student driven community service projects. One example of cross-curricular collaboration is the work between our ELA and Social Studies departments to strategically time the reading of certain novels to coincide with the period of history being studied in social studies. For example, when World War II is being studied in social studies, students in ELA 9 are completing their skill-based curriculum unit using the novel *Night*, fostering greater contextual and historical understanding for students. This approach encourages students to transfer what they learn in ELA beyond the classroom.

Curriculum is reviewed annually and supported by contracted, content-expert consultants who lead our teachers in curriculum writing, task design, and the development of common assessments. Each course assesses student learning with common curricular-based-assessments and culminating tasks that provide formative feedback predictive for guiding instruction to develop student mastery of standards. ELA teachers participate in grade specific data summits quarterly to review benchmark data, curricular-based-assessment data, and student work samples from culminating tasks. This ongoing data analysis fuels continuous improvement in the teaching and learning process.

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

The mathematics program at WAHS develops career and college readiness in students by preparing them to think critically as mathematicians, work collaboratively with others, and engage in complex problem solving. As students develop understanding in the areas of numbers and operations, algebraic concepts, geometry, measurement, data, and probability, they are prepared with the skills to transfer their mathematics learning to take on real-world issues and challenges in their everyday lives.

Our mathematics program is aligned to the PA Standards and offers five academic-level courses, three honors-level courses, five AP courses, and six early college credit bearing courses. With offerings ranging from Introduction to Algebra to AP Calculus BC, our mathematics courses are sequenced to provide several entry points for students to meet their individual readiness and postsecondary goals. Students have access to 18 course offerings including traditional mathematics courses such as Algebra, Geometry, Trigonometry/Precalculus, and Calculus as well as non-traditional mathematics courses eligible for math credits, such as AP Computer Science Principles, AP Computer Science A, Data Analytics, Programming, Personal Finance, and AP Economics. Among our diverse course offerings, students may elect to participate in early college mathematics courses beginning in ninth grade with our Honors Early College Algebra 2 course. To meet WAHS Graduation Requirements, students must earn at least four mathematics credits. Currently, 33% of our students are enrolled in an AP mathematics course and 45% are enrolled in a college credit bearing course.

Instruction within our mathematics courses takes a balanced instructional approach nurturing both conceptual and procedural understanding to facilitate a deeper understanding of mathematical content. The Standards of Mathematical Practice (SMP) are developed in students as they engage in rigorous tasks that require them to discuss and write about math to explain and justify their thinking. Teachers' daily instruction includes consistent modeling of the SMP as they strive to provide connections to the real world while incorporating technology. WAHS teachers skillfully facilitate collaboration between students while encouraging growth and mastery in each course resulting in 97% of our students scoring proficient or advanced on the Keystone Algebra Exam.

Assessments serve as a tool to drive instruction and assess student mastery of mathematics standards. A variety of both formative and summative assessments are included as a natural part of instruction serving as both assessments of and for learning. Assessments take various forms such as Study Island and Edmentum benchmarks, traditional quizzes, end of unit assessments, projects, presentations, exit slips, and group work contributions. Information gathered from these assessments is utilized to inform instruction and differentiation to meet student needs.

Teachers participate in quarterly course specific data summits to review benchmarking data, common curricular-based assessments, teacher created assessments and culminating tasks. During these data meetings, subject specific teams of mathematics teachers analyze students' achievement and progress to determine the need for remediation and acceleration on a class and individual student basis. Additionally, the data summits guide the teachers in making any necessary adjustments to the curriculum or instruction.

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

WAHS's inquiry-based science program supports postsecondary success by developing scientifically literate students who not only know content but deeply understand scientific methods of inquiry, which are critical in real-world applications.

The science program consists of 22 PA Core Standards aligned courses, including four academic-level courses, four honors-level courses, five AP courses, five early college credit bearing courses, and five online courses. To graduate, students must earn four science credits including a course in Biology, Chemistry, and Physics, and an additional science credit of their choice. Students may select from a variety of course offerings including Forensic Science, Honors Anatomy & Physiology, AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, Exercise Science, Virtual Reality, and Digital Electronics. Currently 18% of our students are enrolled in an AP course and 16% are enrolled in a college credit bearing course.

