

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Croton-Harmon High School
(As it should appear in the official records)

School Mailing Address 36 Old Post Road South
(If address is P.O. Box, also include street address.)

City Croton-On-Hudson State NY Zip Code+4 (9 digits total) 10520-2333

County Westchester County

Telephone (914) 271-2147 Fax (914) 271-6643

Web site/URL https://www.chufsd.org/Domain/8 E-mail laura.dubak@chufsd.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. Stephen Walker E-mail stephen.walker@chufsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Croton-Harmon Union Free School District Tel. (914) 271-4713

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 Mrs. Sarah Carrier
(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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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	70	62	132
10	58	63	121
11	53	43	96
12 or higher	66	63	129
Total Students	247	231	478

*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):
- 0.2 % American Indian or Alaska Native
 - 6.3 % Asian
 - 2.9 % Black or African American
 - 20.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 65.6 % White
 - 4.2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: ≤1%

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

Not applicable.

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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2020	476
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):
Chinese, Serbian, Dutch, French, Kannada, Korean, Polish, Portuguese, Russian, Spanish.

English Language Learners (ELL) in the school: 2 %
10 Total number ELL

7. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 89

8. Students receiving special education services with an IEP or 504: 28 %
132 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>4</u> Autism | <u>1</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>37</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>34</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>2</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: 3
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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
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 20:1

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	96%	97%	96%	96%	96%
High school graduation rate	98%	97%	97%	96%	98%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	119
Enrolled in a 4-year college or university	84%
Enrolled in a community college	8%
Enrolled in career/technical training program	0%
Found employment	5%
Joined the military or other public service	3%
Other	0%

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

Yes No

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

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

The Croton Harmon Schools are committed to challenging all children with high expectations, including parents and the wider community as partners, fostering a climate of mutual respect, having teachers play a strategic role in students' education, and developing student skills that will enable students to meet the challenges that lie ahead of them responsibly. Croton-Harmon High School graduates will embody the characteristics of our profile of a graduate including critical thinking, problem solving, creativity, innovation, communication, collaboration, flexibility, adaptability, empathy, initiative, and self-direction.

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

The Croton-Harmon Union Free School District shall not discriminate in its programs and activities against or in favor of any student, employee, or applicant on the basis of legally protected classes, such as, but not limited to: race, color national origin, creed, religion, marital status, sex, age, sexual orientation, genetic information, gender identity, gender expression, predisposing genetic characteristics, physical or mental disability, weight, use of a guide dog, hearing dog, or service animal as appropriate, pregnancy and related medical condition, cancer-related condition, military work or status, disabled or Vietnam-era veteran status, domestic violence victim status, or any other basis protected under law. For more information, see Board of Education Policy 0100.

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

Croton-Harmon High School is ranked 44th in New York State, according to U.S. News and World Report rankings for 2021. With approximately 500 students, the high school offers a nurturing environment that seeks to meet the needs of all students in heterogeneous classes. Students have access to a wide variety of classes including 19 Advanced Placement classes, three world languages, technology, studio art and environmental science. Foreign exchange programs are available for students studying French, Spanish or Chinese. Students interested in career and technical training may spend part of their day at the Putnam | Northern Westchester BOCES Tech Center in Yorktown. Students also have the option of taking courses not offered at Croton Harmon High School online through Virtual High School. The high school's science research program allows students to work with a researcher or scientist who acts as a mentor and carry out long-term research projects. In addition, the school offers nearly 40 student clubs and organizations and a full array of junior varsity and varsity athletic teams.

The Croton-Harmon Union Free School District consists of three schools: the Carrie E. Tompkins Elementary School, grades K-4, enrolls 577 students; Pierre Van Cortlandt Middle School, grades 5-8, enrolls 572 students, and Croton-Harmon High School enrolls 496 students. Both Carrie E. Tompkins Elementary School and Pierre Van Cortlandt Middle School have previously been named National Blue Ribbon Schools of Excellence and we are very proud to hopefully continue that legacy at Croton-Harmon High School, the culminating stop in our students' journeys in the Croton-Harmon Schools. We are so fortunate to have over 95% of our students graduate from high school in 4 years each year and achievement measures are in the top 5% of New York State. We truly believe that our improvement efforts and commitment to our strategic coherence plan and profile of a graduate rise above state mandates and requirements. In fact, we believe that with quality teaching and learning, those mandates are a natural, seamless rite of passage that comes along with our rigorous, adaptive, innovative curriculum and courses. Instead of emphasizing compliance, the district has taken a proactive stance, defining its highest aspirations for students as part of a larger strategic plan.

