

U.S. Department of Education
2022 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. Andrew Corsilia
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Horace Greeley High School
(As it should appear in the official records)

School Mailing Address 70 Roaring Brook Road
(If address is P.O. Box, also include street address.)

City Chappaqua State NY Zip Code+4 (9 digits total) 10514-1710

County New York

Telephone (914) 238-7201 Fax (914) 238-6073

Web site/URL
https://chappaquak12nyus.finalsite.com/horace-greeley-home E-mail ancorsilia@chappaquaschools.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. Christine Ackerman E-mail chackerman@chappaquaschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chappaqua Central School District Tel. (914) 238-7200

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. Jane Shepardson
(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 signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	133	144	277
10	149	143	292
11	138	131	269
12 or higher	145	152	297
Total Students	565	570	1135

*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
 - 15 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 72 % White
 - 5 % 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 2020 - 2021 school year: 1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2020	1175
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):
Adyghe, Albanian, Chinese, French, Hebrew, Korean, Mandar, Portuguese, Romanian, Russian, Serbian, Spanish, Urdu, Wolof

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

7. Students eligible for free/reduced-priced meals: 6 %
 Total number students who qualify: 66

8. Students receiving special education services with an IEP or 504: 10 %
119 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>50</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>45</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. 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	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	87
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	36
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	15

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 13:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	97%	96%	95%
High school graduation rate	99%	99%	98%	98%	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 2021.

Post-Secondary Status	
Graduating class size	311
Enrolled in a 4-year college or university	95%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	4%

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.

To create a community for learning, where students, parents and staff are joined in the pursuit of academic excellence and personal growth in a caring environment. We seek to develop each student's full potential through a challenging curriculum, a diversified faculty, and a commitment to intellectual freedom. We will teach basic skills, foster creative and critical thinking, and provide a foundation for life-long learning. We will nourish our students' emotional lives and guide their social development, instilling in them an appreciation of self-worth, of individual difference, and of global interdependence. We will help them learn how to manage freedom and to act ethically so that each may become a responsible, contributing member of society.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://chappaquak12nyus.finalsite.com/board-of-ed/policies-and-regulations/policies-and-regulations-0100-district-philosophy/policy-0120-nondiscrimination-equal-opportunity-policy>

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

PART III – SCHOOL OVERVIEW

The Chappaqua Central School District is a nationally renowned, suburban public school system characterized by highly motivated students, a broadly educated and talented staff, and an actively involved parent community. Chappaqua is located in Westchester County, 35 miles north of New York City. The population is approximately 18,000. It is a suburban community in which most parents are professionals who commute to New York City or to one of the surrounding business centers in the Tri-State Area.

At Horace Greeley High School, we strive to create a community for learning, where students, parents and staff are joined in the pursuit of academic excellence and personal growth in a caring environment. The student body is approximately 1,200, and we have approximately 150 faculty and staff members. Academics are at the core of Greeley—most students take English, Social Studies, Math, Science and Foreign Language through their senior year. Greeley has a tradition of excellence in the Fine and Performing Arts. Students are active both in and outside of school. Two-thirds participate in interscholastic sports and there are over 88 clubs, as well as three student newspapers.

Ninety-eight percent of the Class of 2021 went on to higher education, and our Advanced Placement offerings are extensive. In 2020-2021, 21 AP courses were offered; 452 students took 1041 exams. The Class of 2021 had 29 National Merit commended students, 20 semi-finalists, 19 finalists, and 3 National Merit recipients.

Our high school is guided by the Board of Education's strategic questions and strategic plan as we weave these inquiries into every meaningful discussion concerning our academic and social program in the high school.

