

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. John Hillis

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

Official School Name Chenango Forks High School

(As it should appear in the official records)

School Mailing Address 1 Gordon Drive

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

Binghamton City NY State 13901-5614 Zip Code+4 (9 digits total)

County Broome County

Telephone (607) 648-7544

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Web site/URL http://cforks.org

E-mail hillisj@cforks.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*Dr. Lloyd Peck

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

District Name Chenango Forks Central School District Tel. (607) 648-7543

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 Spyros Dimatos

(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):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 1 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	59	71	130
10	59	49	108
11	71	56	127
12 or higher	77	59	136
Total Students	266	235	501

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 10%

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	29
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1, 2016	501
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

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

7. Students eligible for free/reduced-priced meals: 38 %
Total number students who qualify: 188

8. Students receiving special education services: 12 %
60 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>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>37</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	38
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 22:1

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%	95%	94%	96%
High school graduation rate	96%	98%	94%	91%	94%

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	113
Enrolled in a 4-year college or university	38%
Enrolled in a community college	44%
Enrolled in career/technical training program	1%
Found employment	10%
Joined the military or other public service	5%
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.

The Chenango Forks Central School District believes in providing a strong foundation from which a student can become a positive and productive member of our global society. A community where learners excel.

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

Chenango Forks is a small semi-rural community in New York's upstate Southern Tier region. The school was first centralized in 1938 and since then has had a very strong pedigree in both academics and extracurricular activities.

Chenango Forks CSD is comprised of three schools: CF Elementary (PreK-5); CF Middle School (6-8); and CF High School (9-12). Student enrollment includes approximately 1,600 students in grades pre-kindergarten through twelve.

In years past, the surrounding area had strong connection to technology and manufacturing. The area was the birthplace of IBM, Link Simulation Systems, McIntosh Laboratory Inc., Endicott Johnson Shoes and many other well-known businesses.

The Chenango Forks Central School District was home to a community of IBM and Link engineers, lawyers, teachers, entrepreneurs and many others.

It was comprised predominately of white middle class professionals and rural farmers.

However, things have changed. Today Chenango Forks is a community growing in diversity. People, cultures and ideas are changing with each new school year. Its demographics now include populations from all parts of the world and our ENL offerings are growing every year.

Chenango Forks evolved from a decades old K-12 central school to a campus with three separate buildings in just a few years. Our elementary school was built in 1962. Our high school was built in 1967 and shortly after that, the middle school was built in 1973. Since then, each building has had several renovations.

The high school opened its brand new STEAM Academy in January of 2018 and has since been on the cutting edge of interdisciplinary, co-taught, project based learning that also has a strong connection to dozens of local businesses that act as sites for student internships.

The high school is the only certified Work Based Learning High School in Central New York.

While Chenango Forks has the smallest school population in the Southern Tier Athletic Conference, it enjoys unparalleled success in athletics. Its many individual and team championship banners hang proudly in the high school gymnasium. And on any given day, the campus is bustling with students, coaches and parents, on the way to or from the dozens of practices scheduled after school hours.

The school offers sixteen Advanced Placement (AP), honors and college credit courses.

All subject areas are represented, including biology, chemistry, physics, meteorology, forensics, business, English, public affairs, Spanish, French, math and history; and seniors can potentially graduate with 2 or more semesters of college credit.

The district has 25 interactive white boards and 838 instructional computers located in nine labs, three mobile labs and in all instructional classrooms. All classrooms are equipped with dedicated presentation computers with DVD capability, LCD projectors and document cameras.

Chenango Forks High School takes pride in the comprehensive education it provides for its students. One of the areas of strength that separates the school from others however is the development of interpersonal relationships that are fostered throughout the students' four years in the building.

This begins the very first week of freshman year. The entire class is introduced to most of the teaching staff during an event called "Personal Best Day". Students are split into small groups. The groups rotate through 9 stations that encourage problem solving and teamwork. During the day, students interact with teachers

and build cohesion with instructors that's seldom replicated in other schools.

Throughout the school year, students are encouraged to become active in extra-curricular activities, clubs, inter-scholastic sports and peer help groups. The school facilitates peer tutoring and tutoring of elementary and middle school students by strong high school mentors.

The student body is reminded regularly that mutual respect and trust are the foundational characteristics from which the rest of the building operates.

Administrators, teachers, support staff, parents and students all work interdependently to provide a safe and effective learning environment from which students may excel at required coursework and as many as seventy five elective choices depending on the year.

Chenango Forks boasts one of the highest graduation rates in New York and more impressively has achieved a zero percent dropout rate on more than one occasion.

