

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

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[X] Public or [ ] Non-public

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

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

Official School Name Lloyd Harbor School  
(As it should appear in the official records)

School Mailing Address 7 School Lane  
(If address is P.O. Box, also include street address.)

City Lloyd Harbor State NY Zip Code+4 (9 digits total) 11743-1097

County Suffolk County

Telephone (631) 637-8800 Fax (631) 421-4229

Web site/URL https://www.csh.k12.ny.us/Domain/330 E-mail vmassimo@csh.k12.ny.us

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Ms. Jill Gierasch E-mail jgierasch@csh.k12.ny.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cold Spring Harbor Central School District Tel. (631) 367-5900

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Ms. Tara Belfi  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The 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

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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)
  - 0 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 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                     | 46         | 22           | 68          |
| 3                     | 40         | 37           | 77          |
| 4                     | 36         | 47           | 83          |
| 5                     | 29         | 43           | 72          |
| 6                     | 37         | 36           | 73          |
| 7                     | 0          | 0            | 0           |
| 8                     | 0          | 0            | 0           |
| 9                     | 0          | 0            | 0           |
| 10                    | 0          | 0            | 0           |
| 11                    | 0          | 0            | 0           |
| 12 or higher          | 0          | 0            | 0           |
| <b>Total Students</b> | 188        | 185          | 373         |

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 5.1 % Asian
  - 0 % Black or African American
  - 5.4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 85.5 % White
  - 4 % 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: 5%

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

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

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year   | 11            |
| (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)]  | 18            |
| (4) Total number of students in the school as of October 1, 2020   | 373           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.05          |
| (6) Amount in row (5) multiplied by 100  | 5             |

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

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

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 13

8. Students receiving special education services with an IEP or 504: 10 %  
39 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>1</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>21</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>8</u> Speech or Language Impairment         |
| <u>0</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: 14
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

|  | <b>Number of Staff</b> |
|--|------------------------|
| Administrators   | 1                      |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.  | 17                     |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.  | 23                     |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.   | 8                      |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2                      |

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 22:1

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

| <b>Required Information</b> | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 96%       | 96%       | 95%       | 95%       |
| High school graduation rate | 0%        | 0%        | 0%        | 0%        | 0%        |

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.

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

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

Yes  No

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

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

At Lloyd Harbor School, student learning is challenging, collaborative, and creative. Children are supported through flexible learning spaces that encourage and foster 'voice and choice'. Our Core HIKER Values (honesty-inclusiveness-kindness-empathy-respect) are embedded into our daily culture and supported in and outside the classroom.

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

[https://www.csh.k12.ny.us/site/handlers/filedownload.ashx?moduleinstanceid=12231&dataid=28015&FileName=PDF%20A5%20NON%20MONTHLY%20PAGES%20updated%20for%20website%20CSH%20Calender%202021-2022%20Directory%20Pages\\_A1.pdf](https://www.csh.k12.ny.us/site/handlers/filedownload.ashx?moduleinstanceid=12231&dataid=28015&FileName=PDF%20A5%20NON%20MONTHLY%20PAGES%20updated%20for%20website%20CSH%20Calender%202021-2022%20Directory%20Pages_A1.pdf)

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**

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Driving to Lloyd Harbor School (LHS) takes one on a scenic winding road leading to the school’s front circle, which reveals a quaint building comprised of the original 1930s architecture, a brick facade, and beautiful large windows. The school has been expanded multiple times to meet the growing population, but its classical appearance remains. The bucolic setting is a source of pride throughout the community. Members of the parent group, along with students, support the maintenance of the schools’ manicured landscaping through “planting parties” and clean-up crews.

Only upon entering LHS does one encounter a more modern world, one that exudes positive energy and emphasizes the core values of Honesty, Inclusivity, Kindness, Empathy, and Respect (HIKER). In a school with over 300 students, LHS provides a setting that feels like another home for the children, a community supported by the HIKER values and a place “where everybody knows your name.” Such a sense of belonging and connectivity begins each day with our exceptional security team who greets students, staff, and visitors with a warm smile and a helping hand.

The parents of LHS commit to their children’s education by partnering with staff to create an environment where learning is celebrated and valued. Teachers are available at any point during the school year to discuss a student’s academic and social-emotional experiences through phone calls and emails. Although officially scheduled parent-teacher conferences occur in the fall and spring, regular communication fosters the parent-teacher partnership to meet students’ needs. Families receive a weekly newsletter called the Friday Notes, a “must read” that streamlines communication into one convenient document to share school information and celebrations. We are fortunate to have a generous Parent Teacher Group (PTG) that works tirelessly to support students and staff. Such efforts include planning talent shows, game nights, trips to Broadway, and Moving Up festivities. Larger projects supported by the PTG include our Peace Garden, sport court, and new al fresco dining area.

