

U.S. Department of Education
2020 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. Christopher Walsh
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Byram Hills High School
(As it should appear in the official records)

School Mailing Address 12 Tripp Lane
(If address is P.O. Box, also include street address.)

City Armonk State NY Zip Code+4 (9 digits total) 10504-2511

County Westchester County

Telephone (914) 273-9200 Fax (914) 273-2067

Web site/URL https://www.byramhills.org/bhhs E-mail cwalsh@byramhills.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. Jen Lamia E-mail jlamia@byramhills.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Byram Hills Central School District Tel. (914) 273-4082

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. Ira Schulman
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the 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	81	80	161
10	90	105	195
11	98	84	182
12 or higher	98	94	192
Total Students	367	363	730

*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
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 1 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 1%

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, 2018 until the end of the 2018-2019 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2018	790
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Spanish

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 38

8. Students receiving special education services: 15 %

108 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>7</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>44</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>47</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</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: 4

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	7
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	64
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.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 11:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	100%	99%	99%	100%	99%

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 2019.

Post-Secondary Status	
Graduating class size	211
Enrolled in a 4-year college or university	99%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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.

In an environment of mutual respect, we will provide students with the means, the knowledge, and the opportunity to excel in order to become productive and responsible citizens of the 21st century.

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

Byram Hills Central School District (BHCS D) is comprised of four schools. The Coman Hill School houses 454 students in grades K-2, and is located on its own campus. The Wampus School is comprised of 569 students in grades 3-5, and it shares a campus with H.C. Crittenden Middle School, which is attended by 527 students in grades 6-8. Byram Hills High School has an enrollment of 730 students in grades 9-12. Overall, there are approximately 2,365 students and 219 classroom teachers, which amounts to a student/teacher ratio of 11:1. English is the only language spoken in 91.7% of the households, and 13 ELL students are reported throughout the district. The Byram Hills Central School District is 87.6% White, 5.9% Asian, 4.5% Hispanic, 1.4% Two or More Races, .5% Black, and .2% American Indian/Alaska Native. Armonk is a close-knit community, which supports the continuous growth and improvement of the Byram Hills Central School District. This is evidenced through the commitment to excellence by the Board of Education in its partnership with the District.

Byram Hills High School recently collaborated with Challenge Success to examine if and how our students' high school experience mirrors our value system. After a comprehensive and ongoing process of surveying, reflecting, and researching, Byram Hills High School has made several changes to our school structure utilizing the S.P.A.C.E framework, which represents the concepts of Students' Schedule and Use of Time, Project and Problem-based Learning, alternative and authentic Assessment, Climate of Care, and Education for the Whole Community. Most notably, BHHS is redesigning the master schedule to best meet the needs of our twenty-first century learners. Increased engagement, improved student choice and self-advocacy, enhanced overall wellness (teacher and student), and expanded professional collaboration are the desired outcomes. In addition to creating a schedule that better prepares our students for the 21st century, the District seeks to "create the leaders of the next generation." To achieve this goal, Byram Hills High School created a Student Leadership Board, a program in which our high school students learn the skills of cultural proficiency, expand their view of global issues, and develop leadership skills to make a difference in their local and global communities. The cultural proficiency conceptual framework that BHCS D has adopted challenges people and organizations who possess the knowledge, skills, and moral bearing to distinguish among healthy and unhealthy practices and to break down barriers toward profound school change. The Building Level Data Team is yet another example of how BHHS aims to empower students by using quantitative and qualitative data to help students make informed decisions about scheduling, time management, and perceived stressors.

Byram Hills High School is a leader in the creation of innovative and meaningful programs to build support for the whole learner. Programs such as the Flexible Support Program, Robotics, the Authentic Science Research Program, Global Scholars, the Mentor Program, the Teaching Assistant Program, and Peer Leadership provide students with appropriate and meaningful opportunities to build character. The Mentor Program and Peer Leadership are two unique programs created to provide students with confidence and community as they move forward in their educational careers. The Mentor Program is designed to help freshmen students acclimate to the high school through a class run entirely by senior students. These seniors applied and were selected into the program for their merits of leadership. The program has been successful over the years due to its stability, structure, and appeal. Similarly, Peer Leadership partners responsible seniors with tenth grade health classes. Together, these students work through a rich and engaging curriculum, the underclassmen benefitting from a learning style unique to this department. Teaching our students how to lead, part of our district's mission, doesn't end here. The Science Department developed a Teaching Assistant Program to pair struggling underclassmen with upperclassmen who are competent in the content material. This enables our faculty to deepen unit studies while providing our students with appropriate outlets to receive help when needed. Our Science Department continues to strive for excellence, priding itself on the newly created Robotics program and the lauded Authentic Science Research Program. Both offer students the opportunity to delve deeply into problem solving using inquisitive thinking. Similarly, Global Scholars is an enriching program that fosters critical thinking and develops compassion amongst students by encouraging a deeper understanding of cultures and places outside of our home borders. Lastly, our school has partnered with the University of Michigan to educate and spread awareness of how mental health impacts our students. From this partnership, our Flexible Support Program was conceived as an additional outlet for students struggling with emotional regulation. These systems have been created mindfully to ensure that our student body is being supported, challenged, and celebrated everyday.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