WAHS science teachers utilize the 5E model to actively engage students through the following phases of learning science content: engage, explore, explain, elaborate, and evaluate. This instructional approach enhances students' ability to develop scientific thinking and reasoning, problem solving, collaboration, and communication skills while fostering active student engagement. Throughout science courses, an emphasis is placed on inquiry-based investigations that provide students with the opportunity to apply scientific practices. Science labs complement coursework by providing hands on engagement with science content

often situated in real-world contexts.

Teachers use a variety of assessment techniques to gauge student mastery of content. Summative assessments include common curriculum-based assessments, culminating tasks, projects, and benchmarks for assessed areas. Formative assessments are implemented throughout lessons and include classwork, homework, exit slips, and participation in content-specific discussions. Since the overall goal in each science course is mastery, the gathered data is used to determine if remediation or enrichment is needed as well as adjustments in pacing of the content.

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

WAHS's social studies program equips students for postsecondary success by preparing them to be responsible, culturally knowledgeable, participatory citizens who have an awareness of current events while understanding how they connect to history.

Students must obtain four social studies credits to meet graduation requirements and may select from 19 PA Standards aligned courses. Among course offerings, students have access to five academic-level courses, six honors-level courses, four AP courses, three early college credit bearing courses, and five online courses. The offerings include traditional required courses such as US History, American Government, and World Cultures. Less traditional courses, including Honors African American & Multicultural Studies, Honors Holocaust & Genocide Studies, Criminal Justice, Sociology of Sports, and Current Affairs, broaden student exposure to the social sciences. Currently, 21% of our students are enrolled in an AP course and 27% are enrolled in a college credit bearing course.

In social studies, one instructional priority is to ensure students develop an appreciation of multiple perspectives of history, specifically by analyzing primary and secondary source documents. Emphasis is also placed on the ability to analyze and write like a historian. Throughout courses, students are assessed on their performance on curriculum-based assessments, culminating tasks, research papers, projects, seminars/debates, and participation in class discussion and/or activities.

In alignment with Act 35, students participate in a locally designed civics exam. Embedding this graduation requirement within government courses provides a strong connection to the content and establishes the relevancy of the requirement. Additionally, within the World Cultures course, students engage in a Career Seminar aligned to the PA Career Education Work Standards to support exploration of careers and development of skills necessary for postsecondary success. The junior year Career Seminar is an essential aspect to ensure every student is connected to a postsecondary pathway prior to their senior year.

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

To prepare students for postsecondary success, WAHS offers an unprecedented portfolio of career and college programming. Our Early College in High School Academy (ECIHS) includes 28 college programs aligned to six Career and College Pathways in the fields of Arts, Communications, and Hospitality; Business Administration/Finance; Education, Human and Public Services; Engineering, Manufacturing Technology and Trades; and Health/Natural Sciences. ECIHS provides access to 16 dual enrollment programs offering 576 credits and 12 concurrent enrollment programs offering 231 credits. To diversify programming, we partner with five higher education institutions, including two community colleges, two technical colleges, and one four-year university.

ECIHS programs are designed as articulated program of studies pathways, supporting smooth transitions from WAHS to college for degree completion. Dual enrollment courses are taught by college professors, while concurrent enrollment courses are taught by our teachers, who qualify as college affiliate professors. By utilizing our teachers, negotiating discounted tuition rates, and paying tuition for students from historically underserved groups and those experiencing financial hardships, WAHS increases access and affordability to college level opportunities. Currently, 65% of our students are enrolled in college credit bearing courses.

To support career preparation, WAHS also partners with Parkway West Career and Technology Center, providing students with access to 16 career programs. Through Parkway, over the past four years, our students have earned 515 industry credentials. We currently have 12% of our students accessing career programming through Parkway.

Beyond our early college, career, and technical programs, we partner with local industries to advance career connections for students in various fields. The ACCELERATE (Advancing Career Connections through Experiential Learning & Exposure to Real-world Application, Training, & Exploration) program provides students with pre-apprenticeships, internships, job shadow experiences, mentorship, guest speakers, and career days. ACCELERATE's mission is to personalize experiences for students aligned to their academic and career goals.

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

WAHS offers a three- and a four-year-old preschool program to families living within the West Allegheny School District. This program is operated by two of our WAHS teachers and high school students who are enrolled in our Early Childhood program. It offers three classes, three days a week for two hours each, with two sections occurring in the morning and one in the afternoon. Based on the large number of families interested in the program, registration is conducted via a lottery system to allow a fair chance for enrollment. Families pay a small tuition and funds help support classroom materials and field trips. The preschool program currently serves 41 students.

