

U.S. Department of Education
2018 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 Mr. Robert Clark

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

Official School Name Fairport Senior High School

(As it should appear in the official records)

School Mailing Address 1 Dave Paddock Way

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

Fairport NY 14450-2130
City State Zip Code+4 (9 digits total)

County Monroe County

Telephone (585) 421-2100

Fax (585) 421-4645

Web site/URL <https://fairport.org/our-schools/fairport-high-school/>

E-mail rclark@fairport.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Brett Provenzano

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail bprovenzano@fairport.org

District Name Fairport Central School District Tel. (585) 421-2000

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Peter Forsgren

(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 8 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 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	0	0	0
10	247	247	494
11	262	234	496
12 or higher	258	252	510
Total Students	767	733	1500

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 5 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 87 % 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 2016 – 2017 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, 2016 until the end of the 2016-2017 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2016	1520
(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. English Language Learners (ELL) in the school: 1%
22 Total number ELL

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

Arabic, Vietnamese, Somali, Cantonese, Dinka, Turkish, Spanish

7. Students eligible for free/reduced-priced meals: 19%
Total number students who qualify: 285

8. Students receiving special education services: 13 %
188 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.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>78</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>92</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	110
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	13

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 24:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	96%	95%	94%
High school graduation rate	98%	98%	97%	97%	98%

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 2017.

Post-Secondary Status	
Graduating class size	524
Enrolled in a 4-year college or university	66%
Enrolled in a community college	24%
Enrolled in career/technical training program	1%
Found employment	5%
Joined the military or other public service	2%
Other	2%

14. 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.

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

We are a supportive community of students and adults, mutually dedicated to the growth and success of each individual. Our task is to challenge each other to strive for excellence as we discover our abilities and develop our unique potential.

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

Fairport Central School District (FCSD) is a large suburban district located outside of Rochester, NY with 5,900 students enrolled in eight different schools. Our student population comes from a wide variety of socioeconomic backgrounds and is made up of agricultural, skilled professionals, and small business owners. To further embrace diversity, we participate in the Urban-Suburban Program with the Rochester City School District and have welcomed our Arabic, Vietnamese, Somali, Cantonese, Dinka, Turkish and Spanish-speaking students into our English as a New Language (ENL) program. Our community is widely-known in the region for its “Fairport Family” mantra. Each year, FCSD employees make donations to local charities through the “Friends of Fairport” program. Last year alone, 395 employees donated over \$21,000 to help others in need.

Fairport High School (FHS) houses students in grades 10-12, with an overall enrollment of 1,500 students and commits itself to the Fairport Family culture. For over twenty years, FHS has embraced the theme of CARE (Civility, Acceptance, Responsibility, and Embracing of differences), which is aligned with the 40 Developmental Assets. Student Asset Leaders model citizenship and teach others to do the same. To strengthen the sense of community, “Brotherhood-Sisterhood Week” was developed and focuses on CARE and community-building. The week-long tradition culminates in the popular “Outreach Day” where FHS students visit their “buddies” in elementary buildings. This special day is memorable for students of all ages... so much so, that seniors often comment on it when reflecting on their high school experience.

FHS is a high-performance school that offers a comprehensive and rigorous academic program for students to achieve their greatest potential. Accordingly, the program provides opportunities for the unique skills of our diverse student population. Teachers challenge students to think critically, communicate effectively, and to foster an appreciation for lifelong learning. Our Special Education Program is designed to support students with a wide-range of needs in the least-restrictive environment possible. In addition to traditional core classes, we also have an extensive AP catalog including sixteen offerings; five Syracuse University Project Advance (SUPA) offerings for dual-credit options; dual credit courses through local community colleges; as well as numerous electives in all disciplines, including business and technology, to prepare students to not only be successful, but also competitive in today’s global market.

Students are provided with learning opportunities and experiences that extend far beyond the classroom. We offer over 29 clubs focused on building and strengthening students’ collaborative, communication and leadership skills. Be it our Student Ambassadors Program; Robotics or Math Teams; Environmental, Model UN, Leo, Drama, or Downstage/improvisation Clubs, FHS cultivates the broad talents of our students in ways that will support their growth as citizens and leaders of the 21st century.