All of the success however is built from a dedicated, caring and extremely talented teaching staff that is comprised of the best educators in the state.

Without their hard work and determination, Forks would be just a place to get educated and not the centerpiece of life that it's become for so many of its students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Chenango Forks designs its curriculum with students' developmental needs always in the forefront. Each core area builds a strong foundation in content and skills, augmenting students' knowledge and aptitude as they progress through high school. In addition to making students college and career-ready, Chenango Forks reinforces the importance of civic duty by incorporating classes, assignments, and projects that engage students and that apply the lessons of the classroom to real-life situations and to a broader community.

The Chenango Forks English Department curriculum builds a strong foundation in literary concepts through a broad exposure to a variety of literary genres in American and World Literature. Throughout high school students gain considerable practice in different types of written expression and hone their research skills with an emphasis on MLA methodology. English I – IV are preparatory classes designed to ready students for the rigors of critical thinking, speaking, reading and writing as necessary to be productive and responsible members of society.

To help students engage in the classroom community, pairing and cooperative learning activities are utilized as a way to teach students to express themselves within a group. As students progress through the English curriculum, the concept of writing for a purpose is emphasized both in their literary analyses and in their own writing as students practice finding and utilizing their own voices to promote social justice and social change as part of their civic duty.

The Math department at Chenango Forks High School has a specific sequence of classes that includes Algebra and Geometry. The Math department also offers a variety of electives as a way to engage students: Calculus I and II are both college-level courses designed specifically to show students how things in the world around us are changing and/or accumulating; Computer Programming is a class that focuses on introducing the fundamentals of coding, web design, and structured programming using C compiler, which allows students to acquire the essential skills needed in our advancing technological society; Elementary Statistics is a college-level course that includes all aspects of analysis of statistical data for a data-driven society; and Math in the Real World is designed to prepare students to be responsible and financially savvy consumers through economic literacy. A variety of strategies to help achieve academic achievement includes bringing in guest speakers who specialize in various career fields that are pertinent to the topics of study.

Chenango Forks' Science Department engages students through a wide variety of electives, both college and AP courses that build on their knowledge base in Physical Science, Earth Science, Biology, and Chemistry. Among these classes are Anatomy and Human Biology, an in-depth study of the human body and the systems that govern it; Forensic Science, an examination of firearms, cartridges, explosives, and other types of physical evidence of the crime lab; Forensic Toxicology, a course designed to provide the student with the basic knowledge to understand the detrimental effects of drugs and chemicals on the human body; and the Science and Technology of Industry. These sciences are designed to inspire students to explore career pathways in engineering and technology through technological literacy and problem-solving skills that are valuable in today's world as well as first-year post-secondary engineering and engineering-technology programs.

The History Department at Chenango Forks advocates civic involvement through mandatory class such as Participation in Government and electives such as Public Policy 111. These classes not only give high school seniors a working knowledge of the mechanics of government and politics at the local, state, and national levels but also encourage them to partake in local government activities by volunteering, and performing other duties of citizenship. Students are engaged through activities such as writing letters to editors of the local paper, a Congressman, and soldiers serving overseas; registering to vote; writing reactionary papers to documentaries about contemporary societal issues; attending public meetings such as village or school board meetings; and interviewing a local politician, war veteran, and/or recently-made U.S. citizen. For these classes students must create a leadership project for which they select an area of our

school or community that they believe will benefit from their leadership. This can be charitable, educational, or recreational. This is a process project in which students research, outline, develop, and implement a plan, document the results, and reflect on their findings. The emphasis on making a difference through public engagement is the intended goal.

Chenango Forks High School offers unique opportunities in several areas to ensure college and career readiness. Accredited courses are offered in Art, Business, English, Family and Consumer Sciences, Foreign Language, Mathematics, Science, and Social Studies through two-year and four-year colleges and universities. In addition to college-level courses, Advanced Placement and career opportunities are available in many classes as well, including Spanish for the Professions, Residential Construction, Early Childhood Development, Computer Programming and Mastering the Message. Through experiences such as job shadowing and cooperatives students are given the opportunities to hone their skills, to be prepared for whatever future endeavors they pursue.

2. Other Curriculum Areas:

The Chenango Forks High School offers many diverse elective classes and coursework. Along with our core curriculum courses, we offer classes which support a student's acquisition of essential skills and knowledge in an ever-changing society. Curriculum areas in business education, family and consumer science, fine arts, foreign language, physical and health education, and technology education are the areas that are covered. These classes are offered to all grades between 9th and 12th. Course offerings include instruction to be business and career ready, essential skills to compete globally, and exposure to a technologically changing society. Examples of these offerings are Computer-Aided Design, Food Preparation and how the food is grown and processed, Spanish for the Professions, college-level Computer courses, and an expression and appreciation for fine music and visual arts through differing mediums.

