

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	27	29	56
10	64	29	93
11	39	32	71
12 or higher	41	38	79
Total Students	171	128	299

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 2%

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	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2015	313
(5) Total transferred students in row (3) divided by total students in row (4)	0.019
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0%
1 Total number ELL

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

Spanish

7. Students eligible for free/reduced-priced meals: 53%
 Total number students who qualify: 158
8. Students receiving special education services: 15%
44 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.

- 7 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 3 Emotional Disturbance
- 0 Hearing Impairment
- 2 Mental Retardation
- 4 Multiple Disabilities
- 0 Orthopedic Impairment
- 10 Other Health Impaired
- 18 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: 8
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	2
Classroom teachers including those teaching high school specialty subjects	15
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 20:1
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	95%	95%	95%	93%	91%
High school graduation rate	86%	89%	89%	87%	78%

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	53
Enrolled in a 4-year college or university	25%
Enrolled in a community college	45%
Enrolled in career/technical training program	6%
Found employment	17%
Joined the military or other public service	4%
Other	4%

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.
To support all students in achieving their highest learning potential by providing the whole child with the opportunity, environment, and encouragement to meet these goals.

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

The Red Creek Central School District serves a rural, upstate New York community situated on the southeast shore of Lake Ontario. The community has an agricultural base, but most of its working residents commute to jobs outside of the school district as there are few local employment opportunities. Indeed, the single largest employer is the school district. New York State classifies our school district as “High Need” as shown by our 54% Free and Reduced Lunch rate. Over 25% of our children are from families under the U.S. poverty level; 20% are classified as Students with Disabilities. At 1.716 on the state Pupil Needs Index, Red Creek is among the neediest districts in the state. Despite these constraints, Red Creek families have always placed a high value on public education.

The school building is the heart of the Red Creek community. It includes a recreation center that is used for physical education during the school day but is available to the entire community, bringing all age groups into the schoolhouse. This type of community interaction with the school fortifies our mission and establishes pride in our school.

Red Creek focuses on the little things. For example, a time-tested tradition of the school is the “clean and kept-up” look. A former Superintendent was known to pick up papers he could see from his window in the schoolyard and hallways. This philosophy has been carried over into the present. A clean and kept-up building gives students a very positive environment that is conducive to learning. The community is extremely proud of the condition of their buildings, as shown by over 80% approval on bond and budget votes.

Another tradition is participation in extracurricular activities. Over 75% of our students participate in some form of extra-curricular activity. Red Creek is known statewide for our excellence in soccer. Both boys and girls teams have won state titles over the years. The community has an extensive year-round youth soccer program that is independent of the school but supported by the use of our facilities. Athletics achievement is complemented by award winning programs in the visual and performing arts. Students have won State and National Awards such as New York State School Music Association's (NYSSMA) All-State Ensemble and Scholastic's National Art and Writing Awards. Other extracurricular opportunities unique to Red Creek include an International Student Program (enrolling students from countries such as China, Georgia, Italy, and Thailand) and International Club (students learn about other cultures and take a trip to New York City each year to experience a Broadway show and other multicultural aspects of the city).

Since 1992, the district has used various grants and funding vehicles to advance the district’s technology infrastructure and provide our students with “state of the art” means to access resources beyond the borders of Red Creek. This technology movement has been very important to our academic success as a recent survey indicated that 50% of our households do not have access to high speed internet. During the most recent school year we implemented a 1:1 tablet program PK-12 to provide our students with a higher level of technology literacy and the opportunities that are common in wealthier suburban communities.

Unlike many suburban communities, however, Red Creek's small, rural nature allows for some unique opportunities for our students. Since our campus consists of three interconnected buildings essentially joining all students under one roof, our high school students often volunteer in elementary classrooms, listening to students read or helping them practice math facts, during study halls. Also, National Honor Society students provide recycling services to the entire PK-12 community. Elementary teachers often comment that these extra chances to interact with former students on a regular basis is one of the many reasons Red Creek is so exceptional.

