

**U.S. Department of Education**  
**2021 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

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

Official School Name North Shore Senior High School  
(As it should appear in the official records)

School Mailing Address 450 Glen Cove Avenue  
(If address is P.O. Box, also include street address.)

City Glen Head State NY Zip Code+4 (9 digits total) 11545-1198

County Nassau County

Telephone (516) 277-7001 Fax (516) 277-7003

Web site/URL https://northshoreschools.org/highschool/index.html E-mail contrerases@northshoreschools.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. Thomas Dolan E-mail dolant@northshoreschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Shore Central School District Tel. (516) 277-7801

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. David Ludmar  
(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, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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

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Data should be provided for the current school year (2020-2021) unless otherwise stated.

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

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. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	90	100	190
10	96	98	194
11	93	92	185
12 or higher	125	113	238
<b>Total Students</b>	404	403	807

\*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
  - 5.2 % Asian
  - 0.5 % Black or African American
  - 9 % Hispanic or Latino
  - 0.1 % Native Hawaiian or Other Pacific Islander
  - 81.5 % White
  - 3.7 % 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 2019 - 2020 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2019	844
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Arabic, Chinese, French, Hindi, Japanese, Korean, Polish, Russian, Spanish

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

7. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 87

8. Students receiving special education services: 21 %

166 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>12</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>36</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>79</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</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: 1

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	17
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	82
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
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 10:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	96%	96%	96%	96%
High school graduation rate	98%	98%	97%	98%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

<b>Post-Secondary Status</b>	
Graduating class size	217
Enrolled in a 4-year college or university	85%
Enrolled in a community college	10%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
 Yes  No

If yes, select the year in which your school received the award.

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

Our mission is to nurture and enrich our students' natural delight in learning and in the powers of mind and body. We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

North Shore high school is operating on a hybrid schedule with alternating in person days for two cohorts. Some students remain all remote by choice and the district provides live online instruction on Friday along with personalized extra live help online for students at home. During this time we have focused on equity. We have provided devices to all students, we have delivered meals to homes of students in need, we have worked with a community partner to reach out families who do not speak English at home. Our social workers have done outreach on ongoing basis, and we have provided for daily in person instruction for students who are English language learners, and students with IEPs.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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North Shore High School is the sole high school in the North Shore Central School District. The school has held commencement ceremonies for graduates since 1961, and is proud of its continuously high academic standards, and strong record of excellence in student performance over the past seven decades. The school currently offers advanced classes in the arts, sciences, mathematics, social studies, English, and world languages. Additionally, all students are expected to engage in a meaningful experience of service and learning as part of their Senior year. The school boasts a consistently high level of community service, with 80% of the students logging hours in volunteer service. Nearly three-quarters of students engage in organized athletics, while over half of the students are involved in music and/or performing arts for four full years. The school has long valued individual inquiry, and supports high levels of independent inquiry in math, science, and the arts.

North Shore values whole child education and it supports SEL, Fine and Performing Arts, Community Service, open enrollment for AP and IB courses, and a variety of elective and enrichment opportunities for students to learn about more than just core academic subjects. Additionally, North Shore supports the Shared Valued Outcomes that stress 21st century skills beyond academic excellence and place value on learning over grades. The school is a caring, student-centered place that values access, student voice, personalized learning plans, and cares for those with limited resources by doing all it can to ensure the success of all students.

We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others. We seek to continue evolving as a community of learners in which each participant is supported in becoming passionately engaged in a process of continuous growth and improvement. Consistent with our mission and vision statements, we will continue to develop and support those facets of the North Shore Schools that place an emphasis on learning that is deep and meaningful.

The district has adopted an accompanying list and descriptors of Shared Valued Outcomes that include six areas: Thinking, Communicating, Collaborating, Problem Solving, Innovating, Growth in Self and Others. This process involved faculty, staff, and administrators through the entire K-12 system. Parents were involved in shaping the indicators for each. More recently, our administrative team has built learning progressions for each of the Shared Valued Outcomes, with the intention to implement for teacher and student usage.

North Shore High School provides students a rich menu of courses and allows students to self-select into higher-level courses. Students have choice in the level of course they take, and they have rich elective options across departments to select from. If a student is interested in becoming an engineer or an entrepreneur, we help them organize a pathway to exploring this passion. If a course does not exist for interested students, the teachers and administrators design new courses that will help students explore their passions. Reaching a student's full potential is about helping students reach their goals and fulfill their dreams.

The North Shore High School is committed to teaching research as a process. The research process allows students to engage more intensely with thought-provoking issues; it nurtures their curiosity, hones their skills for critically evaluating information, and develops their voice to communicate confidently and convincingly.

This unified research experience enables students to use the same language, framework, and tools from grade to grade to better enable them to practice persuasive writing and clarify their specific strengths and weaknesses.