Croton-Harmon High School's course catalog is an excellent reference point to understand the amount of resources and opportunities that we provide for our students to ensure that they can reach their full potential academically, no matter what skills or experiences they enter the building with. One strategy that we use to ensure that students really do explore the whole depth and breadth of our course options is to have open enrollment for AP classes. This is something that we truly believe in at CHHS so that students who desire and are ready to take on challenging classes can do so with support as needed. We also have a large number of elective course offerings and continually add new courses such as electronic music, digital photography, Spanish for heritage speakers, and Protests and Revolutions, all of which have been added over the last 3 years.

One unique course offering that we have is our P.A.S.S. class (personal and academic skills seminar), which is a required course for all of our freshman that focuses on social-emotional skills, academic success, and navigating the transition to high school and beyond. Additionally, our Flexible Support Program is a hallmark of what makes us an excellent school for all students, not just some. Our Flexible Support Program is designed with the full-time support of a school psychologist, special education teacher, and a teacher aide. The purpose of the program is to support any student with any kind/level of emotional need that impacts their daily functioning, social skills, and/or academic performance. This Flexible support program paired with our ongoing commitment to social-emotional learning has been truly invaluable during the pandemic, especially in ensuring that our students who are most in need remain successful, supported, and connected to school. We believe that every one of our students can and should be successful, and programs like P.A.S.S. and Flex are a concrete way that we ensure that this happens.

During Covid-19, we have to say how impressive our school and our community was during this time. We acknowledge that we had ample resources to support our students and families, but it is important to note that our goal was and always has been to have as many students as possible in our school building, as safely as possible. Despite the fears and concerns of students, staff, and parents, that commitment was always at the forefront of every decision we made. We are particularly proud of the fact that we ran nearly all of our

clubs and activities virtually as well as our daily connections/helping period each day from 2:30-3:00 where students could drop in to see any teacher. These supports are what our students tell us was truly essential to their well-being during Covid, whether they were fully remote, hybrid, or fully in person. We also dedicated staff as remote learning coordinators so that students had a standing check-in period with a designated teacher simply to check in with them and to support them academically and emotionally while they were physically not connected to the building. We learned so much from our experiences during Covid that will remain with us as we move forward including offering parent meetings such as CSE meetings with a virtual or in-person option around parent schedules as one minor example. We have also reaffirmed the value of student access to teachers outside of class periods and remain committed to our daily helping period/connection structure as well as exploring the idea of a unit lunch period so that all students and teachers have an extended block of lunch time at the same time as one another. The importance of connection and intentionally building structures for connection is our biggest takeaway from the era of Covid at CHHS.

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 Croton-Harmon High School, we are consistently working towards our Profile of a Croton-Harmon graduate which emphasizes critical attributes that all of our students should embody including critical thinking/problem solving, creativity/innovation, communication/collaboration, flexibility/adaptability, empathy, and initiative/self-direction. Critical thinking through problem solving is one of the key areas that connects our curriculum and transcends every single subject area and grade level. Our work in this area began by defining critical thinking and developing a set of rubrics that became the foundation for how we assess and plan backwards towards critical thinking through problem-solving. This work has now led us towards interdisciplinary and transdisciplinary learning.

In our effort to clearly delineate “critical thinking” from “problem solving” our professionals utilized the Rigor and Relevance Framework for their instructional design work. And this framework triggered a pursuit to develop problem-based learning based on real-world unpredictable situations. This leads us to our current work, which is to have teachers collaborate across subject areas to create Transdisciplinary Problem-Based Learning Units. Based on a framework utilized by the PAST Foundation, this unit design model is intended to address a need for teaching and learning to be centered on problem-solving and a design cycle. At the same time, at our base level, we continue to prepare students for rigorous AP exams and the Regents exams. However, those exams are a byproduct of the work of our curriculum and do not drive our curriculum. Our students are consistently prepared and successful on these standardized measures, but the focus in our curriculum is on authentic voice, problem-based learning, research skills, multiple perspectives, and critical thinking.

Future-ready learning is also important to us at CHHS. At the end of their senior year, our soon-to-be graduates participate in CHOOSE, which is a learning experience where seniors intern 20-30 hours per week in a field that interests them. The goal of the CHOOSE Program is to provide an opportunity for students to apply their high school knowledge and skills to create an independent, cohesive experience in an area of personal interest during their senior year. The CHOOSE Program offers seniors an opportunity to: develop an intellectual focus, commit their minds to inquiry, extend their thinking beyond the classroom, become actively involved in the community, develop self-direction, self-reliance and self-confidence, reinforce productive habits, manage time, exhibit mastery, and explore possible career interests. Past CHOOSE presentations are published annually.