All of our work at Byram Hills, inside and outside of the classroom, is carefully aligned to the vision of the entire district and centered around our mission statement which drives us to create productive and responsible citizens of the 21st century. We base our courses on New York State and national learning standards and engage in a continuous cycle of improvement to ensure our courses are utilizing the most up to date, research based methods to reach all students. To ensure students are deeply engaged, we focus on creating authentic learning experiences for all students across the content areas. We have worked with consultants to create and align authentic assessment tasks in all subject areas. There is careful vertical alignment and goal articulation throughout each school in the district which propels the work of Byram Hills High School.

At the heart of all instruction at our school is the focus on student centered learning. We are continually working to ensure we are creating an environment of mutual respect, and a key part of that is to ensure students are equal partners in the direction of their education. All classes prioritize student choice and student voice. Teachers are facilitators; guiding students as they learn key skills and concepts. Our classes are heavily differentiated and we have a full complement of Integrated Co-Taught (ICT) classes, ensuring that students of all levels are able to intellectually engage with the content. We have created and continue to create flexible learning spaces that support our student-centered approach to instruction.

As we move into a more globally connected world, we realize the importance of creating a generation of innovators who have an innate curiosity about their world and are able to understand multiple perspectives and communicate their ideas. Our school has partnered with innovative organizations like the Asia Society, and World Savvy to guide our work in this area, and encourage students to deeply understand their world and take action on key issues.

Finally, we have spent many years ensuring we are fully integrating technology into every classroom and learning experience. Students have 1:1 chromebooks and we have a wide variety of STEAM and Robotics programs to ensure students are fully prepared for the world they are entering.

1b. Reading/English language arts

At the heart of New York’s Next Generation Learning Standards are the four anchors: Reading, Writing, Speaking and Listening, and Language. The Byram Hills English Department addresses these standards through a rigorous curriculum that introduces students to a series of core readings--literary and informational--at each grade level with corresponding writing prompts that blend rhetorical modes: persuasion, narration, description, exemplification, contrast/comparison, process analysis, division, and classification.

Writing consists of formal and informal writing, and timed in-class writing accompanies untimed process-based writing assessments. Students develop speaking and listening skills through a variety of oral presentations and classroom discussions, learning the value of language fluency by adapting written and spoken language to suit diverse situations and authentic audiences. Formative and summative assessment provides students with numerous opportunities to demonstrate proficiency, and all students compose a writing portfolio wherein they reflect on personal growth.

The Byram Hills English Department models the skills associated with close reading, guiding students through a challenging array of fiction and nonfiction with an emphasis on expository writing as a means of assessing student understanding. At all levels, students are required to produce research-based writing; often argumentative in nature, these argumentative papers require an understanding of multiple positions.

Understanding that students need to build reading stamina, the Byram Hills English Department introduced an Independent Reading Initiative. The program offers students a choice of reading material and the opportunity to be part of a community of readers. As part of the program, students complete a minimum of six independent reading works per year, conferencing with teachers about their selections.

Over the past five years, the Byram Hills English Department has been exploring 21st century literacies. Modeled on the National Council of Teachers of English (NCTE) position statements, teachers have introduced technology as a means of enhancing traditional instruction. Students compose slideshow presentations, voiceover narratives, podcasts, infographics, and websites as “new ways to consume and produce text” (NCTE “Beliefs for Integrating Technology into the English Language Arts Classroom”). A major shift in departmental work has been the inclusion of multimodal literacies, allowing student assessment to include a mixture of visual, audio, and textual information.

As part of our continuous improvement, teachers use performance data to inform instruction. Data from the English Language Arts Examinations (grades 3-8) help teachers identify students in need of Academic Intervention Services, and teachers rely on performance data from the NYS Regents Examination in English to measure success.