Within the program, daily lessons are created by our high school students to teach concepts in math, language, literacy, science, large motor skills, and free choice time to our preschoolers. In addition, WAHS students design instruction from the Heggerty Phonemic Awareness curriculum, which is also utilized in our district's kindergarten through second grade classrooms. Prior to lesson implementation, all student developed lessons are reviewed by the teachers and adjustments are made based on feedback. This supportive coaching model leverages the expertise of our teachers as they are skillful at teaching both preschool and high school students.

Additionally, the preschool curriculum is aligned to the PA Learning Standards for Elementary Childhood and our district elementary schools' curriculum. Vertical alignment between our preschool program and kindergarten fosters collaboration among our preschool teachers and the kindergarten teachers within the district. This design element ensures that our preschool students matriculating to our district's kindergarten program are adequately prepared with the necessary kindergarten readiness skills and can successfully transition to the district's school age programming. We believe that through encouraging a positive attitude toward learning, we increase the likelihood of school success and lifelong learning.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At WAHS, excellence in the arts is one of our pride points. Student interest and appreciation in the arts is reflected in the percentage of our population enrolled in arts courses; 36% visual arts, 36% performing arts, and 15% marching band. To maximize access for interested students, the schedule supports flexibility with course options throughout all four years offered on either a three-day or six-day rotation.

Our Visual Arts program offers eight courses, including three AP courses, where students engage in personalized learning to build technical skills, creativity, and confidence through a rigorous and modern curriculum aligned to the National Core Art Standards. Student artwork is recognized through an active social media presence, local, state, and national art competitions, and culminates with over 2,000 pieces of student art, including senior installations, showcased at our annual Art Show. Our Arts Program has been recognized for five consecutive years by the Pennsylvania Art Education Association as an Outstanding Community for Visual Arts.

Our Performing Arts program is a focal point for our community. Recognized by the National Association of Music Merchants for five consecutive years, engaging course offerings include chorus, band, music tech, theater tech, piano, guitar, vocal studies, and jazz studies.

2b. Physical education/health/nutrition

WAHS offers a variety of PA Health and Physical Education Standards aligned courses to promote habits of lifelong fitness and wellness. Students may take courses throughout all four years on either a three-day or six-day rotation with access to seven courses with one qualifying for college credit.

The department utilizes an elective model, allowing students to personalize their physical education experience based on individual interests. Students participate in cooperative games, team building activities, and lifelong fitness activities. Dance courses spotlight individual and team talents in an annual Dance Showcase. Exercise Science connects fitness, exercise, and diet to overall health. Physical Conditioning teaches each student to design and engage in an individualized strength and conditioning program.

Grade 9 and 10 students participate in health courses focused on behaviors to promote physical and mental health. We offer all students a variety of lessons to promote positive decision making with respect to the dangers of vaping, opioid abuse, and internet, social media, and dating safety.

Additional course offerings include Partners in Physical Education as a college credit bearing course, Dance Company, and Lifeguarding and Aquatics. Students enrolled in Lifeguarding and Aquatics may become certified in American Red Cross Lifeguarding, earning an industry credential.

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

Students are culturally immersed in a robust world language program as WAHS offers 19 American Council on the Teaching of Foreign Languages standards-aligned, world language courses, including 12 in-person courses, seven online courses, three AP courses, and two early college credit bearing courses.

Offering both German and Spanish, our world language program emphasizes speaking and cultural proficiency. Exploratory language courses begin in seventh grade and progress to offer Spanish and German I-III, Honors ECISHA Spanish IV and German IV, and AP Spanish and German. These courses foster a culture of acceptance and understanding through language acquisition preparing students to become global citizens and lifelong learners.

In addition, American Sign Language I & II are offered by semester. Students learn over 1,500 signs including how to use them in conversation, how to fingerspell with an emphasis on accuracy, and how to use non-manual markers. Within these courses, students delve into the history of deaf culture and sign language, obtain knowledge of ASL grammar, and learn how to formulate sentence structure.

Students can also elect to learn French or Mandarin Chinese through our online program. Online course offerings include French I-IV, AP French Language and Culture, and Mandarin Chinese I & II.