At LHS, students are encouraged to explore their full academic potential by participating in diverse learning experiences, including those that extend beyond the prescribed curriculum. The district’s Cultural Arts Committee, in collaboration with our PTG, exposes students to theater, music, poetry, storytelling, literature, dance, and visual arts. Teachers use the workshop model, particularly in reading and writing, to differentiate instruction and allow time for students to work independently in developing new skills. Although all classroom teachers provide instruction in reading and writing, teaming in grades five and six allows teachers to specialize in areas such as math and focus on student growth within each subject area. Extracurricular activities, such as Caribou Math, Math Olympiads, the 90-Second Newbery Film Festival, and school plays take place before, after, and during the school day to provide additional opportunities for students to nurture their passions. Early morning intramurals, winter ice skating, and a running club encourage students to develop athletic skills while engaging in positive social interactions with peers. Before and after school band, orchestra, and select chorus (Harbortones) allow students to learn how to perform in group ensembles.

In promoting student leaders and student voice, LHS proudly supports an active Student Council. Each class has two representatives who work together with elected officers to elevate a spirited culture within the building. School spirit days incorporate our HIKER values, which are embedded throughout the building on posters, bulletin boards, and even on our school spirit shirts! The Student Council, in partnership with advisors and the principal, is responsible for planning events and fundraisers that bring our community together.

A hallmark of LHS is our television studio, known as Lloyd Harbor Television (LHTV). While operating remotely during the onset of the pandemic, we strove to keep the school community connected through our LHTV news show each week. Students sent pictures of at-home spirit days, and teachers recorded themselves sharing inspirational messages, tips to reduce stress, or even some corny jokes. Typically, outside of remote learning, the LHTV morning news airs daily and fosters a sense of community each day. Students hear daily announcements about school activities, but also participate in the broadcasts by taking on roles as newscasters, musicians leading patriotic songs, or “explainers” of the weekly quote and other curricular material.

Our school community continues to celebrate its many traditions. Each spring brings our fifth and sixth-grade musical, a momentous event that students eagerly await. Students may perform on stage or work behind the scenes, both of which demonstrate the values of being in a production and working as a team. The Fall Festival, Secret Snowman contest, and Field Day parades also help set the rhythm of the year. On the last day of school, a time-honored tradition spotlights the buses pulling away from the front circle as teachers do the Wave, sending off the students with warm and positive recollections of the school year.

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

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

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

At LHS, learning is challenging, collaborative and creative! This phrase welcomes students into our common learning area and exemplifies the teaching and learning that occur here each day.

Students in grades two through four have one classroom teacher with whom they spend the majority of their day. The classroom teachers provide instruction in the core subjects: literacy, math, social studies, and science (grade two only). In grades three and four, a science specialist facilitates inquiry-based hands-on lessons with our learners. The literacy block consists of reading and writing workshops, which incorporate instruction in spelling, phonics, vocabulary, and grammar; such word work is not taught in isolation but rather with an interdisciplinary approach to learning. Through grade level meetings, teachers collaborate to foster curricular alignment and adjust pacing as needed. Math and science instruction include STEAM projects that are used for both regular instruction and differentiation. Classes taught outside the core block include art, music, physical education, and Spanish (FLES). We are fortunate to have an award-winning Foreign Language in Elementary School (FLES) program, as recognized by the New York State Association of Foreign Language Teachers (NYSAFLT). Students also learn about library media science and technology with specialists who work with students both inside and outside the core classrooms.

Our middle level students, grades five and six, work in a team teaching arrangement. Fifth and sixth grade classroom teachers provide literacy instruction to their respective homeroom classes, and the students switch teachers for math, science, and social studies. With respect to teaming, teachers work collaboratively to plan lessons and, more importantly, discuss students' individual needs. In developing best practices for our team teaching model, we worked with an internationally-recognized expert and visited several Spotlight Schools, designated by the New England League of Middle Schools (NELMS). Our middle level students also have a robust encore experience with classes in art, music (including band, orchestra and chorus), Spanish (FLES), health, and physical education.

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

To support the New York State Next Generation ELA Standards in second through sixth grades, we use the Teachers College Reading and Writing Project Units of Study. Daily literacy periods consist of a mini-lesson followed by a workshop time that includes small group work, stations, and/or independent practice. Students have the opportunity to self-select independent reading books and may participate in book clubs with other students reading the same or similar text. Additionally, teachers regularly read aloud to students using mentor texts that are repeatedly referenced throughout each unit of study.

Our second grade learners use Foundations to address phonics instruction from both the decoding and encoding side. This multisensory, systematic approach provides opportunities for students to practice their phonics skills, as well as opportunities for teachers to personalize instruction where needed. In the middle level grades, Words Their Way is used for word study, allowing students to notice patterns within and among words. Across all grades, vocabulary instruction is embedded authentically into read-alouds and literacy instruction, during which time students are able to study words in context, incorporate new vocabulary words into their writing, and use them in conversations about books. To support teachers in successfully implementing our practices related to literacy instruction, teachers continue to receive targeted professional development on vocabulary integration, in addition to using benchmarks and universal screener data to inform small group instruction and individual conferences. Teachers study student assessments to discern patterns and develop an instructional plan to address the identified needs of their students. To address the spectrum of learners in a class, teachers are equipped with robust classroom libraries that allow for student choice and meet the learners at their various levels.

