

U.S. Department of Education
2019 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 Ms. Lynn R. Imperato

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

Official School Name Cornwall Central High School

(As it should appear in the official records)

School Mailing Address 10 Dragon Drive

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

New Windsor City NY State 12553-8670 Zip Code+4 (9 digits total)

County Orange County

Telephone (845) 534-8009

Fax (845) 565-2754

Web site/URL https://cchs.cornwallschools.com/ E-mail emartinez@cornwallschools.com

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. Neal Miller

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail nmiller@cornwallschools.com

District Name Cornwall Central School District Tel. (845) 534-8009

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 Ms. Nancy Bryan

(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

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, 2018 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	161	129	290
10	136	145	281
11	150	126	276
12 or higher	143	128	271
Total Students	590	528	1118

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 8 % Black or African American
 - 17 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67 % White
 - 2 % 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 2017 – 2018 school year: 6%

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, 2017 until the end of the 2017-2018 school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	67
(4) Total number of students in the school as of October 1, 2017	1118
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

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

7. Students eligible for free/reduced-priced meals: 20%
Total number students who qualify: 225

8. Students receiving special education services: 9 %
96 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>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>21</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>57</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>1</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: 6
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.	60
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 18:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	94%	94%	95%	95%	95%
High school graduation rate	97%	92%	94%	93%	97%

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 2018.

Post-Secondary Status	
Graduating class size	253
Enrolled in a 4-year college or university	73%
Enrolled in a community college	17%
Enrolled in career/technical training program	2%
Found employment	3%
Joined the military or other public service	4%
Other	1%

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.

Cornwall Central High School is committed to work together with the community to provide a secure and nurturing environment of diverse learning opportunities for all students. It is our goal to help students achieve their dreams and aspirations and to prepare them to confidently face challenges while promoting strength of mind, body, and character.

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

Cornwall Central High School (CCHS), in the Cornwall Central School District, is located in Orange County, New York. It is about 60 miles North of New York City and 5 miles North of West Point Military Academy. Cornwall sits at the base of Storm King Mountain and has beautiful views of the majestic Hudson River. It includes the villages and town of Cornwall, Cornwall-on-Hudson, and a portion of the Villages of Woodbury, Highland Mills and New Windsor. The residents of this suburban school District are a mix of local skilled professionals, commuters to New York City and military personnel. Although the community has diverse backgrounds, they are unified in their close-knit, family-oriented interest in raising successful children. Many students at CCHS have family that have been in the area for generations and many faculty and staff have chosen to raise their own children in the District; a testament to the District's reputation as a great school District.

Cornwall Central High School is a modern, architecturally beautiful building, built in 2003 in the town of New Windsor. The building has been compared to a "city that never sleeps" as it is used by staff, students and community members 7 days a week. When the new building was first constructed, it was determined that the athletic facilities at the old high school located in the center of Cornwall would remain the site for home football games; this locally central site allows the games to be a community event. The High School graduation ceremony, drama productions, and concerts are an example of events that draw the entire community, not just parents of students. Another example of community engagement was evident this past fall when CCHS football won the state championship and a parade to honor the team went through the entire community at 11:00 pm! Students feel a sense of belonging and develop a sense of "Dragon Pride" early on in their education. CCHS students are a part of something greater than the individual and give back to the community in many ways. Our chapters of NHS and Key Club spend hundreds of hours every year volunteering in the community (i.e. blood drives, Operation Cookie Deployment, Backpack for Kids, and a variety of student chosen efforts). Giving back to the community is a large element of the school's culture and almost every group from sports teams to extracurricular groups have fundraisers to donate to causes both local and national. Donations for \$3,750 have been raised by students in the first half of the 2018-19 school year and there were over \$8,000 in donations last year.

The High School student population of 1,118 students has remained steady over the past decade, but has been growing in its diversity changing from 86% white students in 2007 to 67% white students today. To celebrate the diverse student population, the school participated in its first Multicultural Night where community members and students of all ethnic backgrounds were encouraged to share food, music, art and cultural elements with their neighbors. The student body also believes in the importance of Social Activism, regardless of political party, and last year the first "Student Voices Week" was held – a new annual event. This event, organized by the Student Government Organization (SGO) in conjunction with other groups - National Honor Society (NHS), Foreign Affairs Club, Youth in Government Club, and Safe School Ambassadors (SSA) - is geared to educate students about current topics. Students did research to collect facts about topics such as Immigration, Global Warming, Gun Control, the Opioid Crisis, Mental Health Well-being and then found guest speakers ranging from Professors at West Point, to speakers from National Alliance on Mental Illness (NAMI) to present to students. These, in conjunction with challenging course offerings, are just a few examples of how students are encouraged to reach their full potential.