2d. Technology/library/media

Courses available to students through BCIT align predominantly to three Early College in High School Academy (ECIHS) programs – Multimedia Game Simulation (MGS), Cybersecurity, and Business Administration. Within these programs, students receive access to industry recognized software, including Autodesk Maya, Unreal Engine, Unity, Aseprite, Blender, Microsoft Office, Google Suite, Adobe, and TestOut. Students may earn industry recognized credentials in Cybersecurity. Since 2021, WAHS students have earned 11 associate degrees and 11 certificates in MGS and 13 associate degrees and 14 certificates in Cybersecurity. Additionally, pre-apprenticeships in Game Design and internships in Information Technology are available through industry partners such as Simcoach Games and Questeq.

ETE ECIHSA programs include Mechatronics Technology and Engineering. Students in Mechatronics Technology may complete their Manufacturing Technician Level 1 certificate, which is an industry recognized credential. Four certificates have been earned by students. Juniors and seniors may apply for pre-apprenticeships in Mechatronics, Industrial Manufacturing, Sales Engineering, CAD, or Polymer Tech through industry partners.

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

Our community has a strong tradition of appreciation and respect for the armed forces. WAHS offers a robust Marine Junior Reserve Officer Training Corps program, developing leadership skills, character, and citizenship in our students. The goals of JROTC include motivating students to learn, fostering a disciplined and constructive learning environment, and instilling skills such as time management, responsibility, goal setting, and teamwork. Our JROTC program is thriving with over 10% of the student population enrolled.

Our Partners Program includes two college credit bearing courses that reflect our deep commitment to promoting and providing inclusion opportunities for our students with disabilities. This is a collaborative program where typical students are partnered with students in Life Skills to learn necessary skills to be successful. Typical peers receive college level instruction in the areas of special education, psychology, classroom management, and technology.

To invest in our students and connect them to their post-secondary goals, we offer an ECIHSA Early Childhood Education program that operates a preschool within WAHS. Currently, 16% of our students are enrolled and 630 college credits have been earned in just two years. Students in the program develop and implement lessons designed to engage preschoolers in interactive learning.

3. Academic Supports

3a. Students performing below grade level:

Student progress on the Road to Readiness is monitored through sophisticated systems of data analysis to ensure timely supports to students who are performing below grade level. This system includes monitoring of historically underserved groups with a focus on closing achievement gaps and is monitored at the classroom, school, and district levels.

In the classroom, teachers utilize ongoing formative and summative data to identify gaps in student understanding and provide focused and differentiated instruction. In addition, teachers provide support to students before, during, and after school through tutoring sessions and individualized conferences.

At the school level, teachers work together with administrators as Career and College Readiness (CCR) teams to monitor grade level data focused on attendance, GPA, grades, and behavioral infractions on a weekly basis. Teams meet and identify specific action plans with interventions to address areas in which students need additional support. Interventions include such things as small group instruction, study skills courses, parent meetings, and mentorship. Teams conduct conferences with students to set goals and review progress.

Finally, WAHS administrators meet with district administrators monthly for Data in Action meetings in which school level data is reviewed and critical actions are identified to address areas of growth aligned to the Framework for Excellence. Based on this analysis, adjustments are made to curriculum, programs, and resources available to provide support for students.

Tiered interventions available to support students are outlined in our MTSS Framework. West Allegheny Learning Center (WALC) is an example of one tier III intervention available to students as an alternative, online education program within the school. With a dedicated administrator, content teacher, and paraprofessional, the WALC environment provides remediation to get students back on the Road to Readiness. Through continuous data analysis and collaboration, we ensure effective interventions are put in place and are implemented with fidelity.

3b. Students performing above grade level:

For students who excel academically, robust course offerings provide opportunities to accelerate through our Early College in High School Academy (ECIHSA) and AP programs. Both programs provide access to rigorous coursework as well as opportunities for students to distinguish themselves and earn recognition for their high-level academic achievements.

Students enrolled in ECIHSA have access to over 800 early college credits across 28 programs and can graduate high school with an associate degree. Last year, the graduating class of 2022 earned 19 associate degrees, and 76 students earned the Outstanding ECIHSA Achievement Award boasting overall GPAs of 4.0 or higher in early college courses. Likewise, within our 23 AP courses, students can achieve the prestigious AP Capstone Diploma by earning a qualifying score in AP Seminar and AP Research, as well as in four or more AP courses. Since 2019, 17 students have earned the AP Capstone Diploma and 479 students have received other AP scholar designations, since 2015.