Technology-based support programs, such as IXL, Reading A-Z, and eSpark, provide additional mediums for adaptive and/or differentiated learning. Teachers use and analyze formative assessments to identify areas of strength and opportunity. Teachers administer a universal screener three times a year, and benchmark their students with the Fountas & Pinnell Benchmarking System. These data points are triangulated with classroom data to determine which level of tiered instruction is needed. Tiered instruction includes small-group tutorials, differentiated materials, and scaffolded lessons. Progress monitoring is accomplished through multiple assessment types, including but not limited to one-on-one benchmarking, informal reading conferences, and computer-based probes. Analysis of this information leads to the formation of small groups for class instruction and potentially additional support from academic intervention service providers. Teachers strive to provide students with increased opportunities to work with partners and orally rehearse before being asked to write. In addition, a literacy coach supports teachers as they address their students' needs. Within this partnership, teachers have the opportunity to see lessons modeled, to co-teach lessons, and to receive feedback on their own teaching in a non-evaluative environment.

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

To support the New York State Next Generation Math Standards in second through fifth grades, we use Savvas Envision Math; sixth grade uses eMATHInstruction. Daily math instruction consists of a short mini-lesson followed by varied use of guided practice, math stations, and/or independent practice with options for enrichment. Our teachers have received focused professional development that centers on lesson design and engaging math activities that strengthen fluency and conceptual understanding. Lesson scaffolding and differentiation address the spectrum of learners. Teachers use combinations of the “Savvas Envision Enrichment” and “Savvas Reteach to Build Understanding” lesson activities, challenge corners, and digital enrichment or skill fluency activity stations. Technology-based support programs include the use of IXL for standards-based reinforcement and initial diagnostic assessments to determine when compacting or extension is necessary. For students working on fluency, we offer “Xtra Math” and the Savvas Bounce Pages for independent practice and learning which allow students to engage in interactive video animations. Tiered instruction includes the use of small group tutorials, scaffolded lessons, IXL personalized action plans, and enrichment challenges. Progress monitoring for tiered instruction is supported by grade-level aligned formative assessments, including but not limited to entrance and exit tickets, mid-lesson formative questioning, and student self-rating activities that identify levels of comfort and understanding. These practices are pivotal to our programming as we work to identify proper skill-level groupings and modify daily instruction to address misconceptions or learning gaps. Over the past few years we have made a substantial shift toward an increased number of formative and summative assessments that are both shorter in length and include mathematical writing tasks. Summative assessments identify learning gaps for regular and special education support services, as well as monitor individual student progress over time. Teachers regularly infuse cumulative questions from previously taught units to strengthen fluency and gauge conceptual understanding. Progress monitoring is a data-driven process with the application of an IXL diagnostic four times per year, paired with the administration of the Renaissance STAR universal screener three times per year for the purposes of measuring growth, identifying gaps, and determining Response to Intervention (RTI) Tier 1 support and referring Tier 2 and 3 supports for academic intervention. Progress monitoring assessments have doubled since March 2020 to proactively identify any learning gaps that may have resulted from the 2020 remote learning model and the 2020-21 hybrid-instruction model. As gaps were revealed, we increased foundational skills lessons, spiraled former unit questions, performed a deep examination of both prior year terminal assessments and universal screener results, and arranged for articulation between prior year and current year teachers to discuss anecdotal data, address student emotional and behavior needs, capture academic needs, and close gaps. Lastly, we have recently added Math and Movement to our repertoire of instructional resources which is a play-based and kinesthetic learning program that works to strengthen math fact fluency. Such an initiative is aimed at getting students to use their whole bodies as they learn foundational math skills—this can take the form of synchronized clapping routines for skip counting, for example.

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

To support the Next Generation Science Standards, we use Science 21 for grades 2 through 4 to cover topics including weather and climate, earth, physical forces, and relationships and ecosystems. Elevate Science

Grade 5 is used to study earth and chemical science, and Savvas Life Science provides a basis of curriculum for grade 6. We enrich and extend concepts with engineering activities from Mystery Science and Generation Genius. Each of these programs applies a hands-on inquiry-based approach centered on a scientific phenomenon with science and engineering practices woven throughout. Our instructional model includes a science specialist for grades 3 and 4 where students rotate into a science lab classroom to conduct their investigations. Science in grades 2, 5, and 6 is taught by the classroom teacher. Science assessment is rich with a combination of performance-based activities and formative and summative assessments, such as unit exams and quizzes. These assessments each include opportunities for students to sharpen observational skills, collect data, and draw conclusions that are supported by scientific concepts. Students create laboratory notebooks, reports, research essays, and projects. Science at each grade level overlaps with the English Language Arts standards with a focus on written tasks, application of vocabulary, and argument-driven tasks. Within our science program, we offer a multitude of interdisciplinary experiences, including KidOYO coding projects and a science non-fiction writing unit. Our students have opportunities to highlight their work through our local STEAM fair and science competitions such as PSEG eMpowered. Our science program highlights diversity through participation in Lab Girls, a program aimed to increase young women in science, and our celebrations of diverse scientists throughout the year. We offer real-world experiences through our field trips to the Vanderbilt Planetarium, Cold Spring Harbor DNA Learning Center, and the WaterFront Center of Oyster Bay.