At CCHS, we believe all children are scholars and academics come first. A vast majority of our students are involved in extracurricular clubs and sports. In order to be eligible to participate they must meet certain academic and behavioral criteria; those that violate these participation guidelines are placed on probation or dropped from the activity. A large majority of our varsity sports have received the designation of Distinguished Scholar Athlete making us a School of Excellence with New York State Public High School Athletic Association (NYSPHSAA). Our Math Team, Chess Team, Foreign Affairs Delegation, Youth-in-Government Delegates and Quiz Bowl consistently receive recognition for their accomplishments. For those students who do struggle with academics, we provide a variety of supports. The NHS has a peer tutoring room where students can sign up for extra-help during their study halls or lunches, and teachers give of their personal time to work with students in need. CCHS runs a summer school program for credit

recovery, and there is an extended day program (CHOICES) for students who need flexibility in their schedules whether due to the need for additional credits, or the need for an alternate learning environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Courses in the English department teach that connections between curriculum and the world in which students live are essential. To this end, our students will read critically, write thoughtfully, and speak intelligently on a variety of issues to diversified audiences. The English department has designed and follows a rigorous course schedule grades 9-12 on multiple levels including State University of New York (SUNY) Orange and Advanced Placement (AP) Courses. In senior year students have a choice in electives such as Mass Media, Children's Literature, Journalism, World Mythology, and Creative Writing. The departmental approach focuses on the leading edge methodologies that foster both post-secondary readiness and effective communication in all areas of study. Our teachers meet twice a month as a department. A portion of our department's focus is to coordinate assessments that measure the skills necessary for student achievement on the New York State Regents Exam. We give benchmark assessments three times throughout the year at each grade level (9-11) to use as indicators to target areas of weakness. We analyze test data at our meetings and use the data analysis from both the benchmarks and the Regents results to inform our instruction and shift our curriculum. Each year, we create a shared "Best Practices" document based on the data. At meetings, we take turns sharing lessons that build the skills we targeted as weaknesses. For instance, based on the Regents results from last year, our focus for best practices this year was skills to improve reading comprehension. We also determined that we needed to balance a test driven culture with authentic assessments that build students critical thinking skills and writing proficiency. We use the inquiry-based research model at each grade level to provide students with the real life application of skills over a period of time. This project-based assignment is pivotal in our students' development as writers in the real world and beyond. Our instruction is student-centered, differentiated and appeals to a variety of learning styles. We make learning real through inquiry-based research with experiences like "All Night in a Day". We use community resources regularly: a local newspaper writer visits our journalism classes, members of the Orange County Human Rights Coalition read and speak at our holocaust presentation "All Night in a Day," and volunteers from the YWCA spoke to juniors about immigration to spark interest in social issues. For several years, the entire student body has participated in Poetry Out Loud.

1b. Mathematics:

The mathematics department believes students develop procedural fluency from a conceptual understanding of content by engaging in the Standards for Mathematical Practice. Mathematical reasoning and communication skills are essential for students' success. Our goal is for students to see mathematics as a coherent, useful, and logical subject that allows them to make sense of problem situations. Aligned with NYS Learning Standards, in the first three years of the math program students are enrolled in Algebra I, Geometry, and Algebra II. Students have the option of taking the Algebra II course in a two year extended format. The math department also offers Principles of Computer Science and Advanced Placement Courses in Statistics and Calculus. Students who have taken the prerequisite courses are eligible to enroll in these AP classes, regardless of past performance through a Challenge Agreement. Consequently, about 25%-30% of our students enroll in AP classes. In order to use materials that are current and relevant, the math department writes its own textbooks for instruction. Lessons are designed around challenging mathematical problems with real-life applications. Unit assessments are aligned with the textbooks and are common to all teachers. Item analysis from unit exams, department benchmarks that are given twice a year, and the end of the year State Regents Exams, are reviewed individually by teachers and discussed as a department. Teacher's whose results were significantly better on a particular question share strategies that they used in the classroom that they think contributed to their results on that topic or standard. Teachers then have the ability to adjust their instruction for best practice moving forward. The technologically driven math department embraces the concept of teaching students with technology they will encounter in the world for which we are preparing them. Graphing calculators and interactive whiteboards are used daily. We utilize tools such as Google Classroom and flipped classrooms for disseminating and collecting information from students efficiently, and in a manner that mirrors the method of information transfer used in colleges and

businesses. Instruction is balanced by certain topics taught without technology, to ensure that the underlying concepts are understood, and to create the proper foundation for future topics.