In addition to the rigorous and diverse courses offered within WAHS, students have access to 102 virtual courses they may take to challenge themselves. Further, students interested in expanding their knowledge in areas outside of our current course offerings may partner with a mentor teacher to develop a course through our Independent Study program. This program provides students with the opportunity to study in an area or at a pace that is unavailable in the traditional classroom. Junior and senior students may apply for an independent study with the support of a mentor teacher, parent/guardian, school counselor, and an administrator.

Students identified as gifted receive support from a designated teacher who shapes access to personalized educational opportunities. This teacher is accessible throughout the day for students to receive individualized support and to discuss personalized enrichment opportunities available both inside and outside of the traditional school day.

3c. Students with disabilities:

True to our school-wide theme of Connect for Success, we champion inclusivity for students with a system of supports to help all students prepare for postsecondary success. Students with disabilities are hand-scheduled into their courses to verify their educational programming is designed to meet their individual learning needs. Designated case managers partner with families and lead the collaborative IEP team to personalize goals, specially designed instruction, and supports for each student.

Recognizing the benefits of inclusion, we implement a co-teacher model partnering content-specific and special education teachers to facilitate learning in ELA and mathematics. In addition, innovative courses support inclusion while fostering growth in soft and hard skills for all students. For example, Partners in Exploring Foods fosters partnerships between students in the Life Skills Program and typical peers through lab experiences focused on food preparation, science, hygiene, wellness, and grocery shopping. West A Café, run by our Life Skills program, serves a la carte food items to staff and students in conjunction with our school cafeteria. Partners in PE uses fitness to promote social and motor skills as typical peers design and implement physical education lessons using research-based strategies to engage students in our Life Skills program.

Leveraging our WAHS supports and those available through outside agencies, we help our students with disabilities connect to viable postsecondary pathways and develop the skills necessary to achieve competitive employment. Our institutions of higher education partners, including the Work Force Development Program for Students with Disabilities, engage students with disabilities in college level courses leading to certifications or degrees with tuition fully paid by the district. WAHS also partners with Parkway West Career and Technology Center, Office of Vocational Rehabilitation, Beaver County Rehabilitation Center, Office of Developmental Services, and Goodwill to provide outside agency support.

3d. English Language Learners:

At WAHS, we are proud to serve, support, and celebrate our multilingual learners who collectively speak five different native languages. Our English as a Second Language (ESL) program is anchored around the WIDA English Language Development Framework and PA ELA Standards to ensure equity in opportunities and instill a sense of community for multilingual learners. Within our program, an ESL certified teacher provides English instruction and support across content areas while an ESL certified paraprofessional provides services in the general education setting.

Consistent with other departments, our ESL team partners with an ESL consultant to help grow their practice as they learn to provide more individualized supports and interventions to meet the needs of all ESL students and their families. Connections, including training opportunities, have been made to outside community resources. Our ESL teacher and consultant collaboratively facilitate professional learning opportunities for staff focused on supporting ELLs with classroom accommodations, communication with families, and building relationships.

To effectively communicate with our students and families in the ESL program, translation services are available on student Chromebooks, our Learning Management System (Canvas), our district app, and our call line. WAHS utilizes TalkingPoints to send communications to our families in their native languages. Additionally, our district provides an 8-week adult ESL course through the local Community College to provide English instruction and resources supporting our ESL families.

In order to ensure our multilingual learners are connected for success, we strategically hand-schedule them into their courses every year to verify equitable access to rigorous courses, including college credit bearing courses, that best meet their individualized learning needs related to their postsecondary goals. Our students in ESL programming may elect to enroll in early college coursework while in high school that is fully paid for by the district to remove financial barriers.

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

Our theme of Connect for Success supports a primary goal of fostering a school community where all students feel included, welcomed, accepted, and appreciated. One unique opportunity offered to students of color to help achieve this goal is participation in the Equity Scholar Panel. The Equity Scholar Panel is an affinity group designed to provide students of color a safe space to discuss concerns and challenges they face. The student group helps to mitigate racial isolation and allows students of color to act as supports to one another. The Equity Scholar Panel includes students in grades 8-12 allowing upperclassmen to serve as positive role models and mentors for the younger members. In addition, the students on the panel visit the elementary schools within the district to read books that reflect diversity, promote unity, and mentor K-5 students.