In addition, high quality professional development guides teacher instruction and student learning. Summer curriculum work includes Byram Hills Cyber Camps, mini-courses that introduce technology as an instructional approach. Through curriculum development, teachers have been introduced to the Asia Society’s framework for global competency, and evidence of this work can be seen at all grade levels as students use the study of literature and language to investigate the world, recognize perspectives, communicate ideas, and take action.

1c. Mathematics

The approach to mathematics at Byram Hills is based around the overarching conceptual goals for each course. For Algebra 1, the New York State Common Core Learning Standards are used to inform the curricular approach with a focus on understanding linear, quadratic, and exponential functions. The Geometry, Algebra 2/Trig, and PreCalculus courses are structured to best prepare students for the study of Calculus either in their senior year or in college. Additionally, Geometry serves to prepare students to make and prove a particular conjecture. Algebra 2/Trig continues the story of functions by expanding both the breadth of functions (i.e. logarithmic and trig functions) as well as higher level algebraic skills applicable to that particular function (e.g. properties of logarithms and their use in solving exponential equations). PreCalculus allows students to understand the myriad real-world applications of the content they have learned while also increasing their mathematics skills in order to be “Calculus-ready.”

Tiered assignments with student choice are often provided to students at all levels of mathematics. Many times teachers prepare two versions of an assignment with questions targeted for students at different readiness levels, while still addressing the same overarching conceptual goal. Students often utilize the TiNspire calculator as well as the Desmos graphing program through the Chromebooks in order to best support their conceptual understanding. Problem-based learning is incorporated through instructional and assessment activities relevant to the particular course material. Experiential learning, and the use of building/campus space is also frequently incorporated (for example, students will go to the football field to take measurements and utilize that data in the classroom). Formative assessments are frequently utilized (e.g. through technology such as Delta Math, assignments through the Google Classroom, customized teacher created problem sets, or in class pen and paper assignments) to target both students that need additional support as well as students that are ready for additional challenges. Summative assessments are composed of both in class written assessments as well as project based assignments that ask students to apply their content knowledge in a particular application. Subgroups of teachers (e.g. all Algebra 1 teachers) review assessments as a group to target areas for improvement. Regents, Advanced Placement, and final exam information are also examined after each issuance to help inform the next year’s instruction as well as to examine trends over time that inform the overarching curriculum.

departments of colleges and universities frequently attended by Byram Hills graduates. Teachers have met with the professors and graduate teaching assistants at these colleges to understand the needs at a collegiate level, and how best to prepare Byram Hills graduates to meet these needs. Both curricular and pedagogical approaches to mathematics have been changed as a result of these visitations.

1d. Science

Our science curriculum offers a wide variety of classes aligned to the New York State Science Learning Standard - the New York State version of NextGen Science Standards. Classes focus on engaging students in active, problem-based learning that relates specific content to enduring scientific understandings and skills that scientists and engineers use in the field. Our goal is to foster a love of scientific exploration in students.

Our core science curriculum offerings include on-level, integrated co-taught, and honors courses. We offer four Advanced Placement science classes, and a wide variety of elective classes. The core science program is complemented by a number of elective options, including our flagship Authentic Science Research Program, a three-semester sequence in Robotics and our Science, Technology & Society program which includes eight semester-long electives. In addition to the above-mentioned electives, we offer leadership courses as blended learning opportunities whereby students act as peer tutors in Chemistry and Robotics.

Authentic Science Research offers students the opportunity to engage in a highly individualized scientific research program where they gain the skills of performing research, public speaking, self advocating, and creating college level submissions of their work. The culmination of this program is submission to the Regeneron Science Talent Search Program where our students have had a history of success on the national level.

In all our classes, we are continually refining and revising our curriculum based on student assessment data. We use laboratory notebooks, online assessment tools, collaborative tests and various other formative and summative assessment data such as standardized tests administered from New York State and the College Board. Our teachers continually are working to ensure they provide a highly rigorous and engaging curriculum that prepares students to be scientific leaders in our world.

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

The field of social science in the 21st Century has evolved beyond only the acquisition of factual knowledge. Students are expected to utilize historical thinking skills to analyze events of the past, as well as, current issues. We have been reflecting on our current approaches to teaching and learning and considering the classroom environment that best supports this significant shift.

The social studies department curriculum is based on the New York State Framework. In addition to the state required courses, we offer five Advanced Placement classes and six electives that range from Psychology to Current Events. Our content approach focuses on the incorporation of conceptual understandings. Our skill approach is based on the New York State Social Studies Practices and the College Board's Historical Thinking Skills and Reasoning Process. Based on these skills, the department developed common language and an approach to emphasize thinking historically. Our skills include four overarching areas: Historical Evidence, Causation, Change and Continuity, and Historical Argumentation. Each thinking skill has signposts that are components of the larger skill, i.e. point of view, intended audience, purpose and context of a source might affect its reliability.