1c. Science:

Science is departmentalized by subject (Earth Science, Living Environment, Chemistry, Physics and electives). The science department collaborates as a team in the following ways: lesson plans, activities, quizzes, exams, and laboratories are designed collaboratively by discipline. Although taught in separate classes, lessons are often team planned. The science department has established a strong curriculum with an emphasis on inquiry, sustainability, and scientific literacy. CCHS Science uses the following assessment data to drive student instruction: unit exams, unit quizzes, comprehensive benchmarks, comprehensive finals and Regents exams. Benchmarks and Regents exams are subject to item analysis by discipline. The results are used to adjust language of instruction, question style, and laboratory instruction. Regents Biology item analysis in 2018 showed a weakness in the area of graphic interpretation. Biology instruction was adjusted to focus on graphing. Item analysis of the Earth Science Regents exam showed students struggled with questions involving use of the reference tables. Instruction was adjusted to help students with graphic interpretation and table reading. Chemistry item analysis of the 2018 Chemistry Regents and Benchmark exams showed that students struggle with the explanation of graph segments in written form; for example “explain what is occurring during each segment of heating curve in terms of potential energy.” Instruction was adjusted in lab to provide additional hands on experience with heating and cooling curves as well as their interpretation. The Cornwall Science Department offers coursework consisting of: Regents Sciences, AP Courses of Biology, Chemistry, and Physics, several half-year science electives including Human Biology, Forensics, Current Topics, Geology, Astronomy and Physics in Motion. Students typically take four science courses during their high school experience, though it is common for some to take up to six. Open enrollment and challenge agreements give students the opportunity to personalize their education. Students are required to take a state exam as the final for all regents course and complete benchmark assessments twice a year. Students enrolled in AP courses are expected to take the AP exam and students in Accelerated Biology often sit for the SAT II.

1d. Social studies/history/civic learning and engagement

In social studies, the department has a significant focus on Global History in 9th grade. Our 10th grade course continues studying world cultures, with a focus on events and issues since 1750. This course begins with the rise of the modern world with an emphasis on the role of industrialization and imperialism in the nineteenth century. The course then focuses on the first half of the twentieth century. Guest lecturers, primary documents, and project based learning are resources used in the social studies classrooms. In addition to a final exam in 9th grade and the state Regents exam at the end of the 10th grade course, the department utilizes 2 benchmark exams mid-year in each course. These are department created exams that are designed to focus on key concepts and standards; they are good way to insure all classes are following the curriculum map. Item analysis of these benchmarks and Regents exams are reviewed by individual teachers and as a department as a whole. Collectively the data from questions and essays are compiled. Multiple choice questions, thematic essays and document-based question’s are reworded/reworked to address any deficiencies in the tests themselves. Daily lessons and future assessments are adjusted to align with any changes made and best teaching practices are shared especially in areas where students struggle. A goal in the department is to ensure that we are teaching at a high level and that our assessments match both curriculum and student learning styles. The primary focus for the social studies department in 11th and 12th grade is to cultivate students that are globally and civically ready to engage in positive discourse to enhance their world. The 11th grade United States History and Government students study the constitutional foundations for the United States Democratic Republic. US History is also offered as an Advanced Placement course. In 12th grade, our students take Participation in Government (PIG) and Economics. Students learn about the important function of state and local government in our democracy and the importance of being a well-informed and active citizen and participant in our government at all levels. Many seniors are registered to vote as part of this course. Students may choose to challenge themselves and take Advanced Placement Macroeconomics. In addition to these classes, students may choose electives in Introduction to Law, Psychology, and Forensics and the Law. Many of the assessments in the elective courses are project based.

