

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Colleen Ledley

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

Official School Name Lansing High School

(As it should appear in the official records)

School Mailing Address 300 Ridge Road

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

City Lansing State NY Zip Code+4 (9 digits total) 14882-9021

County Tompkins County

Telephone (607) 533-3020 Fax (607) 533-4612

Web site/URL http://www.lansingschools.org E-mail colleen.ledley@lcsd.k12.ny.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Ms. Chris Pettograsso E-mail cpettograsso@lcsd.k12.ny.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lansing Central School District Tel. (607) 533-3020

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Christine Iacobucci
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	43	31	74
10	45	44	89
11	54	34	88
12 or higher	41	46	87
Total Students	183	155	338

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 8 % 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 2015 – 2016 school year: 9%

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, 2015 until the end of the 2015-2016 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2015	315
(5) Total transferred students in row (3) divided by total students in row (4)	0.092
(6) Amount in row (5) multiplied by 100	9

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

Specify each non-English language represented in the school (separate languages by commas):
Spanish, English, French, Thai, Ukrainian, Khmer

7. Students eligible for free/reduced-priced meals: 20 %
Total number students who qualify: 62

8. Students receiving special education services: 11 %
43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 3 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 3 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 1 Multiple Disabilities
- 0 Orthopedic Impairment
- 4 Other Health Impaired
- 32 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	29
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	96%	96%	96%	95%
High school graduation rate	96%	95%	91%	90%	85%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	80
Enrolled in a 4-year college or university	56%
Enrolled in a community college	33%
Enrolled in career/technical training program	3%
Found employment	6%
Joined the military or other public service	1%
Other	1%

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

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

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

We will inspire our students to be knowledgeable, responsible, healthy and compassionate citizens.

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

PART III – SUMMARY

Established in 1948, the Lansing Central School District is located on the Eastern shore of Cayuga Lake in the Finger Lakes district of New York State. Nearby college and universities include Wells College, Ithaca College, SUNY Cortland, Cornell University and Tompkins County Community College. Though we are a small district of 1165 students, we have an expansive community covering 65 square miles. Much of our lands are dedicated to both small and large scale farming. Our population has deep roots in agriculture, engineering, skilled labor and academia. Our location in a rural community in close proximity to several colleges and universities provide our faculty, staff and students with diverse learning opportunities.

Lansing pride is the heart of the school community. All members of the Lansing school community are highly valued and foster a strong sense of school pride. This begins with our well-manicured and cared for school grounds and facilities. Lansing High School (LHS) students are highly invested in maintaining and preserving their school and campus, as evidenced by our student council's commitment to bettering the school environment. Our LHS students proudly wear their blue and gold and celebrate being Lansing Bobcats by supporting each other and celebrating student success. LHS is centrally located between our elementary and middle schools. Not only is it the anchor of our school campus, it is also a center for Lansing community members. Without a town center, our school district, and LHS in particular, has embraced its role as the hub of the community. As a small school, we are fortunate to have a pool facility located in our high school for student and community use. Our connections with the Town of Lansing are strong and further promote Lansing pride. Lansing schools and the Town of Lansing Recreation Department work closely to provide numerous activities and opportunities for students and community members. These activities range from cooking classes, to ski club, to adult volleyball. In addition to our collaborative relationship with the Town of Lansing, we highly value the dedicated family members who lead our school booster clubs, such as Lansing Theatre and Performing Arts (LTAPA), Lansing Technology CDC (CDC), and Lansing Sports Boosters. Our Lansing leadership team and booster presidents meet on a regular basis to ensure we are always focused on our mission to inspire our students to be knowledgeable, healthy and compassionate citizens. Our Lansing Parent Teacher Student Organization (PTSO) is also a vital support to our academic and extra-curricular programming. For example, many STEAM (science, technology, engineering, art and math) events, made possible through the efforts of countless PTSO volunteers, enrich learning for our entire student body.