In addition to celebrating our students’ athletic, artistic, musical and theater accomplishments, we host several recognition programs for academic achievement and student involvement awards as well as National Honor Society and National World Language Societies. We also have an active “Dollars for Scholars” chapter, through which the community generously awards scholarships to graduates each year. We strive to acknowledge and appreciate the many talents and triumphs of both our students and school-community members by recognizing stand-out students, alumni, and staff each year in the Student and Alumni Wall of Fame and Wall of Distinction ceremonies.

District leaders and teachers are devoted to professional development and growth to further their understanding of content and implement best practices. FHS teachers collaborate in Professional Learning Communities (PLCs) to analyze common assessment data to inform future instruction and ensure horizontal alignment. Beyond enrolling in traditional conferences, many of our teachers commit themselves to NYS association workshops, NYS Master Teacher programs and online courses. Of the 116 in the state, FCSD had the highest number of newly-certified National Board Teachers outside that of NYC and five of the twelve in our district teach at FHS.

Though Fairport is proud of its many accomplishments, we always look for ways to improve and have come to understand the importance of mental health wellness within our school and community. As a result, we

further trained our mental health staff and partnered with the University of Rochester (U-of-R) Strong Behavioral Health to establish a satellite location on campus accessible for students and their families. Our staff is now better educated and equipped to embrace and teach students with mental health issues. The District has also partnered with the U-of-R to create a long-term strategic plan. To develop the plan, a District Advisory Council was formed to study the areas of Educational Programming, Fiscal Sustainability and Facilities Planning. This council is still conducting its research and hopes to make recommendations to the Board in June, 2018.

FHS is a school-community committed to teamwork, support, leadership, and success. The Fairport Family strives to teach the whole child by maintaining a learning atmosphere that helps students attain their greatest potential while providing a culture that respects and celebrates the diversity of all people.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Fairport High School's (FHS) core curriculum has been designed to provide students with a meaningful educational experience that prepares them for life after graduation. To work toward that goal, FHS continually reviews and revises the core area curriculums to not only incorporate the newest state and national Common Core Learning Standards (CCLS), but to also include meaningful literacy, cooperative and inquiry-based learning opportunities. In all core content areas, directors, subject area teachers, and special education teachers work collaboratively every few years to evaluate student performance data and trends and update curriculums. In recent years, we have purposefully infused explicit literacy instruction in each discipline area. As teachers engage in curriculum writing projects, they modify and adjust the scope and sequence of the coursework and look to integrate rich, engaging research-based learning experiences.

FHS endeavors to create and maintain an educational experience that meets the academic and social-emotional needs of each and every student. Curriculum offerings at FHS include local, Regents, co-taught Regents, Honors and Advanced Placement classes in all core academic disciplines. We also offer 12:1:1 Regents level core courses for our special education students, which are designed to help students learn the essential skills and content while providing them with individualized instruction to meet their specific needs while earning a New York State Regents diploma.

The English department courses teach students foundational literacy skills vital for life after graduation. English 10, 11, and 12 curriculums emphasize vocabulary development, reading, comprehension and writing skills. Each grade level has common thematic topics, books, benchmark assessments and rubrics to track student progress and to inform future instruction. Each 11th grade student engages in the career exploration unit to help them research career pathways and further prepare for graduation. Recently, the District brought K-12 teacher representatives together to review and revise the ELA curriculums to be both vertically and horizontally aligned in skill development, expectations, assessments and rubrics.

In Social Studies, the department has updated grade level curriculum maps to align with the goals and expectations of the New York State 9-12 Social Studies Framework and to incorporate CCLS literacy standards throughout its units of study. There is a significant emphasis on teaching students skills on analyzing primary and secondary texts, reading and interpreting data, drawing conclusions on varied data/information, as well as writing well-organized, cogent and effective argumentative and persuasive essays. Our teachers collectively understand the common goal of developing civic and global-minded students who will be prepared and willing to engage in creating a better world for themselves and their posterity. For example, all students are required to volunteer for at least ten hours through their civic engagement experience and write a reflection paper about what they learned, what it means to be an active citizen and why it is important to give back to one's community.