Chappaqua Central School District Board of Education's Strategic Questions:

Strategic Question 1: Budget & Operations: "How can the District ensure continuing excellence in its academic, social-emotional and extracurricular programs while developing a budget that is fiscally responsible?" Adopted October 27, 2009, Revised December 15, 2021

Strategic Question 2: Teaching & Learning "How can the District ensure that all students think deeply and creatively, support their thinking, apply problem-solving skills, work collaboratively, and actively participate in their learning as they acquire content knowledge?" Adopted November 11, 2009, Revised December 15, 2021

Strategic Question 3: Social-Emotional Learning "How can the District ensure that it develops students who are ethical, empathic, respectful, and resilient global citizens and leaders?" Adopted December 15, 2021

Notable innovative approaches for your consideration that are embraced by Horace Greeley High School include, but are not limited to:

The construction of a STEAM Center and a Sustainability Research Center modeled off of university learning environments that support individualized inquiry and whole class instruction in the areas of plant science, aquaponics, engineering, industrial design and computer science. The development of a LIFE school program for junior and senior students who would benefit from a communal atmosphere with a focus on project-based learning. The full integration of special education students into the regular classroom environment as well as a pathways program for students who need specialized instructional support and career development. Social-emotional learning grounded in the RULER approach from the Yale Center for Emotional Intelligence. The redesign of three classroom wings to support maximum student collaboration and interdisciplinary study in the areas of humanities and foreign language. Space configurations are grounded in the open office ideology and 21st century work environment. A senior experience that supports student internship placements both domestically and internationally during May and June. A weekly peer leadership program in which upperclassmen lead workshops with 9th grade students on social-emotional well being, study habits, and the transition to high school. Benchmark literature in English language courses

to support our social justice work as well as to ensure that our curriculum represents our global community. A therapeutic support program to transition students from home to school who are struggling with physical illness, emotional needs or family trauma. A three-year science research program which offers students the opportunity to study a topic of interest, conduct authentic research that adds to the body of scientific knowledge, and present their findings locally, regionally and nationally. A teacher leadership model and schedule that supports professional collaboration, pedagogical excellence and faculty mentorship for new members of our professional community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At Horace Greeley High School, we believe we must design and engage our students in authentic, rigorous tasks that have real-world applications. We also believe that we must allow students to have a choice in what and how they learn. We strive to cultivate citizens who value and support social justice as they navigate our complex societal climate.

We have explored project-based learning as an approach to authentically engage students in active learning. This can be seen both in a history course that prepares students for a model congress, and in our social justice course where students develop action plans to improve their community. In our Senior Experience program, many students create self-directed projects to guide their learning for the last five weeks of school. And project-based learning is also at the center of our art classes, our technology classes, and the performing arts.

As we moved to online learning during the pandemic, our teachers developed skills in blended learning, where some of the work occurred in person, some remotely and some asynchronously. Next year, we plan to leverage this learning by piloting a blended English/art interdisciplinary course, offering flexible instruction for students with a combination of full-group meetings, individual tutorials and an asynchronous curriculum.

We believe that, as we learn more about the active nature of learning, our spaces need to evolve to support this learning. As our mental model of teaching moves away from a transactional experience, directed from the front of a room, to a collaborative and active experience, where the center of the learning can be anywhere in a class, we have invested in flexible furniture, writable surfaces, and mobile technology. We have also undertaken several significant renovations, opening classroom spaces to larger common areas and establishing smaller studios and nooks, with glass walls for individual and small-group study.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The English curriculum encourages students to refine their thinking skills through the study of language, composition, literature and media. Students read both classic and contemporary literature, discuss literary works in relation to their meanings, form, style and structure, and develop a growing vocabulary of critical terms. In addition, students are required to write in a variety of forms and styles, both analytic and creative, and to become more sensitive to the logical development of ideas and the manipulation of language. The English program also allows for the critical examination of various media, the development of speaking and listening skills, and the acquisition of vocabulary and strategies for proper English usage. All students must take four years of English and must, under the NYS Graduation Requirements, pass them in order to receive a high school diploma.

All English courses are heterogeneously grouped, and course content is modified to meet the needs of our students with Individualized Education Plans. There are 3 co-taught (English/Special Education) sections of English 9 and English 10 per year, and 5 sections of co-taught 11/12 grade English electives per semester.

The study of English for grades 9 and 10 consists of a two-year, skills-based program deeply rooted in reading and writing, and aligned to NYS Next Generation ELA Standards. Instruction includes whole-class texts (both classic and modern), choice books, literature circles and independent reading. Students also read non-fiction texts and study rhetorical appeals in accordance with the Common Core Standards. Writing in a variety of genres is taught, and emphasis is placed on actionable feedback and revision.