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

To support the New York State Social Studies Framework, we use the Putnam/North Westchester BOCES Integrated Social Studies/ELA curriculum. Woven throughout these units are C-3 Inquiries, as well as hands-on experiences. Our students study topics such as economics, government, communities, and geography starting in second grade and continuing through sixth grade. In second grade, students learn about the various types of communities in general and their community in particular. In third grade, our students begin to study communities around the world in greater depth, learning about China, Brazil, and Kenya, alongside their study of the United States. Fourth graders study the history of New York State, including colonial times and local Native American tribes of the past and present. Fifth graders study the western hemisphere, learning about the development of cultures and civilizations from prehistory to modern times. Sixth graders culminate their elementary social studies program with a focus on the eastern hemisphere, learning about cultures and civilizations from prehistory into the 1300s. Many interdisciplinary projects are part of our social studies curriculum, such as Colonial Day, which incorporates music and art with the students' historical understanding of the colonial period. Second graders, in their study of American symbols, prepare a show for their parents and peers. Teachers receive focused professional development to learn about the inquiry model and how to apply it in their classrooms. Field trips are a critical component to the social studies program so learning is brought to life for students. Across all grades formative and summative assessments include a combination of presentations, reports, research essays, posters, and artwork. When students write for an assessment, the ELA standards are woven in for each grade level. In a real-world application of our civic curriculum, students at Lloyd Harbor have the opportunity to join the student government.

#### **1f. For secondary schools:**

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

### **2. Other Curriculum Areas:**

#### **VISUAL ARTS**

Our thriving visual art program offers art to students consistently in all grades once per week. Coursework gives students the opportunity to experience and expand upon themes in painting, drawing, collage,

printmaking, sculpture, art history, and digital design. We acknowledge that art unites themes across grades and curricula. Our program weaves in language, reading, science, and math, which culminates in a student's ability to take part in STEAM coursework. They learn to use their art to dream, explore, and create while building trust as they use team-building skills. By the end, they create powerful personal portfolios. Teachers work with our local Heckscher Museum, as well as other visiting artists, to provide students with an opportunity to explore various avenues of art as a possible career path.

## PERFORMING ARTS

Students have general music once or twice a week, depending upon the grade. For grades four through six we have a robust instrumental music program that includes a band and an orchestra. These ensembles rehearse before school and also during the day in grade six. They perform two concerts a year along with various other small ensemble performances, from morning announcements to celebrations of Music in our Schools Month and collaborations with FLES and other departments. LHS also produces high quality musical performances for our community and has been staging these productions for over 30 years. Most students in fifth and sixth grade challenge themselves to venture outside their comfort zones to use storytelling, singing, dance, and music, as well as stage crew and set design, to take their audience on a journey through riveting roles and powerful messages. Other musical opportunities for student musicians include Nassau Music Educators Association (NMEA) All-County and New York State School Music Association (NYSSMA) festivals.

## PHYSICAL EDUCATION/HEALTH

Students in all grades receive physical education (PE) every other day. The PE curriculum exposes students to a wide variety of activities. The focus is on developing an appreciation for a lifelong commitment to fitness, collaboration, sportsmanship, and inclusion. Our health curriculum is developed through a research-based program called the Great Body Shop. In grades two and three, classroom teachers provide health lessons. For students in grades four through six, health is taught by certified health educators, something fairly unique to schools on Long Island.

## FOREIGN LANGUAGE

Our FLES program complements and reinforces all disciplines and allows for functional proficiency in Spanish. Students in grades 2-6 receive 40 minutes of instruction twice a week. Classes provide an array of multi-sensory activities to accommodate a variety of learning styles. Listening comprehension and speaking skills are emphasized to promote a natural learning experience in Spanish. Culture is woven throughout the curriculum and provides opportunities to compare students' own culture with that of others.

## TECHNOLOGY/LIBRARY/MEDIA

The library and technology curricula focus on skills and concepts that spiral through the grade levels. Library skills, such as the use of the OPAC and databases, are introduced in second grade and continually developed as students advance to sixth grade. Digital citizenship lessons are incorporated in student learning to expand knowledge on concepts like personal vs. private information, digital footprint, copyright, and safe social media use. Computer science progresses through the five years of Lloyd Harbor. It focuses on problem-solving and logical thinking skills incorporated into the school day by the librarian, instructional specialists, classroom, and technology teachers.