Most importantly, during each Research Project, students write two Reflections – one at the midpoint of the process and one at the end – in which they reflect upon their own skills as researchers, writers, and learners. To help students track their progress and formulate individual goals, they respond to self-selected prompts

that facilitate students' ability to recognize the power they have over their own learning, to embrace their struggles to grow, to consider their past struggles and successes, and to plan a course of action that advances their learning and improves their writing.

North shore promotes achievement beyond the minimum state requirements, most of our student are supported to earn a New York State Advanced Regents Diploma, the New York State Seal of Bi-Literacy, or an IB Diploma.

We have learned that engagement, a focus on wellness and knowledge of student are the key to a successful hybrid learning model. Over the past years we have tried to be mindful of a student's social-emotional wellbeing as part of the engagement process. Some examples include Mindful Monday breathing techniques and the increased use of choice boards.

Our high school has adopted a hybrid model with virtual Fridays. Our instruction is delivered both in-person and virtually using video recordings and asynchronous learning. Teachers use Google Classroom and Suite to help them see what students are doing while giving them feedback both in-person and at-home. Assessments are more open-ended as we seek to accommodate in-person and virtual learners. Projects, research papers, and open-book tasks are designed to measure knowledge and skills. Previously, many end of unit assessments were pen and paper tests where now there is more diversity in assessments collectively. Teachers work collaboratively to modify curriculum, pacing and lesson ideas to best adapt to existing conditions. The challenges of the COVID pandemic have presented constructive opportunity to highlight our strengths and to learn how to grow and re-imagine the work beyond.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

North Shore High School’s shared valued outcomes and focus on the whole child, guide all our decision and offerings in the Core Curriculum, and inform our instruction and assessment in the classroom across all content areas including Social Studies, Science, Math and ELA.

The Social Studies curriculum strives to promote inquiry, critical thinking, multiple perspectives, using evidence to defend arguments, so student may think like historian and social scientists. Our curriculum includes a study of both ancient and modern courses in Global History and Geography, US History past and present, and US Government and Economics. Students progress through Global History in 9th and 10th grade and US History and Government in 11th and 12 grades. All students are invited to enroll in higher level courses including Global History Honors, AP World History, IB History of the Americas, IB Wars Across the Twentieth Century, and AP Government and Economics. Students may also enroll in advanced social studies electives including IB Social and Cultural Anthropology and AP Psychology. These courses use the “thinking like an expert” approach to understanding culture and behavior. All our advanced courses are open enrollment, and we have several “on ramps” for college level course placements. We do not track out students. Our approach to curriculum supports students to apply their knowledge in Socratic discussions, extended written responses, project-based learning opportunities as well as becoming successful in traditional pen and paper tests. Our curriculum is not designed merely for coverage of our stated curriculum but instead is about “uncovering and engaging” the curriculum. Students ask questions, read multiple interpretations of historical events and reach their own conclusions supported by evidence from primary and secondary sources.

Like our Social Studies curriculum, the Science curriculum strives to have students learn to think like a Scientist. They do this through a process of inquiry that includes observing a scientific phenomenon and make meaning from this observation. This is done in a series of specific steps in accordance with the Next Generation Science Standards. Students first formulate questions about the phenomena. All science classes have every other day lab period that allows teachers and students the time to engage in this process of scientific inquiry. From the most introductory Living Environment class to the college level IB/AP offerings, all North Shore Students are taught the ability to think like a scientist and conduct self-directed inquiry activities that allow them to research phenomena based on their own questions and wonderings. Student voice is valued in all our classes. This is especially true at the IB level where internal assessments have our students conduct unique individual investigations that are based upon a student’s personal interest. In later years, students design a science schedule that focuses on the disciplines that are most meaningful to them at a college level. This includes Physics classes for our engineering minded students, Biology, Chemistry, and a college level forensics class in partnership with Syracuse University for our health-career minded students. We also offer Environmentally Science courses for students interested in careers focused on sustainability.

Our math curriculum strives to build conceptual understandings, sharpen mathematical thinking skills, and cultivate students’ belief about their own ability to achieve math at high levels. Similar to Social Studies and Science, we do this by engaging students in open-ended exploration of new concepts and using collaborative small and whole group discussions to analyze several possible student-generated strategies for approaching a new idea. Within this setting, students can debate approaches and honor divergent thinking as they eventually determine the methods that would help them approach problems in multiple ways. Our teachers guide students to notice structure and patterns and appreciate a variety of strategies as they also understand the rationale behind mathematical conventions and the meaning and purpose behind common mathematical language. In addition, it is critical that we provide opportunities for students to reflect on their learning; they routinely engage in journaling or summative problems that are metacognitive in nature. Our curriculum includes the full progression of Algebra, Geometry, Algebra 2, Pre-Calculus, and Calculus. Students may elect for a higher challenge by taking courses at the honors level. They may also build support into their day for additional exposure through lab workshop classes in both Geometry and Algebra 2. At the Algebra 2 level, students can elect to pace themselves more slowly by accessing the material in a two-year course. At the Pre-Calculus level, students may choose from three different approaches and levels