The social studies department focuses on creating a student-centered learning environment in which students are engaged in the work of historians. In order to achieve this goal our department incorporates compelling questions to frame our units and assesses that question in our summative assessments. We implement authentic performance based assessments throughout the curriculum. The department includes varied source materials in our classroom instruction beyond the text and is redesigning classroom instruction and the environment to create a place where students are successfully employing historical thinking skills consistently. At the same time, we are promoting and practicing the skills necessary to create an

environment that utilizes civil discourse to discuss difficult issues. Integrated co-teaching in our Regents level courses provides additional support for students with special needs in a heterogeneous environment that challenges all students.

The department analyzes Regents and Advanced Placement data to identify areas of success and future work. Additionally, teachers review student work to benchmark our progress made in historical thinking. Students self-assess historical thinking progress twice a year by rating their progress in each skill and identifying an example of success and reflecting on an area that challenges them most. Teachers review the holistic data and their individual student data at department meetings to plan next steps.

1f. For secondary schools:

Our first priority is always to see and accept our students for who they are, as they are, and where they are in their individual development. We educate the whole school - whole community - whole child. We know from research that the most powerful factors related to healthy child developmental outcomes is an environment that is emotionally and physically safe and accepting. We partner with students, parents, teachers, and administrators to continue developing related school counseling and district resources. Through partnerships with the Yale Center for Emotional Intelligence, Challenge Success at Stanford University and the Depression Center of the University of Michigan counselors and staff are trained on various instructional strategies to reduce stress and anxiety and students learn to become aware of emotions and ways to regulate them.

Our curriculum is embedded with college, career and life readiness proficiencies. Specific curricular offerings that support college and career readiness are noted in many of our programs. The Global Scholars curriculum includes studying the Universal Declaration of Human Rights, promoting cross-cultural relations through cultural proficiency and the development of competitive skills for use in the worldwide global market. In the Health curriculum, students study stress, anxiety, mindfulness, and coping strategies and the importance of Social Emotional Literacy (SEL) skill development. Science Research provides students with an opportunity for original research, enhancement of pro-social skills such as public speaking and networking. Students study research methodology and modes of communication, and develop acumen for independent work, self-motivation and group communication skills. BOCES Occupational Education and the Senior Internship program offer students exposure to the workforce, apprenticeship opportunities and job-related skill development.

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

2. Other Curriculum Areas:

One of the strengths of Byram Hills is not just the rigor of our curriculum, but also the breadth of classes we offer. In addition to the core content areas, we have extensive course offerings and support for students in the arts, world languages, and other electives. These courses ensure students have critical skills to be successful and productive citizens of the 21st century.

Students in performing and visual arts classes at Byram Hills High School participate in a curriculum that is aligned to both the National Core Arts Standards and the New York State Learning Standards in the Arts. Students are challenged to meet all 4 Anchor Standards throughout the courses and, in many cases, participate in a variety of extracurricular arts activities which also promote the development of essential skills including leadership and community activism. Top students in the arts practice leadership by becoming members of the Tri-M Music Honor Society and the National Art Honor Society. BHHS performing and visual arts students have gained local, regional, statewide, and national attention for their artistic achievements. Students in all 4 grade levels participate in music and art programs. The majority of BHHS students go beyond our States minimum arts requirements. Our district music program has been recognized as one of the "Best Communities for Music Education" by the NAMM Foundation.

The Byram Hills World Language department provides instruction in three languages; French, Italian, and Spanish for grades 9-12 daily for 49 minutes per session. We offer levels II through AP Language and

Culture in all languages, a three year co-taught Spanish program, as well as a Commerce elective for the level IV Spanish students. Students have the option to take a second foreign language and native speakers have the option to place out of a level. The BHHS WL Department follows the guidelines of ACTFL including Can-do statements and the three modes of language learning (Interpretive, Interpersonal, Presentational) to provide a framework for students as they hone their listening, reading, writing, speaking, and cultural skills. In addition to the New York State LOTE topics for Checkpoints A, B, and C, the department also uses the United Nations Sustainable Development Goals as a means to provide exposure to authentic social issues confronting the target communities.

Our Physical Education and Health programs are focused on creating healthy students, both physically and emotionally. In accordance with New York State requirements, all students take Physical Education classes throughout their four years of high school. Our school has extensive facilities, including two gyms, a fitness center, a dance/yoga studio, and outdoor courts and fields to ensure our Physical Education program is relevant and engaging to students; promoting a healthy attitude towards lifelong physical fitness. In addition, all students are required to take Health during their sophomore year. Students can take a variety of electives that are intended to promote healthy decision making and healthy lifestyles in our graduates such as Wellness for Life and Sports, Science, and Nutrition.

