

***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) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

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

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

School Mailing Address 9 Union Avenue  
(If address is P.O. Box, also include street address.)

City Lynbrook State NY Zip Code+4 (9 digits total) 11563-3352

County Nassau County

Telephone (516) 887-0200 Fax (516) 887-8079

Web site/URL https://www.lynbrookschoools.org E-mail matthew.sarosy@lynbrookschoools.org

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

Date \_\_\_\_\_

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

Name of Superintendent\* Dr. Melissa Burak E-mail melissa.burak@lynbrookschoools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lynbrook Union Free School District Tel. (516) 887-0253

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

Date \_\_\_\_\_

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

Name of School Board President/Chairperson Mr. William Belmont  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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The 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):
- 4 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 7 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	105	108	213
10	99	109	208
11	118	96	214
12 or higher	113	118	231
<b>Total Students</b>	435	431	866

\*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):
- 0.7 % American Indian or Alaska Native
  - 6.2 % Asian
  - 6.8 % Black or African American
  - 16.7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 68 % White
  - 1.6 % Two or more races
  - 100 % Total**

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

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

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

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

<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	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2020	891
(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):  
Albanian, Arabic, Bengali, Chinese, French, Haitian, Russian, Serbo-Croatian, Spanish, Tagalog, Erdu

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

7. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 172

8. Students receiving special education services with an IEP or 504: 14 %  
123 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>12</u> Autism                 | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>46</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>53</u> Specific Learning Disability         |
| <u>6</u> Emotional Disturbance   | <u>3</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 16
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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	58
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	24
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

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 15:1

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	97%	98%	97%	97%	96%
High school graduation rate	98%	98%	97%	94%	97%

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	236
Enrolled in a 4-year college or university	77%
Enrolled in a community college	18%
Enrolled in career/technical training program	1%
Found employment	3%
Joined the military or other public service	1%
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. 1992

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

All members of the educational community work collaboratively to provide students with a supportive and safe environment where diverse learners are exposed to varied opportunities to develop critical thinking skills, while engaging in a personalized and equitable instructional program. VISION: A cultivation of the next generation of 21st century lifelong learners who possess a balance of character, ethics, extracurricular interest, lifelong thirst for knowledge, social awareness and a mindset to make an impact in the world.

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

<https://boardpolicyonline.com/?b=lynbrook&s=27907>

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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Located on the southwest shore of Long Island in Nassau County, Lynbrook High School is about 20 miles from midtown Manhattan. The student body is comprised of individuals who hail from three communities: Lynbrook, East Rockaway and Hewlett. Solidly middle class, the community values the quality education provided by the high school. Typically, more than 95 percent of our graduates are college bound.

Family ties run deep in Lynbrook. Many of Lynbrook High School's parents are the children of current or former residents. What draws people back is the strong sense of community, the quality of life, proximity to New York City and the fact that you are going to know your neighbors as well as your children's teachers. Many members of the LHS teaching staff call Lynbrook their home. Parents of the Lynbrook High School community genuinely know the people responsible for the safety, welfare and education of their children and can be in direct contact with them at any time.

Founded in 1900 and at its present site since 1922, Lynbrook High School has an average class size of 23 in grades 9-12. The school offers students a rigorous college preparatory curriculum that includes accelerated programs in mathematics, science, and foreign language; honors programs in English, mathematics and science and Advanced Placement courses across 17 content areas. LHS offers four-year sequences in English, social studies, science, mathematics, Spanish, Italian, science research, art, family/consumer sciences and architectural technology. Additional comprehensive programs are offered in computer science, business, and music, with elective courses including marine science, psychology, and sociology, journalism, STEAM, architecture, and digital media. Independent study is offered in most areas.

For over twenty years, LHS has implemented an open enrollment policy for honors and advanced placement courses for all students who wish to take the most challenging courses offered. Today, challenging oneself is central to what is asked of each student at LHS; individual student success fosters one's sense of accomplishment, builds confidence and encourages students to go beyond what they previously believed was possible. Growth is the constant goal.