Both English 9 and English 10 foster creativity, analytical and expressive writing, student choice and a love

of reading. English 9 allows for a smooth transition to high school English. English 10 focuses on deepening skills and preparing students for the 11/12 English electives. Tenth grade students take the Common Core English Regents in June.

The English Department has a rich elective program for juniors and seniors. Each semester, 8 different electives are offered; these include thematically based options such as Psychology in Literature, Ethics and Existence, Modern World Literature and American Dream, American Nightmare. In addition, we offer courses in creative writing and film studies. Our Writing and Creating New Media course, which is team taught (English/Art) will follow a hybrid model next year; the class will meet partly in person and partly asynchronously.

Next year, we are debuting a new team-taught (English/Social Studies) course, Racism, Sexism and Classism that will explore issues of race, class and gender, and how these forces interact with and shape the world and one's identity. The course will examine the systematic ways in which certain groups have historically been privileged or disadvantaged and the social, cultural and economic legacies of these systems. Students will explore issues of power and the sociological construction of identity, studying these topics through literature and history as well as media and popular culture. This course will be under review this fall through the SUNY Albany University in High School Program. Students successfully completing the course can anticipate being eligible for three college credits. AP English Literature is offered to seniors.

1c. Mathematics curriculum content, instruction, and assessment:

The math department believes in providing four years of math opportunity for all of our students. We strive to provide students in the same course with similar experiences among different teachers. We also strive to appropriately challenge our students in their math classes while also providing them with an opportunity to be successful. In addition to content knowledge, we believe in fostering the life skill of problem solving. In all our courses, students are asked to think through a problem, communicate mathematically, consider multiple perspectives and synthesize mathematical knowledge.

There are five entry points for an incoming 9th grader. For those students who have demonstrated an understanding of Algebra 1 concepts in 8th grade, we have Geometry, Enriched Geometry and 9 Honors (which is an accelerated Geometry/Algebra 2 class). For those who need more time to develop their Algebra skills, we offer Essentials of Algebra 1 as well as Cornerstones of High School Mathematics. Both of these courses deepen the skills that our students will need to provide a smooth transition to higher math.

The course progression for all students is Geometry, Algebra 2, Trigonometry, Precalculus and Calculus. The depth and pace varies depending on the student's track, as all math courses are homogeneously grouped. For example, students taking Geometry as a 9th grader will have the opportunity to study Calculus as a 12th grader while those in Math 9 Honors will study AP Calculus AB or BC as an 11th grader. Three out of our four Essentials-level courses are co-taught (Math/Special Education). These students' math experiences culminate in the Essentials of Precalculus. Mathematical electives for seniors include AP Statistics and Advanced Topics in College Mathematics. Electives in Computer Science include Robotics, Java, and Advanced Topics in Computer Science.

A desire to more fully engage our students in their own learning resulted in an intentional shift in our practice over the past year. Classrooms are more student-centered and promote collaboration, knowledge mobility among students, and risk-taking. Carefully designed tasks as well as teacher scaffolding allow students to generate their own conclusions and make meaning of the mathematics they are studying. Informal mathematical discussions give way to formalized mathematics by the end of each class. Learning is supported through various technology platforms such as the Texas Instruments TI-84+, Delta Math, Desmos, and Geogebra.

Feedback is provided on an on-going basis throughout class as well as on a variety of formative and summative assessments. Spiral homework assignments are used to help students retain and stay up-to-date on course skills and concepts. Other assessments include projects, group tests, and traditional assessments.

1d. Science curriculum content, instruction, and assessment:

We offer a strong program in the four core sciences at both introductory and advanced levels. All 9th graders take NYS Living Environment, in which we prioritize differentiation to address the needs of all students. Several sections of the course are co-taught with special education faculty. In 10th grade, students choose between Earth Science and Chemistry, both using the NYS Regents curriculum. Co-teaching with special education is currently offered in Earth Science, and is planned for Chemistry in the 2023-24 school year. The fourth science core course is Physics. AP Physics 1 is offered as both an introductory course and as a potential second year of science for students who have completed standard Physics. A joint science-technology course, Technology & Design, may serve as a core course in Physics, or as an elective. This course introduces students to design technologies, programming and electric circuits.