1e. For secondary schools:

The Student Services Office supports students to be career, college, and life ready by hosting individual student counseling sessions, parent night presentations, and class presentations for each grade level that align to this vision. The office utilizes an organized folder system for each grade level including course options, career exploration, and college exploration tools. The Department utilizes resources such as Naviance for personal exploration (understanding Multiple Intelligences, Personality Profile, Strengths Explorer), career exploration (Myers Briggs and Holland Code connecting to career options), and college exploration (college search, admissions analysis). CCHS also has approximately 70 students who participate in the Career & Technical Educational Center (CTEC) which is a half day program off campus where students participate in hands on learning in fields such as Culinary, Construction, Health Care and Education to name a few. CCHS also has a Community as School Program where students can earn credit for internships and job experiences in the larger community or within the school building.

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

2. Other Curriculum Areas:

The Foreign language department offers Spanish and French at five levels at the high school. The majority of our students take at least three years of foreign language. In the upper levels, students can receive four college credits for each course through the University at Albany. French class has an exchange program with Lycee Val de Durance, a school in France. Every other year, our students can go to France where they stay with host families. Spanish students also have an opportunity to travel abroad with one of the travel companies. Our students also have opportunities to visit authentic restaurants, see shows and movies in the target language and interact with native speakers through cultural exchange. We believe that using current technology promotes learning; therefore, we use a broad variety of electronic resources in our teaching approach. Another reason for our success is the use of differentiated instruction. Teachers set and maintain strong goals for each student. We model target language and create stimulating environment enforcing speaking, listening, reading and writing techniques with a focus on both productive and receptive language skills.

The programs of the Business Education and Technology Education Departments at CCHS support our mission to prepare students for success in the world of work, career decisions, and financial planning. We integrate new and emerging technologies in courses such as Robotics, Architectural Design, Design & Draw for Production, Sports Management, and Career and Finance, to name a few. We strive to ensure all students gain hands on job-like experiences and knowledge of the expectations of the world of work and college; we do this through guest speakers, project based assessments and in compliance with New York State Standards. Additionally, there are opportunities to earn college credit in Business Law from SUNY Albany, Computer Aided Design from SUNY Orange, and College Accounting from Marist. Students can also earn credit for internships and job experiences through our Community as School program.

The Art Department provides students with approaches, skills, concepts and a descriptive vocabulary that allow them to think critically about visual images and to communicate their own ideas through a wide variety of media. We achieve this through a diverse program that includes exploration of materials and art-making processes and studying and understanding the cultural and historical significance and influence of the visual arts. Courses in the art department range from traditional studio art, drawing and paint, and sculpture, to courses in jewelry design, website design, creative crafts, and environmental art. The Art Department earns numerous awards and recognitions every year. In the 2017-2018 school year, there were 4 students who were Scholastic Art Gold Award winners and 3 Silver winners; in the 2018-2019 school year, that number has increased to 5 Gold winners and 14 Silver. All of these winners have their art showcased at SUNY New Paltz.

The Music Department's staff of three teach band, orchestra and chorus. In addition to the ensemble performances of our Concert Band, Jazz Ensemble, String Orchestra, Select Choir and Mixed Choirs, we

traditionally have collaborations with the Band and Choirs performing together, and the string Orchestra adding Band members to create a Symphonic Orchestra. The CCHS Music Department also offers Marist College Music Theory and the opportunity for students to take the AP Music Theory exam. Outside of the curricular courses offered during the school day, the department is very busy with their extracurricular offerings. Students have the opportunity to audition for the Jazz Combo, Select Choir, one of our two Acapella Groups, and Drama Club. The Drama Club produces 2 full productions within the school year. The Spring Musical features over 85 students and a student pit orchestra of over 30 student musicians, in addition to students building and painting the sets. The HS Acapella Groups and Jazz Combo perform frequently throughout the community at annual the HS Acapella invitational.

Students take four years of Physical Education and one semester of Health Education. During their freshman and sophomore year students are enrolled in a yearlong 9/10 Physical Education course. This course emphasizes team sport activities, team/confidence building and fitness assessment. Juniors and seniors have the choice of enrolling in two semester long courses ranging from a general Physical Education course to three different electives: Strength and Conditioning, Personal Wellness or Individual Sport Activities. Each year all students are required to participate in a five-week unit of Aquatics and participate in fitness assessments in both fall and spring. During the five-week unit of aquatics, students are exposed to water safety, rescue techniques, survival swimming, various stroke techniques and both individual and team water sports including diving, kayaking, paddle boarding and water polo. Many students have had the opportunity to utilize technology in Physical Education through the IHT heart rate monitor system that monitors heart rate during class and provides instant feedback describing their activity level during the period. In addition to Physical Education activities, we have had a variety of guest speakers/programs through our Health and Physical Education classes, most recently these have included the following topics: mental health, character development, self-defense presentations, AIDS, grief and the dangers of vaping.