of rigor by taking either the locally designed Pre-Calculus course, or one of the two IB-level math courses (IB Mathematics - Applications and Interpretations, or IB Mathematics - Analysis and Approaches). Students can then move on to one of three different levels of Calculus during their 12th grade year - either the locally designed Calculus course, the AP Calculus AB course, or AP Calculus BC. In addition, students may access two different Statistics courses (including AP Statistics), as well as a course in College Mathematics with a focus on Financial Literacy. Students may also elect to engage in formal mathematics research experiences, working with a mentor teacher to learn the techniques of research in the field of mathematics. Our research students conduct original research, prepare technical papers and present their findings at the Long Island Math Fair.

Our ELA curriculum fosters an appreciation of English Language Arts as a tool for self-expression, information, and social action. English Language Arts serves people's fundamental need to share the human experience by exchanging ideas and emotions. It is the gateway to our hearts and minds – a means of comprehending, constructing, and communicating meaning. Respectful of the might of critical reading, writing, speaking, and listening skills, the North Shore High School English Department endeavors to empower our students by harnessing their skills as thoughtful purveyors and receivers of text in its broadest definition. By leveraging the talents and interests of our students in pursuit of our District's Shared Values, we inspire their commitment to enriching community, advancing global citizenship, and realizing human potential. The North Shore High School English Department curriculum engages students in grades 9 through 12, with options that include Honors in grades 9 and 10, International Baccalaureate in grade 11, and Advanced Placement, International Baccalaureate, and full-year senior English courses in grade 12 (21st-Century Literature, Literature is Social Action, and Science Fiction and Fantasy). Movement among these pathways is fluid and students are encouraged to challenge themselves as their interests dictate. Furthermore, students are inspired through discipline-specific electives such as Print Journalism and Broadcast Media, Creative Writing, and Public Presentations. Seniors may take an additional elective course, Introduction to Film, that provides an opportunity to earn Stony Brook University credit. Our approach to the curriculum focuses on best practices including using inquiry to generate a constructive approach, leveraging collaboration as means of supporting higher order thinking, and integrating technological literacy as both a requisite and a result of our units of study. Our courses offer students a well-rounded study of literature from a wide range of multicultural, and diverse texts, as well as foundational works. Students read and write for multiple purposes, including for learning and for pleasure, with the goal of enriching personal language, background knowledge, and vocabulary acquisition and retention. Critical interpretations of fiction, poetry, drama, visual text, and the essay are used to develop themes and apply those concepts to interdisciplinary study and personal growth. In addition to presenting oral presentations, students write formal MLA research papers in which they pose and respond to self-generated questions that probe reasoning and evaluate the strengths and limitations of sources and evidence. Such an approach facilitates students' ability to clarify, verify, or challenge ideas, and to wrestle with divergent perspectives to create original conclusions.

In all our content areas students focus on multiple modes of expression, engage as disciplinary experts, take a broad range of classes, and value thinking, writing and application to develop a variety of approaches to problem solving.

During the COVID pandemic, North Shore High School has adopted a hybrid instructional model with virtual live Fridays. Our instruction is delivered both in-person and virtually using video recordings, pre-recordings and asynchronous learning activities. This approach has been modified over time based on continuous feedback. All stakeholders have been surveyed and the hybrid approach has been tweaked to best meet the needs of each group. For instance, initially teachers were posting videos of work three times per week early in the pandemic. After feedback, North Shore switched to daily postings of videos and some classes started live streaming in the fall. To adjust the experience for virtual learners, video recording length and recording quality was adjusted to improve the at-home experience. The full return of in-person high school students is set for late April while remote learners will receive class recordings to continue virtual learning. To support teachers and students, the high school fully committed to Google Classroom and Google Meet to disseminate information, communicate, and continue learning. Overall, the pivot to virtual learning, hybrid learning, and in-person learning has been challenging, ever-changing and each part of North Shore High Schools' plan has been supported by the community.

Instruction has been modified to emphasize engagement as the key ingredient during virtual, hybrid and in-person learning. Over the past year we have placed student social emotional wellness and engagement at the core of our work. This takes the form of Mindful Monday breathing techniques as a do now in some classes, or the increased use of choice boards. Teachers have made instructional decisions to promote student engagement and different techniques are promoted since each class is different. For example, in Science classes teachers leave labs for in-person instruction so students can still have a hands-on experience. In Social Studies classes, “live Fridays” are used to have whole class discussions, debates, and Socratic Seminars. In live Meets, breakout rooms have allowed teachers to check in at intervals and offer assistance while giving students a safe place to talk. As teachers have learned how best to continue their instruction under these changing circumstances, they have made smart changes to promote engagement as the vehicle to greater learning.