We are aligning all core course curricula with NGSS standards, incorporating inquiry-based learning centered on phenomena, and reworking activities and assessments to reference the science practices and cross-cutting concepts. In line with this shift, several teachers are exploring standards-based assessment.

Our elective program is strong in core subjects. All AP sciences, including AP Psychology, are offered with the exception of AP Physics 2 (proposed for the 2023-24 school year). We also offer electives in Forensics for college credit through the Syracuse SUPA program. Plant Physiology and Plant Sustainability are being offered for the first time next year in our new Sustainability Research Center.

Finally we have a three-year Science Research program, which is notable for being non-selective and open to all. Students in this program select a topic of interest to research, culminating in an original science experiment in an outside lab. The program and our students have had great success in presenting their work.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The social studies program prepares students to become informed and involved citizens of our democratic society and to enter a world of work and service increasingly defined by collaboration, problem solving and multimedia communication. Students analyze and work to solve the problems that face our increasingly diverse nation and interdependent world.

All students take four full years of Social Studies. Ninth and tenth graders take a two-year sequence in Global History that emphasizes human rights and cultural diversity. Juniors take either United States History or AP United States History centered around the themes of freedom and equality. Seniors explore themes of civics and justice in one of two courses, AP United States Government & Politics or Democracy in Action. In addition to the core curriculum, the program offers a range of upper level electives which include courses on foreign policy, women's studies, psychology, humanities and an independent research program called History I.S.

Instructional practices have undergone a number of shifts moving toward student-centered approaches. In keeping with the District's goal to have all students think deeply about their learning, all courses incorporate problem-based learning units throughout the year. Instruction is also inquiry based, with projects designed to enable students to grapple with real world problems and to work collaboratively in order to refine their thinking and develop solutions. Students work in collaborative teams that are facilitated by the use of flexible learning spaces. Instruction is grounded in developing historical thinking skills through the use of primary sources which ensure a variety of voices are represented.

All courses provide feedback to students using formative and summative assessments that balance projects and portfolios with structured assessments targeted to prepare students for state and national exams. Assessments are aligned with a departmental rubric articulating skills in writing, historical thinking and habits of learning.

1f. For secondary schools:

Horace Greeley High School is an example of excellence in education and college preparedness. Ninety-eight percent of our graduating class attends college, with 96.7% of seniors attending four-year academic institutions. Our students are represented at over 135 higher education institutions including all 8 Ivy League schools. Our students are scholars, and are annually recognized as National Merit Finalists, AP Scholars, and Regeneron award recipients among many others accolades. Our AP offerings are extensive. In 2020-2021, 21 AP courses were offered and 452 students took 1041 exams. In addition, we offer 6 dual credit courses in conjunction with higher education institutions including Syracuse University and Mercy College.

Our course offerings align with essential and emerging careers. In 2021, our STEAM Center opened to house science, technology, engineering, and art courses, making use of 3-D printers, laser cutters, CNC routers, robotics hardware, CAD software and conventional shop tools.

In 2022, The Sustainability Research Center Greenhouse, perhaps the only facility of its kind on a high school campus, will open to students. Once completed, the SRC will provide an environment for students to conduct biological and ecological research while expanding experiential learning opportunities. The 2,000 sq/ft structure will also create opportunities for cross-curricular lessons, units and elective courses focused on plant science and sustainability research. We envision the use of the SRC to be year-round and inclusive to our entire student body. The potential usage of the SRC is far-reaching and includes the creation of various partnerships and connections both near and far.

In addition to our wide-range of course offerings, 90% of our seniors participate in Senior Experience, spending five weeks undertaking work-based internships or personal projects overseen by mentors. This gives seniors an opportunity to experience real-world learning and career readiness skills.

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

2. Other Curriculum Areas:

Horace Greeley's Visual Arts Department fosters creative thinking, focusing on the design process and a student-centered approach to project-based learning. Teachers coach students to find and develop their own voice. Students in AP classes create self-directed sustained investigations. Global contemporary artists are resources to inspire divergent approaches. Art and design are explored as vehicles for activism, social justice and shaping the future. Documentation of process, not progress, is standard practice. Alternative spaces are utilized as students learn to work independently and collaboratively to solve problems. All courses are differentiated to meet the needs of diverse learners.