The success of our students is a result of an outstanding faculty and a commitment to ongoing professional learning. We have benefited from long-term leadership with minimal turnover. The Superintendent has been in the district for 26 years with 18 as CEO. Principals and other leaders tend to stay in the district, often for their entire career. The Board of Education and leadership team have established high expectations for all. Teachers transmit those expectations to their students. The results are found in student achievement. Though we are one of the highest need districts in the region, Red Creek consistently ranks in the top 10 on

grade 3-8 state testing and New York State Regents Exam results. In the Buffalo Business First ranking of upstate schools based on student achievement when student need is considered, Red Creek is 9th, the only district in our region included.

When compared to similar schools our results become even more impressive. It is evident that faculty, staff, students, parents, and community members all have a sense of ownership in the school that translates into a great experience for our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Red Creek High School offers multiple pathways for students in core subject areas, utilizing 1:1 Chromebooks to enhance our students' digital literacy skills. Starting as sophomores, students can take either English 10 or Honors English 10. Both choices lead students towards college-readiness. Students who take Honors English 10 advance to AP English 11 and can receive credit for College English 101 through Finger Lakes Community College since not all students score high enough on the AP exam to earn college credit. During their senior year, these students move on to take College English 102 and 103 graduating with 9 English college credits. All students, not just the traditionally higher achieving, are encouraged to challenge themselves towards the higher track.

This approach provides students coming from lower socioeconomic, non-traditionally college-attending families with college level experience at the high school level to better prepare them for post-secondary college success. Students not pursuing advanced classes still take rigorous courses designed to prepare them for success in college and careers.

The Algebra, Geometry and Algebra II curriculum reflect the NYS Common Core Learning Standards. Beginning in 9th grade students will take either Algebra IA (followed by Algebra IB), a stretch program for students who struggle in math and could benefit from additional time and teacher support; Algebra I; or Geometry (for students who completed Algebra I in 8th grade). Students who successfully complete Algebra II can receive college credit for courses in PreCalculus, Calculus, and Statistics through partnerships with area colleges, providing opportunities to earn up to 10 college credits in Math. College level courses are open to all.

The Science Department is currently finishing a third year of training for the new NYS Science Learning Standards through a Math/Science Partnership Grant for Small Rural Schools in NYS. Science teachers have received over 100 hours each of training on the new standards and have developed partnerships with neighboring districts and universities in the greater Rochester area.

Science students are offered the option of taking Living Environment A and B, a year-long, double period course providing additional time and support for hands-on learning and differentiated instruction. Students also can enroll in the traditional pathway of Living Environment as a single period, year-long course. Both options include rigorous lab components that meet every other day. Some students are accelerated in Living Environment in 8th grade and take an additional science course in 9th grade such as Earth Science. AP courses in Biology and Chemistry are offered, as well as college courses in Geology and Meteorology. Additional electives in Environmental Biology, Conceptual Chemistry, and Food Science round out our science curriculum.

All courses available through the Social Studies Department provide a broad range of instruction preparing students for civic and scholastic responsibilities. Juniors can take AP U.S. History, and seniors can take Business Law instead of the traditional Government class to meet Civics requirements.

Students choosing Business Law learn about business and consumer applications within the frameworks of federal, state, and local laws, including the impact of globalization and the emerging influence of technology and the internet. Students examine the relationship of law and ethics, due process, contract law, court systems, and methods of dispute resolution. Students participate in mock trials and experience the judicial system firsthand through a courthouse visit.

In the traditional Government course, students synthesize content-rich experiences with the study of contemporary and/or historic public issues to increase their awareness of their rights and responsibilities as citizens. Throughout the course, students analyze and apply issues and policies focusing on the Constitution and its application to modern life through the U.S. Supreme Court.

A variety of electives are also offered on a rotating basis to supplement the Department's core curriculum, including The American Civil War, Japanese History and Culture, The Sixties, and World War II.

The English and Social Studies Departments, with assistance from the Guidance Department, take our Sophomore class on an annual college visit to St. John Fisher College and our Junior class to the National College Fair. Our Technology/Business Department plans in-house Career and Alumni Days, providing our students multiple exposures to alumni and business speakers currently in college or the professional workforce. Additionally, and collectively, the high school has adopted a 21st Century global mindset incorporating the use of computer applications like Google Apps with 1:1 Chromebooks to enhance our student population's collaboration, innovation, and digital literacy skills.