Technology is truly infused into all courses at Byram Hills. A dedicated Technology teacher supports teachers in continuing to use new technology in innovative ways to support instruction and enhance student learning. We have moved to a 1:1 chromebook set up and every student utilizes technology throughout their day. In addition, our Library Media Specialist collaborates with instructional staff to provide resources for research and online learning across all content areas.

Byram Hills High School takes our commitment to creating leaders of the 21st century very seriously. We offer students a wide variety of activities to foster their leadership skills and build character. Students have the opportunity to enroll in over 35 clubs at the high school with various levels of community engagement and leadership opportunities. All clubs are designed and run by students, with the help of a supportive faculty advisor. In addition, we have numerous programs to build student's character including our Mentor, Teaching Assistant (TA) and Peer Leader programs in addition to our Student Leadership Board. Our Mentor, TA, and Peer Leader programs offer seniors the opportunity to build their leadership skills through their work with 9th, 10th, and 11th graders. The Mentors focus on supporting 9th graders transition to high school, the Peer Leaders work with 10th grade Health students with wellness, social, emotional, and decision making skills, while the TA's support students' academic growth.

3. Academic Supports:

3a. Students performing below grade level

We have built multiple supports into our program to support students who are performing below grade level. All teachers are trained in basic Tier 1 interventions. Teachers regularly check for understanding, reteach key concepts, use formative assessment data, and differentiate their instruction. Teachers provide skills-based interventions to struggling students at scheduled times.

In addition, we have a multitude of programs that benefit students performing below grade level. Our school has a co-teaching special education model which benefits all students in these classes, ensuring classes are differentiated and explicitly teaching key skills. Students performing below grade level in English are automatically enrolled in our Writer's Workshop program. This service provides targeted instruction for 2-3 students at a time working with an English teacher, to remediate skills. In the second semester of freshman year, we add more students to this program who may be testing at grade level, but are still struggling with the writing expectations of the high school. Our teachers and these additional supports are highly effective, as evidenced by our 99.5% Regents pass rate in the English Regents.

In math, while the majority of students are performing at grade level, we have recently restructured our math curriculum to address the deficits some of our students have based on internal data. Far more students are enrolled in Algebra freshman year and these courses are co-taught with math teachers working as a team and

providing heavily differentiated lessons. Starting in the second quarter of freshman year, students below grade level and struggling significantly are enrolled in Math workshop, an additional small classroom focused on reteaching and remediation that meets daily. We have a 100% pass rate right now in the Algebra Regents, showing our program's ability to support and remediate the deficits of students performing below grade level when entering high school.

3b. Students performing above grade level

We have many students performing above grade level at the high school, and ensure these students have a multitude of course offerings to choose from that will both challenge and intellectually engage them. We have a very strong Advanced Placement program with 23 different Advanced Placement courses that require students to take the exams at the end of the courses, resulting in strenuous classes with strong pass rates. In addition we have a multitude of honors and advanced classes in almost every subject area. Students are required to have at least six courses on their schedule, resulting in students taking a rigorous course load. Teachers of all subjects are skilled in differentiating curriculum, not only providing scaffolds for struggling learners, but also providing extensions for students who are excelling.

In addition to providing a rigorous curriculum, we focus heavily on igniting the curiosity and passion of our students so that students performing above grade level will push themselves and drive forward their own learning. While all our classes focus on a student centered approach to instruction, we have two unique programs that focus on these goals. Our science research program is a three year elective science program in which students engage in independent and original scientific research. Students are pushed in this program to develop critical scientific, reading, and writing skills at a college level. More importantly, they are able to hone in on topics and questions that deeply interest them and work with scientists in the field to conduct real, meaningful scientific research. Similarly, our Global Scholars program is a three year interdisciplinary program in which students investigate global issues, understand different perspectives, hone their speaking and writing skills, and ultimately take action. Both of these programs are examples of the ways student-centered instruction pushes our high achieving students.

3c. Special education

Byram Hills High School offers a continuum of Special Education Programs to meet the diverse and individual needs of our student body. The Special Education Department consists of approximately twelve full-time teachers and two full-time psychologists. The Special Education Department offers related services in Speech Therapy, Occupational Therapy, Physical Therapy, Assistive Technology, and Psychological Counseling, as needed.