Lansing High School has a strong tradition of academic excellence. Our highly qualified LHS faculty and staff are dedicated to ensuring the success of every student. Approximately 60% of our faculty have 30 credit hours beyond a master degree and continuously engage in professional learning. Our Lansing Board of Education, leadership team, and school community highly value our educators. As valued members of our community, educators are committed to our students, as evidenced by our low turnover rate. It is our vision to create an educational environment where our students, faculty and community members flourish in an atmosphere that encourages independent thought, mastery and individual success. In addition to pursuing high academic achievement for all, we embrace and enhance each child's unique abilities, helping forge the connection between education and opportunity. Our course offerings include general core courses with both honors and AP options, a variety of electives such as Race, Class, and Gender, Project Lead the Way (PLTW) Engineering, New Visions and Career and Technology. Students are at the center of all we do and we encourage them to grow in character, empathy and leadership. An excellent example of LHS student leadership is GoMent@1, our student-developed and student-implemented peer mentoring and tutoring program. In addition, our students are continuously challenging themselves academically, as evidenced by the increasing number of students receiving dual credits. In the 2015-2016 academic year, 76 out of 80 seniors received a total of 728 college credits prior to graduating from high school.

In addition to academic excellence, LHS has a strong tradition of participation in our extra-curricular opportunities. Our school theater performances have a well established reputation for excellence, with many community volunteers contributing to make performances possible. Our athletic teams are second to none and their competitions are often the main event in town. Our music program is highly successful. We are proud of our new music facilities such as, additional practice rooms that support student learning. Last school year, our community was awarded the distinction of a "Best Community for Music." In addition, we

have many other clubs that support student choice, engagement and civic responsibility, such as Students Against Drunk Drivers, Yorkers, Student Council and Art Club. Our students also participate in Access to College Education (ACE). This program is a partnership with LHS and the four area colleges (TC3, SUNY Cortland, Ithaca College, and Cornell University). Students and parents attend workshops, plays, athletic events, and campus visits each year, throughout grades 9-12. ACE is a program to help academically capable high school students overcome barriers to college education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curricula at Lansing High School prepare our students to be knowledgeable, responsible, healthy, and compassionate citizens, community members, and family members. The curricula incorporate important state learning standards and aligned priorities across the disciplines. Through the close reading of varied texts and the exploration of math and science concepts, students build interpretations and understandings. They seek out and explore multiple perspectives. They develop arguments and support them with evidence vetted for validity. Our students' work helps them determine best courses of action to take as they develop as students and valuable contributors to society.

The Lansing High School English department challenges students to gain mastery in writing, literary analysis, and listening and speaking skills. Courses are aligned vertically to meet the standards set by the Common Core. Students can choose to work toward an AP English course in their senior year by taking honors English during their sophomore and junior years. Students engage in close reading of classic and contemporary texts including drama, fiction, non-fiction, and poetry, while fostering interdisciplinary connections through global history, science, math, music and art curricula. Reading and writing instruction is integrated through informal and formal responses, and research skills are developed using critical analysis, evaluating sources, and forming evidence-based claims. Research papers are written in collaboration with a teacher librarian to develop skills progressing to writing college-level inquiry-based projects. Students collaborate using the Google Apps for Education (GAFE) and other technological resources to write and review argumentative, narrative and expository writing projects. Teachers in the English department strive to improve best practices through summer curriculum projects and professional development opportunities, including the National Endowment for the Humanities, and as teacher consultants in The Seven Valleys Writing Project, a National Writing Project site.

The math curriculum is aligned to NYS Common Core Standards and best practices in mathematical thinking and learning. Teachers emphasize strong foundational skills along with deep understanding of enduring concepts. Students develop their own understanding through collaborative and project-based approaches. Instruction provides opportunities for students to understand mathematics as interconnected concepts and ideas, rather than a collection of algorithms. Emphasis is placed on multiple representations, with students relating algebraic concepts to their geometric counterparts. Early in high school, students research global statistics, and later apply skills learned in class to facilitate discussion, analyze results and draw conclusions. Students engage in real-world applications of algebra and other math skills through projects such as class fundraisers or learning how to finance an automobile. The curriculum includes college preparatory math courses of Algebra, Geometry, and Algebra II. Fundamentals of Algebra is offered as an introductory course for students requiring additional support. After completing core courses, students may enroll in college-level mathematics including Precalculus, AP Calculus, and AP Statistics. Business Math and Introduction to Computer Programming are offered as elective courses.