A second strand of what is asked of all students is that they serve others. Most of our clubs and activities, from Student Government to our Culture Club, are focused on service and giving. During the 2021 school year the Lynbrook High School Key Club raised over \$63,000 which was distributed to local charities. The members of the class of 2021 helped raised over \$80,000 which went to local and regional causes. Service to the community is a graduation requirement. Through this practice we discovered that some students develop a passion for service. To honor their dedication, we developed a program that recognizes the students' commitment during our graduation ceremony.

A third strand is based in the idea that success is a shared experience. Fostering positive relationships with one's teachers, with peers and especially with those who are different is central to individual success as well as to any success Lynbrook High School enjoys. Each year we hold a Challenge Day, where program leaders help participants understand that we all have much more in common than we may believe and that it is necessary to go beyond the surface to understand someone else's perspective and experience. On Human Relations Day, the members of Student Government procure speakers who come to the building to offer students workshops on an array of topics, including addiction, incarceration, acceptance of difference, racism, the Holocaust, LGBTQ+ issues, living an inspired life and more. Students and parents participate in these events and the impact on all is palpable.

One significant example of how Lynbrook High School and our community operate occurred during the first months of the COVID-19 experience. With schools closed, arranging breakfast and lunch distribution for students eligible for free and reduced meals became a challenge. In conjunction with our Parent Teacher Association, LHS staff began meal distribution. In a short time however, it became evident that the need in the community was greater than anticipated. Food insecurity was prevalent with many local food pantries closed. Parents, teachers, support staff and members of the community banded together to meet the need. From March 23, 2020, through August 30, 2020, each Monday, Wednesday, and Friday volunteers set up a meal and food distribution site in front of the LHS building. During the closure, volunteers from our school



community distributed 13,178 meals to individuals and families who had the need during those anxiety filled first weeks and months of the pandemic.

The students, staff and parents in our community know that challenge, growth, service to others and relationships are what it means to be part of the Lynbrook High School family. We are fortunate that this has been the case for many, many years.

## **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:**

The overall mission of Lynbrook High School and the entire school district is that all members of the educational community work collaboratively to provide students with a supportive and safe environment where diverse learners are exposed to varied opportunities to develop critical thinking skills, while engaging in a personalized and equitable instructional program. The vision is a cultivation of the next generation of 21st century lifelong learners who possess a balance of character, ethics, extracurricular interest, lifelong thirst for knowledge, social awareness and a mindset to make an impact in the world. In order to make this vision reality, Lynbrook High School attempts to offer classes grounded in the following beliefs: each student should feel comfortable in the learning environment to pursue his or her personal excellence, each student is a valued individual with unique physical, social, emotional, and intellectual needs, each student should be the center of the learning experience and therefore actively engaged, each student will learn in an environment that promotes equity, inclusion, and diversity, and each student will seek to understand the complex and rich identities of self and others.

The mission, vision, and belief statements dictate how the learning standards are addressed and the curricular approaches in each department. Across the board, there is a balance of instructional approaches to meet the unique needs of our individual learners, including but not limited to tiered instructional processes, differentiated instruction, problem-based learning, explicit instruction, and technology-based support. Formative and summative assessment data is collected and analyzed in each department in a variety of ways, all with the same goals in mind, identifying student's current levels of performance and moving them forward and gauging the teachers' and school performance overall. The lessons learned during the pandemic have helped inform and adapt the overall curriculum, instruction, and assessments.

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

The English department is constantly updating its reading and writing curricula, instructional techniques, and assessments to meet the current learning standards in meaningful ways for its students. In addition to traditional novel studies, students are now given choices of curated books from more diverse perspectives and authors. Each grade 9-12 offers a unit with one of the following thematic foci: Coming of Age, Empathy, Cultural Awareness, and Identity. This recent update accounts for diverse authorship, perspectives, interests, genres, and a variety of ability levels. The mature and/or controversial themes in these books lend themselves to deep discussions in Socratic Circles, debates, et cetera.