Daily Resource Room (5:1) is offered at all four grade levels, and several program aides provide assistance to classroom teachers, performing a variety of tasks relating to the physical and instructional needs of students. In addition, we have eighteen sections of Integrated Co-Taught Classes spanning three grade levels, where specially designed academic instruction is provided to a group of students with disabilities alongside their general education peers.

Special Classes (15:1) are offered in English, Math and Economics in the event a student has significant delays and they requires an intensive, small teacher-to-student ratio program within a school environment in order to progress academically.

Byram Hills High School also offers a Special Class program (8:1:1), which consists of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting. Students enrolled in the 8:1:1 program receive both academic and community based instruction throughout their day.

The Committee on Special Education reviews each student's progress annually and makes recommendations for the upcoming school year. Additionally, if the Committee on Special Education determines that a student is eligible, they may receive special education services and/or programs during July and August (Extended

School Year). Every special education student has a comprehensive reevaluation every three years, the results of which are considered as part of the determination for continuing eligibility for special education.

3d. ELLs, if a special program or intervention is offered

Our English Language Learners are supported by one teacher who supports all of the ELL students in our district. The student schedules are coordinated so that the ELL teacher can push into classes to offer support. The Guidance Counselors of the ELL students coordinate the needed State testing with the ELL teacher. The counselors, ELL teacher, and appropriate general education teachers coordinate the appropriate Regents Examination accommodations with the building administrators. The ELL teacher works closely with the classroom teachers to modify necessary work for the ELL student prior to work being assigned to the ELL students.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

One of our unique offerings at Byram Hills is the Flexible Support Program, (FSP), an individualized program created to support students holistically who are struggling emotionally in school. Schools across the country are seeing a rise in the stress, anxiety and emotional disorders students bring into school. FSP is a program Byram Hills created to help students who are particularly struggling and may have become school avoidant.

FSP students are supported by one of our school psychologists, a special education teacher, and a teacher aide. Once a student has entered the program, they are scheduled to meet with the FSP faculty at least once a day, but may also access the program on a drop in basis. The school psychologist collaborates closely with the student's parents and outside service providers to ensure the student is receiving the mental health support necessary to be successful in school. Meanwhile, the special education teacher works closely with the student's teachers to ensure assignments are appropriately modified and the student is able to access the curriculum, in spite of their emotional state. Students all have regular counseling with our school psychologist and are closely monitored. This program truly allows students who are struggling to be educated in the least restrictive environment possible and provides an emotionally therapeutic space for students to be within the building. It has helped students within the school and in neighboring districts to stay engaged in school and successfully achieve academic and socio-emotional milestones.

The program was developed six years ago with the support of the University of Michigan Depression Center. The partnership has allowed our faculty members to be trained by the professionals at the Depression Center on Cognitive Behavioral Therapy (CBT).

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our mission at the high school is, within an environment of mutual respect, to give students the skills and opportunities they need to become productive citizens of the 21st century. To accomplish this goal, we have created many structures and programs that engage and motivate students, providing a rigorous academic experience that also promotes the social and emotional growth of our students. Upon entering high school, freshmen have the unique opportunity to participate in our freshmen mentor program. This program gives freshmen an opportunity to create new friendships, discuss critical social-emotional issues, and connect in meaningful ways with both teachers and senior mentors. These connections help freshman students learn about various opportunities for involvement and support within the school. For the senior mentors, this program is a coveted position that helps students hone their leadership skills and delve deeply into supporting the emotional needs of their peers. Seniors can also hone these leadership skills in our TA program and Peer Leader Program, where students push into health, chemistry, and computer science classes to support other students' academic, social, emotional, wellness, and decision-making skills. Our students also support each other academically through our peer tutoring program. In this program, upperclassmen tutor underclassmen in various subjects to promote academic achievement and build connections within the school.

We always strive to give students a true voice in their classes and the school at large. We have a Student Leadership Board that works with teachers and administrators to promote cultural proficiency and rethink how we can create leaders of the future. Students are afforded multiple opportunities to develop leadership skills and be involved in directing our school.

In addition, we provide a rigorous academic program that is driven by student interests and student inquiry. Academic departments are continually creating new courses that address the needs of our students, and we offer extensive professional development to ensure teachers are equipped with the means to create engaging courses. Our academic programs are supported by over thirty-five extracurricular clubs, freshman, junior varsity, and varsity fall, winter, and spring athletics, and three theater productions each year.

Finally, we are deeply engaged in work with Challenge Success, an organization that is dedicated to ensuring that our school is focused on student-well being and true engagement in learning. For the last three years, we have worked extensively with this organization to evaluate our school's needs and determine the best ways to improve the overall student experience in terms of academic engagement, workload, sleep, teacher care, parental expectations, extracurricular activities, and academic integrity.