3. Special Populations:

Cornwall Central High School utilizes a variety of instructional approaches, methods, interventions and assessments to personalize the student learning experience. These approaches begin with the transition from Middle School to High School when our counseling team meets to identify at-risk students and puts interventions in place right from the beginning of High School. We also have a peer mentor program where every 8th grade student is matched with an upperclassman who is available during the students' lunch. Our Instructional Support Team (IST) is active in meeting in order to discuss specific interventions that may be needed for students referred by classroom teachers. These interventions may be Academic Intervention Services (AIS) or classroom modifications. Teachers collect data from a variety of assessment tools in order to monitor student progress and make adjustments to student services as needed.

Students identified with IEPs, 504s, declassified students, and/or ENL students are provided a variety of supports at CCHS. In addition to programs such as integrated co-teach, subject-based special classes, resource room, and Community Based Instruction (CBI 12:1+3) every student with one of these designations has a case-manager who oversees their yearly progress, acts as liaison to parents, and is the student's advocate. Supports such as a fully staffed separate location testing room, additional after school tutoring supports and the use of technology like Talk to Text, Book Share, and Google Read Write are just some of the ways these students are set up for success. For our IEP population that has an achievement gap greater than 10% in Earth Science and Living Environment, we have implemented a double lab period.

CCHS has a Community Based Instruction (CBI) Program focused on helping ungraded students develop the functional academic, vocational, and life skills they need to be successful, productive members of society when they age out of public school at 21 years of age. There are two dedicated instructional spaces within the high school for this program. One is a classroom space where students receive curricular instruction and the other room houses the Practical Assessment Exploration System (PAES) Lab [copyright] as well as a kitchenette and washer/dryer. In this lab, students become employees, staff become employers and supervisors, and students explore various jobs in the areas of computer technology, construction/industrial, processing/production, consumer/service, and business/marketing. Students in this program spend two hours per day, four days per week, working in job sites within the local community. This allows students to transfer skills they have learned into a real work environment, with the plan of transitioning to

post-secondary employment. The CBI program has collaborated with Office of People With Developmental Disabilities's (OPWDD) Employee Training Program. Subsequently, during their last two years before exiting, students become NYS employees, enter into the NYS retirement system, and are paid for the work they do within the community job sites.

In addition to programs and services for our students performing below grade level, CCHS offers many opportunities for students performing above grade level. There are 10 AP courses offered as well as 10 dual enrollment courses offering college credit from either SUNY Albany, SUNY Orange, or Marist College.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students who have formed positive relationships with staff and peers and those who are actively engaged in the life of the school are more likely to excel academically and become well-rounded adults. Having every student actively engaged in some aspect of school life is a priority at CCHS. In the first two weeks of September, an Activity Fair is held so that underclassmen and new students can see all of the extracurricular activities offered at CCHS in the hopes they can find one that speaks to them. There are Spirit assemblies built into the schedule so that students can participate in team building activities and pep rallies. The accomplishments of students, both from extracurricular activities and from their academic endeavors, are celebrated with posters throughout the hallways, verbal announcements, parent messages home and every quarter we host a "Dragon Breakfast" which brings together parents and teachers of exemplary students in a particular content area. Dragon Awards are also given on a monthly basis to any student who was "caught" making positive decisions. Their name is added to the Dragon Board and they are entered in a drawing sponsored by the PTSO for a gift card to a local business. At the end of the year, there are two award events, one for department awards per subject and the other specifically for seniors earning scholarships and recognitions.

The culture of CCHS is one where teachers feel valued and supported; it is like an extended family where encouragement is given for both accomplishments and struggles. Teachers' concerns are always considered by administration, and teachers are included when school and community issues are discussed. The teachers in the building are supported and encouraged by administration to try new lessons, embrace technology, and to work on their own education each year. CCHS currently has 13 Nationally Board Certified teachers and a number of others currently working towards that distinction. There is a recognition that teachers be financially compensated for their time outside of the regular school day. They are also afforded time each month to collaborate with colleagues and are supported in their pursuit of continuing education. Parents in the District recognize the work performed by teachers and give them their trust; they often ask for teachers' opinions and value their responses. Additionally, the majority of students are appreciative of the support their teacher provide and will write letters of thanks and gratitude.