## OTHER CURRICULUM PROJECTS

Additional projects and opportunities at Lloyd Harbor School connect learning across all curriculum areas. Students use 3D printers, tools, various construction materials, code, imagination, and curiosity to create projects developed independently or via teams and progress in complexity across the grades. Student creativity is fostered with MakerSpaces, Genius Hours, robotics, hack-a-thons, and STEAM activities.

### **3. Academic Supports**

### **3a. Students performing below grade level:**

LHS uses Response to Intervention (RTI), a system designed to provide equitable access to education. Our RTI framework aims to meet the needs of all students by ensuring that our staff optimizes data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. The RTI framework helps to achieve our school and community's commitment to a problem-solving and prevention model that informs academic and behavioral instruction and intervention based on individual student needs. Different assessments determine eligibility for AIS support in the area of literacy and math. In the area of literacy the New York State ELA test, STAR Reading, and the Fountas & Pinnell (F&P) benchmark assessment identify students at risk of academic failure. In the area of math the New York State Math test, STAR Math, and IXL identify students at risk of academic failure. In combination with additional informal assessments, classwork, and teacher observations, the Instructional Support Team (IST) and/or the AIS Coordinator determines if a student needs AIS. Using a multi-tiered system of support, each student's individualized program is established, including location (push-in or pull-out), frequency, group size, duration, and curriculum. For example, the AIS provider and classroom teacher will analyze a student's running record, identifying areas of weakness such as comprehension, accuracy, error analysis, and fluency, allowing the AIS department to group students appropriately. Additionally, the curriculum is matched using resources such as Leveled Literacy Intervention, Foundations/Just Words, IMSE, Complete Comprehension, Great Leaps, and High Noon. While instructing students, providers monitor progress continuously (at a minimum of once every two weeks), and benchmark assessments such as ECAM, IKAN, IXL, and running records are given at the end of each AIS round (approximately 8-10 weeks of instruction). Communication with parents and teachers is frequent. Progress reports go home at the end of each round with a narrative reflecting on student goals, progress towards meeting those goals, and changes to a child's program.

### **3b. Students performing above grade level:**

Our literacy program promotes student growth and enrichment by meeting students where they are. Choice with respect to book selection allows students to engage in books that challenge them to grow as readers. During small-group instruction and individual student conferences, teachers engage students in ongoing self-assessment to ensure appropriate book selections that foster student growth. A similar experience occurs in the writing workshop, where students use writing progressions as self-assessments and goal-setting tools; they can consistently refer back to the progressions to monitor their progress. All students are encouraged to push their thinking while writing about a topic of their choice within each unit of study.

In mathematics, teachers use instructional tools, such as enrichment challenges within enVision Mathematics, when a pre-assessment indicates that compacting should occur and gifted learners require challenge. While an adaptive diagnostic tool, such as IXL, can extend and enrich mathematical development in students, our teachers strategically assign individualized enrichment activities based on classroom progress monitoring. Teachers support and challenge learners through centers, including mathematics enrichment corners, brain teasers, choice boards, and extension problems that require higher-level thinking. Our students create math notebooks to record daily challenges, writing about mathematical thinking, and unit extension activities. Students in grades four through six seeking additional math challenges can participate in Math Olympiads, which sparks creativity through out-of-the-box problem solving.

Young scientists in grade two participate in STEAM challenge projects where students, either independently or in groups, use a hands-on approach to plan, design, and apply skills in both engineering and science. Students are challenged weekly in grades three and four with STEAM tasks and complete and share these challenges through FlipGrid videos, in-class presentations, or modeling. KidOYO is a coding program that allows students in grades 3 through 6 to use reasoning and mathematical skills to complete block-based coding tasks and challenges. We take an interdisciplinary approach toward coding, often connecting the coding challenges to topics in science and social studies while simultaneously allowing our students the freedom of artistic design and creativity.

### **3c. Special education:**

LHS provides a variety of individualized special education programs and related services based on eligibility and targeted needs. When concerns exist about the rate of student development, members of the building level IST, parents, and/or teachers refer students to the Committee on Special Education (CSE). Upon receipt of a CSE referral, faculty members communicate with parents to determine their areas of concern and to discuss general education supports that have been implemented. Initial special education evaluations include multidisciplinary assessments across all areas of concern to determine whether the student presents with an educational disability that necessitates classification through special education.

Students deemed eligible for special education classification are recommended for specialized instruction through a variety of programs and related services. Recommendations are based on the multidisciplinary evaluation, progress monitoring information related to AIS/MTSS, social-emotional needs, motor/physical development, and/or the student's functional needs. We offer specialized instruction through a combination of resource room and consultant teacher support, both in the general classroom and as targeted pull-out sessions. Related services may include speech/language therapy, counseling, occupational therapy, physical therapy, hearing services, vision services, orientation and mobility training, behavior consultation services, and parent counseling/training, among others.

