

U.S. Department of Education
2021 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. David Cohen
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 99 Cedar Swamp Road
(If address is P.O. Box, also include street address.)

City Jericho State NY Zip Code+4 (9 digits total) 11753-1202

County Nassau County

Telephone (516) 203-3610 Fax (516) 681-2895

Web site/URL https://hs.jerichoschools.org E-mail dcohen@jerichoschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Henry Grishman E-mail hgrishman@jerichoschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jericho Union Free School District Tel. (516) 203-3600

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Jill Citron
(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

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

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	164	138	302
10	172	141	313
11	149	138	287
12 or higher	159	150	309
Total Students	644	567	1211

*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
 - 54 % Asian
 - 2 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 41 % White
 - 0 % 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: 3%

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, 2019 until the end of the 2019-2020 school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2019	1166
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Arabic, Farsi, Chinese, Gujarati, Korean, Urdu, Spanish

English Language Learners (ELL) in the school: 7 %

85 Total number ELL

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

Total number students who qualify: 133

8. Students receiving special education services: 8 %

97 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>11</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>43</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>24</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>2</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: 2

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.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	97
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	27
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	28
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

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 12:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	95%	96%	96%	97%	97%
High school graduation rate	99%	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 2020.

Post-Secondary Status	
Graduating class size	268
Enrolled in a 4-year college or university	97%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 1991

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

Jericho High School dedicates itself to instilling pride in student achievement and social responsibility, fostering student connections and collaboration, and encouraging creativity and critical thinking.

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.

Jericho High School has operated in a hybrid model for the 2020-2021 school year. Students opt to either attend school in-person on alternating days (A Day and B Day) or attend as fully remote learners. At-risk students are offered the option to attend school in-person every day. Every class is hosted simultaneously in both formats, with teachers working with both in-person and remote learners at the same time.

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

Jericho is a dynamic suburban community with a population of approximately 20,000. It is located 30 miles east of New York City in the center of Nassau County, Long Island. Jericho has a diverse population that is vitally interested in supporting a comprehensive instructional program of educational excellence.

Jericho High School is dedicated to supporting all students to develop their full potential academically, emotionally, physically, socially and culturally. Our main approach to supporting this goal is through our wide array of curricula choices for students. Options include over 50 college level courses, including 27 Advanced Placement courses, extensive research programs in Science, Social Science, English and Mathematics including opportunities to work with experts in the field, a five year language program in Spanish, French, Italian, Latin and Chinese, a four year sequences in technology, engineering and architecture in partnership through Project Lead the Way, a comprehensive business program where students can take classes in accounting, entrepreneurship, law and retail management, a new media communication program where students explore journalism through modern forms of media, in addition to other elective options in English Language Arts, social sciences as well as a leadership class available to our seniors. The school also boasts four-year sequences in both visual and digital art as well as a music program that includes orchestra, band, choral and jazz ensembles in addition to a three-year sequence in music theory.

All students at Jericho High School have access to a comprehensive extracurricular/clubs program including over 50 offerings ranging from leadership opportunities such as Student Government, Youth Decide, and the Jericho Mindful Ambassador's Club to creative opportunities such as Art Club, the School Newspaper, and the Engineering Club. We also offer students competition experiences such as Science Olympiad, Mathletes, Mock Trial, Model UN, Model Congress and FBLA. Students can also choose from various wellness-based clubs including Stitching for Care and Kids Helping Pets as well as community service opportunities including Peer Tutoring and VolunTeens. Finally, students at Jericho High School can participate in numerous honor societies including Art, TriM, Thespian, World Languages and National Honor Society.

At the start of the 2019-20 school year, the school set a goal of developing a wellness program. Using input from students and faculty, the school developed a SEL program using restorative circles as the backbone for student interactions. Our mascot is the Jayhawk and therefore, the steering committee decided on the name "Nest Program" and developed targeted goals of enhancing student connections, creating opportunities to expand student voice as a means for influencing school culture, and supporting student wellness by fostering core social emotional skills while growing self-reliance. Given the impact of the pandemic, we went into this school year realizing just how important it was to implement the Nest Program. Our support staff developed lessons and our English teachers embraced the use of their classrooms to engage the entire student body in restorative circles each monthly. The feedback has been incredibly positive, and the Nest Program has quickly become a staple of our community. While we are proud of our ability to realize such a critical program in the midst of a pandemic, we also implemented WellNest Wednesdays this year. Approximately once every quarter the entire school engages in a day dedicated to wellness. Students begin the day working with the counselors, then have the ability to choose from over 50 workshops hosted by faculty members. Students then have the ability to meet with their teachers in personal office hours. The day concludes with a debrief in small restorative circle groups before collecting feedback from students to help plan future wellness days. Jericho High School is a competitive and incredibly high achieving institution, and a focus on wellness has been a focus for a number of years. Students, faculty members and parents have highlighted the Nest Program, as well as WellNest Wednesdays, as culture shifting and essential ways to support wellness for everyone in the school community.