Changes to curriculum and assessments have been necessary as the model of school has changed in the past year. In this time, we have kept commitment to standards, multiple year academic preparation and high expectations. As far as assessment goes, high school teachers have made an effort to move to more project-based learning. In humanities classes writing prompts, essays and extended responses are used to measure depth of knowledge and understanding. In Science the CER framework and extended responses using reasoning is valued. Math has continued to model assessments after Regents, IB and AP exam archetypes but they now also include choice boards and projects more than was previously done. Assessments are more open-ended as we seek to accommodate in-person and virtual learners. Projects, papers and open-book tasks are designed to measure knowledge and skills. Previously, many end of unit assessments were pen and paper tests where now there is more diversity in assessments collectively. The shift in instruction during the pandemic has been an opportunity to learn and embrace new instructional and assessment strategies. Teachers use Google Classroom and Suite to help them see what students are doing while giving them feedback both in-person and at-home. Teachers work collaboratively to modify curriculum, pacing and lesson ideas to best adapt to existing conditions.

North Shore High School did not change any learning standards for our Regents level classes. High School classes are still targeting all the key NYS.

Regents learning standards and the same high expectation has continued. To support teachers when schools closed, each department took existing curriculum maps and talked with teachers about how to modify the maps to reach a meaningful conclusion. Collaborative decisions were made to adjust curriculum and teachers implemented new changes and brought back any challenges they encountered with their colleagues and supervisors. This collaborative approach helped with problem solving and it provided teachers with support they needed to be their best in challenging circumstances.

Explicit instruction was used to build skills and help break down dense content in major curriculum areas. Many teachers identified skills better for in-person learning and utilized in-person learning time to develop and begin practice with these skills. This was particularly helpful for co-taught classes where a second teacher could help work with small in-person groups. Activities best suited to asynchronous learning and video recordings were also used as teachers received feedback from their students.

North Shore High School continued to use data for reflection and growth even though the data changed forms over the last year. Realizing that many traditional data sources were not going to be available, the high school sought out fresh data alternatives. End of course data was collaboratively decided upon between teachers and directors for each course and then used to evaluate the end of 2020 for student achievement reports. We devoted time to analyze learning loss and came up with data to inform instruction at the beginning of the year and throughout the courses. Teachers used pre-assessments in the fall of 2020, when necessary, to measure where students were at and set goals for growth. Teachers this year are clearly emphasizing formative assessment over summative assessment, with a higher frequency of low stakes activities. The most transformative change in data is that the high school has valued more data than just high stakes testing data and formative assessment data has increased in both use and value.

**1a. For secondary schools (middle and/or high school grades):**

North Shore High School curriculum is designed with college and career readiness for all courses, for all students. Teachers and administrators work together to design a course curriculum that aligns to state standards, 21st century skills and our district's Shared Valued Outcomes (SVOs). Starting in the summer, curriculum teams use the backward design, Understanding by Design (UBD) framework to outline essential questions, understandings, big ideas, skills, knowledge, standards, assessments and transfer goals for each course we design. By building each course for a rigorous experience we enable students to have different on-ramps at all grades for AP, IB and college level courses while also providing a robust experience for learners enrolled in Regents-level courses and elective options.

North Shore supports college readiness by offering Advanced Placement, International Baccalaureate and dual enrollment college prep classes. In total we offer 42 AP, IB or dual enrollment courses. Students have AP and IB opportunities in core courses such as Math, ELA, Science and Social Studies as well as IB Music, IB Theater, IB World Languages, AP/ IB Computer Science, IB Business Management, IB Social and Cultural Anthropology amongst other enriching options. Even if a student does not enroll in an AP or IB course, they may take as many different AP exams as they want. We have open enrollment for college level courses and do not screen students for such classes. We believe all students deserve an opportunity to enroll in college level classes. We offer dual enrollment for AP/IB courses and we have partnered with Syracuse University for a college credit Forensics course and Stonybrook University for a dual enrollment Film Study course. In 2020, our students sat for a total of 602 AP exams and 290 IB exams. 81% of students earned a 3+ on an AP exam. 96% of students earned a 4+ on an IB exam. We make these robust experiences available to all students through open enrollment and encourage students to challenge themselves.

As part of the IB program, students can enroll in Creativity Action Service (CAS) which provides valuable service and internship opportunities as well as an opportunity to develop a project specific to a particular student's choice. Diploma students also work with a teacher mentor to develop a research-based essay in an area of focus selected by students.

North Shore partners with Nassau BOCES to offer robust vocational education opportunities. Students may attend BOCES for half the day and receive hands on experience learning a trade. Nassau BOCES offers Career Technical Education (CTE) certified courses in various fields. Additionally, North Shore offers courses such as IB Business Management, Business Law, Marketing, Accounting, and Investment to help prepare students for post-high school experiences.