2. Other Curriculum Areas:

Red Creek High School recognizes the importance of non-core subjects in the education of all students and strives to provide opportunities for students to engage their passions while preparing themselves fully for their future studies and careers. In the visual arts, for example, Red Creek offers many courses that introduce students to the importance of creating art as well as its role in global society personally and professionally. Students in grades 9-12 can take art classes such as Studio in Art, Graphic Arts, Creative Crafts, and Design and Drawing for Production, reflecting this dual purpose. Courses in Ceramics, Claymation, Drawing and Painting, and Graphic Art are also offered.

The Music Department also offers courses intended to connect students through art to the school and life beyond through performance-based and theoretical classes. Students in grades 9-12 can choose among six band and chorus groups, adding more specialized ensembles such as a select choir and jazz band to the traditional band and chorus groups. These music groups are a key part of building student engagement with the school as well as post-graduate career opportunities and social development.

Red Creek offers several classes to maximize students' practice and knowledge of good health practices that can translate into career opportunities as well. Health class is a graduation requirement for all students that teaches wellness as a concept and specific practices that are part of a healthy lifestyle. In addition to this, the school offers several food science courses including Culinary Essentials, Food Science, and Baking that promote good nutrition and proper cooking practices. There are also several electives open to all students introducing them to regional and world cuisines such as Road Trip USA and Taste of Southeast Asia. Rounding out the wellness initiatives of the district are the physical education courses—again required of all students—but supplemented by a Physical Conditioning class that allows students to learn proper conditioning practices and take their physical health to a higher level.

Red Creek's technology courses are designed to familiarize students with the latest tools of modern technology and their application in the workforce as well as teaching traditional skills everyone needs in life. Students in grades 9-12 can choose from a variety of electives ranging from Basic Electricity and Woodworking to Communication Systems and Robotics. Other courses include Welding, Small Gas Engines, and Metals I and II. The Technology Department also arranges field trips to regional businesses and job fairs as well as in-school alumni career days to introduce students to work and career opportunities in these fields.

Like the Technology Department, the Business Department at Red Creek offers courses that focus on career opportunities as well as life skills for all students. Students can take applied business courses such as Accounting, Business Math, and Sales and Marketing that will apply to college business studies or business careers, and the department also offers popular courses such as Hospitality and Tourism and Yearbook Production that could lead to future career opportunities. Courses focusing on important life skills include Career and Financial Management, College Success, and Computer Applications—a college credit class.

Foreign language courses offered at Red Creek, though limited, have been chosen to maximize applicability to real-life needs and opportunities for our students. All students can take Spanish, the most common second language in our geographic area. These classes include many cultural field trips as well as the opportunity to travel to Spanish-speaking areas, such as a recent trip to Puerto Rico and a planned trip to Costa Rica.

Students can earn college credit in Spanish through a partnership with a local community college. In addition to this, students can take American Sign Language, which has become a career incentive for some students while also enhancing their ability to communicate personally with hearing-impaired family, friends, and co-workers. With our proximity to the National Technical Institute for the Deaf in Rochester, NY, this option also provides opportunities for use within the region for our students.

Rounding out electives offered at Red Creek is a summer course in Driver Education with both a classroom and road component as well as a field trip to the “Let’s Not Meet By Accident” program at University Hospital’s Trauma Center in Syracuse, NY, driving home the importance of safe driving.

3. Instructional Methods, Interventions, and Assessments:

Staff at Red Creek High School use a variety of information to assess individual student needs and put plans in place to meet those needs. Student performance during middle school on NY state assessments, course grades, and teacher recommendations are all taken into account for planning both academic supports and enrichment opportunities in high school. Students meet with their counselor while in middle school to plan the courses they will take in high school based on their individual interests and goals. They are given the opportunity to self-select more challenging courses that can lead to college credit (offered through partnerships with multiple colleges in our region as well as AP courses). Due to our small size and single PK-12 campus, students develop lasting relationships with teachers and counselors who truly get to know them and understand their hopes and dreams, helping to provide them with the support they need to make those dreams come true.