Jericho High School has embraced its evolving demographics. Over the past decade we have seen tremendous growth in our Asian population which has led to both our Asian and non-Asian students learning to speak Mandarin through our five-year program. Additionally, our partnership with our sister school in China includes an annual exchange program that provides everyone in the school community with unique global learning experiences.

Jericho High School is a special school. While touted annually by various national rankings as one of the top schools in the country, we benefit from being the home to hundreds of brilliant and motivated students, a faculty committed to instilling inspiration and the thirst for learning and a community dedicated to supporting success for every student.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The Jericho High School’s underpinning motivation strives for “success for every student.” To reach this goal, the English Language Arts, Mathematics, Science and Social Studies departments provides a student-centered approach to the delivery of instruction. Utilizing Understanding by Design™ for unit design, the learning goals for instruction are identified and connected to the New York State Learning Standards in each of these subjects.

As a high performing school, our curriculum is strongly focused on regents, Advanced Placement dual enrollment college level coursework. In ELA, all 9th graders take English I, 10th graders take a college prep writing course and can then choose between English II or AP Seminar, 11th graders take the regents exam each June and can choose between English III or AP Language and 12th graders can choose between a series of course options including AP Literature.

In Social Student the curriculum is more prescribed by NYS with all 9th graders taking Global I, 10th graders take the Global regents in June and can choose between Global II or AP World, 11th graders take the US History exam and can choose between US History or AP US History and seniors can choose from a series of courses including AP and non-AP versions of Economics and US Government.

In Mathematics, students are able to accelerate during middle school and follow a pathway aligned to NYS regents exams in Algebra, Geometry, and Algebra II. Students can then engage in appropriately aligned curriculum in Pre-Calculus, College Algebra, College Calculus, AP Calculus AB, AP Calculus BC, AP Statistics and Multi-Variable Calculus.

In Science, students are able to accelerate during middle school and follow a pathway aligned to NYS regents exams in Earth Science, Living Environment, Chemistry and Physics. Students can also engage in appropriate aligned curriculum in Anatomy and Physiology, Ap Environmental Science, AP Biology, AP Chemistry, and multiple levels of AP Physics.

Where applicable, and in all subjects, teachers closely follow curriculum as prescribed by NYS and the College Board. Students are required to sit for all corresponding exams. Our continued focus has been on enhancing hands-on, experiential learning experiences aimed at developing 21st century skills and dispositions.

Curricular initiatives to support a strong foundation of literacy include the inclusion of high-interest classroom libraries to inspire independent reading and student choice, rubric-based common formative assessment, and digital portfolios for summative assessment.

The Jericho High School humanities departments utilizes digital tools to communicate, collaborate, and create engaging learning experiences for our students. The English Department integrates web-based digital platforms to deliver instruction, provide feedback, and assess our students. For example, “live” web-based documents and presentations facilitate collaborative learning groups, interactive real-time communication, and tiered assignments to provide scaffolds for challenging concepts and opportunities for both remediation and enrichment. Teachers utilize district-created benchmarks to analyze student performance and monitor individual student progress. Periodic 1:1 reading and writing conferences provide direct feedback and goal setting for students.

Through vertical articulation among K – 12 teachers, the mathematics department has identified the “big ideas” that are at the core of each grade level/course. These concepts were revisited as we pivoted to remote instruction. During the spring 2020 shutdown, math teachers implemented a flipped classroom model where they pushed out content for students to acquire information followed by exploration during class time. For example, many teachers established You Tube channels where they provided videos that they created, or they posted videos that they found from other sources. Students would take notes on a template provided by the teacher. The next day, they would apply what they learned in the virtual classroom. This would often

consist of students working in Breakout Rooms via Zoom or Google Meet. They often collaborated on a Jamboard.