North Shore emphasizes leadership in a variety of ways. North Shore has a Peer Leaders program. This student run program pairs up seniors with incoming ninth graders to serve as mentors. Also, North Shore trains students to be writing fellows in the writing center. Writing fellows are trained by teachers to help work with younger students, both middle and high school, to improve their writing skills.

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

**2. Other Curriculum Areas:**

North Shore provides robust programming in the arts, physical education, foreign language, and technology, robotics, and computer science.

North Shore High School's Fine and Performing Arts offers a comprehensive arts program that focuses on process and innovation. The program has been recognized as "Best Community in Music Education" and students have been honored at the local and national level for their artistic achievements. A focus on process over product allows students to think critically and analytically about their work and the work of others. Over 400 students in grades 9-12 participate in arts courses at North Shore High School for all four years. In addition to curricular art courses, North Shore High School offers after school co-curricular experiences in visual arts, theatre, dance, and music. The department's focus on innovation, creativity and on process has helped transition to the hybrid model during the pandemic. We have used technology to

enhance students' learning experiences in the arts and to showcase and celebrate students' success. Our arts program was not diminished during the pandemic.

North Shore School district offers a continuous K-12 world languages program that cultivates target language and cross-cultural skills. We strive to promote and prepare students for the globalized marketplace and world citizenship through providing a creative and hands-on approach to language teaching. Our student-centered approach maximizes opportunities for developing skills in the three modes of communication (interpretive, interpersonal, presentational). Our focus on language proficiency and communication prepares our students for real world experiences. Our students are afforded opportunities during class time to connect (via zoom) with students in other countries to develop their communication skills and application of cultural competence. Our international exchange program with Italy, France, and Spain provides our students with the opportunity of living with a family in another country from their target language. They engage in everyday real-life experiences while also attending the local school.

North Shore High School offers six languages including American Sign Language, French, Italian, Latin, Mandarin, and Spanish. We also offer Heritage Spanish for native speakers. Most of the students continue their language studies past the two-year school requirement allowing them to become candidates for the New York State Seal of Biliteracy.

We offer Business course electives to students 9-12. Students can start with exploratory business courses in marketing, entrepreneurship, accounting, investments, and business law. Students also take an advanced IB Business Management course to explore possible majors and areas of interest.

The North Shore 9-12 curriculum offers each student an orientation into the value of Physical Education with an emphasis placed on a positive attitude toward lifetime fitness. It is intended for each student to develop competency and proficiency in a variety of activities, develop the physical skill and coordination suitable to individual needs and desires and develop a positive attitude for lifelong participation in physical activity. The health curriculum enables students to become more aware and knowledgeable in concepts of a healthy lifestyle with an emphasis on problem-solving, decision-making, good nutrition, the importance of regular exercise and other important skills that enable students to strive for a healthier life. During the pandemic, Physical Education has moved outdoors as much as possible to maintain safety while also developing.

Our Technology and Engineering Program provides a variety of opportunities for students to grow as thinkers and problem solvers within the context of some of society's fastest growing and relevant industries. Students who are interested in pursuing the field of Computer Science can move through a series of courses that culminate in a two-year upper-level course that addresses both the AP Computer Science A curriculum and the IB Computer Science Curriculum. Students can begin as 9th or 10th graders in our Introduction to Computer Science course and then take on the AP/IB level work as 11th and 12th graders. As our program expands, we are looking ahead to build opportunities for students to explore computer science topics such as Cybersecurity and Game Design.

Students who may be interested in the field of engineering may take our Design and Drawing for Production class in 9th grade, which will provide the foundational skill sets they will need to think flexibly and communicate accurately in the context of engineering topics. In 10-12th grade, they can move on to an array of engineering-oriented courses such as Principles of Engineering and Robotics. Students may also join our FIRST Robotics team in an extracurricular capacity, which has an active membership and competes annually in the Regional FIRST competition. In recent years, the team has also traveled to compete at the national level.

Students who have an interest in the field of digital art can explore an array of courses throughout 9-12th grade in digital media, animation, and video production.

During the past year, we were committed to ensuring access to the complete and robust curricula of these courses despite students being in a hybrid setting. To provide the optimal learning experience, we provided students with licenses to load these programs onto their home computers, and for students who did not have

access to home computers, we sent desktop computer stations home, along with internet access, so the students could engage in the curricula daily without disruption and with high quality outcomes.

### **3. Academic Supports:**

North Shore emphasizes academic support in a variety of ways to help each student reach their potential. The school is thoughtfully and intentionally process oriented in its approach to identifying students with academic and social needs and develops plans of support tailored to each individual student.

Pupil Study Team (PST) meetings are also held weekly to find collaborative ways to develop support plans for student. These meetings consist of teachers, counselors, social workers, and building administrators. In these meetings, the team develops a plan of action to support struggling students including checkpoints and future meetings to review how effective the plan has been and determine needed modifications.