The students on the panel meet with district and school-leaders to work together on making the school environment more welcoming for all students. The students advocate for things specific to their needs and changes they feel will support overall school improvement. Actions taken based on feedback from the students include a celebratory approach to the recognition of black history, the inclusion of panel members in demo lessons as part of the hiring process, and students helping to facilitate teacher professional learning on topics related to cultural competence. Our teachers have shared how powerful it has been to learn from the experiences of Equity Scholar Panel members. In addition, the students have been afforded the opportunity to meet with and be mentored by leaders of color within the region, join a talent showcase hosted by the local branch of the NAACP, and participate in a Historically Black Colleges and Universities fair.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Critical to our success is student voice and agency. We have several student leadership committees designed to serve as advisors and contributors to decision-making. Valuing and elevating student agency has positively impacted our school climate, student belongingness, and motivation. Student leadership groups including Student Ambassadors, Stand Together, Equity Scholar Panel, and Board Representatives meet with administration and staff to identify areas of strengths and growth to improve school culture. Through student empowerment, WAHS has added course offerings, created a testing schedule to balance the number of assessments and projects due at a time, started advisory periods to create mentorships, adjusted curriculum offerings and selected texts, implemented a chill room, and rejuvenated our sensory room. Additionally, students have designed and facilitated professional learning sessions and assemblies on mental health, cultural competency, inclusivity, autism awareness, and reducing stigmas. Student leadership has led to the development of our 22 after-school clubs and activities that are consistently changing to meet student interests. Our student leaders are vital to planning and coordinating student celebratory events as well.

WAHS believes that every student should be supported and connected for success. To achieve this, we implement an extensive MTSS model supporting all students both academically and socially. Through MTSS we offer mental health support through Familylinks and the Therapets program. In partnership with UPMC, 2.5 agency-based therapists provide therapeutic services to students at school, removing transportation and financial barriers for families. Therapets also supports students' well-being through a therapy dog that visits students at school. Individual Student Success Meetings, including the student, guardians, counselor, administration, and teachers, occur as a Tier II and Tier III support.

One of our signature events is our annual Senior Celebration in which every senior declares their postsecondary plans in front of all students in eighth through eleventh grades, celebrating their accomplishment while also inspiring and motivating underclassmen. Seniors then participate in a celebration at their middle school and respective elementary schools, greeted by hundreds of students and staff cheering them on and celebrating their postsecondary commitments. The day culminates with seniors receiving large envelopes filled with congratulatory letters and cards that staff and family members personalize to them. Senior Celebration is a district event symbolizing the milestone of graduation and highlighting the viable postsecondary pathway our students have and can achieve. The goal is for our seniors to be role models for underclassmen and to be celebrated as they begin their new journeys, bringing their career goals to life through enlisting, employment, enrolling, and/or exploring.

2. Engaging Families and Community:

WAHS prides itself on strong, reciprocal relationships with our families and community members to honor, celebrate, and uphold the tradition of excellence. We believe family and community support provides a strong and necessary foundation for student success. Frequent and effective communication and family engagement are key strategies in supporting our students as they progress on the road to readiness. To that end, a strong social media presence provides timely updates and celebrates the accomplishments of our students. A 'West A' mobile phone app expands website accessibility for our school community.

WAHS fosters responsive family partnerships through parent nights, coffee and conversations, and a Parent Advisory Committee. Parent nights provide key academic programming, activities, and student support information. Outside agencies and our academic partners participate to discuss academic program opportunities. We also host parent nights to educate our families on important teen topics including internet safety, Hidden in Plain Sight, that helps parents know how drugs, vaping, and alcohol products may be disguised, and Listen Lucy, that focuses on mental illness. Superintendent and Principal coffee and conversations, occurring several times per year, create an open forum for our administrators to talk with our families about upcoming events or changes while providing our families with the opportunity to ask questions and make recommendations. The Parent Advisory Committee is a parent group, with diverse representation, that meets to provide direct feedback to administration on strengths and growths that inform

change efforts at WAHS and across the district.

WAHS is dedicated to supporting the diverse needs of our school community. To that end, our staff engages in an annual Day of Caring to kick-off each school year. Community members place boxes of food items on their doorsteps, and our district staff uses school buses to collect the donations throughout the neighborhoods. Collected food is taken to the West Allegheny Food Bank, with our staff stocking shelves to support local families in need. The Day of Caring yields enough food to support our food pantry through the holidays. The Family Support Committee, designed to help students experiencing hardship, provides gift cards, food, and gifts during the holidays and personal items to our families. The West A and Company, a student-run support closet, is open to all WAHS students to provide clothing, personal hygiene items, and school supplies. Additionally, WAHS covers financial costs for students from historically underserved groups and for families experiencing hardship to promote access to academic and extra-curricular programs.