The World Language Department supports high level courses in French, Latin, Mandarin and Spanish for grades 9-12. The department provides many opportunities to improve the students' language proficiency in relation to the national standards (ACTFL). Using rubrics adapted from these standards, the instructors are able to give feedback and formative/summative assessments pertinent to the student's continued progress in the target language. Students at Horace Greeley take language throughout high school and a number of students challenge themselves to take more than one.

Our health program provides students with the knowledge and skills necessary to develop lifelong health enhancing behaviors. In order to attain the curriculum standards, students will study the following: accessing information, stress management, conflict resolution, communication, refusal skills, decision making, goal setting, advocacy and the analysis of influences. These skills will support their continued development within the social-emotional competencies of self-awareness, self-management, responsible decision making, relationship skills and social awareness. Our physical education program focuses on the development of physically literate students in our flexible 'movement spaces' to help student learning in all parts of their lives. Students in grades 9-12 can elect to participate in a menu of programmatic choices from cardio fitness to weight lifting in state of the art facilities. Our students are CPR/AED certified and classes are adapted for students who need additional support.

Our Performing Arts Department offers students the opportunity to create, perform and respond in music and theater for students in grades 9-12. Performance opportunities in vocal, instrumental and drama productions are varied and culturally responsive. The department offers large-group courses in band, orchestra, chorus, as well as a wide range of smaller groups such as stage band, chamber orchestra and madrigal choir. A number of electives are supported by our faculty including songwriting, digital music, AP music theory and acting.

Beyond required elective courses to meet graduation requirements, students have the opportunity to take enrichment classes in computer science, engineering, robotics, coding, filmmaking, graphic design, biotechnology, digital composition and environmental plant physiology. A menu of offerings is also available to all students which focuses on personal finance including business law, investing and accounting.

3. Academic Supports

3a. Students performing below grade level:

We use eighth grade state assessments in math and ELA to identify students who may need academic intervention services. We monitor their academic achievement during the first marking period, and assign individual or small group tutoring for those students whose quarter grades indicate they need additional assistance. (This process will resume in the fall of 2022, following two years of COVID-related state assessment cancellations.)

We offer an executive functioning Skills and Support Program. Students may be referred to this program at any time in the year, and the frequency of the support is individualized. The Skills and Support Program aims to assist students who need to improve their executive functioning skills. The program provides instruction to develop skills in the areas of organization, impulse control, flexible thinking, self monitoring, planning and prioritizing, task initiation and study strategies. Students are instructed on how to take ownership of these skills and how to communicate effectively with their teachers.

We also offer a Transition Support Program designed to support students who have missed or are in danger of missing a significant amount of class. This program is staffed by a school psychologist, special education faculty and a teaching assistant. The program offers a range of interventions for students, including counseling, executive functioning development and academic support. Students using the program to transition back into school, after a medical absence or period of school avoidance, will typically attend TSP for several days before gradually transitioning to class. Other students may attend this program during unassigned class periods, while attending all of their classes to seek academic and SEL support. While designed to be accessed on a temporary basis, many students remain connected to the program and staff, viewing it as a safe space staffed by trusted and supportive adults.

3b. Students performing above grade level:

While all students are identified as belonging to a grade level, our high school course offerings create a flexible schedule, especially during the junior and senior years, which allows students to enroll in courses with students from other grade levels. In fact, many of our courses are intentionally designed for multiple grade levels. This flexibility, combined with a wide range of courses, allows students to seek out, or be recommended for, academic challenges to match their level of readiness.

Among our course offerings, students have many opportunities to challenge themselves. We offer 21 Advanced Placement courses and a number of dual-enrollment courses for college credit. Students also have the opportunity to propose one-semester independent studies, guided by faculty mentors. This independent study opportunity allows students to explore areas of interest that do not match current course offerings. In addition to the ability to select challenging individual courses, students may also be recommended for a four-year accelerated course of study in math and world language.