At quarterly intervals, teachers submit grades to their department directors and identify struggling students to bring to light any student concerns. These check-ins help address student disengagement, medical and mental health concerns that are impacting academic performance along with overall wellness. Counselors, social workers, school psychologists and teachers identify ways to support that student's success going forward.

The school develops articulation meetings during transition periods especially between middle school and high school to best determine supports in reading, special education programming, enrichment, and course selection. Guidance counselors, teachers, administrators, students, and families are involved in making informed choices to guide important next steps in the journey through high school.

North Shore collaborates with Family Children's Association (FCA), local community agency for ongoing counseling for English Language Learners (ELL) and their families. The counselors serve as a valuable resource for this population. They run programs and support groups in Spanish and assist staff with translating meetings, phone calls and important documents.

We continue to refine our co-taught and special education programs to support students with disabilities. Our district is celebrated for the supports it provided for students with IEPs and for creating access to instructional programs for all students. When students struggle academically, North Shore High School provides academic intervention supports in a variety of forms. Small classes are created to bolster skills and prepare students for New York State exams. The high school has a math center and a writing center for personalized support and extra help hours for virtual learners and in-person learners.

For student in economic need the district provides Chromebooks, portable wi-fi cards, meal delivery to homes, no fee AP and IB exams paid by the district, home translation services and direct outreach to home by our social workers and community partners. To help students performing above grade level or with a passion for a subject we encourage a variety of academic challenges and leadership opportunities. Each discipline has an honor society where students attend meetings, perform community service, and maintain a high GPA to receive and maintain status. Students can take on leadership roles as offices in the honor society where they take on greater responsibilities in planning meetings and group functions.

The high school offers a rich menu of AP, IB and exploratory electives to stimulate thinking and increase student engagement. North Shore offers many clubs and activities to challenge students

beyond the school day including Robotics, Environmental club, Human Rights club, and various other options. The math and science research program are open enrollment to students passionate about math, science, or research where students engage in disciplinary research in small groups with a teacher that helps them hone their skills and enter various tournaments. Students are often placed with a mentor for summer work to increase passion for real-world experiences in the field.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Engagement and social emotional wellbeing is at the core of our work at North Shore High School. We have weekly student check ins with cohorts, where we meet in person and online to discuss academic progress, home needs and encourage meaningful relationships with support staff at the school. During the pandemic we have also created personalized time for remote only students to support their engagement. We have coupled this delivery of instructional supplies, resources, and meals directly to student homes. We also developed additional extra help sessions for students at home. Teachers set aside a remote learner extra help session every week during the pandemic to check-in, re-teach, explain, and get feedback from these students' perspectives on how things are going. This allowed teachers to develop relationships with remote learners and helped to keep these students involved in school and connected to our shared community.

Meetings are held weekly to discuss students in needs and wrap around plans are developed in collaboration with teachers, social workers, counselors, and administrators. The plans are all personalized and may include in-school counseling through the social workers or counselors, addition of academic support, provision of additional tutoring programs, assisting with school connection through extracurriculars, and engagement of parents as meaningful partners in the learning process. The teachers, counselors, social workers, special education department, and administration all work in tandem to support students in every way.

North Shore High School has embraced technology to enhance and complement instruction during blended learning. For example, our science teachers are using Peer grade. This is a platform where teachers can have other students anonymously read, evaluate, and give feedback to their fellow classmates. Students can then incorporate this feedback into their work. Teachers can also use this feedback process itself as a unique assessment. Teachers across content areas have used one-to-one video-conferencing technology to enhance direct feedback outside of class. Teachers have been encouraged to try technologies that are best fit for their courses and students. Social studies teachers saw how using Google Meet to have full-class discussions would allow all students in a class to interact and bridge the students at home and those in person to have meaningful "full class discussions". In Physics and Math classes teachers use interactive writing tools to allow students to problem solve and show their thinking and work in real time so that students at home, in school can collaborate in groups that include virtual and in person learners.

### **2. Engaging Families and Community:**

Traditionally, we have held in-person events during and after school to engage families. This year we held concurrent virtual events for parents and recorded them for parents that could not attend. We had a much higher number of parent participants than previous years. We have also moved some of our committee work with parents and educators virtually in the evening and have got more parents to join. We developed a virtual shared decision-making committee comprised of students, guardians, teachers, and administrators to give voice to decision and policies. The collaborative and inclusive approach has led to better communication and more thoughtful plans that capture everyone's voice. The shared decision team has helped inform the development of a wellness plan, a hybrid learning plan, arts plan and a return to in person school framework. We hope to continue to leverage the opportunities virtual meetings can provide us when school returns to a more normal operation.