Lansing High School Science department fosters curiosity and applies scientific thinking to real-world problems. Teachers use the NGSS model to engage students in inquiry-based labs and lessons. Students generate questions and design their own experiments with teachers providing instructional models and assistance during guided practice. The critical thinking developed through investigation and debate builds essential scientific literacy that allows students to understand and participate in conversations about complex decisions global community members must consider when developing policy for public and environmental health. Students demonstrate mastery of foundational skills through written assessments, laboratory work, data analysis, and independent research projects. In addition to Earth Science, Biology, Chemistry, and Physics, students may further explore their interests in elective courses such as Environmental Science, Astronomy and AP Biology. Our teachers maintain meaningful working relationships with our local universities and technology companies. Community outreach activities include STEAM events, robotics competitions, investigative laboratories such as the Cayuga Lake Floating Classroom, a community garden in partnership with a local church, and field work within our watershed. Our students also have the opportunity to participate in the New Vision program in the areas of engineering, health and medicine, and

life sciences. New Visions is a full-year program that offers seniors a non-traditional, academically challenging senior year. Students divide their week between classroom theory and instructional days where students discuss literature, global concerns, and science-related topics in an integrated academic learning environment. Students participate in their New Visions program from 10 a.m. – 2 p.m. daily at the Cayuga Medical Center and/or Cornell University.

The mission of the Social Studies department is to foster critical thinking with an emphasis on collaboration and inquiry. The cornerstone of our instruction is the key ideals of building tolerance, understanding multiple perspectives and accepting divergent opinions. We embrace the inquiry process and challenge students to seek evidence-based answers to the enduring questions of our practice. These skills are taught through the study of Global History, US History and Government, and Participation in Government and Economics. Additionally, we offer AP US History and an elective course entitled Race, Class and Gender. English and Special Education teachers collaborate to co-teach courses so that learning is relevant and accessible to students of all abilities. Learning is not confined to our classrooms. The department proudly offers opportunities like Model UN and Yorkers History Club. Speakers from our local colleges visit LHS to enrich student experiences. Community Day (C-Day) is a day of hands-on learning and community service, with workshops and projects ranging from making hygiene kits for our local rescue mission to showcasing our volunteer fire department.

Our goal is to prepare all students for both the workforce and post-secondary education. LHS courses are aligned with NYS expectations for high school graduation and college and career readiness standards. Reading, writing, speaking, and thinking skills are built into each course and grade level. Instructional technology is integrated to enhance the goals of the lesson. Students navigate GAFE along with a number of virtual classroom tools. Our Library Media Specialist regularly collaborates with content area teachers to co-plan and co-teach college research and writing skills. Our school counselors push into classrooms in grades 9-12 to implement lessons focused on career interests and post-secondary education.

2. Other Curriculum Areas:

Lansing High School prides itself on providing enriching academic opportunities in addition to the core subject areas of Math, Science, English and Social Studies.

Student choice is the foundation of our art program. In every art course chosen, students select the theme they want to explore, the message they want to communicate, the materials and techniques they employ. We offer two comprehensive prerequisite courses followed by a variety of media-based courses. Our students can also select AP Studio Art or dual credit enrollment courses such as Visual Design for Electronic Media. LHS students consistently achieve high levels of artistic success, creating award-winning artworks for both regional and national Scholastic Art Awards. In the past three years, our students received 59 Scholastic Art awards at the regional level, three best-in-show awards at the regional level, and five National Scholastic Art Medals. In addition to creating award winning works of art, our art students look at, discuss, and analyze the works of other artists. They plan intensively, create, practice, experiment, critique, reflect, revise, persist, and publish their works and reflect on the process.