2. Engaging Families and Community:

Byram Hills School District has a very strong and collegial relationship with the families in our community. We are a high-performing district with a very active parent community whom we value as true partners in creating an engaging and rigorous school. At the high school level, it is important to actively cultivate a strong parent connection. We have multiple structures to both inform parents and to partner with them for feedback and ideas.

It is important to keep parents informed of the work we are doing at the high school so students can hear consistent messages at home and at school. One very successful strategy we utilize is a monthly Principal's Coffee, where the principal addresses key initiatives in the school and answers questions from the parent community. These are well-attended, and published on our multimedia website so that all parents can watch them if they are unable to attend the live session.

We also have a digital newsletter, "The FOCUS" which is published twice each month. The newsletter keeps parents abreast of the multitude of deadlines, club activities, student recognitions, special programs, upcoming events, student awards and highlights of things happening in and out of the classroom.

At the beginning of the year we host two "Back to School Nights" for parents to ensure that they have the chance to meet their student's teachers, walk around the building, and gain a better understanding of life at Byram Hills High School. Prior to the start of each school year, we host a special orientation for parents of incoming freshmen. Parents meet with department chairs and directors and tour the school building. One week before the start of the school year, the building principal invites parents of freshmen in for a special question and answer session to alleviate any lingering questions about the transition to high school.

Throughout the year, we host very well attended Guidance Discussions that go over all aspects of the college process with parents. We utilize parent-teacher conferences and a continually updated online gradebook to ensure students and parents are informed of their student's progress in school.

Having parents actively involved as stakeholders in our school community is one of our key values; therefore, we also have a multitude of means for them to be voices in our key initiatives in the school.

We partner very closely with three parent organizations that support the students at the high school. The Parent Teacher Student Association (PTSA), Byram Hills Educational Foundation (BHEF), and the Bobcat Boosters are organizations that support students through programs, grants, and fund raising activities. The parent leaders of the organizations meet regularly with building administrators to highlight ways to support student needs at the high school.

3. Creating Professional Culture:

One of the strengths of our school is our strong professional culture that encourages innovation and progressive instructional practices. Our school strongly values professional development and utilizes several instructional strategies to achieve this end. As a school, teachers come together at monthly faculty meetings and quarterly superintendent conference days. This time is spent discussing district and school-wide goals and strategies to improve our school community. There are many subcommittees that meet throughout the school year to ensure these school-wide meetings are productive and focused on appropriate goals. We have committees dedicated to the Master Schedule, our Challenge Success initiative, professional development, and our evaluation committee.

In addition to many building-wide professional development opportunities, our school offers intense professional development at the department level. Our department chairs are administrators with reduced teaching loads, so they are able to regularly attend a wide variety of classes and give teachers concrete feedback on their lesson plans. The staff has monthly department meetings where they work on aligning curriculum, highlighting best practices, reviewing instructional data, and discussing plans to implement department goals. Department chairs regularly find professional development consultants to support their teachers, and frequently provide in-service days where teachers can work on improving their instructional techniques. These consultants cover a wide variety of topics, from problem-based learning to effective co-teaching strategies. Department chairs can then follow-up on this work in their department meetings.

In addition, teachers are encouraged to become innovators in their own classrooms. Teachers participate in monthly learning communities, facilitated by teacher leaders, and focused on interesting instructional issues and practices. Byram Hills develops teachers' leadership potential and regularly provides them opportunities to advance their skills. Teachers and administrators are encouraged to challenge themselves in taking courses and workshops that push the boundaries of their current thinking.

Byram Hills is dedicated to continuous growth. As a school community administrators and teachers attend work sessions and training on how to both offer and receive feedback through the Tri-State Consortium. Last year, we hosted a group of professionals from this group to gain feedback on our leadership and global competency for students. We were commended on the use of high-quality research-based frameworks used in classes and the opportunities for deep learning for students.

Our teachers are encouraged to seek professional development opportunities outside of the building as well. The teacher contract is designed to reward those teachers who continue to pursue professional development opportunities throughout their careers through salary incentives.

New teachers to Byram Hills are also given a tenured teacher as a mentor during their first year to help them adjust to the culture, department, and community. Each mentor is supported by a district program that has been in existence for over twenty-five years.