Another successful strategy in working with families to facilitate engagement has been individual outreach from counselors, social workers, teachers, and/or administrators. Families are struggling and need support now more than ever. As a district, we have intentionally developed the mental health resources to be able to individualize plans for students as needed. Counselors, social workers, and teachers work closely with families to support their needs. The outreach has been modified during COVID, to include google meets, emails, phone calls, or in-person meeting. There have been times where support staff or administration has made home visits to engage students. North Shore emphasizes caring, compassionate, and dedicated staff that will do whatever it takes to help students learn and find success. We have also formed a partnership



with Stanford University to gather social-emotional wellness feedback through a survey called Challenge Success and ongoing family forums and conversations.

Student voice is important at North Shore high school. Students are members of our decision committee, we schedule student focus groups to gather feedback, we have after school outdoor conversation circles, and we encourage a free and independent student press to engage the student and the community.

Virtual transition programs were held for students and parents. An in-person orientation was held for the 9th graders in August. They were able to meet their counselors and Peer Leaders to learn about the high school.

North Shore has formed community partnerships with Family Children's Association (FCA) to support counseling and family outreach for Spanish speaking families. In anticipation of an increased need for mental health support, we expanded the partnership to include non-ELL students and families. The counselors work closely with the school counselors and social workers in helping to engage remote learners, students struggling with motivation and families dealing with trauma. The counselors have been a wonderful resource in terms of communicating with ELL families, but also those families that may have a language barrier but may not qualify for ELL.

Additionally, North Shore entered a partnership with Same Here Schools. Same Here Schools has a mission to break the stigma of mental health by partnering with schools for social-emotional wellness support. We have partnered with a well-respected clinical social worker with over thirty years in the field to support mental health work. He works closely with the behavior health teams across the North Shore school district. We have offered multiple parent programs ranging from Coping During COVID, Resilience and Finding Hope, Current Trends in Substance Use, and Supporting Your Child as We Return to School. The programs have been a wonderful opportunity for parents to share thoughts, concerns, and successes with one another. Additionally, the social worker has met with faculty to support their mental health during this challenging time.

### **3. Creating Professional Culture:**

North Shore high school supports a collaborative teacher voice in all our work. The school values a high level of teacher ownership, collaboration and has systems designed to engage in instructional, guidance and community work that actively involves teachers. We believe strongly that this collaboration has allowed us to continue meaningful instruction in person and virtually for all learners while maintaining the full spectrum of arts and athletics opportunities. As we moved to blended learning our approach to the work was collaborative, solutions oriented and based on trust and concern for each other.

Our professional leaning plan was modified to address the needs during the pandemic. Technology support has been emphasized. We encourage collegial open-source practices at North Shore, and teachers often learn the most from other teachers, including across departments. Seed ideas blossom across a department as other teachers add their own thinking and directors encourage teachers to share best practices that are differentiated and suited to student needs instead of vendor-based solutions. Teachers feel safe to make suggestions and know that every avenue will be investigated to find the teacher the support or supplies they need to make an idea come to life.

We encouraged teachers to take it slow, try new things and to "give themselves grace" in these difficult times. We looked for bright spots as a general philosophy. If a teacher loved a platform or was doing something extraordinary, we celebrated and shared their practice. We had teachers show other teachers how they used digital platforms such as Flipgrid, Padlet and Pear Deck. We then provided training and PD in areas where teachers were interested in learning. We partnered with Teacher's College to provide online forums for reflection and feedback on a weekly basis.

North Shore has continuously supported the mental health needs of our teachers. We have cut down on mandatory meetings and paperwork to allow time for planning. Additionally, we have offered multiple meetings with "Same Here Schools" to support teacher wellness during this time. These meetings have helped in terms of teacher feeling a shared sense of frustration, concern, and anxiety about the challenges of

this year. We also have an Employee Assistance Program (EAP) that is available to all staff to provide counseling needs for students. Teachers with medical accommodations were partnered with our technology department to allow them to teach in meaningful interactive ways and steam into in person and virtual classrooms.

#### **4. School Leadership:**

The school places a high value in distributed leadership, collaborative decision making and transparency. The formal leadership structure consists of the principal, two assistant principals each supporting two grades, director of guidance, an AP/IB college curriculum teacher leader, and content areas directors. There is a robust communication structure amongst the leadership team. There is a quick daily leadership check in, during Covid this has included the nursing staff. There is a weekly directors meeting and a monthly half day meeting with the district leadership focused on the district goals.

The Secondary Directors work closely with the principals and the teachers to develop yearly goals, track data, and develop curriculum. Teachers have a web of support and they are never far removed from getting answers to their questions, or feedback and support on their ideas. The Secondary Directors have worked very hard to ensure that curriculum is constantly advancing in a way that respects the Social/Emotional welfare of the teachers and students. They spend a good amount of time in the classroom observing teachers formally and informally. During blended learning teacher have developed online digital google classrooms replete with resources, directors with notice visit the online classrooms and provide support to teachers during hybrid learning. The trust between the administration and teachers allows us to have open classrooms where both in person and online that encourage exchange and collaboration.