Lansing has a comprehensive K-12 music program that garners strong district and community support. We are one of the few small rural school districts in the state that offers music curricula in general music, vocal, band, and orchestra. At present, 47% of the HS student body participates in the music program, with 45% membership in at least one ensemble. Students participate in Band, String and Symphony Orchestras, Mixed Chorus, and Varsity Chorale. All ensembles explore literature from different cultures, time periods, languages, and genres, emphasizing the importance of sharing and respecting cultures and history through music. In addition, students participate weekly in small group lessons and/or chamber groups, and perform concerts. Educational opportunities are offered through participation in local, regional and state level honor ensembles through the New York State School Music Association. Extra-curricular opportunities include Show Choir, Musical Productions (cast, crew, pit orchestra), and student directed ensembles. In 2015, National Association of Musical Merchants (NAMM) awarded Lansing with the distinction of “Best Community for Music.”

The Physical Education and Health Departments focus on promoting active and healthy lifestyles for all students. Health Education is designed for students to get first-hand knowledge of health related problems as well as health skills to optimize their personal wellness. Direct CPR/AED training is integrated into the health curriculum. The mission of the Physical Education program is to enable all students to sustain regular, lifelong physical activity. LHS integrates lifetime sports activities while developing an understanding of why an active lifestyle is important. Students are required to demonstrate swim skill proficiency in our PE classes. Unlike most high schools, LHS offers an elective lifeguard training course which certifies students to be hired immediately. Both departments offer dual credit courses for both high school and college credit.

Project Lead the Way engineering courses are the heart of technology education at LHS. The Project Lead the Way curriculum engages students through hands-on activities designed to solve real world problems. While the focus is on teaching the design process in a variety of STEM fields, students develop strong technical writing and presentation skills. Each of the four courses use project-based-learning models with instructors facilitating daily experimentation and physical application of concepts. The fourth-year capstone course requires student design teams to combine skills from earlier courses to develop and present a product of their choice. Students work independently on unique projects to present a working prototype at year's end. Throughout this process, teams consult with engineers and other community experts to receive relevant feedback to enhance their process and final product.

The World Languages program reflects the understanding that foreign language learning and cultural awareness are inextricably linked. Students develop real-world language skills, enabling them to successfully function in multilingual environments. At the same time, students develop the cultural intelligence necessary to succeed in a multicultural setting. Students have the opportunity to study French, Spanish or both. Technology integration throughout the curriculum regularly provides students with the authentic, real-world materials which enable them to use their language skills in multilingual and multicultural situations. Our community supports opportunities for students to travel abroad with their teachers and peers. In recent years, students have traveled to France, Spain, Costa Rica, and most recently Cuba.

CTE is offered to students at our local Board of Cooperative Education Services (BOCES). The programs offered at Career & Tech match a wide variety of interests. Students who choose to attend Career & Tech come from the mind-set that active learning is an ideal and effective approach and enjoy active learning. Some examples of the most popular programs offered are auto body, animal science, culinary arts, heavy equipment, and early childhood.

3. Instructional Methods, Interventions, and Assessments:

Teachers attend closely to the process of learning. Formative assessment practices provide timely feedback, and inform possible shifts in instructional strategies, re-teaching, and pacing to differentiate instruction for students. Within each class, some students require scaffolding for learning, while others need content extended with extra challenges. Content area teachers embrace a variety of instructional methods to make learning more explicit for students. Process approaches to evidence-based writing are shared across curricular areas. These approaches include multiple opportunities for teacher and peer feedback. Science and Math courses flip the classroom so that students practice with and apply content while in class. Students make thinking visible while explaining their problem-solving strategies, modeling, questioning, and representing solutions. Art, Technology, Music, and PE make teaching and learning explicit through ongoing student work on authentic projects. The culminating performance or artifact is the result of weeks of differentiated instruction and feedback to students.

Instructional technology supports responsive instruction. Interactive whiteboards bring authentic international news programming to World Languages students, and allow for engaging formative assessment strategies, such as questioning with clicker responders, Poll Everywhere, and Nearpod. Chromebooks are available to all students as needed during the school day, allowing teachers to organize content and student work using the GAFE suite, including Google Classroom. Across the content areas, teachers use these tools to tier and differentiate instruction in response to student need. Other technology tools, like iPads, iPods,

and laptops support specific student learning needs, especially those identified in student Individual Education Plans (IEP).