In our science department, teachers have utilized virtual simulations to engage students in authentic laboratory learning experiences. Alignment to the NGSS standards have resulted in daily lessons that utilize the concept of phenomena to raise critical thinking, hypothesis and predication as core focus of skill development for all students. Students are now asked to design experiments to support their predictions rather than follow a prescribed series of steps.

Students at Jericho High school are provided the opportunity to explore curriculum in these subjects at the highest levels according to their own progress. Science Research is one of the signature programs at Jericho High School. Jericho High School students are often amongst national finalists and award winners annually. In 2018, the Science Research program was showcased in the National Geographic movie “Science Fair”. This year one of students earned the distinction of becoming one of the 40 national finalists in the Regeneron Science Talent Search.

When the school first moved to distance learning in March 2020, teachers utilized both synchronous and asynchronous lessons to support student learning. Teachers quickly adapted to utilizing various techniques such as flipped classrooms and technologies such as google meet and zoom to support student learning. In order to better address student learning needs during the pandemic, the school adopted a flexible hybrid system for the 2020-2021 school year. Students are able to select between attending in-person learning on an A/B day rotation or engaging in their classes via remote learning. Every classroom operates in a fully integrated setting where our technology department has created the ability for teachers to simultaneously provide instruction to their remote and in-person learners. This ensures that all students are receiving the same high-quality instruction while also supporting the flexibility for students to seamlessly move between the two models. The continued growth in our faculty’s ability to support learning in this new environment has been steeped in their commitment to student learning. They have utilized common planning time, a strong partnership with our district technology team and on-going professional development to become experts in using instructional technology to support and advance student learning. One specific area of significant growth this year is in the area of formative assessment. Teachers in all subjects have become adept at using platforms such as Peardeck, Nearpod, Google Classroom, and Desmos to continually receive and monitor student input and thinking. This continuous flow of information has allowed teachers to grow and provide even greater levels of personalized instruction during this challenging time. While developing and administering summative assessments have been more challenging this year, our teachers have increased the usage of performance tasks to evaluate and assess students.

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

One of Jericho High School’s strengths is preparing all of our students for their post-secondary experiences and supporting their college and career readiness. Our curriculum includes over 50 college bearing classes, including 27 AP courses and over 20 dual enrollment courses. 95% of our students in the class of 2020 successfully completed at least one AP course during their high school career. With a typical graduation rate of 99-100%, our seniors exit high school with superior achievements. 99% of the students in the class of 2020 are attending college, 99% earned a NYS Regents diploma and 92% earned an Advanced Regents diploma. The class included 23 National Merit Scholarship Semifinalists, 17 Finalists and 5 National Scholarship Winners. 175 of the 268 seniors earned the distinction of Advanced Placement Scholar, 25 earned Advance Placement Scholar with Honors, 98 earned Advanced Placement Scholar with Distinction, 40 earned National Advanced Placement Scholar and 9 earned AP Capstone diplomas. Regarding CTE, the school offers a four year sequence in Technology, Engineering and Architecture through our partnership with Project Lead the Way. Interested students are also offered the opportunity to earn a CTE endorsed diploma by attending programs at our local BOCES.

Additionally, students have numerous opportunities through both our course and club offerings to develop their leadership skills, community and civic responsibilities, and entrepreneurship skills. Specifically, the school offers a four year sequence in business, including a virtual enterprise course, as well as a competitive

FBLA club. Our LEAD program allows interested students to collaborate with student leaders in partnering high schools to develop initiatives and experiences promoting social justice throughout our schools.

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

2. Other Curriculum Areas:

Jericho High School offers students the ability to choose and progress through eleven distinct art courses including AP Photography and AP Art. Students can also earn credit by performing in the Band, Orchestra, Chorus and/or Jazz ensembles. Students interested in studying music theory can engage in our three year sequence including AP Music Theory.

Jericho High School has an extensive technology program including computer programming, architecture and engineering. Students engage almost exclusively in project based learning in these courses and can expand upon their knowledge in our competitive Robotics club.