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

The CHHS English program endeavors to foster not only enjoyment and inspiration from our language and literature, but also an appreciation of English as a tool for communication and argumentation. All core courses are designed to meet New York State Common Core Standards, and students engage in a wide variety of activities centered on reading, writing, speaking, and listening. Students are assigned summer reading for all core courses, and they write a research paper in each core course. Students are encouraged to take an English elective such as Creative Writing or Theater concurrent with their required core English course.

English 9, along with all core CHHS English courses, has been designed to meet New York State Common Core Standards. Since a primary goal for students in the 9th grade is to develop close reading skills, the course is organized around core extended texts – Lord of the Flies, Of Mice and Men, Romeo and Juliet, and A Raisin in the Sun -- as well as nonfiction texts, short stories, and poems. Students write critical analyses of the readings, and they develop argument essays that synthesize evidence from informational texts. In addition, each student develops a research paper, and discussion and oral presentation are also components of the course. Students in English 9 may elect to participate in the English 9 Honors program. In order to

qualify for Honors designation on the transcript, a student must achieve a cumulative average of A- or above in English and earn A- or above on each of three advanced essays assigned during the year. The advanced essays are not additional course work; they are more challenging options for assignments.

The focus of English 10 is world literature and non-fiction, and core texts include Oedipus, A Midsummer Night's Dream, Mexican Gothic, and Things Fall Apart. In accordance with New York State Common Core Standards, emphasis is placed on critical reading and writing skills, particularly on close textual analysis and clear argumentation. Students participate in discussions, and each student develops a research paper related to an article of nonfiction. Tenth Grade Honors Option: Students in English 10 may elect to participate in the English 10 Honors program. In order to qualify for Honors designation on the transcript, a student must achieve a cumulative average of A- or above in English and earn A- or above on each of three advanced essays assigned during the year. The advanced essays are not additional coursework; they are more challenging options for assignments, similarly to the 9th grade option.

The focus of English 11 is American literature and non-fiction, and core texts include The Crucible, Macbeth, The Things They Carried, and Their Eyes Were Watching God. In accordance with New York State Common Core Standards, emphasis is placed on critical reading and writing skills, particularly on close textual analysis and clear argumentation. Students participate in discussions, and each student develops a research paper related to an extended work of nonfiction. In addition, juniors are required to take the New York State Common Core Regents examination.

Juniors who meet the prescribed guidelines may elect to participate in AP Language and Composition, an accelerated class. This class reading list includes such works as Macbeth, The Great Gatsby, and The Autobiography of Malcolm X, as well as essays, speeches, and other works of rhetoric. The readings and writings and ensuing assessments emphasize critical thinking, close reading, and persuasive written argumentation. Both readings and writings hone the understanding of language strategies that convey an author's rhetorical purpose and communicate thematic messages. The successful completion of the research paper is another important aspect of this course. This course prepares students for the AP Language and Composition exam and the New York State Common Core Regents exam, which all students will take. A unifying theme for this course is the individual's struggle against society; this idea is presented in multiple cultural contexts. In accordance with the Common Core State Standards, emphasis is placed on critical reading and writing skills, especially on close textual analysis and persuasive argumentation. In order to foster college and career readiness, each student also writes a narrative, develops a research project, engages in structured discussions, and prepares presentations. Core texts for English 12 include The Handmaid's Tale, The Swallows of Kabul, Fences, Dawn, and thematically-related nonfiction.

The course focuses on in-depth written analysis of prose and poetry. Students must be able to analyze unfamiliar pieces of prose and poetry in terms of diction, figures of speech, syntax, tone, point of view, structure, and theme. Core novels and plays include Beloved, Oliver, As I Lay Dying, Twelfth Night, Hedda Gabler, as well as a varied selection of American and British poetry from the sixteenth century to the present. This course of study prepares the students for the AP English Literature and Composition exam that is administered in May, a requirement for all students taking this course. Our full curriculum maps for each content area are continually revised and adjusted each year as we continue to work on culturally responsive pedagogy.

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

Knowledge of mathematics is essential for successful participation in our technological society. The Croton-Harmon High School mathematics program incorporates problem solving, communication skills, reasoning, and connections to other disciplines into its curriculum. Technology is an integral part of all course offerings. Sequences providing for the development of competencies in several areas of mathematics are offered. In addition to courses of different pacing and levels, both traditional and alternative assessments will be used. At CHHS, we are proud of the number of different course options we have and the mobility students have to move from course to course and level to level. Our math department is not tracked in that there are typical progressions, but students have the ability and are encouraged to move at their own pace and to challenge themselves when they are ready, and step back at other points in their journey. All courses

are aligned to New York State standards and graduation requirements, but the breadth of offerings allow students ample choice each year within the content area. Below are samples of our range of courses and corresponding assessment plans that I believe are important to share. We consistently run all of these courses, which we believe is a testament to our investment in course options and choice for students. This kind of investment is atypical of such a small school and we believe it is foundational to a rich academic program. Our courses include Introductory Algebra, Algebra 1, Math with Applications, Applied Geometry, Geometry, Algebra 2, Trigonometry, Precalculus, Business Math, Calculus, AP Calculus AB, AP Calculus BC, Statistics, AP Statistics, Computer Science 1, 2, and AP Computer Science.