3. Creating Professional Culture:

Teachers are the most important factor in student success, and WAHS is extremely fortunate to have highly effective teachers who are knowledgeable about content, skillful in pedagogy, and who care deeply about students. It is important that our teachers work in a culture in which they feel appreciated, valued, and supported as professionals. As such, there are several special ways in which we recognize, appreciate, and celebrate their hard work.

At WAHS, staff earn West A's Best nominations recognizing the many ways they go above and beyond to support students and each other. These nominations are given weekly and provide staff and administration a way to shout out the work of colleagues. Nominated staff members receive a West A's Best card noting their recognition and providing an early out or jeans day. Recognized staff members submit their cards when used and they are entered into quarterly prize drawings. Additional recognitions staff members can earn include Framework for Excellence Awards, recognizing efforts that align to the district priorities, Distinguished Achievement Awards, providing school board recognition for exceptional actions, and feedback cards that spotlight outstanding instructional practices aligned to the school's instructional focus. Each of these efforts help to celebrate staff accomplishments, boost staff morale, and let our teachers know they are genuinely valued.

Ongoing professional learning, collaboration, and empowerment are also seen as essential elements within our school culture that support teacher effectiveness. Grounded in Carol Dweck's growth mindset, our teachers are encouraged to be life-long learners motivated to work together to continuously improve their crafts. Professional learning opportunities include professional learning communities, content sessions led by consultants, curriculum-based learning opportunities, monthly school-based learning sessions based on staff feedback, college professor mentors, growth partners, new teacher induction, district level in-service days, and conferences. Recognizing the expertise within our staff, professional learning is frequently led by staff and on several occasions has included student leaders. Recent topics of professional learning include culturally relevant instructional practices and communication to increase effectiveness in working with diverse students, trauma-informed care and restorative practices to support student well-being, and engagement and differentiation strategies to improve instruction. Common threads throughout our professional learning include a grounding in research, practical strategies applicable to the classroom, alignment to Charlotte Danielson's Framework for Teaching, and collaborative planning time. Quality instructional feedback is provided to teachers to support the implementation of what is learned in professional learning.

4. School Leadership:

WAHS believes in servant leadership that provides our teachers with the training, support, resources, and empowerment necessary to effectively educate all students. Student-centered, equity focused, and success driven with an all means all approach, our administration takes pride in collaborating with teachers and families to ensure all WAHS students are supported to reach their full potential. Our benchmark to measure success is having all students on the Road to Readiness with a seamless postsecondary transition, without the need for remediation, and prepared to persist.

The WAHS administrative team is comprised of four administrators implementing a co-principal model with a lead and academic principal. The lead principal oversees all aspects of school leadership, transformation, and operations. The academic principal's role was designed to create programs to accelerate our students toward their post-secondary plans. This strategic approach of connecting students to pathways while in high school, supports greater post-secondary retention and degree completion rates for students. The role has focused on the design of our Early College in High School Academy, while also refining academic programming, instruction, and professional learning. The administrative team also includes an assistant principal who monitors attendance, discipline, and the Freshman Academy and connects students to appropriate supports. The final member of the team, the Supervisor of Ancillary Programs, supports students in need of more intensive instructional programming through our two flexible alternative schools, WALC and WAVA. Although not administrators, our five school counselors are an integral part of our leadership team. Working with a 1:250 counselor to student ratio, school counselors connect students to pathways and organize student success meetings to ensure they stay on the Road to Readiness.

Our leadership model empowers teachers to assist in creating a school culture in which both our students and staff are inspired, valued, and supported to succeed. Through trusting our staff, creating opportunities for collaboration, belongingness, and growth, we collectively increase the effectiveness of our practice to better support all students.

Key teacher leadership groups work with administration in the decision-making process. For example, the School Leadership Team focuses on the continuous improvement of teaching and learning. This team has been instrumental in leading a school-wide instructional focus on developing classroom cultures that promote active engagement and increase student ownership of the learning. Department Chairs serve as teacher leaders and assist with priority-based budgeting, curriculum decisions, and provide school culture feedback and suggestions. Teacher leadership groups meet frequently with administrators, facilitated by structured agendas, to provide consistent engagement to further the growth of WAHS.