Jericho High School offers five foreign languages: Chinese, French, Italian, Latin and Spanish. Students of all grade levels can learn another language. The department sponsors events, such as a Chinese New Year show, games and trivia contests, and a Foreign Languages week. Each language has an honor society that gets involved in community service, and explore the language of each culture outside of the typical school day. We offer AP language courses in Chinese, French, Italian, and Spanish.

In physical education, Jericho High School prides itself on offering our students a variety of choices to fit their interests and lifestyles. Choices include team and individual sports, yoga, tai-chi, weight training, dance and judo. These options allow students to develop both their physical and emotional well-being. At a time when teenagers are dealing with unprecedented levels of pressure and stress, providing such options positively impacts the overall school culture. Approximately one-third of the student body takes yoga, tai-chi or judo for physical education. Additionally, all tenth graders take a mandatory health class.

We also offer courses in International Foods and Gourmet Basics. Both courses provide students with strong skills in culinary arts, and also in kitchen safety and sanitation. Students also perform research on the nutritional facts of the dishes that they prepare.

Jericho High School also offers students an extensive four year business program. Students can select from accounting, personal finance, entrepreneurship, law, retail management and virtual enterprise as they progress through their high school career.

In all of these subjects and courses, our teachers develop hands-on, project-based experiences to engage students in authentic learning experiences. These experiences are enhanced through our various club offerings and competition opportunities.

3. Academic Supports:

Jericho High School provides an inclusive and integrated approach to education that is tailored to meet the needs of individual students. In collaboration with the Pupil Personnel department, Jericho High School offers a continuum of educational programs and related services for students with learning disabilities, English-Language Learners (ELL), at-risk students, and displaced students. The continuum of programs and services for students with disabilities includes Resource Room, Integrated Co-teaching, and Self-contained academic course offerings. Each program provides students with varying levels of differentiated and modified instruction in order to meet the individual needs of each student in the class. Related services including reading, speech and language, physical and occupational therapies support our students' access to their education as well as provide an opportunity for them to achieve individualized goals in those areas.

The English as a New Language program (ENL) at Jericho High School provides a tiered approach to supporting English-Language Learners (ELLs). Our program consists of sheltered ENL-English Language Arts (ELA) and Social Studies classes for new entrants. Additionally, we provide push-in and pull-out ENL support to students at all English-language proficiency levels. Our certified Teaching English To Speakers of Other Languages (TESOL) teachers deliver instruction in a way that supports both language acquisition and the successful integration of English-Language Learners in the high school community.

Jericho High School's Academic Intervention Support program (AIS) provides targeted content-area assistance to general education students performing below grade level. Our data-driven approach to academic support is an effective intervention tool in that all stakeholders can see the results of their efforts. Our high school's Instructional Support Team (IST) is a collaboration between faculty and staff who meet to plan action programs for struggling students. After a predetermined amount of time, the IST reconvenes to evaluate the progress of recommended interventions. The goal of building level support at Jericho High School is to provide targeted academic intervention in the least-restrictive environment.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Jericho Senior High School, students begin classes at 8:59 a.m., allowing our teenage students to practice better sleep hygiene and fully engage classes from the beginning of the school day. This represents one example of our student-centric philosophy guiding decision-making and striving for a better learning environment every day. We cultivate leadership and advocacy skills by providing forums for high school students to consistently collaborate with administration, share recommendations, and communicate with the student population. Students have representation on committees, as well as the Board of Education.

We strive to engage students through the power of choice in academic courses, extra-curricular clubs, and athletics. In the classroom, students use one-to-one devices to access our hybrid learning model. It is our personalized approach that enhances engagement and increases academic success for all students. Our school counseling department consistently meets with students and families to develop relationships and ensure that every student has essential connections within the school building. In partnership with our teachers and administrators, this allows our counselors to recognize shifts in behavior or academic performance requiring immediate interventions and supports.

This personalized approach allows us to recognize students who would typically fall under the radar. Cafe 126 is a unique space where students can spend their free periods in a calm, tranquil, and warm environment hosted by the school's social worker. As an alternative to the hustle and bustle of the high school cafeteria, cafe 126 is a space that attracts our more anxious students looking for a small and safe environment throughout the day and represents an example of how we thoughtfully engage all types of students.

We have a comprehensive athletics program as another way to engage large contingents of our student population. The population shift led to the evolution of athletics offerings and the start of championship badminton programs.