The administrative team this year has been active in supporting distance learning, digital assessments, and blended learning school models. We developed a blended learning committee that includes all leadership formal and informal, where we cross-pollinate ideas and develop plan of action, such as our reduced harm policies and well ness informed instruction during COVID. There have been many new terrains to discover with supervision including digital spaces, virtual classrooms, and we sought to work collaboratively with teachers in supporting each other.

The Director of Counseling has worked closely with building administration to ensure that all policies support the social-emotional wellness of students and staff. He has been included in all district and building level meetings and has been a key player in implementing programs that support the mental health needs of students. The high school Principal was supportive in implementing reduced harm policies that have helped to ease stress amongst students and parents. The district administration has financially supported community partnerships and interventions that directly support the social-emotional wellness of students, parents, and staff. This has included curriculum nights for families, curriculum planning meeting for teaches and ongoing thinking about our move back to full in person classrooms.

#### **5. Culturally Responsive Teaching and Learning:**

North Shore high school incorporated Equity for All Learners as a pillar in the strategic plan. This is a multifaceted initiative that is supported with a plan for inclusive curriculum, professional learning for staff, collaboration with local community partners, co teacher ELL models, and human resource practices.

The English and Social studies departments have developed plans to support culturally responsive teaching and curriculum. This has included shared readings in our history classes, a review of texts in our English classes, and teacher professional learning session with Teacher’s College on book clubs that are representative of multiple voices and experiences. We moved along with this work this year despite the operational challenges of the pandemic as we see this work as critical in supporting all our learners and is aligned to publicly shared value of students as collaborators and committed individuals who “experience multiple perspectives and ways of seeing and experiences to gain a deeper understanding”. This year one of the shared social studies reading was Ibram

Kendi's non-fiction work "How to be an Anti-Racist". We also encourage difficult conversations on Race and Gender in our classes where multiple perspectives are celebrated. The school is also very active in supporting identify groups such our LGBT club, in special events, and in substantive conversation about our health curriculum and the number of gender-neutral restrooms. This year that conversation informed our capital improvement plan to add more bathroom, so we think beyond compliance and also led to a conversation about our health curriculum.

The school collaborates with Family Children's Association (FCA) for ongoing counseling for English Language Learners (ELL) and their families. The counselors serve as a valuable resource for this population. They run programs and support groups in Spanish and assist staff with translating meetings, phone calls and important documents. The school has developed a push in English language model for ELL students, so they are not pulled out of their content classes. This model while more challenging and requiring a great deal of collaboration is one that we are proud of in our support of our ELL learners and Latinx first generation families. During curriculum night parents who speak another language at home were supported with translation services so they may engage as active participants in our work with students.

In years to come we will continue the work and close analysis of our curricular programs, so they are inclusive, representative and embrace our shared values of inclusivity. This work is current and ongoing and embraced as a community.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Our practices in support of Social and Emotional Learning (SEL) during Covid have been a point of both meaningful hard work and pride during covid.

We developed SEL strategies inside and outside the classroom. In our daily instruction we developed SEL based teaching and learning. Strategies that are informed by and which increase knowledge of students, support their wellbeing, and connect the content learning to relevant experiences in the lives of students. Our teachers all shared a primary focus to address the wellbeing of students. Teachers used wellness checks, mood check ins and knowledge of student experiences in their classrooms. We added an additional learning block online to support student needs, connected teachers with counselors in real time, and worked to develop a culture of family in our classrooms. The key feature of our work included intentional planning that informed by what we know about the student, a focus on student voice, increase in student choice, collaboration with teacher & guidance counselor, connections to families and student ownership of the learning process. There was a palpable feel to classrooms that emphasized relationships, empathy, care, and concern. Our data speaks to the positive outcomes, our attendance rate did not diminish during covid, our number of all remote numbers was the lowest in the county. Students felt connected and safe coming to school during an emotionally difficult time.

We incorporated academic polices and modifications that supported SEL. Given the constraints and limitations of the blended learning model, the stress on students and staff during COVID, and the academic challenges from the Spring term, we adjusted our assessment plans.

We minimized the percent devoted to exams in grading policies and replace multiple choice exams with projects that are iterative in feedback and support mastery. We adjusted grading policies to ensure that they are aligned to the realities of blended learning, minimizing the percent devoted to timed exams. To limit screen time all home assignments were limited to one hour including classwork and homework. Our work became more targeted and intentional. We developed a shared decision-making team and held weekly meetings to address individual student. Created student programming to support connections and missed friendships. We focused on the child first and content second and in the process discovered that our student more enthusiastically embraced the content and participated in and performed well on standard assessments. COVID has made us more thoughtful in our planning, more creative in our assessments and our focus on ensuring student wellness is not peripheral but central to work inside and outside the class.