The English department uses formative feedback during the various stages of the writing process that consists of comments or suggestions provided by the teacher and/or peers. Whether there are corrections to mistakes made regarding grammar or punctuation or to the introductory paragraph and thesis, the structure or organization of the paper, or overall feedback at the end of an assignment, this type of formative feedback is what individually assists in the improvement of our students and their writing. There is always room for improvement in writing; therefore, teachers provide scaffolding materials throughout each step of the writing process and consistently provide feedback to the students. Students on all levels are encouraged to take opportunities to conference with teachers on longer assignments. Rubrics are used for lengthy writing assignments and students are expected to review the rubric prior to the assignment's due date. The rubric offers an opportunity for students to self-evaluate their own writing.

In addition to English classes, Lynbrook High School students are also required to take a Writing Lab course, currently in 10th grade and moving to 9th grade next year. The concept of Writing Lab is to move students to the next levels of writing, regardless of their starting points. The Writing Lab classes are capped at 12 students; therefore, teachers have more frequent opportunities to conference with students individually and provide formative feedback. Research and other universal skills are taught in-depth within the course

and can be easily applied in other disciplines. In addition to the research paper component, other communication skills are emphasized including public speaking and presentations, persuasive speech and debate, medium writing techniques (newspaper/magazine, journal articles, blogs, Linked-In posts, instructional manuals, skits/demonstrations, newscasts/talk and shows/commercials).

Lynbrook High School's approach to the ELA standards was specifically designed to encourage all students to view themselves as readers, writers, and communicators. The emphases on diverse literature and the writing process intimately connect students to what is taught. Instructional approaches and formative assessments, such as Socratic Circles and rubric-based revisions, again put students in control and allow for differentiated pathways. Students are encouraged to monitor their own progress, adjust, and remediate prior to their summative assessments. During the pandemic, teachers and students learned how to collaborate using the available technological tools, Schoology and Office 365, which has opened new lines of communication allowing for additional asynchronous feedback.

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

The math department constantly adopts new instructional techniques, technological resources, and exploratory applications. Students of Lynbrook come from various backgrounds, and we make it our priority to create a learning environment that is accommodating, culturally aware, and socially conscious. The staff offers every student the opportunity to succeed by preparing them academically, socially, and emotionally.

The curriculum is currently aligned to the state standards, with a primary focus on creating a deeper understanding of high-level concepts through exploration activities. Our staff has been given many opportunities for professional development, so that they are educated on the new standards and given time to collaborate on meaningful, rigorous lessons.

The integration of technology, coupled with traditional techniques, has created an environment that lends itself to differentiated instruction. New material is explored in various ways so that no matter a student's learning style, each child is given an opportunity to achieve their maximum potential. The use of hands-on manipulatives offers students visual representations that can allow them to become critical thinkers through analysis. Adding many technology-based resources such as Desmos and Socratic encourages and motivates students to create a deeper understanding of newly acquired material. In a school with an increasingly diverse population, Lynbrook has put a conscious effort in integrating cultural diversity in our lessons with word problems, statistical data analysis and visuals. For students that excel, we offer them the opportunity to take the AMC national exam which exposes them to a more rigorous environment.

Each math teacher assesses students through a range of data collection including both summative and formative assessments. Creating an effective assessment with a clear and accurate grading rubric allows both teacher and student to gauge academic performance. Summative assessments such as state assessments, midterms, final exams, unit tests, quarterly and Regents exams offer a broader evaluation of students' understanding. Formative assessments, using tools such as Delta Math, EdPuzzle, Castle Learning, Socratic, Quizziz, Kahoot, BlooKet, IXL, Schoology, AP Classroom, Problematic and exit cards, offer frequent and immediate feedback to both student and teacher. Teachers have utilized Delta Math in addressing problematic areas, since this program offers helpful videos and practice on targeted concepts for individualized help and differentiated instruction. We thrive on assessing students to ensure that they are receiving the proper accommodations – lab, inclusion, extra time, etc. Data sharing gives each educator the knowledge to create a stimulating, engaging, and motivating lessons that will connect with each learner in the classroom.