Mental health staff support students with social-emotional needs through a variety of mandated CSE services, including group and individual counseling and class push-in support. Our district participates in the BOCES Mental Health Consortium, which offers a variety of professional development opportunities for mental health staff. Topics include Erin's Law, school age anxiety, suicide prevention, school refusal, restorative practices, and creating supportive classrooms. Mental health staff also work closely with private practitioners supporting students and their families to foster student well-being across settings.

The LHS special education team actively collaborates with parents through all phases of the special education process, from the initial referral to testing and consideration, as well as ongoing services. Three-year re-evaluations inform future educational decisions and/or the possibility of declassification.

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

English as a New Language (ENL) services are provided for students at LHS based on entry criteria obtained through the New York State Identification Test for English Language Learners (NYSITELL) and annual New York State English as a Second Language Achievement Test (NYSESLAT). New entrant screenings provide information regarding whether a student speaks another language at home. Based on the initial screening, recommendations are made when a student requires the NYSITELL to further assess language acquisition and proficiency levels.

A tiered approach to ENL services is provided as per NYS requirements and each student's language proficiency level. A combination of push-in integrated and pull-out stand-alone services are provided for students based on the student's language level. Students are grouped for services based upon similarity of needs and opportunities for language role models. Families receive regular progress monitoring reports to assist parents in supporting their children at home.

The NYSESLAT is administered yearly to determine overall progress and language acquisition levels and to inform services for the next school year. The district participates in the BOCES Title III Consortium, which provides regular professional development for ENL staff. Professional development has focused on best practices in differentiating instruction for the various language levels, use of technology in supporting diverse learners, and supporting families.

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

Although there are currently no homeless students associated with LHS, should a homeless student emerge, we would provide this student with a summer program for support or enrichment and store cards to purchase school supplies, clothing, and personal care items.

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

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

At LHS a positive environment allows students to thrive in their academic, social, and emotional growth. We offer opportunities for social success through programs such as our Peer Mentor Upstander Program, the Little Shelter Program, school jobs, social-emotional class lessons, Student Council, and extracurricular activities.

We incorporate Marc Brackett's RULER (Recognize, Understand, Label, Express and Regulate emotions) approach to establish how students want to feel in their classrooms, proactively decide how to navigate social conflicts, and readily identify emotions. This tool allows students to self-reflect and problem solve peacefully.

Small social skills groups, such as Lunch Bunch, meet weekly to help students develop peer relationships. Through games or an activity like building with Legos, children learn how to collaborate and support one another while building confidence to handle conflicts, as well as foster habits to develop friendships. Some groups mix younger and older students so the latter can act as role models. LHS also offers Friendship Fridays, which mimics a playdate experience for students who struggle to socialize with peers, or who just need some extra help making friends. Students play board games, create arts and crafts, and enjoy refreshments together.

This year we implemented the Responsive Classroom approach to building a positive school climate. The program's tenets complement and supplement our existing culture. We are learning to engage in practices that support the approach's four domains: effective management, positive community, developmentally responsive teaching, and engaging academics. We have learned to use interactive modeling to help students better understand expectations. We look forward to continuing our staff development in this area; it has been effective in bringing our LHS team together.

Most noteworthy is the implementation of our HIKER Core Values. Our School Improvement Team (SIT) selected these words in 2017. Embedded into our school culture, the HIKER values are on display in our hallways and at the main entrance. Student-generated ideas supporting these words are posted on walls and bulletin boards. Inspirational weekly quotes emphasize HIKER values and connect parents to our work.

Our work in the area of social-emotional learning (SEL) is tied together by our LHTV morning news program. This daily newscast features students reporting school news and happenings. SEL messages and birthday wishes comprise some of the content covered on LHTV. Students are encouraged to send in pictures and videos to be showcased on various segments of the show. When school was closed due to COVID, LHTV helped our community remain connected. Our principal and teachers recorded videos to share with families to maintain communication from school.

When students feel comfortable and engaged socially, they are more likely to take academic risks, ask questions, and seek assistance from teachers and peers. The positive environment at LHS supports children in both academic and social-emotional growth.

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

The LHS Parent Teacher Group (PTG) is our main school-based parent organization. The PTG holds monthly meetings highlighting various initiatives. They provide various opportunities for students, such as magic nights, family bingo, and ice skating. Larger events help support our school. For example, the annual Little Apple Fun Run brings together the entire community and serves as a school fundraiser. Other parent groups include the Special Education Parent-Teacher Organization (SEPTO), Families of the Community United with Schools (FOCUS), Cultural Arts, and the Central Parent Council (CPC). These local organizations work to further connect families to the school.

Art serves as a natural opportunity to engage families and community involvement. The children love to talk about their creations and share proud moments during formal art exhibitions. Our parents support children by coming to our local public library art display each year. Students play music as visitors meander and discuss their artwork together. In March of 2020, LHS hosted an extremely successful Empty Bowls Fundraiser. The evening brought children and their families together to showcase 3-D clay thematic bowls, eat dinner together, and raise money to fight hunger. The funds helped a local food pantry restock at a critical time. Just weeks after this event, students began to create artwork to send to our local hospital to express how much we valued and respected what workers were doing during the height of the pandemic. Our students understand the importance of making art and the impact it has on others.