Within the Foreign Language department, students in grades ninth through twelfth are given the opportunity to study French or Spanish as a language. First year is offered during the seventh and eighth grade years, then language, years II to V, are given in the subsequent upper grades. Spanish for the Professions and Costa Rica, a project based learning class, are two of the electives in LOTE (Language other than English). These classes set our school apart from other schools offering traditional LOTE classes. During the Costa Rica class, students are given the task of identifying an authentic area of interest, researching it, developing a plan of action; then, it is culminated during a trip to Costa Rica. When they return to the states, they will publicly communicate their learning projects through multiple levels of presentation and social media.

STEAM (Science, Technology, Engineering, Agriculture/Art, & Math) is offered in a variety of ways. Co-curricular classes are offered in many areas. Family and Consumer Science classes are offered along with Technology classes to develop a three-tiered grow system. Students will learn how to design, build, and maintain the proper soil balance to grow sustainable produce to be consumed. Agriculturally sound practices are followed while discerning new sustainable sources are established. Environmental Survivor class will use science and technology to purify water, to build suitable housing, and to identify and determine which plant life is edible and safe. Robotics class combines math, engineering and technology to create and build autonomous vehicles/drones to compete at multiple levels. These skills will help determine the future of transportation and distribution. Visual Art and Social Studies students participate in community volunteering by creating murals for local businesses and artwork for elected officials' offices.

Within STEAM, we also offer Work Based Learning Cooperative Opportunities. Students in grades 11 and 12 are given the opportunity to shadow and co-op with professionals in fields of interest. Students in the 11th grade will shadow professionals, while student is in the 12th grade will have the opportunity to participate in an on-the-job co-op. This opportunity affords students real life application of course work and how to apply it. Students will go through a selection process and a course which includes writing a resume, interviewing skills, and public speaking. Soft skills are worked on and perfected. Students acquire the essential skills needed to be productive working members of our society. They are also given the opportunity to determine if the areas they believe to be their interests are actually the ones that they are willing to invest energy and finances in before making a commitment.

Students who participate in STEAM Co-op, and successfully complete the mandatory number of hours and coursework required by NYSED for Work Based Learning, will receive a special CTE credential on their diploma. Likewise, foreign language students seeking college credit and a Seal of Bi-literacy for Spanish or French can do so through SUNY Albany.

Chenango Forks students are given a wide variety of options to acquire the essential skills and knowledge needed to flourish in today's world. Our electives are geared to adapt to the ever-changing advancements made in industries including technology, sustainability, telecommuting, and consumer trends.

3. Instructional Methods, Interventions, and Assessments:

The Chenango Forks High School mission statement specifies that: "The Chenango Forks Central School District believes in providing a strong foundation from which a student can become a positive and productive member of our global society". The construction of this foundation begins the very first week of the student's freshman year. The entire class is introduced to the teaching staff and a select group of junior class mentors (5:1 ratio) through an event called "Personal Best Day". Students are split into small groups which include 2 mentors per group. The groups rotate through 9 stations that encourage problem solving and teamwork. Progress monitoring for the new class takes place each month at Freshman Connection meetings where activities are offered to keep students and mentors working together while faculty has the ability to observe and assess how the freshman students are adapting academically, socially, and emotionally to the changes they are facing. These activities encourage freshman to participate in clubs, partake in community service opportunities, work on time management skills, and to become active members in our high school community.

Academically, this foundation is further fortified through the Academy program in which students in ninth and tenth grades who are failing two or more subjects at any 5 week report must stay after the regular instructional day to take advantage of our remedial period. Other interventions for all grade levels include a daily remedial period in which all students can meet with teachers for additional assistance, tiered instruction as well as co-taught classes for students needing academic support in the core areas and in foreign language. A math lab is also scheduled in for students who are in need of additional support based on assessments. In addition, the Math department offers the option of a two year Algebra 1 class to further strengthen foundations in mathematics. These academic interventions help ensure that all students' instructional goals can be achieved.

Assessment data is collected and studied at every level to help shape the delivery of instruction and interventions. Classroom teachers use a variety of progress monitoring techniques from the traditional benchmarks and state exams to the innovative technology applications available through instructional platforms such as Schoology and Google Classroom and many applications on both iPad and Google Chromebooks. Department members work together to provide further analysis of data collected by completing item analysis reviews used to restructure teaching methods and promote student success. Guidance counselors push into classes throughout the year to administer needs assessments to help identify and address areas of concern for students. Using the data collected, additional academic, social, and emotional interventions are refined and improved each year.