2. Engaging Families and Community:

In recent years, the school has worked on improving their communication with families and community members. District wide events such as the Technology Expo, Multicultural Night and the "Parade of Champions," which celebrated our two State Champion Fall teams, are events that bring the whole community together. The District utilizes School Tool Parent Portal for the sharing of student assignment grades and report cards as well as School Messenger in order to send phone calls, texts, and emails to families. The High School webpage, Facebook page and Athletic Twitter account are often visited by community members so that they can see what events are taking place. The High School has a good relationship with the local newspaper, and reporters are often invited into the building for interviews with students and staff about current accomplishments or projects.

Teachers and administration work closely with community guest speakers/presenters on days such as All Night in a Day (where the book "Night" by Elie Wiesel is read and projects and presentations around the Holocaust are given), Engineering Day (where engineers from West Point and local business teach lessons to math classes about real world application of what is being taught in the classroom), the ACE Mentor Program (where local professionals involved in architecture, construction and engineering work with High School students on competitions) and the Safe Driving Forum (where Orange County Stop DWI staff and local law enforcement speak to new drivers and their parents).

The Cornwall Cares committee also organizes informational events around important community topics (i.e. Drug Awareness and Gun Safety). Likewise, the Student Services Department has grade specific informational nights. The CCHS PTSO has grown over the past 5 years and now is a vital and active organization that works closely with grade level advisors on fundraising events and community outreach. Additionally, this group with others in the community will provide financial assistance to students in need,

not only around the holiday season but anytime there is need. Finally, CCHS students are extremely active in the larger Cornwall community and our students often volunteer their time to support organizations such as the public library, youth athletic programs, and the food bank to name a few. Many of these community organizations give back in turn by providing local scholarships for graduating seniors.

3. Professional Development:

Cornwall High School promotes professional development because staff view education as an ever-growing, ever-changing field. This means that teachers must be lifelong learners in order to teach each new group of students. Cornwall teachers are offered professional development to learn new teaching styles, techniques, and tips, but also to provide opportunities for them to interact with educators from other areas in order to improve their own teaching. Though some short workshops are effective in introducing new topics, the most effective workshops are taught over time and involve hands on activities and interaction. This also allows for more questions and discussions to occur throughout the presentations.

Some recent initiatives supported through Professional Development at the High School are the Hudson Valley Writers Project (HVWP) and Science Technology Engineering Art & Math (STEAM) Workshops. The HVWP project is a group of interdisciplinary teachers learning how to teach writing across all content areas. In the HVWP, teachers have access to a local network to share their teaching experiences and study exemplary literacy practices with colleagues. Students have access to reading, writing and thinking experiences that prepare them to participate in and contribute to their communities. Writing is cross-curricular, so helping students become confident writers affects the students' overall academic success. The program builds in opportunities for teachers to observe each other in the classroom. In regards to STEAM, the High School has a STEAM Captain who helps with the implementation of instructional practices focused on 21st learner needs to be critical thinkers, to problem solve and to use technology. Professional development opportunities have been available to help teachers incorporate flipped classroom presentations, create Google classrooms, and become comfortable using interactive TVs, Brite Links, and other technologies in the classroom. The STEAM initiative has also focused on other online resources that teachers can integrate into their lessons right away, such as nearpod.com, quizizz.com, bookkeeping applications, CAD applications, diet and exercise applications and many more. This STEAM initiative has led to two new courses – Robotics and Principles of Computer Science.

Opportunities for professional growth are given through in-service courses taught in-house and teachers are also supported in participating in on-line courses and those sponsored through the local BOCES or the nearby colleges of SUNY New Paltz, Mount Saint Mary, and Marist. Opportunities for professional conversations and growth also occur during the twice-monthly Curriculum and Instructional Planning (CIP) time that teachers engage in after school. These one-hour sessions tend to be departmentalized, but they are also opportunities for cross-curricular conversations and planning as well as opportunities for guest presenters.