In addition to student participation, the athletic program provides an opportunity to engage the extended school community via aspects of spirit and support. For example, last year, we had a large turnout of the school community celebrate and cheer on the boys' soccer team on their run to a state championship.

Building administrators have an open door policy for kids and routinely host small groups of students for lunches and other informal conversations to serve as an overall example of connections we create amongst our students.

2. Engaging Families and Community:

In Jericho, the high school complex is the hub of the community. We strive to expand our students' perspectives, demonstrate genuine caring, and support parents as partners. Through the LEAD (Learning Empathy and Acknowledging Diversity) program, students work with peers from nearby schools with diverse socio-economic populations to build awareness, encourage empathy, and promote an understanding of students' varied challenges across Long Island. As the community demographics shift, the Chinese Association has developed a strong partnership with the district, supported the transition of new students and families into the schools, and promoted cultural competence with programs throughout the community. The Jericho Schools have worked extensively with St. Dominic's Food Pantry, local businesses, housing managers, and community members to collect and deliver food to families in need on a weekly basis year-round. Additionally, our partnership with the Birthday Wishes organizations paired with donations collected within the school enables us to provide birthday and holiday presents to our students in need. Jericho High School consistently engages parents in the hiring process, committee work, and shared decision-making to promote a strong partnership and remain current on the factors influencing the community. Throughout COVID, the majority of our meetings have transitioned to a digital platform. While we miss the ability to share a space, parents' increased opportunity to log in, collaborate with school personnel, and engage in meaningful dialogue has been a considerable benefit. To further engage parents and guardians, our

technology department hosts hands-on meetings, provides videos and written instructions for accessing programs, and works with individuals to ensure access to necessary programs and information on devices provided to each student. Success for all students is the priority of Jericho Senior High School. Collaborating with stakeholders throughout the community and Long Island facilitates success for all students by ensuring that needs are met and minimizes learning obstacles.

3. Creating Professional Culture:

Teachers feel valued when they are treated as professionals, have voice to impact key decisions, have space and time to collaborate and engage in professional learning and are provided with timely and consistent information. At Jericho High School we are focused at providing all of these ideals. Building administrators host faculty meetings twice a month. The focus is on professional learning and collaborating on school-based initiatives and instructional focal points. For example, last year a number of faculty meetings were dedicated to the development and preparation for the Nest Program. Additionally, Curriculum Associates host department meetings twice a month. The focus in these meetings is on instructional practices and curricula decisions within each department. Teachers are also provided with opportunities to sign up for in-service courses throughout the year, including the summer, that are hosted by their peers. They often support the learning of specific instructional practices/strategies. For example, math teachers recently had the opportunity to attend an in-service course that was focused on using Desmos to engage students in problem solving.

This year, teachers needed a variety of supports to meet the needs of teaching in the midst of a pandemic. First, they needed access to high quality technology and training. Each has consistently been provided. Second, they needed time to step away from the daily grind and collaborate with colleagues around strategies that work well. We have been able to create time and space for this approximately every two months throughout the year. Additionally, teachers needed time to learn about our plans for opening school, ensuring safety for all and supporting the teaching and learning needs for all in the community. Therefore, our faculty meetings this year have mostly been focused on collaborating and talking through the needs that arise and the growth we have made.

Ultimately, schools function best when there is trust within the community. Jericho High School is a trusting, caring and special school where teachers have the ability to do what they do best and that is to inspire our teens.

4. School Leadership:

As a philosophy, the leaders at Jericho High School believe that we must always strive to provide our students with a better learning environment tomorrow. The core team consists of two Co-Principals and two Assistant Principals. In addition, there are K-12 Curriculum Associates for each department and the Director of Technology that work closely with the building administrative team to implement this student-centric philosophy. An example of how the leadership team works towards this vision is the wellness program we implemented this year. For a few years the need to develop and implement a wellness program was shared throughout the school. Two years ago the school shifted to a Co-Principal model. At that time, a Co-Principal developed a committee consisting of Curriculum Associates, teachers, counselors, and students. After conducting a needs assessment, researching programs and strategies and gathering information from the broader community, the Nest Program was developed and implemented this year. When the pandemic created additional wellness needs to start this school year, one of the Assistant Principals developed a committee of teachers, counselors and students to create and implement WellNest Wednesdays. The leadership of the school actively used the tenets of collaboration, communication, and research to develop programs that have quickly been labeled as essential and key parts of our school culture.