In each department and at all grade levels, there are a variety of classes offered to meet the needs and interests of all students through explicit instruction. Many classes involve students connecting with businesses and community members on a regular basis. Students are actively involved in hands on projects that are applicable to our own community and beyond. These classes integrate smaller skill based units into meaningful inclusive projects. Examples include but are not limited to: artwork provided for elected official's offices, LOWES community wall and, BC Humane Society murals; the Technology department is using drones and robotics in association with Lockheed Martin, Business and Technology departments working with several community businesses through co-ops and competitions; Spanish students working in conjunction with local businesses, the Binghamton City Police Department and even internationally.

Each student entering 9th grade is assigned an iPad to ensure that they are able to incorporate the technologies they will be using in class and for assignments. The advanced technology at Chenango Forks

allows teachers and students to: provide immediate exit ticket feedback using multiple applications such as Socrative, Quizlet, and Peardeck; communicate with other schools via facetime; create and share bilingual quick reference tool for emergency medical situations; broadcast live events to the community; and share virtual reality experiences with entire classes in many disciplines. In addition to expanding the approach to instruction, our cutting edge technology is helpful for academic interventions. Textbooks are utilized via digital platforms allowing the lower level readers the opportunity to have a program read aloud assigned text. Other forms of progress monitoring and remediation are also made more efficient. The parent portal to the gradebook also facilitates communication among parents, teachers, students, guidance, and administration. This is a key component in our quest to ensure all students are reaching their academic potential and that they will be positive and productive members of our global society.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

On a sunny afternoon in mid-September, as I stood in front of the student section of Saturday’s varsity football game against Norwich, I turned to say “hello” to several of our students and I got the chance to take in the totality of what was transpiring. From the perspective of a principal with the utmost respect for the distinctive culture of a place that has steadily become the bedrock of the Chenango Forks community; I was both impressed and proud to be part of it.

I saw students and players, coaches and parents, grandparents and toddlers, former graduates and community members. The stadium became a place of gathering and a place where we all came together for the same purpose. We came together to support each other and we came together to support our common cause, the students. Every September, we meet with each class at the beginning of the school year and we talk to them about our expectations and what each one of them needs to do to succeed.

Our teachers always have a special day planned for our incoming freshman. It is a day of team-building and a day of forging new connections. They will hear from many people about many topics, but the common theme will be about becoming part of our community and understanding who we are and where we came from.

We encourage all of our students to become involved and to explore the many opportunities offered to them from within the walls of our high school. Their experiences should generate growth and discovery and they should have many opportunities to stretch themselves and to find new strengths.

For years, research has shown that students who participate in interscholastic sports and extracurricular activities have greater success in school and are more likely to graduate. Consequently, it’s the challenge of all our students to graduate on time and become productive members of society. Therefore, we encourage our students to become actively involved and we challenge them every day to remain engaged.

Teachers are the backbone of this endeavor. Teachers are given the freedom to think and dream and generate out-of-the-box concepts. They are always bringing new ideas for clubs and extra-curricular organizations to the high school office for feedback and consultation.

They partner openly with students and are encouraged to create new and innovative ways to learn. Together, our students and our teachers provide a comprehensive learning experience that is unique to Chenango Forks.

2. Engaging Families and Community:

We engage with our families and community in a variety of ways at the high school level such as promoting/advertising extra-curricular events such as our school musical, “Jazz Band Cabaret” and even our Coffee House. Events such as these draw huge crowds for us as they showcase our high school students’ musical, theatrical, and artistic talents as well as allow them to perform or act in an impromptu manner at times.

We invite families to our annual open house where families and faculty do a meet and greet. We host an honors banquet each year, which is a time to recognize and celebrate those students who have achieved at high academic levels. We have community members who serve on district committees, like our Comprehensive District Educational Planning team, so they can provide their input in setting district and building level goals and monitoring set goals.

We also engage our families electronically through the use of social media like Twitter and Facebook. Our district’s website is up-to-date as we have a Public Information Officer on site who’s job is to make sure our “news” is “fresh”, accurate and on time.

Over this past school year, we have had a few “open houses” for our community to showcase our new STEAM (Science Technology, Engineering, Art, and Mathematics) addition, so taxpayers would be able to see the project that was once on paper come to life! We have also expanded our community partner relationships as we continue to add more student internships for interested students, so our students can learn more about their potential career paths in a real world setting. We also have academic agreements with local community and four year colleges as we offer numerous college-level courses to any student who wants the extra challenge.