4. School Leadership:

School leaders foster a safe, comfortable environment in the building, which allows staff the autonomy to capitalize on their individual strengths and abilities, while at the same time, supplying guidelines that promote consistency for all. In regards to student achievement and well-being, goals and objectives are clearly communicated. School leaders respect and have a good rapport with school faculty and staff. All efforts are made to listen to the faculty, staff and students, and professional development activities are based on the authentic needs of these entities. A Faculty Advisory Committee meets quarterly and gives input in regards to school based policy and procedures. Over the past few years, this committee has worked on improving the transition from 8th to 9th grade, building school spirit, and reviewing grading policies and procedures (homework and benchmark assessments). The Building Safety Team is composed of faculty and staff, and it reviews practices to insure the safety of all in the building. The building level PBIS (Positive Behavior Intervention Supports) Committee and IST (Instructional Support Team) Committees focus on promoting student success. Teachers are also members on District Committees such as Cornwall Cares, Data Team, Professional Development Committee and the Technology Committee. The Department Chairs (teacher leaders), meet twice a month with administration and this group leads the monthly CIP

(Curriculum Instruction and Planning) meetings.

In recent years, much attention has been given to promoting STEAM concepts. This includes finding the best location for activities and training appropriate faculty members to lead. School leaders saw other technology needs, such as developing a “Bring Your Own Technology/Device” policy, to integrate education with the electronic tools that students have available to them. Thanks to school leaders, CCHS has a plan and timeline in place to supply each student with his/her own technology (one-to-one), and strides have been made toward this end. As well as the need for hardware, school leaders have seen the need for professional training on applications such as Google and other tools that are so helpful in engaging students.

The most important priority to the School Leaders is creating a caring and encouraging environment that allows students to reach their greatest potential. To do this, they are cooperative and transparent and give all staff that opportunity to have a voice. This voice is extended to the student population as well. Students looking to institute new extra-curricular activities or those with vision of a school event or fundraising idea, are given the ability to take on these leadership roles. New clubs such as the Technology Club, Dungeon & Dragons, and the Student Voices week are examples of this.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our family of committed professionals provide CCHS students with a strong sense of community and inclusivity where each student feels safe, valued and appreciated. The practice that sets CCHS apart is that all disciplines, academics, athletics and the arts, take a true interest in and support each other, which fosters the success of each student as an individual by keeping student interest and engagement at the forefront of planning.

Cornwall students are inculcated with a sense of community and an expectation of success. There is a culture that encourages students to contribute to our school family. Students are encouraged to join activities, clubs or sports of their preference. They are encouraged to explore their interests and develop their individual talents. Dungeons & Dragons is a new club that was recently developed as a result of student interest and faculty support. Students feel empowered and supported to speak out about societal issues of concern to them as school community members. Last year students in an organization supporting human rights forums, voluntarily organized a peaceful ‘walk-out’ as a result of the Parkland shootings in 2018. CCHS celebrates achievements on both individual and group levels; examples are publication and essay contests or pep rallies that recognize athletic achievements. CCHS students participate in musical performances, student art-shows, and technology fairs. It is these opportunities that are provided and encouraged that allow students to express themselves authentically and share meaningful experiences with their peers and school community. Students are given the opportunity to explore the world around them with foreign exchange programs, international research opportunities, as well as opening them up to social interactions throughout the state in their athletics and art programs.

As a staff here at CCHS our practice is to collaborate, support, reflect, adjust, encourage and innovate. What sets CCHS staff apart from other staffs is our commitment to our students. CCHS staff provide a safe environment for our students where they receive validation and support both in their educational pursuits and extracurricular activities outside of school. As professionals we are well educated and trained in the standards which provide opportunities to develop higher level thinking skills. We maintain rigor in our subject areas while providing extra time in Regents review sessions for practice and confidence development. As teachers in our classrooms, we create the expectations of positive behavior. We welcome diversity of thought; students continually feel valued and appreciated. We are cheerleaders for our students. We appreciate their growth and development as individuals both in and out of class. We work together across disciplines to meet the needs of our students. The drive for us to better ourselves as instructors and support each other as learners is for the success of our students. We support students in the endeavors they undertake by attending art exhibits, concerts, and athletic events. We offer extracurricular support/activities in addition to athletics: clubs, workshops, activities. We strive to meet the needs of each of our students and adapt curriculum constantly. We provide alternative learning settings and extra help, adjusting learning styles and so that all students can succeed. We encourage students to think outside their bubble; to develop a global perspective beyond their present understanding. Our practice is collaborative, supportive, reflective and innovative.