Opening school this year was a tremendous challenge. The building administrators took the time to meet multiple times at the end of the summer with the entire staff, via zoom, to share the plan for opening and to answer every question and concern. These meetings often led to important ideas and focal points to best ensure that we had thoughtfully and thoroughly planned for the first day of school. Administrators are constantly visible throughout the building, routinely in classrooms, engaged with students and available with

all members of the school community when any question or concern arises. One Co-Principal and Assistant Principal have partnered with the school nurse to handle covid cases and subsequent contact tracing. Parents receive weekly, and sometimes daily emails regarding key information including safety protocols. We are proud to say there has been no evidence of any Covid spread within the school building this year.

Ultimately, the building administrators believe that schools should be filled with love, joy and inspiration. It is our job to support the needs of our students, parents and teachers while ensuring that all are accountable towards each individual student's success.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching is supported by teachers through their attention to the social and emotional needs of our students. Check-in conferences are frequent and ongoing for all students and especially for those students who may be demonstrating at-risk behaviors.

The Jericho High School English Department actively curates our literary texts to reflect a wide range of diverse voices. In response to recent events, both students and teachers have requested books written by Black, Indigenous, and People of Color authors to provide a more expansive worldview and alternative narratives to historically biased perspectives. The English department strives to understand historical context and ask questions to facilitate anti-racist education.

Students take an active leadership role in supporting cultural responsiveness at Jericho High School. In our Social Studies Department, the Digital Citizenship Course aims to help students become more thoughtful, educated, and active citizens in our democracy by becoming better consumers and users of news and social media.

Our Research and Heritage Committee is responsible for managing various bulletin boards throughout the campus to support key messages and promote unity. They also develop and present during our morning announcements. Students in our LEAD program take an active role in identifying social issues and school-based programs (including presentations, class lessons and extra-curricular experiences) to raise awareness and impact positive change. They also meet with students from partner schools to share ideas and impact broader change. The Chinese Honor Society at JHS has opened dialogue to raise awareness on the anti-Asian sentiments, violence and crimes that have been part of our nation's current events.

A supportive school administration works closely with students to support their thinking and interests in regard to cultural responsiveness. For example, a group of students were given permission to be excused from classes to attend the Greta Thunberg Climate Strike in September of 2019. These students then worked with our school newspaper to write about the experience and promote change within the school community.

In a school of 1,200 students, Jericho maintains six school counselors, two school psychologists, one social worker and four administrators who are always available to support and advocate for individual student's needs.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental to the school's continued ability to successfully educate and support students since school closures began last spring is our growth with instructional technology. Similar to many other schools, we struggled to implement a consistent instructional model last spring. Our focus was very much on flexibility due to the sudden changes and challenges when the closures first began. As a school and a district, we had the means to provide a chromebook to every student and teacher in need. Understandably, much of our instruction was asynchronous and not on par with our typical quality.

Throughout the summer we worked hard to develop a hybrid model and even harder to ensure our technological infrastructure would support our teachers in providing instruction that met our expectations and standards. Thanks to our technology department and Curriculum Associates teachers were trained to effectively use technology to create a hybrid learning environment that simultaneously supported both remote and in-person learners. To start the year, our teachers were engaging all students in meaningful and fully synchronous lessons. One unexpected outcome of the pandemic, was sudden importance and usage of formative assessment to ensure that students were successful in their daily lessons. Teachers collaborated, researched various platforms and became experts in the use of technology such as nearpod, peardeck, desmos, google classroom, and canvas. As the year progressed, teachers now use technology to engage students in digital simulations, the creation and delivery of presentations, collaborating with their peers and conferencing individually with teachers in the midst of lessons. The feedback from our parent and student communities about the quality of instruction this year has been incredibly positive.

Another area of growth has been around summative assessments. Our teachers have learned the value in developing more authentic learning experiences and project-based assessments. Students are asked to demonstrate their thinking more regularly this year and asked to share discrete facts and information less routinely on their assessments. 21st Century Skills such as problem solving, self-reliance and design thinking have become more typical parts of the learning experience thanks to the technology available to students and teachers.

Overall, we believe the insights about teaching and learning due to the pandemic provides opportunities for quick and meaningful growth once we can have all students back in the classroom in person.