Lynbrook High School focuses on giving students the personalized feedback and practice necessary for maximized understanding using technology. To accommodate all learning styles, teachers continuously scaffold and collect data for self-reflection and targeted improvement. Utilizing PowerSchool, Schoology and Office365, parents can access their child's scores and establish an open line of communication with their teacher. Our teachers are vigilant in accommodating the needs of our students by being flexible, open-minded, culturally aware, and forward thinking.

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

The science department is currently updating its curriculum to be fully aligned with the state learning standards. All teachers are implementing these lessons, and some have fully adopted this curriculum. Based on the timeline for assessment of the new standards, the curriculum in science will be aligned with NYSSLS by the 2025-2026 school year.

The department has focused on three main instructional approaches. They are using the 5Es approach to lesson planning (engage, explore, explain, elaborate, evaluate); developing strong scientific argumentation skills in their students; and using the backwards design approach to building units. These instructional approaches allow our students to practice science instead of trying to memorize content.

Typically, the department uses digital tools to collect formative assessment data rapidly and effectively. For example, AP courses are using AP Classroom, a digital tool from College Board, and the Regents' classes are using Castle Learning. These digital tools allow for near real time feedback which is vital for effective use in driving instruction. Summative assessments are typically paper-based and incorporate scientific argumentation to help teachers identify areas for improvement in their teaching. Incorporating scientific argumentation writing is an effective way to assess students' depth of understanding and identify areas for improved instruction.

From PHET's and Gizmos to OneNote and Schoology, the science department has always been proficient at incorporating various technologies and techniques into instruction. When the pandemic hit, the department rapidly transitioned to online learning and successfully adapted their instruction using these tools. Although full in person instruction is back, there are some things that were successful and worth keeping. The department met and discussed all the successful tools and strategies developed during the pandemic and decided to keep Schoology courses which effectively organize both students and content.

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

The Lynbrook High School Social Studies department addresses the NYS Learning Standards with the use of literature, periodicals, current events, and documents. The standards are taught using Socratic Circles, fishbowls, group work, debates, presentations, and essay writing. These activities allow for a student-centered learning environment and actively engage students. Explicit instruction is also used, especially during introductory and writing lessons.

The Lynbrook Social Studies Department uses different instructional approaches in the classroom. A tiered approach is used when teaching students how to respond to the new Regents Part II and Part III sections. Explicit instruction is used when teaching essay writing strategies. Teachers meet with students during the writing and revising process, offering strategies and insight. This instruction is taught through Enduring Issue Essays, Civic Literacy Essays, and short responses. Problem based learning uses current events, comparing present times to historical events.

The Social Studies department uses both formative and summative assessments to analyze students' learning. The department uses multiple choice exams for quizzes as well as unit exams, using data analyses to monitor student comprehension. The department also uses essay exams to monitor both students learning and writing skills. These exams test students' knowledge in more detail, and allow the teacher to identify potential areas of weakness or further teaching based on the responses. Homework and projects also allow teachers to monitor students learning. These assignments enable teachers to give feedback to students and monitor for progress. Summative assessments include NYS Regents exams and department final exams, which examine students' learning.

The social studies curriculum was adapted during the pandemic to become more project based and asynchronous. Technology such as Schoology, OneNote and WebEx were used to communicate and further the educational experience for all students and their use continues.

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

Lynbrook High School offers students opportunities for college and career readiness both directly and indirectly through Nassau BOCES Barry Tech programs. Additionally, students can take courses in: journalism, sociology, psychology, financial markets, marine science, pre-calculus, college algebra, and calculus. Also offered is, programming and app design, Java, Italian, Spanish, statistics, science research, business, economics, microeconomics, accounting. And finally, forensic science, science of foods, English language and composition, English literature, studio art, biology, chemistry, physics, U.S. history and government, and American government and politics, through one of our six university partners or the AP College Board.