The Mathematics Department collaboratively developed a deep understanding of the standards and the associated impact on their instructional delivery practices. In their endeavor, they worked to spiral both skills and content throughout the offered courses (Algebra, Geometry, Algebra II, Pre-Calculus, Calculus, and Statistics) to ensure student success. In addition to the core math course offerings, the math department developed the Computer Science I/II courses and offers AP Computer Science to students. Through their collaborative efforts, the math teachers developed common unit plans and assessments, which afford them opportunities to regularly review student performance data. Through this process, the department members successfully help each other create and execute meaningful and engaging lessons that meet the learning needs of all students.

The Science Department courses (Biology, Chemistry, Physics, Environmental Science, elective and college-credit bearing course offerings) are developed in a manner that expose students to engaging learning activities and in-depth investigations of the scientific world. Most recently, the department has implemented common technical writing expectations and rubrics, using the Claim-Evidence-Reasoning (CER) framework throughout the year. Teachers have also been employing inquiry-based units of instruction, which have

helped promote cooperative work skills and a deeper understanding of the content at hand. Additionally, the science department offers a wide range of electives to further enhance students' educational journeys such as Forensic Science, Astronomy, Anatomy of Physiology of Sports, Physics of Sports, Physics of Music Stage & Screen, and NASA Space Research courses.

FHS prepares students who plan to attend college by equipping them with the literacy, self-advocacy, and study skills necessary for success. For students who intend on pursuing a trade or enter the workforce, we connect them with vocational experiences, such as co-op (Board Of Cooperative Education Services), job shadow and/or internships opportunities in order to help them network and make professional connections. Students who excel in higher-level business courses and pass the written and performance industry-standard employability assessments earn the NYS Business and Marketing CTE Endorsement, which proves to employers that the student is career-ready. As a school, FHS works to successfully equip students with skills that are transferable to various post-secondary options.

2. Other Curriculum Areas:

With regards to other curriculum areas, students are encouraged to enroll in a wide range of courses to help them obtain a well-rounded education. There are a myriad of course offerings and extracurricular opportunities in the arts: Theatre I/II expose students to basic performance skills such as memorization, blocking, and script analysis; Theatre III/IV theatre teaches students about world theatre and technical theatre such as lighting and set design, directing, and stage management. Our Music Department offers many learning and performance opportunities in music theory, orchestra, band, jazz bands, choirs, Fairport Acapella Choir, and a yearly fall play and musical. The Art Department offers sixteen visual arts courses with a wide variety of 2d and 3d offerings including many advanced-level classes. Art created through these programs has won multiple awards at art shows both in the county and nationally. Our Artist-in-Residence program has run since 1972 and is the longest-running in a New York High School. Additionally, there are several shows organized in the community each year showcasing student and teacher work, and several students each year receive scholarships based on their portfolios.

Physical Education (PE) classes meet every other day and offer a variety of activities in both regular and Adapted PE. All students participate in lifetime fitness activities with a focus on functional fitness. Our Adaptive PE students receive individualized programs with peer mentoring. Our dance unit is the highlight of our year. We have over 200 students compete in our annual Hoedown with a professional square dance caller. Our aquatics classes include aqua joggers, hydro riders and water polo. Our PE and health classes strive to educate the whole child preparing them for lifetime health, nutrition and fitness activities and have worked collaboratively to develop common rubrics to assess students' understanding of key concepts. The assessments give students accountability and motivate them to a high level of participation. To meet the needs of students with special needs, we offer independent study and program modifications, as well as written fitness assignments for students with medical restrictions. Through Health and PE, students acquire the knowledge to lead emotionally and physically-healthy lifestyles.