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

Similarly to our math department, our science curriculum offers a wide variety of choice, challenge, and mobility. Our curriculum teaches critical thinking and problem solving skills through hands-on labs, inquiry based learning, and student choice. Communication skills are enhanced through presentations and collaborative assignments with use of the Google ecosystem. Each of courses offers a range of experiences for students, situated in problem-based situations. The study of science prepares students to function in a complex world characterized by rapid change. The science program reflects the high school's mission statement: to produce students who are effective problem solvers, researchers, and communicators. The program honors the central role of the writing process to clarify understanding. Longer term, complex investigations are presented throughout the curriculum. Our wide range of course offerings includes Living Environment, Ecology, Earth Science, Chemistry, Physics, Animal Physiology, AP Biology, AP Environmental Science, AP Chemistry, AP Physics 1, AP Physics C, Science Research, Introduction to Psychology, Forensic Science, and Introduction to Engineering and Design.

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

The social studies curriculum is built on the belief that a large part of the discipline's purpose is to promote critical thinking. Through Learner Centered Initiatives trainings, department wide Nureva Span training, Critical Friends participation, workshops on supporting ELL students, department meetings, and collaborative work done during common preparatory periods, the department has continued to work on increased standardization of critical thinking opportunities through the curriculum, as well as enduring understandings, assignments and assessments for our students, over the course of this school year.

Students must participate in writing workshops in each course. For example, there is a step-by-step process in the research paper assignments. This includes reflection and revision, which often requires students to adapt to standards or consider alternative perspectives. This is built into each core course and also highlighted in our extensive elective course offerings through the department, such as in the Protests and Revolutions course. Students are taught civil discourse in our classes and must discuss social studies content, sometimes controversial, according to a required standard of respect and understanding.

Students in Global 9 develop argumentation skills by being assigned a position to defend in a class debate or discussion, regardless of their personal opinion in the moment and present that argument in a variety of mediums including in original political cartoons. Other examples include a unit and research paper assessment on human rights and global human rights violations in Global 10. In that unit, students explore and evaluate the levels of "justice" served and preventative measures for the future. Similarly, AP World students study the "10 Stages of Genocide" and review global examples. They evaluate the United Nation's actions and global responses and discuss what it means to be an "upstander" and a "bystander". 10th grade students attend the "Holocaust and Human Rights Center Institute" where they participate in student workshops focused on human rights. They were able to hear a Holocaust survivor speak and heard from Carl Wilkens, the only American present during the Rwandan Genocide. United States and Government courses in the 11th & 12th grades teach students about the diverse socio-economic realities that exist around our country. Students also engage in an interdisciplinary assignment with Health classes on "Enduring Issues" in society. Student choice is offered in almost all major assignments or projects. These are just some examples of how the Profile of a Graduate lives in the social studies curriculum. Our course offerings in this department include Global 9 and 10, AP World History US History, AP US History, Economics and

Government, AP Macroeconomics, AP Comparative Government, Protests and Revolutions, Criminal Law, Sports and Society, History through Film, and Inhumanities Facing History.

1f. For secondary schools:

In addition to our extensive course offerings, many of which are outlined above, Croton-Harmon High School offers a range of college and career readiness opportunities include our CHOOSE internship program that nearly all of our seniors participate in, opportunities to earn college credit through dual enrollment via our science research program as well as our engineering course. We also have an extensive partnership with our BOCES program where we have approximately 30 students enrolled annually in CTE programs, many of which culminate in a professional certification in addition to earning a Regents diploma. We also have a comprehensive guidance curriculum that embeds college planning and career exploration throughout the curriculum.

Our CHOOSE internship program is an option for all students during the months of May and June. Students work with a mentor throughout the spring to identify internship opportunities in the community and conduct research about the career field in which they will be interning. In May, students begin interning full time during which they meet weekly with their faculty mentor to reflect, problem-solve, and enhance their experience. All participants come back to the school for a final presentation about their experiences in June, prior to graduation. Our Science Research program is a 3-year program in partnership with University in the High School through the University at Albany (SUNY Albany) where students engage in self-directed science research topics, working with a mentor in the field supporting their lab/research work. This program allows students to work directly with scientists in the field and contribute to groundbreaking research. In our partnership with BOCES, students in their junior and senior year have the opportunity to take course sequences culminating in professional certifications in areas such as cosmetology, electrical engineering, culinary arts, and emergency medical technician certification, among other programs. In these BOCES programs, students continue to work towards earning their high school diploma and take classes at Croton-Harmon High School while simultaneously pursuing career and technical education.