Students can turn to other supports in the school as well. LHS is unique in its ability to offer a dedicated academic support period after school everyday where all teachers provide tutoring as needed. Go Ment@1, a student-run peer tutoring organization, is available for support in all content areas. Many teachers offer weekend and evening review sessions during exam periods throughout the year. More regular and sustained help is scheduled for students in assigned Lab courses or in Academic Intervention Services that emphasize skills practice, pre-teaching, and re-teaching of content. All students are integrated into general education courses; therefore, some classes include special education consultant teachers, integrated co-teaching structures, and instructional practices designed to adapt and modify instruction. Students also use the Resource Room where Special Education teachers pre-teach, re-teach, and support student practice in small group settings. Students new to English work with the support of an English as New Language (ENL) teacher on content modified to their learning level according the NYS Bilingual Progressions.

Students who need accelerated or high challenge curricula can access many electives. These electives are available to all students who wish to concentrate or advance in one or more content area. AP and dual credit courses are offered in ELA, Social Studies, Math, Science, Art, Technology, Music, and World Languages. More than 50% of our graduates earn a NYS Regents Diploma with Advanced Designation. In addition, 2016 graduating class earned a total of 728 college credits prior to graduation.

We make broad use of assessment data to understand both the varied needs of our students and the effectiveness of our programming. Department groups use assessment maps and item analyses of NYS Regents exam results to find patterns of strengths and weaknesses in our curricula. This process has led to an ongoing cross-content area focus on literacy - specifically on strategies for supporting content area reading and evidence-based writing. Grade level teams work together to develop Student Learning Objectives (SLO) at the beginning of the year. They examine the academic histories of students, as well as their state and local assessment scores to develop the SLOs. Teachers routinely use Learning from Student Work protocols to guide the formative assessment practices described above.

Regular reflection on our teaching practices and close attention to student learning promote our students' excellence. Our teachers participate in professional learning communities, professional organizations, the NYS Master Teacher program, and professional conversations about best instructional practices and priority outcomes for students. Teachers' high standards for their own work, and high expectations for students, sustain high levels of student achievement at Lansing High School.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Lansing High School has a long history of academic excellence and community involvement. Families value the academic and co-curricular opportunities available to motivate and engage students. Starting in ninth grade, we provide the necessary supports to provide a smooth transition to high school. Our ninth grade team of educators work together to address the academic and social-emotional needs of freshmen. Educators meet twice a month to study best practices in literacy, study skills, and non-cognitive skills. A full-time reading specialist provides interventions for general education students, with a special emphasis on the ninth grade. Each freshman is assigned a mentor through Link Crew, our student leadership and mentoring program.

School spirit is at the heart of LHS. Bobcat pride is visible throughout our campus. Students, faculty and staff are enthusiastically involved in athletics, music, theatre and high school clubs. Many of our staff members take on roles as coaches and advisers. Students very much contribute to the culture and climate of the school. Our Student Council organizes student-run events and advises the principal on key matters. National Honor Society members participate in local Lansing initiatives along with service projects at the high school. Students compete in regional contests through Model UN, Robotics and Shakespeare groups. Students enrolled in our Race, Class and Gender elective course organize a school-wide community day with speakers and activities focused on student passions and social concerns. All 330 students and 40 staff members participate in activities that reach across all grade levels and social groups.

Additionally, students are recognized and applauded throughout the year in district social media, LCSD website, and community newsletters. Our local newspapers, Lansing Star and Lansing Ledger, regularly cover student successes. In addition to scholarships and awards given at the end of the year, the high school holds quarterly Student of the Quarter Ceremonies in which students are recognized for their hard work, perseverance and community spirit. Often these are not the students with the highest grade point average. Rather, we recognize students who demonstrate personal characteristics necessary for success in both the workplace and college.

Our educators are respected and admired for their knowledge, talent and engagement in the lives of our teens. In 2013, LCSD leadership kicked off a "Love Your People" campaign that was focused on leading with kindness, love and commitment. Lansing is a small school, and all staff members develop close, personal relationships with students that continue for many years. Alumni return regularly to attend school events and follow up with their teachers. Over and over again we hear how well prepared they feel for life after high school.