We also maintain a longstanding relationship with Cold Spring Harbor Laboratory and the Cold Spring Harbor DNA Learning Center. This organization receives funding from the National Institute of Health to design educational science programs for schools around the country. Due to our close proximity to the world-renowned facility, our sixth grade students engage in four lab experiences taught by scientists and two field trips to the DNA Learning Center, where they learn hands-on molecular biology and genomic laboratory skills. As a result of these experiences, many youngsters continue to satisfy their scientific curiosity by participating in the DNA Learning Center's summer enrichment programs. Additionally, we partner with the WaterFront Center of Oyster Bay, a local non-profit organization that focuses on education in marine science, ecosystems, estuary habitats, and human impact on the environment.

Our school participates in Little Shelter Animal Rescue's Reading Program. One of the first schools in the area to welcome the shelter into our school, we received an award for our partnership in 2013. Each week, a Little Shelter representative visits with her dog, who listens to students read stories. This opportunity allows students to develop both reading and social skills. Although our humans and owners have changed over the years, the students' excitement to participate remains strong.

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

Lloyd Harbor's approach to professional development values and supports its teachers. The district's Professional Development Committee includes members from all schools, and sends surveys to gather information about teachers' needs. Weekly faculty meetings often include teacher-led components. Professional development supports the curriculum and provides hands-on skills that apply directly to classroom life. Teachers College Reading and Writing Project, Responsive Classroom, Fountas & Pinnell, and the RULER approach are recent initiatives supported through professional learning. Each of these constructivist approaches reflects the school's culture, which provides students with ownership of their work and behavior.

In March 2020, schools shut down, and we quickly transitioned to remote learning. We left "school" on a Friday and "reopened" the following Wednesday with a district-wide distance learning plan. Surveys helped determine where teachers needed support and who had expertise to share. Through a packed schedule of teacher-led workshops, we became proficient in Google Classroom, Screencastify, Kami, and additional applications to support our students. Grade levels met via Zoom to collaborate and plan. As we transitioned back to school in September 2020, our plan continuously changed. The existing culture at LHS helped us through this difficult time. Knowing we could trust and rely on one another enabled us to take the necessary risks involved in this endeavor. Our relationships have made us not just colleagues, but an extended family. Many aspects of remote learning will stay with us, but most important is how we work together.

Creating a culture of support extends outside professional development and the classroom. Monthly breakfasts and lunches ensure that the school's adults share time together. Before the December holidays we create a staff video for the children. Those with a theatrical flair create scripts and songs, but even those who prefer to stay behind the scenes surround the piano to sing or shake a jingle bell. Prior to the pandemic, we began a monthly video production called School Bus Karaoke featuring various faculty and staff members. It is not uncommon for teachers to send an email to compliment a colleague on a bulletin board or a successful presentation at a PTG meeting. Teachers share iNotes (instruct-influence-inspire) to thank each other for support with a parent phone call or sharing resources. Schoolwide spirit days--like Crazy Hat Day or 80s Day--are supplemented by faculty spirit days on which teachers enjoy dressing down or wearing a

theme-related outfit. This activity is paired with a philanthropic endeavor; the day's winning staff member chooses a charitable organization to receive staff-collected funds. The positive climate created by these experiences fosters a spirit of collaboration and a willingness to work together to improve our professional practice.

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

LHS prides itself on solid leadership that is fluid in its presentation, but consistent and reliable in its message: student needs are at the forefront of each and every day.

Our school consists of a principal, who is our only administrator. A Teacher On Special Assignment (TOSA) position serves as an assistant to the principal in various ways. Our principal has been at LHS for 14 years. During this time, the philosophy has been one that focuses heavily on collaboration and shared leadership. Grade and department liaisons were created to serve as building-level teacher leaders. In addition to scheduled faculty meetings, prep-period meetings serve as an opportunity for teachers to work with the principal on specific topics. Committees are formed when there is an opportunity for growth and input. Attending and presenting at professional conferences are supported. Recent attendance of administrator-teacher teams have included: Long Island Math Conference (LIMACON), Association of Middle Level Education (AMLE) National Conference, and Learning and the Brain. At the district level, K-12 chairpeople and directors are instrumental in the collaboration that occurs within our school. Central office consists of administrators who work tirelessly to support our goals and initiatives. The Parent Teacher Group (PTG) and Student Council continue to inspire our students and staff and help them develop strong values and ties to our community.