Lynbrook offers programs that prepare students through credentials and work experience. Our three-year sequence in technology offers students an opportunity to take the CSWA academic certification test in SolidWorks, which measures students' knowledge in drafting and their ability to create and modify basic, intermediate, and advanced parts in SolidWorks along with assemblies. As Certified SolidWorks Associates, students can demonstrate their proficiency in SolidWorks to schools and potential employers, while also earning the opportunity to earn higher certifications like the CSWP. Senior Seminar requires students to complete an internship program, consisting of a minimum of 50 hours at an approved jobsite and weekly meetings with the program coordinator. Virtual Enterprise is an international program that enables students to experience a simulated business environment. Students work collaboratively to create a business and solve problems in "real" situations.

Through our partnership with Nassau BOCES Barry Tech, our students can also take a half day academic program at Lynbrook High School and participate in one of the following programs at BOCES: arts and humanities, engineering technologies, human and public services, business and information services, health services, and natural and agricultural sciences. Several Lynbrook students have earned Career Development and Occupational Studies (CDOS) certificates through a combination of their work in our high school and at BOCES.

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

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

All students in grades 9 through 12 can participate in the following programs. These courses are full year and meet daily unless otherwise noted.

Students interested in the arts may participate in one of two sequences that lead to proficiency in either traditional studio arts or digital arts. Students build a solid foundation in fundamental principles that are common to all future art curriculums through either Studio in Art or Digital Design (which includes media elements) and continue through their desired sequence. Regardless of their choice, seniors can enroll in the Portfolio Preparation (first semester) and Art in Context (second semester) combination to prepare a comprehensive artist's portfolio, diversifying and strengthening their personal portfolios, and studying college level art coursework while studying traditional techniques based on eras of art history.

Lynbrook High School offers a full sequence of performance-based music courses in chorus, band, and orchestra. Each group performs in at least two concerts annually as well as at a variety of other functions, as opportunities arise. Music theory is also available as a course of study.

Physical education courses occur every other day. In 9th grade, students enroll in a personal fitness course that demonstrates knowledge of basic health and fitness principles as they relate to the individual. In grades 10 through 12, students can choose among the following courses: co-ed team sports, owl adventure (a fast-paced action course focused on building trust and bonding between people, while tackling intriguing challenges and taking risks within a safe environment), yoga or mindfulness yoga, and strength training (grades 11 and 12 only). Health class is a half year course focused on wellness and lifestyle choices as they relate to tobacco, alcohol, and other drugs, mental health, chronic illness, death and dying, stress management, heart disease, cancer, non-contagious diseases, human sexuality and family life, and

contagious diseases. Not only is nutrition covered in health, but a half year family and consumer science course entitled Food and Nutrition (11th and 12th grade only) is also offered as part of a three-course sequence in foods.

Lynbrook High School offers a full sequence in both Spanish and Italian that culminates in the respective AP exams. These courses help prepare students to demonstrate their levels of language proficiency across three communicative modes: interpersonal, interpretive, and presentational. In addition to the sequences, a single course in French is offered, which includes the fundamentals of grammar with an emphasis on speaking and listening and French culture, geography, and customs.

Students are taught library and research skills throughout the curriculum. There is a full sequence of technology courses including design in technology, architectural design, and advanced design and innovation. These courses offer marketable skills and a recognizable certification.

Courses are also offered in robotics, programming and app design, AP JAVA, computer driven engineering, accounting, Virtual Enterprise, clothing and textiles (half year), housing and environment (half year), and fashion. All these courses work on students' acquisition of essential skills and knowledge within the respective disciplines.

### **3. Academic Supports**

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

Students performing below grade level are offered supports in order to be successful in the grade level curricula. In addition to all teachers offering three extra help sessions per week, Lynbrook High School offers AIS English classes to support students in reading and writing. All students are also required to take a half year writing lab course, consisting of 12 students or less, that offers personalized attention to work on their specific writing needs. Math labs are offered in conjunction with Algebra, Geometry, and Algebra 2 to support students taking these courses, as an alternating day support. These small classes, typically capped at 12 students, offer opportunities to solidify prerequisite skills, pre-teach essential concepts, review lesson content, etc. In addition, Lynbrook High School offers Learning Lab supplements in English, global studies, and U.S. history, grades nine through eleven, that meet on alternating days taught by the teachers who are also in the content area class. These support classes offer content review and provide students an opportunity to ask questions in a smaller, less intimidating environment.