2. Engaging Families and Community:

Lansing High School is the center of the community. Our small town does not have a town center, so the school took on that role many years ago. Families, students, staff and community members are deeply invested in the success of our students and our school. This is evidenced by the number of local scholarships awarded each year to our juniors and seniors. Our district-wide events such as our school performances, athletic contests, family events such as the Night of Life (an event supporting Camp Good Days) are also highly attended by family and community members. Our annual commencement, held on the grass field of our Lansing Bobcat football stadium, is one of our most highly attended events, with many alumni and community members present to celebrate students' achievements.

Our athletic teams continue to succeed at a high level with many successes at local, regional and state competitions. For example, our girls' varsity swim team has been undefeated for multiple years and are consistently IAC and section champs. LHS has students participating in 19 varsity sports, 4 JV sports, and 14 modified sports. Our community has great pride in our athletic accomplishments and successes.

Community members take on a variety of roles including coach, chaperone, and volunteer. As key

stakeholders, they provide input for our Shared Decision Making Team, Bobcat Boosters, Lansing Theatre and Performing Arts and the Parent Teacher Student Organization (PTSO). With the help of our PTSO, we have created evening "community conversations" to facilitate dialogue between families and educators on relevant topics such as stress management and student screen time. Our PTSO has been instrumental in promoting interest in math, science, art and engineering by organizing annual STEAM events with hands on activities for students. These are facilitated by high school teachers and professors from Cornell University and Ithaca College. Similarly, parents, educators, and community members associated with local industries work together as members of a Lansing Technology Booster Club and Corporate Development Committee to increase funding for technology and engineering in our high school.

3. Professional Development:

Professional learning addresses one fundamental goal in Lansing High School - to continuously improve how faculty, staff, and leadership work together to address the learning needs of all students. Flexible opportunities keep us responsive to many priorities: state-driven changes to learning standards and evaluation policies, the demands on the school community from the changing social context, and local priorities for improvements to teaching and learning.

Different pathways for professional learning support different purposes. Individual pathways include graduate coursework designed to increase content and pedagogical expertise; national, state and regional professional conferences designed to share current content area conversations and strategies; and regional and local workshops designed to learn, plan, and practice instructional improvements. In 2015-16, 63% of teachers held a Master's degree plus 30 credits or a Ph.D. Our highly-educated faculty networks within professional content area organizations and contributes to vetting and revising state learning standards. They use available professional learning resources to stay informed and to shape practice and program.

Teachers regularly lead and participate in collegial inquiry groups within and across departments. Teacher leaders facilitate collaborative professional learning around district-wide instructional priorities. Teacher leaders learn about evidence-based effective practices and the current professional conversations concerning these priorities. They then facilitate small groups of faculty as they learn, experiment, reflect, and share their learning around instructional practices of shared interest. Teacher leaders guide their department's work on curriculum development and alignment in response to changing learning standards or changing local priorities for student learning. Job-embedded collegial learning, formal and informal, is characteristic of professional work at Lansing HS.

Building-wide professional learning opportunities take two paths: collaborative problem solving, and addressing social and cultural concerns as a community. Time together is devoted to information sharing, discussion, brainstorming, and developing policy responses to building concerns. When confronting social concerns, especially regarding students, faculty take time together to learn from experts and from one another, to build shared understandings, and to determine responses that will support students in an always changing social context.

District-wide learning opportunities mirror the two paths of the building, often communicating NYS mandated changes, as well as developing professional philosophy and inspiration. Individually, in small teams, or as a building or district community, professional learning leads to teacher and leader expertise devoted to improving students' academic, social, and personal outcomes.

4. School Leadership:

Lansing High School has a shared leadership model based on effective systems of communication and feedback from all members of the community. While the principal is the sole administrator, she is supported by a part-time Dean of Students and a part-time Athletic Director. This team works directly with students and families to address a variety of concerns from behavior, the athletic code, attendance policies, and academics. Communication is constant and focuses on student success and on what is best for individual students.