Our World Languages program (formerly "Languages Other Than English" or "Foreign Languages") supports three languages: French, German and Spanish, with offerings from grades 7 through AP and honors-tracking available in Spanish and French. All upper-level 4 and 5 classes are affiliated with State University of New York (SUNY) and help learners earn French/German/Spanish 201 and 202 course credits before stepping foot on a college campus. The program also houses three national honor societies and last year 47 world language students medaled on the 2017 French/German/Spanish National Exams (levels 3, 4 and 5). We have offered students study abroad exchanges to Germany, France and Spain and a volunteer service opportunity in Peru.

Our district media specialist is located within the building to assist with technology integration and instruction. Our comprehensive collection of print, online and multimedia resources is current and varied about content, reading-level and format. The materials serve the diverse informational, educational and recreational needs of our patrons, are suitable for students functioning at all academic levels, and are reflective of varying worldwide perspectives.

FHS houses a wide array of technological resources for students and staff, including desktop computers, Chromebooks, laptops, and instructional SmartBoards/projection units in every classroom. The FHS library maintains a strong partnership with Monroe-1 BOCES. We utilize their servers for our online database subscriptions, receive technical support for our online card catalog system, regularly participate in their interlibrary loan program with other schools, public and academic libraries, and enroll in their professional development opportunities.

Additionally, we expose our students to a variety of award-winning authors who write high-interest young adult literature. These visits are scheduled in collaboration with local libraries and the Greater Rochester Teen Read and Teen Book Festivals. Author presentations provide students with authentic learning experiences that promote lifelong learning and a love of literature.

FHS also offers NYS-approved Career and Technical Education programs in Business, Engineering, Architecture, and Automotive, and are one of the first schools in the nation to offer a NASA Space Research class and club. In fact, FHS students developed a solution to killing microorganisms on the International Space Station. Their prototype was tested by NASA engineers and is in production to be used in space.

3. Instructional Methods, Interventions, and Assessments:

Fairport High School's academic program is focused on providing a rigorous and appropriate educational experience for all students based on their interests, levels of performance and their academic needs. Departments are not merely focused on supporting students in passing their required NY State Regents Exams for graduation, but they are dedicated to providing purposeful lessons that promote engagement and motivation in learning the skills necessary to being prepared for life beyond high school. Teachers review prior performance indicators (course grades, state assessment results, diagnostic test results for students who required it, etc.) and use pre-assessments to gain an early indication of the skill levels their students possess.

FHS teachers use a variety of strategies such as whole-group and small-group instruction, as well as inquiry-based models and Socratic discussion (student-led, whole-group debates) activities. They also utilize Google-based tools for education, various levels of readings, assignment choices, and project choices to achieve curricular outcomes. Within the disciplines, teachers collaborate to develop both formative and summative common assessments to ensure horizontal alignment and inform future instruction. A focus on meaningful assessments and high expectations aligned with college/career readiness skills ensures that every student is challenged academically. Our reflective and responsive collaboration helps maintain high levels of achievement.

In addition to traditional classrooms with one general education teacher, FHS is committed to providing an equitable and appropriate education to all learners. Each core class area (social studies, math, ELA, and science) has sections of co-taught classes. In those settings, general education teachers collaborate and co-plan with their special education and English as a New Language (ENL) colleagues to differentiate learning activities and materials to ensure their students' success. Furthermore, we have altered the curriculum to meet the needs of our students with significant learning disabilities by creating 12:1:1 special core classes. Each teacher works closely with their paraprofessionals as they provide instruction based on individual students' needs.

Our Instructional Support Team (IST) meets bi-weekly to review student assessment and behavioral data in order to verify the needs of our struggling students are being met. This group designates specific interventions unique to each student and their individual circumstances. Academic and behavioral indicators, such as discipline referrals, literacy assessments and reading inventories, low scores in state ELA and Math exams, Traumatic Childhood Experiences (ACES), poor performance on common assessments, and teacher observations are used to help identify students who may be in need of additional support.

We believe that positive connections with adults are vital to the success of all students, but especially true for our struggling learners. Whenever possible, at-risk students are purposefully matched with specific teachers who can act as mentors or study hall teachers throughout the school year. Similarly, FHS has a strong group of peer tutors who are available when other students need help in a particular subject or even a

particular unit of study. This service is free for students and takes place during the regular school day. There are several layers of supports embedded into our daily schedule. For Tier 1 level support, FHS organized its master schedule to include nine sections of math and science assistance centers. These assistance centers are open to all students and invite learners to come on an as-needed basis.