Many teachers utilize students’ 1:1 Chromebooks as an opportunity to embed more formative assessments into their lessons in order to gather data about individual students to drive instructional decisions on a daily basis. Examples of software/apps being utilized in many classrooms include Castle Learning, Nearpod, Kahoot, and Quizlet, although teachers are often sharing new applications with each other both informally and on conference days. Students are introduced to Google Classrooms in many subject areas, giving them the ability to better organize and plan their assignments, collaborate with peers, and communicate with teachers when questions arise. As juniors, students are also introduced to another platform, Moodle, exposing them to another Learning Management System in order to better prepare them for the variety of platforms that are used in colleges and careers (such as Blackboard, Schoology, etc.).

For students who may not have mastered foundational skills in core content areas, Literacy, Math, Science, and Social Studies Academies are provided as part of students’ schedules within the regular school day in order to provide more individualized, small group support and instruction. A Learning Center is available throughout the day for additional support and Academic Recovery help is available after traditional school hours until 5:30pm Monday through Thursday, staffed by Red Creek High School teachers from a variety of core subject areas. Apex software is also an option in many core subject areas for students who are working on credit recovery. Students may elect to sign up on an as needed basis or be assigned these extra supports. A small percentage of students who were identified as reading significantly below grade level in middle school continue to receive reading interventions using Read 180 or System 44, which combines small group direct instruction with computer-based, individualized instruction, and independent reading with high-interest, low readability texts. Students are continuously progress monitored in these systems and their instruction is adjusted to be tailored to their individual needs.

Overall, the philosophy of Red Creek teachers and administrators regarding instruction is to match the instructional strategy to the learning objectives of the lesson and the individual needs of the students. Hence, teachers are encouraged to have a repertoire of instructional strategies to choose from when planning. Whether whole group or small group instruction is being used, teachers are encouraged to provide explicit instruction in foundational skills and provide more student-centered, problem-based approaches to enrich and apply those skills.

Similarly, infusing project-based learning and engineering practices across courses in Science, Math, and Technology help engage students by combining hands-on experience with academic principles. For example, the Environmental Science teacher applied for and has received a grant to plan and build a raised

garden bed in our greenhouse for the class to grow produce to be utilized in our cafeteria. Our Science staff have presented ideals of unit planning and implementation of the new standards at annual Science Teachers Association of New York State (STANYS) Conferences and are preparing to help our own elementary school get a closer look at how to develop lessons and units revolving around the new standards. It is truly a team approach at Red Creek where we are a community of learners, modeling life-long learning for our students in all that we do, and building lasting relationships to support our students beyond their PK-12 experience.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Paramount in Red Creek's success in engaging and motivating students is the community nature of the faculty and administration. Many have established roots in the community which provide a deep connection between staff and students that goes well beyond the classroom setting. These community-wide cultural connections include such events as the Thanksgiving Junior Supper, the Health and Craft Fair, the Red Creek Rage Soccer tournament, and the International Student Extravaganza to name a few. The school also provides a wide variety of faculty-advised athletic programs, music, drama and other fine art activities, and other diverse clubs that support and engage students - a something for everybody approach. In addition, many class-sponsored events support local charities and through these activities, students, administrators, and teachers together create connections that foster expectations of excellence for our students both in and outside the classroom.

Academically, Red Creek offers a wide array of academic supports for our students to get the extra assistance needed to achieve beyond minimum expectations. Our Learning Center, Core Academic Learning Academies, Activity Period, and Academic Recovery program, which extends beyond the school day, provide a safe, intimate space for students to work with staff in a one-to-one or small group setting. Teachers also take the time during planning and lunch periods to help students strive for success. Because of this "Open Door" policy, students feel that the staff as a whole is committed to their success. Students are also encouraged to work with one another through our National Honor Society tutoring program and after school core study groups. Additionally, we partner with SUNY Oswego College to provide mentoring for at risk students.

Because Red Creek is a small school district in an isolated rural area, we provide opportunities for students to explore the world around us through varied cultural experiences in school and through field trips. Students have traveled to events like the Finger Lakes Work with Your Hands career day, Darien Lake Music Competition, Science Olympiad Competitions, New York City, Boston/Cape Cod cultural/history trips, Puerto Rico, and many professional plays, presentations, and particular curricular and career related experiences that helps them to see the real-world applications of the education they receive.