5. Culturally Responsive Teaching and Learning:

WAHS fosters a school culture in which every student is connected to caring adults and to various academic, co-curricular, and extracurricular opportunities that align to their interests. We invest in getting to know our students and their families, building relationships, and taking actions to foster a sense of belonging for every student. The rich diversity of experiences, backgrounds, cultures, and languages of our students are viewed as assets that can help them learn content and make meaningful connections to the world and others around them.

As leaders for equity, our administrative team facilitates learning opportunities and book studies to support staff in continually developing the awareness, dispositions, and practices necessary to meet the varying needs of students. Several student groups have been involved in facilitating professional learning for teachers, centering student voice, teaching agency, and providing students a platform to advocate for their needs. Teachers have been trained on gender identity and we utilize a Gender Support Plan to establish a consistent approach among the student, guardian(s), and staff. Learning in these areas is evident as it impacts teacher practice within classrooms resulting in curriculum and lessons that incorporate diverse representation, student voice and choice being promoted within instruction, collaboration and communication skills being explicitly taught, and continuous opportunities for students to work together on meaningful life-relevant tasks. This work will continue to deepen at WAHS, as we are in the process of developing a series of learning modules addressing culturally relevant and sustaining education competencies that will be shared with all staff.

Beyond the classroom, student clubs and supports such as Equity Scholar Panel, Students in Action, Stand Together, Genders & Sexualities Alliance, Elevate, Model United Nations, Model European Union, Model African Union, Unified Sports, and peer tutoring help shape a welcoming school environment that values diversity, allows for affinity support, and helps to ensure all students are supported in their learning. It is common among these student groups to cross collaborate in various ways to celebrate diversity and unity within the school. By fostering an inclusive and diverse environment, all students can be their authentic self.

In the event that a bias-based incident occurs, WAHS has developed a protocol to address such occurrences and to facilitate conversations with students to address harm and restore safety within the learning environment. Administrators have been trained to implement this protocol and understand the importance of ensuring all students have access to safe learning environments in which they can be their authentic selves.

PART VI - STRATEGY FOR EXCELLENCE

WAHS's mission of ensuring every student graduates career and college ready, with a viable post-secondary pathway, is evidenced by a 97% graduation rate for our class of 2022. Of that, 87% enrolled in higher education, 2% enlisted, and 12% are competitively employed. The most impactful strategy in helping to actualize this mission is our commitment to increasing access to quality rigorous coursework and programming that prepares all students for postsecondary success. Our strategic focus on designing equitable systems is balanced with an intentional focus on supporting individual students. Together, they help us increase access while removing barriers and personalizing supports so that all students can accelerate toward and achieve success with their postsecondary plans.

Refining programming to increase accessibility started with growing the number of AP courses offered and removing unnecessary prerequisites that prevented some students from accessing higher-level coursework. In addition, we began paying all AP exam fees removing financial barriers. These systemic changes partnered with quality instruction, differentiation, tutoring, and individualized student supports have resulted in a collective offering of 23 AP courses with over 50% of our juniors and seniors taking at least one. Annually, our students now take over 730 AP exams compared to 178 in 2014.

To further increase access to rigorous coursework that fosters career and college readiness, WAHS launched the Early College in High School Academy (ECIHSA), offering 28 articulated college programs. ECIHSA's strategic design eliminates traditional tracking by offering multiple entry points for students allowing course entry based on readiness versus grade specific requirements. ECIHSA provides access to approximately 160 dual and 50 concurrent enrollment courses, accounting for over 800 college credits, and a wealth of industry-based credentials, leveraging partnerships across two technical colleges, two community colleges, and one university. As we diversify offerings, we personalize pathways to match student interests. Removing financial barriers, WAHS covers the cost of tuition for students from historically underserved groups as well as those from families experiencing financial hardships. Over 65% of WAHS students have started building their college transcript early, with some earning associate degrees and completing two years of college by the time of their high school graduation.

At WAHS, we recognize increasing the rigor of coursework helps to better prepare students for career and college readiness. What sets us apart from other schools, is that as we increase rigor we maintain an equity lens prioritizing the need to also increase access to better prepare all students for postsecondary success. We provide students this preparation in a caring, nurturing, and personalized environment.