4. School Leadership:

At Byram Hills, we truly believe in creating an environment of mutual respect; therefore, we strongly value distributive leadership that takes into account the needs of all the stakeholders in our school to advance student achievement. This is evident both in our school structure, and in our daily practices. In addition to the principal and two assistant principals, there are several directors and chairs who have administrative, leadership roles. While directors oversee their departments from K-12, the chairs of the science, social studies, world language, english, and math programs are teachers and administrators. This allows our school to have highly specialized leaders at the department level who are still deeply connected to the needs of our students and the reality of teaching. These chairs and directors provide instructional leadership and support to teachers in their departments ensuring we are focused on student data and advancing student achievement.

Throughout the school community, we have created many structures to ensure we are hearing from all voices in our school community. We have created Continuous Improvement Planning (CIP), a biweekly meeting of all administrators in the school, to discuss department work as well as school-wide goals. This meeting ensures that the goals are aligned and articulated throughout the school community.

Teachers also play an important role in our leadership structure. One teacher from each content area acts as a representative on the Principal's Advisory Committee. The committee meets at least once each month to address important school-wide concerns. The committee works collaboratively with the building principal to troubleshoot, brainstorm, and plan for issues impacting student learning, the school vision, and community needs. Teachers also serve on the Master Schedule Steering Committee. This committee was charged with investigating our current master schedule and making recommendations to improve it. After a year of studying various schedules, the teachers on the committee presented their findings to colleagues and have recommended a new master schedule for students.

Administrators throughout the district set goals at the beginning of each year. The goals are developed collaboratively at a yearly Administrative Retreat which takes place in the summer. Administrators refer to the goals throughout the year and it aligns their work with their faculty and staff. In addition to the goals, administrators have the opportunity to develop targets for growth at the beginning of each year. These targets for growth are extensions of the goals that often include specific projects or departmental objectives that require extra attention or focus. Progress towards the targets for growth are rewarded with additional compensation.

Students participate in the leadership structure through the Student Leadership Board (SLB) and the Student Advisory Committee (SAC). The SLB works to align the building goals to the larger needs of the district and community. The SAC advises the principal on student life, academics, and the operation of the school.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Byram Hills High School, we are continually focused on our mission. A corollary to that mission statement is to create leaders of the next generation. Helping students become leaders is embedded in our curriculum, programs, and culture. Our focus on developing the capacity for students to develop as leaders has been the most instrumental to our success. From the day freshmen enter the door until the day the seniors graduate, students are given every opportunity to develop their leadership skills. Our Mentor Program has had a significant impact on the culture of our school. Senior mentor students support our incoming freshman as they transition to high school. Our senior mentors work closely with faculty members to develop appropriate lessons and to develop their own leadership skills. There is a rigorous selection process to become a senior mentor and it is considered one of the most prestigious positions a student can have at Byram Hills High School.

In addition to the Mentor Program, we have a Peer Leadership Program that is designed to support our sophomore students. The Peer Leaders are seniors who have shown a capacity for making healthy choices. Peer Leaders work with our sophomore students in their Health classes and deliver lessons on healthy relationships, nutrition, prosocial behaviors, drug and alcohol awareness, and wellness. Our Peer Leaders also go through a rigorous selection process and are a great asset to the school community.

We also have a unique Teaching Assistant (TA) program for our AP Computer Science and Regents Chemistry classes. Student leaders are chosen to be official TAs to provide instructional support for their peers. Our TA programs have greatly increased our rates of students taking Regents Chemistry as well as the percentage of students who successfully pass the Regents Exam. Additionally, the TA program has helped us increase our numbers in the AP Computer Science classes as well. Students in the TA program must show a capacity for leadership combined with the requisite skill in the content area. We also have a very successful Big Brother/Big Sister Program that has been an excellent link from the high school to our elementary school. Seniors are selected to engage in the program and visit the elementary school students to offer support, assistance, and friendship.

Students participate in peer tutoring, our student leadership board, an advisory committee to our principal, student athlete leadership team, as well as leadership positions in more than 35 clubs. When approaching our work with Challenge Success, we made sure to have several student leaders on our steering committee. All clubs and activities must be founded by students, not staff members. At every point possible, we encourage student leadership, and we are continually looking for new opportunities to create leaders in our school.

This practice has been so instrumental to our success because it infuses our programs with student voice, creates an environment of mutual respect in our school, and communicates high expectations and trust in our student body. The effects of this are visible to all who enter our building. Students are confident, respectful, high achieving, and know they are deeply valued in their school. They frequently come to their teachers and administrators with suggestions to improve the school. They know their voices are valued and feel an integral and active part of our school community. When students leave Byram Hills, we know we have done our best to educate them to not only be productive and responsible citizens of the 21st Century but the future leaders of our world.