Our IST utilizes the Response to Intervention (RtI) Lab for Tier 2 interventions, as well as Academic Intervention Services (AIS) for students who are not excelling in a traditional classroom setting. Students work to achieve individualized academic and/or behavioral goals in the RtI Labs that are staffed with STEM (Science, Technology, Engineering and Math), Literacy, and Humanities-certified teachers. The student population in the lab is fluid, with students being added as needed. It does not replace class, but is added to a student's schedule as a Tier 2 intervention. RtI Lab is modeled after the Resource Room setting, offering students small group instruction, where Lab teachers collaborate with the student's teachers to reinforce lessons, skills, and content acquisition. When a student has made progress towards their goal or goals, they are exited from the lab.

FHS offers an in-house Alternative Education (Alt-Ed) program that serves as a Tier 3 intervention for our most at-risk students. The Alt-Ed program involves collaboration between administrators, counselors, mental health staff, outside service providers families and the students themselves to develop short and long-term planning when other less-intensive interventions did not produce the desired outcome. With smaller class sizes, student schedules are individualized to meet their specific needs and are generally aimed at obtaining a high school diploma and helping them transition out of high school and into college and/or the workforce.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The District is committed to ASCD's Whole Child Tenets, which aims to create a welcoming and engaging learning environment for all students while meeting their social, emotional and academic needs/development. Fairport is known throughout the region for its "Fairport Family" mantra and the high school is recognized for its supportive culture. Academics are celebrated through our Academic Excellence awards ceremony, National Honor and World Language Society events. Over twenty years ago, Fairport embedded the 40 Developmental Assets principles into our theme of CARE (Civility, Awareness, Respect, and Embrace) to promote healthy decisions and relationships, as well as to teach tolerance. We train students to be "Asset Leaders" who serve as role models for the student body.

Throughout the year, staff members recognize students' positive acts by nominating them in our "Proud to Be a Raider" recognition program, where they are then rewarded with a t-shirt and breakfast. As a culminating celebration of CARE, the entire District participates in "Brotherhood/Sisterhood Week". This special program is unique to Fairport. We have speakers from our staff, faculty, student body, and community who share their stories about overcoming obstacles and difficult situations, including bullying, addiction, family illness, and other serious issues that plague not only our district, but society as a whole. At the end of the week, FHS students visit their assigned "buddies" from the primary/elementary schools to engage in crafts, games and community marches. The program is highly successful in creating a school environment where differences are embraced and students are made to feel special.

Students help build a positive environment too. Homecoming events are well-attended and students look forward to "Raider Palooza" yearbook distribution event at the end of each year. They actively participate in the CARE/DASA (NYS Dignity for All Students Act) programs, celebrate our Special Olympic athletes, join the student-led "Red Zone", which is a group of students who cheer on our student athletes at sporting events. Our students also support one another by attending their peers' theatre programs, art shows, vocal and instrumental concerts.

Leaders and teachers make a conscious effort to connect with all students by continually revisiting our "connections" Google Spreadsheet, where adults identify with which students they have made a connection. When it becomes evident that certain students lack connections, we are highly motivated to build those relationships.

Teachers are well-respected by students and cherished in our school's culture. We celebrate staff members' achievements in faculty meetings, host breakfasts and lunches for each other, engage in fundraising dress down days, and select colleagues for awards at the end-of-year picnic. Staff members are also recognized by students throughout the year at each sport's "Teacher Appreciation" night.

2. Engaging Families and Community:

Fairport Central School District subscribes to ASCD's Whole Child Tenets and therefore collaborates with the community to provide opportunities for college and career-readiness, as well as for social-emotional wellness. This is evident in the significant number of dual-credit course offerings; SUPA (Syracuse University Project Advance), AP and Honors courses; co-op, work study and vocational training; as well as our partnership (and subsequent satellite location on campus) with Strong Behavioral Health (through the U-of-R) to support students and their families.