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

2. Other Curriculum Areas:

Croton-Harmon High School prides itself on our wealth of course offerings and this applies to the arts, physical education, health, languages, and our longstanding advisory program (CHAP) as well.

CHAP (Croton-Harmon Advisory Program) is a unique advisory structure in our school in that each student has an advisory group that begins in their freshman year and they stay with the same staff member and same group of students throughout their entire 4 years. Groups of 12-15 students meet with a staff member to discuss individual and/or school wide issues once per week. Occasionally, class meetings and special assemblies are held during this time as well. The CHAP program is designed to be a consistent home base for students and allow students to form a relationship with a faculty member that they remain with throughout their entire high school career. The program also helps students adjust to school by addressing any grade level issues that may arise during the course of the year. It also helps to build community among students and faculty by encouraging a sense of belonging and mutual respect among students and faculty alike.

We also have a 4-year sequence of art and music offerings available to students and students participate in these classes which are scheduled as full courses, just like any other core content course. The same is true for our world language and health courses. Physical Education courses meet opposite science lab periods so that students have physical education throughout all 4 years. The Physical Education curriculum in ninth grade focuses on wellness, emotional problem solving, mindfulness, outdoor education, lifetime fitness, and foundational skills in both traditional and non-traditional lifetime sports and recreational activities. In tenth-twelfth grade, the Physical Education curriculum has a sports-based strand and a fitness-based strand and

students can make selections based on their interests each quarter.

The comprehensive arts curriculum is designed to enhance students' creative and critical thinking abilities by challenging them to develop inventive and expressive solutions to visual problems. This course of study introduces students to a variety of artistic methods, skills, tools, and materials. Student learning in art incorporates art history, art criticism and analysis, and exposure to a deeper understanding of multi-cultural values and beliefs. Art courses include Studio in Crafts, Studio Art, Drawing and Painting, Advanced Drawing and Painting, AP Art and Design (Drawing, 2-D, and 3-D), Ceramics, Computer Art and Graphic Design, Darkroom Photography 1 and 2 and Digital Photography 1 and 2. We also offer Chorus, Select Chorus, Concert Band, Jazz Band, Orchestra, Video Production 1-4, and Electronic Music in our music department.

We offer a full sequence of language for 4 years through the AP level in Spanish, French, and Mandarin as well, with many of students enrolled in 2 languages. Each year, anywhere from 5-12 of our students pursue and earn their NYS Seal of Biliteracy in one of the 3 languages that we offer. This is a testament not only to our school's commitment to language but to the district's commitment to language, beginning in the elementary school.

3. Academic Supports

3a. Students performing below grade level:

We regularly monitor student performance through formative and summative assessment in addition to monitoring attendance, grades, and credit accumulation. Our students take the Renaissance STAR assessment in math and English three times a year as one consistent measure. This data along with class performance and feedback from teachers, counselors, and administrators helps determine how the RTI (response to intervention) team approaches supporting students. To support the needs of all learners, a Multi-Tiered Systems of Support (MTSS) is in place at all levels. And, in addition to quality specialized programs across the continuum, extended school year and summer programs are in place where there is a need.

Our MTSS model allows us to have a range of supports at each Tier. For example, a Tier 1 intervention might be a mandatory helping period assigned for students struggling in a class/classes. A Tier 2 intervention might be assigning a student to an additional AIS class (academic intervention services) as part of their regular schedule or adding a lab period onto their math course. We consider other interventions such as changing/reducing course loads, utilizing the Flexible Support Program, and even more intensive supports as needed. Much like our general approach to personalization, we have a wide range of resources available to us and we tailor those to meet the needs of the students we have each year and to be proactive and reactive to any student needs throughout the year.

3b. Students performing above grade level:

We offer 19 Advanced Placement Courses in addition to many elective offerings for students to challenge themselves and expand on their interests and passions. Students performing above grade level can be challenged in a variety of course offerings as well as have the option to earn honors designations in English and History. In addition, our students have the opportunity to take courses that we do not offer through VHS (Virtual High School). In places where there are not AP offerings, for example, we have opportunities to earn college credit in certain courses and also offer an honors option as a way for student to further their skills and engage in in-depth additional work alongside the course curriculum. We also have wonderful offerings like our Science Research Program and its humanities partner CHARM (Croton Humanities and Arts Research Methods), both of which allow students to pursue independent research projects in an area of their choice.