Students may also seek to challenge themselves by choosing to take multiple courses in a single subject area. Many of our students will simultaneously enroll in two courses in a subject area during their junior or

senior year, often in the departments of science, social studies, art, music, English, or world language.

Beyond challenging courses and accelerated courses of study, our school works to differentiate instruction for students within courses to meet their academic needs.

3c. Special education:

The Special Education program at Horace Greeley High School offers a continuum of services to meet the needs of students who have Individualized Education Plans. Students may be enrolled in co-taught classes and learning center (resource room). Students may receive related services such as reading instruction, speech/language or counseling. Students may also be assigned a teaching assistant, or be scheduled for ELA Skills (that focuses on reading and writing skills to support students for state exams). A small number of students are enrolled in our Pathways program which supports students with significant needs.

Horace Greeley offers co-taught classes in English (all grade levels), Social Studies (all grade levels), Math, and Science, with multiple sections of each. Within each co-taught class, general education and special education teachers collaborate to meet the needs of the students.

The primary focus of the learning center is to work on each student's individualized goals. Case managers work on developing students' skills in the areas of advocacy and executive functioning through the curriculum taught in their academic classes. Learning center teachers help students recognize their strengths as well as their vulnerabilities, build resilience, take ownership of their learning through the use of study skills and strategies and become more confident learners. We establish strong communication among each student's case manager, general education teachers and family to ensure that the student's needs are being met.

All general education teachers, service providers, administrators and school counselors are given access to each student's IEP when appropriate, and they are responsible for program modifications, testing accommodations and student goals.

The most important aspect of the Special Education program at Horace Greeley High School is its inclusivity. All students, regardless of designation or program, are included in the wide array of courses and activities offered at the high school.

3d. English Language Learners, if a special program or intervention is offered:

Horace Greeley has a small population of English Language Learners, and we have robust services, exceeding New York State's requirements, to meet their needs.

NY ELLs are designated as Entering (beginning), Emerging (low intermediate), Transitioning (intermediate), Expanding (advanced), or Commanding (proficient).

Entering, Emerging and most Transitioning students have a stand-alone course of ENL (English as a New Language) to develop their listening, reading and writing skills. ENL supports their work in their content area classes, especially content-specific vocabulary and writing. Students who come from places where memorization was prioritized also need explicit instruction in analyzing and interpreting texts, identifying main ideas and supporting details and writing with purpose and clarity. Expanding and Commanding students typically ask to continue in ENL as an elective.

In addition, we offer collaborative English classes, co-taught by English and ENL teachers, where ELLs are integrated with their native English speaking peers. Supports may include vocabulary instruction, simplified texts, graphic organizers, modified assessments and expectations, and conference time with the ENL teacher. Entering students also have a collaborative social studies class, where native language support is essential to ensuring they have access to the instruction and can learn to work with their peers. They learn to use technology to help them access challenging texts and communicate their sophisticated thinking to their native English speaking peers, which develops their confidence and helps them make connections.

Assessments include the required NYSITELL (for initial identification) and NYSESLAT (for annual progress), but we also use formative assessments at regular intervals to determine their growth and needs. Classroom assessments are modified as needed, and we have a Test Center that provides extended time, an alternate setting, and iPads with Google Translate downloaded in various languages, which are then disconnected from the internet, to allow students to access native language support.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We have made creating a positive environment for our students a priority at Greeley, beginning with the idea that each student must know that they are heard, seen and valued. To this end, we regularly include this focus in our faculty meetings. We have used faculty meetings to identify those students in the school who are not yet well known by the faculty and assign adults to reach out to these students. We have used Matthew Kay's work in his book *Not Light, But Fire* to prioritize getting to know students as learners and as human beings, which we believe is essential to an excellent education. We have invited our LGBTQ+ student organization to speak to our faculty about creating affirming spaces for our students. We have had our Restorative Practices Learning team present to our faculty how to use restorative practices to create a safe and affirming classroom culture.