Similarly, FHS' counseling staff has an in-depth knowledge of new and varying pathways to graduation, which supports a wide range of students who have differing post-secondary goals, while simultaneously offering over twenty extracurricular clubs, programs and activities where students can explore their interests and potentially serve in a leadership role.

We continually reach out to families to engage them in the school program and continuously try to create

opportunities for parents to be involved in their child's educational journey. FHS hosts parent information nights regarding transitions to new grade levels or buildings, assessment preparations and graduation requirements. Parents are informed about presentations, seminars and events through weekly principal newsletters, PTSA meetings, club fairs, up-to-date website and social media promotions, as well as published flyers about wellness forums and accessibility to the Strong satellite on campus. Additionally, throughout the school year we host wellness forums for the community. In recent years, Fairport has also engaged community members in participating and hosting a traditional Thanksgiving Dinner with our ENL (English as a New Language) students and families. The Thanksgiving dinner has helped our new families feel welcome while affording community members with opportunities to meet new people from different cultures.

Recognition of student achievement occurs in the way of ceremonies celebrating Academic Excellence, National Honor Society Inductions, Letter of Intent Signing for student athletes, Decision Day for students going to a college/university, concerts, theatre and musical theatre productions, Dollars for Scholars and other scholarship/award recognition's.

Most recently, the District established a District Advisory Council, which led a comprehensive study of three critical topics related to strategic planning and school improvement: Educational Programming, Facilities Planning, and Fiscal Sustainability. Each focus group was comprised of educators, administrators, community members, parents and students; the work was conducted with guidance from the University of Rochester. The outcome will be a developed strategic plan with initiatives and specific action steps over the course of the next 5-10 years for the Fairport Schools.

3. Professional Development:

As a district, Fairport Central School District (FCSD) addresses the professional development needs of approximately 1100 members. FCSD offers a variety of opportunities for teachers and administrators to enhance their knowledge and practice as professionals through traditional workshops, BOCES conferences, content-specific NYS Professional Association led conferences, book studies, online courses, Professional Learning Communities (PLCs), and teacher and administrator-led sessions. District and building leaders aspire to assess the needs of the various stakeholders and provide them with meaningful and quality environments for learning and collaboration.

Our professional development activities are aligned with academic standards and support student achievement and school improvement. As we look at the 21st century learner and the concept of educating the whole child, we are listening to the needs of our educators and administrators to help them to be equipped to effectively lead in our schools. In addition to content specific, curriculum based offerings, and assessment/feedback strategies, we realize the need for further knowledge in the area of mental health. Therefore, we are offering sessions in mindfulness, poverty and trauma, Therapeutic Behavior Management (TBM), Youth Mental Health First Aid (YMHFA), Zones of Regulation, and a K-12 implementation of Positive Behavioral Intervention and Supports (PBIS). We also see the opportunity to address the issue of diversity in our organization. We have several stakeholders trained in SEED (Seeking Educational Equity and Diversity).

At the school level, lead teachers and administrators meet on a monthly basis to discuss the building's culture and processes, curriculum and professional development needs. One of the results from these conversations about student achievement and continuous improvement was the development of departmental reviews. Lead teachers meet with their content area colleagues on a monthly basis to review the core and elective program needs, assessment practices, technology needs, and perceived areas of strengths and growth. This information is shared with administrators and our Professional Development Director to create and organize targeted opportunities for our staff.

Some additional training is being implemented with organizational "soft skills", and in this endeavor, we will be sponsoring our second Red Raider Academy professional development day for our teachers and support staff. The theme this year is kindness. We will have various sessions germane to this topic, and there will be a keynote address from well-known speaker Brian Mendler, who is an expert in classroom

management and teacher-student relationships.

Finally, we will soon begin our professional development journey with world renowned professor, researcher, author, and speaker of school reform, globalization, and technology, Yong Zhao. He will serve as the catalyst for our continued work around our FCSD strategic plan, school improvement, and effort to continually sustain and improve student achievement.