3c. Special education:

We have a continuum of special education services that we personalize to meet the needs of our students, with the goal of inclusivity and access to rigorous curriculum for all students. Support services include resource room (part time or full time), the flexible support program (which is open to all students, not just special education students), self-contained course options in English and social studies, as well as a plethora of co-taught courses across grade levels and content areas and access to community internships and vocational training programs. Our special education staff consists of 6 full-time teachers and we typically have no more than 3-4 students in each of our resource room settings and our goal is to allow students to access and be successful with the most rigorous learning opportunities, while ensuring that they have ongoing support. Most of our special education students attain Regents diplomas and we also employ a transition specialist to help all of our students, but particularly our special education students and their families, transition to colleges and careers.

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

Although we have a relatively small number of ELLs in our school, we employ a full time ENL teacher as well as an additional 0.4FTE ENL teacher to ensure that our students have support well beyond state required minutes/guidelines. Our students receive content area support across the curriculum in addition to small individualized classes designed specifically for ELLs. In addition, we have added an ENL “resource room” recently which allows our ENL students an additional period to work with the ENL teacher on particular assignments, graduation requirements, college applications, etc. This multi-tiered system of ENL support has resulted in great success for our ELLs whether they have been in the district for multiple years or are newcomers in high school.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

A focus on the whole learner has long been a focus of the Croton-Harmon Schools. Our district wide Social Emotional Learning Committee has worked to articulate a K12 social-emotional curriculum. This curriculum over the past five years has been greatly bolstered through ongoing work with the Yale Center for Emotional Intelligence and their RULER Approach (Recognizing, Understanding, Labeling, Expressing, and Regulating Emotions), much of which builds students' foundation in middle school that continues in high school with the DBT Steps A Curriculum that all students are exposed to. To foster an understanding within our community that schools are centers for healing, our district has greatly invested in a robust array of support systems. This includes regular Advisory Periods, the infusion of a DBT Steps A Curriculum for all high school students, and a dynamic clinical staff that includes student assistance counselors.

Our commitment to the whole learner is best exemplified through the FLEX Support Program at the high school that was created in response to an identified need to provide individualized support to students experiencing social/emotional and or attendance issues that interfere with school performance. The program is intended to be a resource to students who require a supportive and nurturing environment as they work to transition back to school from a therapeutic placement, deal with anxiety related to personal or family issues, return to school after an absence due to medical needs, or grapple with specific stressors related to the school setting.

Our students have the benefit of over 40 student-initiated and led clubs and activities in addition to a plethora of athletic opportunities, musicals, dramas, and band, orchestra, and chorus ensembles. We have found that extra-curriculars are one of the essential factors to student connection to school. In addition, we have a daily helping period built into our scheduled at the end of the day where every teacher is available for students on an assigned and/or drop-in basis. This is a longstanding aspect of our school that promotes connection, engagement, and success. In addition, we have once-per cycle student faculty congress meeting during the school day in the morning where every student and faculty member is free and able to participate in school governance.

During the Covid-19 pandemic, we are proud to share that Croton-Harmon High School engaged in seamless, although challenging, remote and hybrid instruction. We ran a full schedule for our student each day including adjusting our schedule to meet their social-emotional needs such as building in a standing counselor drop-in hour once a week as well as incorporating club and activity meetings during the school day to help students remain engaged. We also devoted several teachers to be “remote learning coordinators” who met weekly with each fully remote student to help them remain engaged, which was especially important as we transitioned back to a fully in-person learning option in the spring of 2021, while a number of our students opted to stay fully remote.

Our district’s history in being future-driven goes back to being part of the original Coalition of Essential Schools work, to an early adopter of Nancy Sulla’s LATIC model. Five years ago our collaboration with Battelle for Kids identified the six attributes of our Profile of a Graduate. These attributes: critical thinking through problem solving, innovation, collaboration, empathy, adaptability and self-direction, have helped us to further a culture where professional work occurs collaboratively across disciplines to develop pedagogy that builds basic cognitive, interpersonal, and self-leadership skills within our students.

Using “critical thinking through problem solving” as the main portal through which we teach the other key attributes, our district engaged in much professional learning which included collectively defining critical thinking and developing leveled rubrics based on that definition. In addition to higher order thinking skills, this rubric stresses the formation of strategy, the examining of multiple perspectives and the justification of one’s thinking. This commitment to critical thinking and problem solving is evidenced in our mission, vision, and strategic coherence plan and is also evident in the fiber of supports and systems on the ground at the high school.