In no other time has the success of our collaborative efforts been more evident than during the global pandemic. In March of 2020, administrators, including the principal, the Director of Informational Technology and the Assistant Superintendent for Curriculum worked day and night, alongside the school's media specialist and technology teacher, to ensure that students continued to meet academic standards in core subjects. During this transition, they provided online workshops dedicated to ensuring that remote learning would be relevant and as close to in-person learning as possible. Administrators returned to their roles as teachers and provided ongoing opportunities for classroom and special area teachers to connect, ask questions, and review newly learned material while simultaneously responding to the community's concerns about their children's welfare, both academically and emotionally. Cafeteria workers, school aides and recess aides also become leaders during times of need. For example, cafeteria workers and school aides joined forces to organize food delivery to students in a safe manner during the pandemic. At times, food orders changed, eating areas were re-constructed, and student nutritional needs had to be met. Recess aides often needed to make on-the-spot decisions to maintain safety while ensuring that students had ample time to play and socialize with their peers.

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

Meeting the diverse needs and backgrounds of our students, families, and staff is embedded in our culture. We work to ensure equity in our classrooms through our academic and social-emotional programs. Through the RTI model, students have access to differentiated instruction from their classroom teachers. Tier two and three interventions are made possible through our support service staff. The Instructional Support Team (IST) consists of staff members from different areas, including special education, reading, speech, social work, and school psychology. The team meets weekly with at least one classroom teacher to discuss students' academic and social-emotional needs.

Teachers foster cultural awareness by providing students with opportunities to share their backgrounds, ideas, and opinions through daily routines, such as morning meetings, Responsive Classroom activities, and student-led discussions. In fifth grade social studies, each student creates a "suitcase" to highlight elements of his/her culture, including religion, language, and traditions; this activity leads to rich conversation and increased awareness of our similarities and differences. In our foreign language program, students learn about the culture of Spanish-speaking countries through literature, music, and virtual field trips. Our Cultural Arts assemblies feature presenters who provide students with windows into the world outside our

community. “Tales From a Bicycle Seat” was a high-tech virtual presentation series where students followed George Maurer as he rode through Iceland, Patagonia, Sri Lanka and Vietnam, learning about the people and places he encountered on his journey.

Last year, the School Improvement Team developed its major project around the theme of diversity. With inclusiveness and family/staff participation in mind, SIT decided to create an LHS digital cookbook. Families, teachers, and staff were invited to share a meaningful recipe, along with a “story” as to why the recipe is so special and/or how it represents the family’s culture or background. To encourage further student involvement, children at all grade levels submitted drawings to illustrate the cookbook. All families, teachers, and staff received a copy of the digital cookbook to celebrate the many cultures and traditions represented in our community.

Lloyd Harbor responds to current events that impact our school community. In 2020 our district sponsored a workshop series on Diversity, Equity, and Inclusion in response to local and national events that highlighted systemic racial inequities. Several staff members participated and shared their takeaways at faculty meetings. They led staff through conversations and action steps to make our school community more inclusive for all students and to support a widening of our students’ world view. This opportunity allowed faculty members to feel supported in their efforts to improve their practice, and will become the springboard for future work.

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

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“Sitting is the new smoking!” This statement, heard at a conference attended by faculty members, exemplifies our approach to redesigning instructional spaces.

It began with a room known as the Computer Lab, which consisted of 26 computers facing the wall along the room’s perimeter. We asked ourselves, “In a time when collaboration is paramount, why would our learners face out, especially if we want a climate that fosters project-based learning?” We knew we needed a space that would allow for creativity and conversations. Heading into New York City, we explored businesses and schools that supported this model. We visited Hulu, BirchBox, Google, and The New School. Research continued by visiting neighboring schools and meeting with furniture companies to design our Creative Learning Lab (CLL), a place to foster collaboration, inspiration, and curiosity. Our CLL is now a comfortable environment with flexible seating and accessibility to materials and technology that empowers students to control their learning. Outside this space is a faculty and staff Passion Wall, in which a series of black-and-white framed photos share our outside interests while also inspiring and welcoming visitors.

Since creating our CLL in 2017, we now have flexible seating in most core classrooms and are currently redesigning encore spaces, providing students with choice and comfort in all school environments. These innovative child-centered classrooms allow students to be their best selves and work in an environment suitable to individual needs. The spaces also provide teachers with the ability to be flexible and make necessary adjustments when doing group work, centers, and research. They have become a hallmark at LHS.

Our redesign began in our upper (teamed) grades. Due to the nature of teaming, this would allow all students to reap the benefits of new spaces. Our principal, technology director, and teachers formed a committee to carefully identify criteria for each room. For example, do the renovations: foster collaboration, contain a variety of types of seating and workspaces, provide choices for students, and “de-front” the classroom? We again visited other schools and companies to carefully select age- and subject-appropriate items. Our transformed spaces now include high tables, stools, standing desks, ottomans, floor seating, couches, and meeting areas.

This year we are finishing our remaining rooms. A music studio is on the horizon, and our hope is to recreate our library, which is adjacent to the CLL. Developing these two spaces around the same philosophy will allow us to connect our student research program to creative opportunities.

Our principal was recently honored as Principal of the Year, sponsored by Western Suffolk BOCES, for her work in the area of Flexible Learning Spaces. As a result, our school was visited by neighboring districts and continues to serve as a model for classrooms of the future.