4. School Leadership:

The leadership philosophy of Fairport High School's principal is rooted in the question, "What is best for our students?" All decisions are student-centered and made based on relevant data and perceptions gathered by FHS's highly-visible and engaging leadership team and community. The role of the principal is most aptly defined as the team leader of a large organization who requires a strong team to manage effectively on a daily basis. Collectively, administrators, teachers, staff, students and parents assist in fostering a positive school culture and climate focused on continuous improvement. Additionally, our focus and challenge is to make our school feel small and we do so by emphasizing "family" and our core values of CARE (Civility, Awareness, Respect and Embracing differences).

The principal needs to trust and empower the administrative team, guidance staff and teacher leaders to facilitate change. Visibility and approachability are fundamental components in establishing a family atmosphere and building connections with students and staff. There are three assistant principals who lead their respective houses (Red, White and Blue) by managing student needs and behavior, facilitating various committees and conducting the Annual Professional Performance Review (APPR) of teachers and support staff. The assistant principals are also responsible for leading and managing day-to-day operations (parking, substitute teachers, paraprofessional duties, school events, discipline, student support services, alternate education, etc.).

Guidance staff members are integral in the way FHS supports students. They are highly trained professionals who monitor students' overall development. They act as advocates for students, families, and teachers and host hundreds of meetings each year by coordinating services, developing schedules, and participating in discussions around academic, social-emotional and behavioral interventions. They also collaborate with students and families to develop purposeful schedules, coordinate with service agencies, and plan for college and careers.

The leadership structure extends to departmental "Lead Teachers" who are charged with curricular management and related needs. Working closely with the administrative team and their departmental colleagues, they facilitate department meetings and engage teachers in the department review process. Department reviews are utilized to facilitate reflection of student performance data and to implement change to address any perceived needs. This yearlong reflective practice has a direct impact on curriculum and resources. It also enables administrators responsible for respective departments to establish curricular leadership as they are intimately familiar with each department's strengths and goals to address areas in need of attention.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The practice that is most instrumental to FHS's success is its commitment to the ASCD Whole Child Tenets, with a specific focus on developing and maintaining positive and meaningful connections with students and the community. We pride ourselves on making a large school feel small and as a result, our school culture is our biggest asset.

Ingrained in our district's culture is the "Fairport Family" mentality. Students, as early as kindergarten, know the mantra rings true. In addition to our athletics program and comprehensive course offerings at FHS, we offer students over twenty-five extracurricular opportunities in which to be involved, including Model UN Club, the school newspaper, and Robotics club. Throughout the school year, teachers recognize students for their positive choices through our "Proud to be a Raider" program. Each month, students (who are selected by adults in the building for demonstrating any one of the 40 Developmental Assets or simply for doing the right thing) are awarded a breakfast and a t-shirt. Students wear these shirts with pride and families appreciate the recognition.

FHS recently revamped the district's primary Homecoming event to be more family-centered and to celebrate the whole community, not just our student athletes. Thousands of people anticipate Homecoming night where each school finds their place on the hill outside of the football stadium so they can perform their spirited school chants, enjoy food truck cuisine, and watch the fireworks together at the end of the night. Our signature Brotherhood-Sisterhood Week helps to promote the "Fairport Family" mentality and months before, FHS students write letters to their elementary buddies and the elementary buddies write letters back and so an initial bond is formed that is only reinforced on Outreach Day where FHS students get on buses and travel to the elementary buildings to spend time in their respective elementary classrooms with their buddies. This culminating event highlights our core values and brings elementary and high school students together each year and is something that is both treasured and remembered by students of all ages for years to come.

FCSD has a longstanding tradition of being a close-knit community. Our art teachers showcase student work in the District's annual Art Show. Hundreds of community members come to the opening event and admire the work created by our students. We also understand that not everyone immediately feels connected and strive to continually inform our staff about these gaps. To bridge those divides, we monitor which students have connections with staff members and have invested in diversity training, mental health awareness and how adverse childhood experiences affect students' ability to learn. We host community fairs on these topics and engage in outreach opportunities with our immigrant and economically disadvantaged families as well.