We also have unique programs such as our P.A.S.S. class (personal and academic skills seminar) and our Flexible Support Program, focused on student engagement. P.A.S.S. is a required course for all of our freshman that focuses on social-emotional skills, academic success, and navigating the transition to high school and beyond. Through the four core concepts: mindfulness, distress tolerance, emotion regulation and interpersonal effectiveness, the course builds social-emotional skills that help students to better communicate and problem solve. These skills will help the student deal with the ups and downs of high school life and support transition to the high school. Additionally, students learn skills that will help them academically; including research skills, study skills, presentation skills, time-management skills and technology skills, as well as how to plan for their four years at CHHS as self-advocates. This foundational course has been such a successful transition course for our students to learn important skills and have a safe place to practice those skills to create a foundation for their future success as well as how to overcome and accept challenges.

Our Flexible Support Program is a hallmark of what makes us an excellent school for all students, not just some. Our Flexible Support Program is designed with the full-time support of a school psychologist, special education teacher, and a teacher aide. The purpose of the program is to support any student with any kind/level of emotional need that impacts their daily functioning, social skills, and/or academic performance. This can be short or long term and a number of our students utilize the Flex program when they are returning to school after hospitalization or treatment programs. This program allows us to personalize our support for each individual student so that they can reach success. Flex, as we call it for short, is an apt name in that it is designed to meet the needs of each student for a short or long as they need it. This Flexible support program paired with our ongoing commitment to social-emotional learning has been truly invaluable during the pandemic, especially in ensuring that our students who are most in need remain successful, supported, and connected to school. We believe that every one of our students can and should be successful, and programs like Flex are a concrete way that we ensure that this happens.

2. Engaging Families and Community:

CHHS has a building planning council that is comprised of students, staff members, administrators, and parents whose sole priority is continual school improvement. We are also proud to have a very involved community who prides itself on taking a larger view of the world. From the Croton Caring Committee to the Croton-Cortlandt Food Pantry, the Croton Coalition to the Croton Free Library, we are privileged to support these initiatives and foster students' interest while offering our facilities to host veteran luncheons, community blood drives and the Harry Chapin Run. Many of these organizations contribute to the yearly \$50,000 in scholarships that are awarded to our graduating seniors, another testament to our longstanding partnerships in the community.

Our professional learning greatly benefits from our relationships with community-based organizations like Westchester Jewish Community Services, Westchester Institute for Human Development, and NAMI Westchester. We have also invested in several tools to help parents stay in touch, including Family ID, the Remind app, as well as sharing content on our social media platforms and K12 alerts system. With the implementation of Infinite Campus, parents gained access to the Parent Portal, which provides real time access to student data, including report cards, attendance records, schedules and transcripts. The high school is also an integral part of the local community and is involved in every community event whether it is the Ukraine Vigil, the Harry Chapin Run Against Hunger, or running youth sports programs for younger students. CHHS TV (our school's television studio/program) is one channel students can use to reach out, and our school also host concerts, musicals, plays, art shows and STEM events that are open to the public. We firmly believe that keeping students, parents, community members and staff in constant communication with each other is vital in order to give our students the best possible learning experience.

3. Creating Professional Culture:

The best way to summarize our professional culture is in our transition to hybrid and remote learning. Our administrative council (district and building administrators) met almost daily with our teachers union leaders, aides union leaders, transportation leaders, and other group representatives to develop plans that would meet every students' need whether it be academic, emotional, or related to food insecurity. Through

the pandemic, administrative roles shifted incredibly between contact tracing and Covid management, however this shift did not supplant our important instructional responsibilities and future-forward thinking.

We were not a school that stopped our cycle of continual improvement to focus solely on Covid in the past few years. Although it was exhausting at times, as administrators, we decided to utilize the current situation to reflect on our assessment practices, for example. The pandemic necessitated a hold on things like traditional in-class tests, for example. This pushed our thinking around assessment practices and led us to engage in a deep study of assessment for learning versus assessment of learning. As another example, our dean of students role really shifted to becoming the remote learning coordinator oversight role and she told the lead on structuring the remote learning point people and ensuring that students were attending regularly, making home visits for those who were not, and more.

4. School Leadership:

The principal's role has shifted a great deal to focus on developing teacher leadership in the school. For example by meeting regularly with curriculum coordinators, watching and discussing instructional videos, and working with teacher leaders on their facilitation of adult learning, the principal role is shifting to focus on systematically developing a core of secondary leadership within the school. To that end, the assistant principal role is also shifting to focus more on instructional improvement in addition to building responsibilities. For example, as part of the new pedagogical coaching roles discussed above, the principal and assistant principal will work weekly with the coaches on planning, program evaluation, and supporting the needs of all faculty and staff members collaboratively. This is another core secondary leadership structure that building leaders will facilitate in our ongoing commitment to facilitating ongoing professional learning and growing the internal capacity of our faculty and staff. Research shows that teacher leadership is one of the most important direct links to student achievement and we really believe that by investing in our staff, we are investing in the success and opportunities for our students. At the same time as focusing on our staff, the building leadership team teaches learning center classes and serves as CHAP advisors, so they are continually "on the ground" working with students as part of their central work. This focus on direct work with students as well as systemic improvement is a core leadership philosophy at CHHS in that we know how important relationships and connections are and we need to always be moving forward in creating sustainable, adaptive structures to grow our talented staff.