These extracurricular experiences are made possible due to administrative support for teacher-led initiatives. With the shared goal of placing students first, administrators and teachers, together, create an engaging atmosphere that fosters student success through academic rigor, extracurricular connections, and continued engagement in the classroom and beyond.

2. Engaging Families and Community:

The Red Creek Central School District believes families and community play an integral part in a child's success and school improvement. In developing successful strategies, we look at two components: First, we must have an understanding of our audiences and the benefits they provide to our students and our school. Secondly, we must encourage ownership by these groups that can be an asset in shaping the larger school community. Parents and community are willing to help in shaping the school's vision - if asked and listened to. Parents participate in many of the school's support systems/programs. They operate food booths for various extra-curricular events. They chaperone and fund-raise for many cultural and educational field trips. They direct school drama productions and supervise all night Lock-Ins for our senior class. Some family and community members are substitute teachers in the district.

The school also partners with local agencies and colleges to support student achievement. Red Creek partners with the College-Bound Program offering support to students who come from low income and first-generation college-bound families. SUNY Oswego assists in supporting at-risk students with positive relationship building skills and college and career choices. The "How-to-Adult" program, through Catholic Charities, meets with seniors during English classes to discuss healthy relationships.

Teachers play an active role in engaging family and community. The technology department hosts an Alumni Day inviting former students and community members to come to school to talk about college and career experiences. Local artisans, through our art department, donate artwork to fund a scholarship for seniors wishing to further their education in the arts. The business department invites local businesses and agencies to speak with students about career opportunities - a bed and breakfast, local law enforcement, accountants and bankers to name a few. Red Creek alumni participate in our graduation ceremony giving out scholarships and awards supporting and honoring our student success.

Communication is the most vital component of the community engagement in our school. In addition to standard communication practices that school districts employ, Red Creek High School hosts many informational events throughout the year that inform the community of students' academic achievements and challenges. Events include the Freshman/New Student Orientation Night, the Advanced Placement Course Parent Meeting, Academic Awards Night, Financial Aid Night, and many educational and cultural field trips that supplement student achievement. The ultimate goal of Red Creek High School is to provide parents and community members the kinds of information, invitations, and access needed to ensure that our children are successful in school and beyond.

3. Professional Development:

Red Creek's philosophy regarding professional development centers on building internal capacity and providing differentiated opportunities to meet the unique needs of each teacher. In addition to presentations required of all faculty, teachers often choose from a menu of options for professional development and are encouraged to turnkey knowledge to other faculty members on conference days.

For example, prior to the roll-out of 1:1 Chromebooks for students, administration provided opportunities for staff to engage with various Google Apps. Teachers piloted the use of Google Classroom and other software using Chromebook carts. During a conference day and follow up faculty meetings, teachers met within departments to identify common concerns and expectations and then reviewed these with teachers who taught within the same grade levels. Ideas generated during collaborative conversations became the basis for school-wide 1:1 Device Student Expectations. Volunteers attended a 2-day Google Summit and Google Level 1 & 2 Certification training during the Summer and provided training and assistance to colleagues during the school year. This has allowed teachers to smoothly phase Chromebook use into their curriculum.

Workshops, facilitated by our own teachers, often focus on technology tools. Teachers bring materials with them to collaborate and/or create products to use in class. Other session topics are generated by teacher requests or state requirements and have included Student Mental Health, Co-Teaching, and Total Participation Techniques. Additionally, teachers are encouraged to submit proposals to take advantage of session time slots to collaborate on curriculum adaptations, visit classrooms in other districts, or visit area businesses or artisans, keeping up-to-date on fields relevant to the areas they instruct.

We also contract with regional experts to provide additional job-embedded support. Trainers observe classrooms and provide feedback or help co-teach/model lessons. For ongoing support, Lead Teachers coordinate meetings and curriculum work outside regular work hours. They also serve as mentors for new teachers.

In addition, SafeSchools is used to provide optional monthly online courses to staff including teachers, aides, cafeteria and transportation staff, etc. on topics such as Dealing with Disruptive Behaviors or Special Education Requirements. Many staff take advantage of these opportunities and can request particular topics.