Recognizing the importance of in-person learning for the academic, social and emotional growth of our students, we reopened for in-person learning in the fall of 2020. In fact, we were the first high school to open in Westchester county in September of 2020, and we operated in a unique hybrid model until the spring of 2021, when we fully reopened for in-person learning. To do this, we created a ½ day schedule which minimized exposure by removing lunch from the school day. We accomplished this by working with our transportation company to run two bus runs. This provided the opportunity for all students to attend at least a half day of school every day. The extended transition in the middle of the school day allowed students, especially those who were remote, to take a break from screens. Students with individual educational plans and 504 plans were permitted to attend school in person every day for full days. We regularly used attendance and grade data to find students who were disengaging and to intervene. These interventions ranged from offering full-day in-person instruction to assigning teaching assistants to meet with students every day for engagement, motivation, and accountability.

2. Engaging Families and Community:

Each spring, our local and regional community supports our seniors in a five week internship and personal project experience. Through this partnership, students explore a wide range of fields, including law, engineering, service, marketing, entertainment, finance, etc. Parents and local businesses serve as mentors and consultants to extend student education beyond the walls of the classroom. Through these experiences, students can explore an interest or a passion and sometimes find a future career path.

We work with the local nonprofit, New Castle United for Youth, which is a grant-funded organization dedicated to combating substance abuse. In partnership with NCUFY we have offered guest speakers to our student body and conducted surveys to gather information about students' behavior, attitudes and trends. Students have participated in leadership summits, conferences, and several have spent summers interning with the NCUFY.

Another community organization, the Chappaqua School Foundation, works closely with our parents, students, teachers and administrators to support the educational goals of our school and jump start a number of progressive projects, through generous grants. They have been at the forefront of the funding and inspiration for some of our most innovative spaces, including our iLab, STEAM Center and Sustainability Research Center. The student wing of the CSF provides students the opportunity to research the effectiveness of CSF grants and present their findings in a public forum.

Our Building Planning Team is comprised of parents, students, teachers and administrators and meets regularly to discuss school-related issues and to receive feedback from multiple perspectives. This group was particularly helpful when evaluating the success of hybrid instruction, mask mandates and social distancing. It has also been useful to evaluate the impact of exams, homework and grading systems on students and to monitor mental and emotional health of our student community.

Our partnership with our PTA is at the heart of our work with our families. We collaborate on celebratory

events for all of our students, supporting our clubs and class governments. Several PTA committees work with the school to support specific issues and concerns. Our Special Education PTA supports our celebration of National Inclusive Schools Week. They hold several evening sessions for parents to learn about transition support for students with IEPs leaving high school, what it is like to enter high school, and how to navigate our resources. Our PTA Diversity Committee engages our families in our efforts to support and sustain culturally responsive practices. They also work with our Coordinator of Student Life, our department chairs and our student organization to acknowledge and celebrate all our students through educational resources, cultural events and guest speakers.

3. Creating Professional Culture:

We are committed to empowering teachers to guide and direct their own professional learning. This is evident in the number of teacher-driven learning teams that our district supports. Our conference days are filled with teacher-led sessions in a variety of modes: spark talks, presentations, twitter chats and ed-camp style sessions. During these conference days, departments are also able to propose day-long projects, which are supported with professional developers and consultants.

For probationary teachers, we offer a one-year formal mentoring program, which provides training for mentors and support through our office of curriculum and instruction. In addition, we offer a four-year series of professional coursework for teachers new to the District, supporting them through their probationary period, as they develop their skill in lesson design, unit development, and teaching practices.

Several weeks before the arrival of distance learning in the spring of 2020, and in anticipation of a change of working conditions, our district negotiated a distance learning agreement with respect and collaboration. We then followed with a series of professional development opportunities, learning together how to engage students while at home (fully or in part). This included professional development in the use of applications like Screencastify, Peardeck and Zoom, as well as adapting lesson planning and unit development to hybrid learning. As teachers built skills with these instructional approaches and technologies, we offered opportunities for teachers to share their expertise with each other.

4. School Leadership:

Our leadership philosophy puts students at the center of our work. A common question we ask during meetings and discussions is whether or not we are centering students or adults in any given instance. We use this question to refocus our thinking about resources, systems, policies and programs on student success and support. Our school leadership philosophy understands that leadership and decision-making is more effective when it is shared. We believe that gathering information and perspectives from multiple sources improves our decisions. For this approach to be effective, we recognize that relationships and trust are essential to our work.