We are a culture of distributed leadership. Our building leadership team consists of the principal, assistant principal, and dean of students. We also have a teacher-leader who leads each academic department that represents our secondary leadership team. Additionally, CHHS has just developed a new pedagogical coaching/professional development role beginning in September 2022 that will be filled by 2 of our current teachers. This approach to professional development through peer coaching was really born from the pandemic and the amount of talent and support that we saw among our faculty in supporting one another. This will become the fabric of our professional development approach and create an internal career growth opportunity for our extremely talented faculty.

5. Culturally Responsive Teaching and Learning:

The Croton-Harmon Equity Stakeholder Team was formed in the 2020-21 school year. It engaged in critical self and collective reflection, capacity-building, and reviewed best practices and research on promoting equity and racial justice from districts around the country. Leveraging the brilliance of the community, the team settled on five top areas to design recommendations for the district: climate consciousness, curriculum, professional learning, hiring and retention practices, and community engagement.

In the 2021-22 school year we are working with consultants from Powerful Communications. The goals of this current work go far to create a culture that addresses anti-marginalization, including the growth and development of the Leadership Team as they guide the staff through this learning process, building a shared understanding of the principles of Diversity and Belonging among multiple layers of stakeholders, furthering our staff's skills around leading classroom discussion and integrating curricular materials that are reflective of multiple dimensions of Diversity and Belonging, defining and employing the concept of an "Equity Lens," and developing processes and metrics around Diversity and Belonging goals.

Additionally, Croton-Harmon High School has implemented the Anti-Defamation League's school climate improvement framework, No Place for Hate, and was named a no Place for Hate school in the 2020-2021 school year. Our school is also fortunate to work with organizations such as Facing History as Ourselves, Teaching Tolerance, and the Southern Poverty Law Center, as some examples. Some of our clubs include the STAR Club (Students Together Against Racism) and our Student Activism Club who also support our work on culturally responsive teaching and learning. As one example, a group of student leaders led a workshop series for our faculty and staff last spring around their perspectives on how teachers can build a more inclusive community in classrooms. We think the foundation of student voice and care and comfort that our students have in our school is evidenced by their openness and willingness to facilitate this kind of conversation with the adults in their lives.

In addition, this March, our school took a school climate survey around equity and inclusion and we are currently analyzing those results in conjunction with the Equity Stakeholder Team to make concrete steps based on our current students' experiences. Our next steps also include continuing to involve students in the hiring process for all new staff members and opening up pathways for student voice in curriculum planning and design.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our approach to social-emotional learning that includes a core curriculum as well as extensive personalization is what we believe makes Croton-Harmon High School so successful in reaching each and every one of our students. This focus on social-emotional learning is seen visibly in our Profile of a Croton-Harmon Graduate, in which half of the traits listed are truly about SEL, including flexibility/adaptability, empathy, and initiative/self-direction. Our core belief in social-emotional learning is visible in that profile which is the guiding principle of our strategic coherence plan. At our school this looks like a multi-pronged approach to personalization that emphasizes a core-curricular approach including our 9th grade PASS class (personal and academic skills seminar), our 10th grade Health class, and our guidance curriculum in grades 9-12.

In addition to our core curriculum, our students benefit from 2 full-time school psychologists, 1 full-time student assistance counselor, 3 school counselors, and one dean of student support because, although we are a small school, we believe that having ample staffing in this area is a tenet of our success.

In isolating one specific practice, I believe that our Flexible Support Program is a hallmark of what makes us an excellent school for all students, not just some. Our Flexible Support Program is designed with the full-time support of a school psychologist, a special education teacher, and a teacher aide. The purpose of the program is to support any student with any kind/level of emotional need that impacts their daily functioning, social skills, and/or academic performance. This can be short or long term and a number of our students utilize the Flex program when they are returning to school after hospitalization or treatment programs. This program allows us to personalize our support for each individual student so that they can reach success. Flex, as we call it for short, is an apt name in that it is designed to meet the needs of each student for a short or long as they need it.

This Flexible support program paired with our ongoing commitment to social-emotional learning has been truly invaluable during the pandemic especially in ensuring that our students who are most in need remained successful, supported, and connected to school. We believe that every one of our students can and should be successful, and programs like Flex are a concrete way that we ensure that this happens. As previously noted, the idea of creating structures to amplify our values and beliefs is something that we believe in and are committed to, and a program like Flex is evidence of that vision, design, allocation of resources, and relentless commitment to our students.