We have found that there is no one perfect way to engage all families and the community-our greatest success has been in offering more of a menu of choices, so people can choose what works best for them and be involved with our high school at the level they can.

3. Professional Development:

Professional development is ongoing for faculty and staff at Chenango Forks High School with the goal being to improve the quality of teaching and learning. We strive to ensure that our stakeholders have the materials and resources necessary to enable our students to meet or exceed state and local standards. We are firm believers that a teacher’s education doesn’t stop once they earn their degree; they must continue to participate in educational activities which align to district and building goals as well as their own. This year alone our faculty has attended offerings ranging from embedding new technology to enhance teaching and student learning into their classroom to understanding the changes and implications of the New York State Next Generation Learning Standards and how said changes impact us, meaning, Chenango Forks High School, at the local level. We craft professional development to fit our staff’s needs. Some opportunities are planned and delivered for a few short hours during the school day with the intent of teachers going back to their classrooms immediately and trying out what was learned while other opportunities are offered during the summer and help our teachers plan for the next school year. An illustration of our professional development process is as follows: Analyze - Design - Engage - Evaluate and then repeat the process to determine the next steps.

Analyze: Identify student performance gaps and strengths relevant. Identify source and nature of gap or strength. Gather teacher-identified professional needs.

Design: Identify best practices to address the gaps or reflect the strengths. Align with District Strategic Plan and district goals. Develop professional development opportunities and resources.

Engage: Professional Development opportunities posted on "My Learning Plan" and attendance is tracked for required state reporting. Grade level, team, department, faculty meetings, and workshops are included.

Evaluate: Participants evaluate own professional learning and impact on student learning. Review provided feedback and follow up-next steps.

4. School Leadership:

“It is not about what it is, it is about what it can be”, Dr. Seuss. Leaders create inspire, and motivate people to engage and interact collaboratively. The Superintendent of Schools has the specific responsibility of overseeing the district, safety and educational programs. This responsibility flows from the Board of Education, to the Superintendent, to Building Administrators to teachers, staff and community.

Communication, effective mentoring and the dissemination of information equally from Superintendent to the Building Principals... and vice versa is key for internal management of the schools. Each piece of the puzzle is an intricate part of the overall cohesiveness putting in to motion the benefits of policy, regulation, and curriculum.

School policy is a team effort in an advisory capacity at different levels, members are administrative, Board of Education, staff, students and community. Currently, the Plain Language Code of Conduct has been

reviewed by members of this team and is being disseminated to the Policy Committee, who will evaluate and recommend proceeding to a public hearing. This approach focuses on the involvement and the input of those it affects, allowing clarity and ownership.

K-12 collaboration across the units of study, exchanges ideas about a variety of topics including how to effectively manage units of study, increasing student engagement, while analyzing and assessing the needs of our students to offer our students a more defined but even better instruction.

Together, Chenango Forks strives to offer our students a diverse, plentiful and well-rounded education where students and staff continue to learn and excel.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Chenango Forks High School is a building with approximately 500 students. It acts as the community center in a district with over 1600 total students and it has always been the epicenter of sports, drama, music, art, scouting and a whole host of other activities.

On any given evening, there could be hundreds of students, parents, siblings, grandparents, neighbors and other community members walking in and out of this building, attending a multitude of events from concerts and art shows to science nights and sporting events.

Everybody knows everybody.

And the school day is no different. The High School Principal, the teaching staff and the support staff understand the parents and families well. The sense of community that has been fostered is unique to Chenango Forks and is very difficult to find elsewhere.

Consequently, our building is built on mutual respect and trust between principal, teachers, support staff and the students and parents.

School officials set the expectations for student conduct at a high level and consistently and collaboratively work with students over the course of the school year to enhance their educational experiences until meeting those expectations is second nature.

Administration, teachers and support staff partner with students to develop a close symbiotic relationship based on trust and respect that allows for a deeper understanding of student issues and school procedures and policies.

Also, office personnel, including secretaries, counselors and the school psychologist provide some of the best intervention support possible for an array of student and family issues that often come to school with our students.

When there is a problem, it doesn't take long to figure it out, diagnose it and begin to help solve it.

The relationship between students and staff is so strong that we usually are able understand something's amiss just by reading body language and before words are even spoken. The students understand this and it adds to the sense of comfort they have opening up to us.

We always act for the benefit of our students and that in turn fosters additional trust and respect throughout the building. In a school like this, news travels fast and our relationships ensure that the news is generally positive and upbeat.