One way we keep students at the center of our work is throughout our master scheduling process, where we use student choice to drive our course sectioning and staffing. When sectioning, we emphasize small class sizes in younger grades and courses that are designed to move at slower paces for students who need more attention. We also ensure that our science research program, which requires frequent individual mentorship, has small class size. We have moved to open enrollment for almost all advanced courses, including AP courses. While we have prerequisite courses, we do not have grade-based criteria for access to the most rigorous course schedule.

We understand that the principal, more than any other building leader, can influence school culture. The principal oversees the assistant principals and all departments within the school, observing all probationary teachers and making recommendations for tenure. The principal prioritizes how time is spent by the administration, the focus of the faculty meetings, and the agendas for department chair meetings. By collaborating on decisions with building administrators, department chairs, students and other stakeholders, the principal establishes a way of work and a vision of collaborative leadership.

Each of the four assistant principals oversees academic departments, several key systems within the school

and a caseload of students. This year, we adjusted the caseload for assistant principals, who had previously been assigned to a graduating class. Now, each assistant principal has adopted the caseload of two counselors, forming a team of three that meets regularly to discuss individual student needs and create action plans to support struggling students. These teams regularly use student grades and attendance to identify students who are vulnerable and create intervention plans to support and assist them. In their work with academic departments, the assistant principals work closely with department chairpersons to evaluate, plan and implement new or revised curricula.

5. Culturally Responsive Teaching and Learning:

Our district has contracted the services of Insight Education Group to work with our schools over the next two years to support our culturally responsive teaching and learning efforts. This work has included: an equity audit, conducted through surveys and focus groups of all stakeholders; a review of practices and policies; and, an action plan that includes training for all faculty and staff, and the establishing of District and building equity teams.

Our district has also established a Director of Diversity, Equity and Wellness and a dedicated staff developer to support faculty, staff, students and community members. The director and staff developer lead professional development offerings, including a two-year Equity Fellowship, a Color Lines Learning Team, and a Faculty Affinity Group. They also work closely with Insight Education Group to organize and facilitate portions of the equity audit, the establishing of the equity teams and the running of staff training.

At the high school, we have several well-established student organizations to support the diverse needs of students and our entire school community: BIPOC Student Union, Asian American and Pacific Islander Association; Organization of Latin-American Students and our LGBTQ+ student alliance (Alliance for Equity). These groups function as both affinity groups for students and as action-oriented groups within the school. Each has supported public acknowledgements and celebrations of various cultural groups in our school and together they have sponsored two Unity Days per year, during which we offer a full day of programming, including workshops and keynote speakers on equity and social justice.

We also work with our PTA Diversity Committee to host several social and celebratory events for our BIPOC families in the District to come together, meet each other and engage with school personnel in an effort to engage conversation, build relationships and create trust.

We are currently in the research and design phase of a planned Unity Center at our school, modeled after similar centers on college campuses, which we envision will function as a center for culturally responsive teaching and learning, including affinity spaces, a professional library, social spaces and a presentation space.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our faculty leadership structure has been most instrumental to the success of Horace Greeley High School. Our academic press, the extent to which teachers and students experience a normative emphasis on academic excellence and conformity to specified academic standards (McDill, Natriello and Pallas, 1986), is elevated at all times by our faculty and led by this leadership team.

Greeley has a unique schedule and contractual structure which allows for teacher leadership to support all faculty by department. There are 18 department chairs and co-facilitators that comprise the high school cabinet. We have a rotating schedule that allows for consistent cabinet meetings with school administration as well as weekly department meetings during our school day. Our chairs support new teachers through instructional mentorship, lead curriculum alignment conversations, share progressive instructional practices with colleagues, and oversee our assessment practices to ensure consistency across subjects. Together they write innovative grants, review curriculum and make recommendations for adjustments.

This critical group of faculty leaders sets the tone for the elevated pedagogical expectations of our staff which translates to the classroom environment. They advise our building leadership team on all matters that have significant impact on the building culture. The value which our administration places on their experiences allows for teacher efficacy across building curricula. This translates to an environment where faculty are respected for their craft and empowered to drive an instructional program steeped in academic excellence.