Teacher-leaders are critical to the success of the high school. Decisions regarding curriculum and instruction are decided by a Building Curriculum Council, which is made up of teacher representatives from six departments, along with the principal and district curriculum director. The team sets annual goals aligned to district priorities. Teacher-leaders work with their departments to plan curriculum and instruction development for the year, including planning faculty meetings designed to support that work. A second group of teacher-leaders serve on the Building Leadership Team and oversee the general operations of the school, from scheduling, to school climate and culture, and building projects and initiatives. These educators have a hand on the pulse of the school. Monthly meetings with the principal lead to informed decision-making and follow-up communication with all staff members. The trusting relationships built through close collaborative work is the foundation of our success.

Our Student Support Team offers another type of leadership for the school. This team consists of our two school counselors, a school psychologist, the Dean of Students and the Principal. The school nurse and attendance clerk attend meetings when needed. Students' academic, attendance, medical, and social-emotional needs are addressed weekly. While a variety of data is used to identify students in need, there is also teacher referral process. These meetings allow us to respond to critical or immediate needs, and to monitor academic success over time. Careful outreach to students is done by Committee on Special Education (CSE) and Academic Intervention Service (AIS) providers, and also by community agencies.

Students are included in our leadership model through their participation as class officers, Student Council, National Honor Society, Link Crew, and members of teacher and administrative hiring committees. Student leaders meet regularly, but also receive information through school email accounts and district social media.

Additionally, all of our school committees, such as our Shared Decision Making (SDM) team, include a variety of community stakeholders. Our SDM team includes Board of Education members, parents, students, and community members. We collaborate and work closely with our Lansing PTSO, and booster clubs. We value community involvement and seek input not only through direct committee work but also through electronic surveys and open lines of communication.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Adults at LHS support students in a culture of strong academic success. Professional collaboration focuses on aligning curricula horizontally and vertically, determining shared learning priorities, analyzing assessment data and student work to determine priorities and next steps for student learning, and sharing knowledge of evidence-based instructional practices. Through such practices, the high school has developed an interdisciplinary effort to improve content area literacy practices with a shared focus on strong evidence-based writing.

The academic culture propels many students through a broad range of AP course options and Regents Diplomas with Advanced Designation, and to colleges of their choice. In addition, LHS offers CTE courses of study through TST BOCES (Tompkins Seneca Tioga Board of Cooperative Education Services). Eleven percent of our students graduate with Career and Technical Education Endorsements. The school supports opportunities for students to explore work options through internships, work opportunities in our student run school store, and community-supported mentorships.

LHS prepares and supports incoming freshman. As 8th graders look ahead to the beginning of their high school careers, they meet future peers who lead a process of welcoming them as future 9th graders. High school students share their experience of the transition and share important student-related information. Eighth graders tour the high school and make scheduling decisions before the end of the school year. In the weeks before starting their high school classes, they meet with high school volunteer Link Crew members who begin yearlong mentoring for the entire 9th grade. A series of Link Crew facilitated group activities, field trips, and individual check-ins continue through students' first year.

Diverse student identities are supported with a robust variety of extra-curricular opportunities. Athletics range from bowling to football, and include golf and cheerleading, to name only a few. Other clubs explore a wide variety of interests, including robotics, history, government, acting, art, community service, and the college application process. There are other student groups that serve the school community through efforts like producing the yearbook and the school paper, providing academic mentoring/tutoring to other students, and participating in the student council. The annual Community Day (C-Day), brings representatives from throughout the community into the high school to present on topics of student interest. Adults in the school and community work hard to create a welcoming space for all students in the school, and in community life beyond the school.

Lansing High School and the larger Lansing community partner and collaborate to support student character, civic, and academic development. It is through our partnership that we are able to continue to offer a diverse and challenging curriculum and extra-curricular opportunities for our students. Each student is valued as an individual and as a member of the community.

It is a true K-12 experience to witness our "Senior Walk", as seniors parade through our elementary school to cheering faculty, staff and students, wearing blue and gold caps and gowns, celebrating their years as Lansing Bobcats and inspiring our youngest Bobcats.