Finally, administrators model a mindset of lifelong learning, attending monthly regional meetings as well as an annual Leadership Retreat with their counterparts from neighboring districts. They engage staff in professional development during faculty meetings and often participate in conference day sessions that are facilitated by teachers, reinforcing a collaborative culture.

Through surveys created using Google Forms and the use of a walkthrough rubric, information is gathered and feedback provided regarding school-wide impact of various professional development opportunities.

4. School Leadership:

Placing students first is the simple leadership philosophy of Red Creek High School: We treat all students with respect and dignity, provide multiple cultural and learning opportunities for all students, teach students to the best of our abilities, and provide a caring and nurturing environment that supports the learning needs and diversity of all students. This is accomplished through administration providing faculty and staff the opportunity to guide and "own" their learning and professional development. The intent is that all roads lead to the same goal - excellent policies, programs, relationships, and resources that focus on student achievement.

The Superintendent and the BOE play an integral part in shaping school philosophy. Both provide the resources and time needed to support the school's leaders and act on the school's behalf as liaisons to the Red Creek Community. The Principal's role is to collaborate and communicate the philosophy with other stakeholders in the school through a supportive, modeling approach. The Principal provides faculty and staff with guidance, instruction, and tools (time) they need to educate and care for all students. Teachers, with Principal support and guidance, manage their own professional development that supports programs, policies, and relationships. Examples include administration, teachers, and guidance working together to create policy and programming for our Advanced Placement start-up courses; our food science teacher, with support and resources through our Special education Department, creating an in-school catering service that enhances life skills for special needs students; a teacher Leadership Team developing a Career Day presentation, exposing students to college and career experiences; the Business Department developing a Career and Financial Planning course; and the Learning Center Coordinator creating a test prep program for students.

The administrative team also takes an active role in modeling the student-first philosophy of the school. Examples of this include the Principal, with teacher input, creating an Academic Recovery program after school that supports student learning, or working with the Attendance Clerk to analyze student attendance trends. Our Director of Curriculum, through Faculty and Leadership Team meetings, surveys faculty and staff seeking input in identifying professional development needs. The Assistant Principal cultivates relationships with underclassmen to track and maintain academic progress providing academic supports for struggling students utilizing resources such as Academic Recovery, the Learning Center, National Honor Society tutors, and the SUNY Oswego Mentor Scholar Program.

All of these leaders work together with faculty and staff to create a school culture focused on student opportunity and achievement.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Instead of relying on any one theory or practice of instruction, Red Creek High School employs a multi-dimensional approach to engage with all students on an individual level socially and academically.

In academics, the school provides a wide range of supports and opportunities addressing each student's needs and abilities. Our hour-long Activity Period built into the schedule allows students to receive help from class teachers at the end of the school day. The Academic Recovery Program, staffed by certified teachers, provides two hours of support for students who need targeted help, encouragement, or just a quiet place to work after the school day. The High School Learning Center is another venue that provides a smaller, more intimate environment staffed by certified teachers from a variety of content areas. Students in the Learning Center can access the on-line APEX Credit Recovery program if they have fallen behind due to absence or family crisis. Students can also receive peer-tutoring from our National Honor Society tutoring program during the school day.

Students who want a more challenging and rigorous academic program can select from a wide range of AP and college-credit classes. Advanced offerings in core academic areas as well as in computer technology provide students with the opportunity to develop themselves academically for the challenges ahead.

The district's 1:1 Chromebook initiative provides students from all socioeconomic backgrounds the opportunity to work online outside of school, leveling the playing field and allowing increased collaboration between students and teachers beyond regular school hours. The use of many of the available learning and assessment programs allows students to work more efficiently while at the same time allowing teachers to gauge progress and adjust instruction accordingly.

The connections built between students and staff through these diverse opportunities for academic interaction increase students' engagement in school - which is enhanced by our small size. Teachers and students know each other beyond simply being a line in a grade book, and the school works to build on these connections through a variety of programs designed to help students emotionally navigate the rigors of education. These include the SUNY Mentor Scholar Program coordinated with the State University of New York at Oswego, the How to Adult program for seniors with Catholic Charities, school-sponsored bonding events such as lock-ins, field trips, and our annual Moving Up Day, a school tradition celebrating the end of a successful year and an emotional farewell to our graduating seniors.