Weekly Instructional Support Team meetings occur to discuss at risk students and determine what instructional modifications and additional academic and/or social-emotional supports can be added and/or modified to help these students find success. There are also quarterly meetings between the high school team and central administration to discuss individual plans to keep these students on track for graduation.

Students who are not successful in courses have options to retake them in summer school or the following school year. Summer courses run for approximately six weeks and include a Regents review, if applicable. If students are still not finding success, we have offered credit recovery options through the Nassau BOCES Center for Online Learning. These courses allow students to work asynchronously on course content and ask questions of both the BOCES instructor and our teachers, as needed.

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

Students who are learning above grade level can enroll in advanced, honors, or AP courses. Most core academic courses are offered at a Regents and an honors/AP level. Some courses offered at the honors level include: English 9H and 10H, Spanish 2H-4H, Italian 2H-4H, Algebra H, Geometry H, Algebra 2H, and Precalculus H. Living Environment H, Chemistry H, Science Research Projects 2H, and Global History 9H and 10H. A sampling of courses offered at the AP level include: English Language and Composition, English Literature, Studio Art, Spanish, Italian, and JAVA Programming, Calculus AB and BC, Environmental Science, Biology, Chemistry, Physics 1 and 2, Psychology, U.S. History and Government, Microeconomics, and Government and Politics. These courses are open enrollment and students choose the

levels they wish. Students are encouraged to take honors courses in areas that they excel and are not required to take a 'full' honors program.

Within all honors and AP courses, we recognize that there are a wide variety of backgrounds and abilities. To appropriately challenge and differentiate instruction for each student, technology is leveraged to personalize learning experiences. Assignments are shared in collaborative spaces, such as the Schoology Learning Management System and the One Notebook (part of the Office 365 suite), which allow teachers to work together with students and embed specific feedback. Projects and other long-range assessments allow students to shine and demonstrate their abilities and deep understandings.

Some exceptional students have been offered independent studies or college courses through university partners once they have exhausted the current course offerings at Lynbrook High School. Independent studies are offered by our own classroom teachers who have expertise in the students' interest areas. University programs, such as Stanford Online High School, allow us to provide students opportunities to take courses that we could not accommodate otherwise.

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

Lynbrook High School, as part of a long-standing commitment to excellence in education for all students, supports the provision of special education services for students with disabilities through the Committee on Special Education (CSE). Lynbrook High School operates a variety of programs for students with disabilities. These departmentalized programs follow the same Regents Curriculum that is available to all students. Students participate in these programs as recommended on their Individualized Education Plan (IEP). Instructional supports, interventions, and assessments vary greatly depending on the course and the individual student's needs. Those receiving resource room services are offered direct, individualized, small group instruction in strategic behaviors that students need to master concepts and information. These include time management skills, organization skills, priority goal setting, appropriate study skills, academic reinforcement, and communication skills.

Transfer of the skills or strategies acquired, to the academic demands of the general education setting is provided. Students offered integrated co-teaching services receive a special education teacher and a content area teacher to team-teach Regents level curriculum in the content areas of math, English, global history, U.S. History, earth science, and biology. Small special education sections of these same courses are staffed by a certified special education teacher, who teaches 15 students or less.

The Career Development Program consists of students grouped together due to similar individual needs for the purpose of providing a specially designed skills program. Currently, this class is designed for up to twelve students with one special education teacher. All students must participate in the New York State Alternate Assessment, a portfolio assessment. Students take classes outside of this program on an individual basis and work at job sites acquiring functional skills. The goal of the Career Development Program at Lynbrook High School is to develop students' strengths to excel in the world of work and life beyond high school.

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

English as a New Language (ENL) is an intensive program for students whose first language is not English. There is a focus on four major areas of language proficiency: comprehension, speaking, reading, and writing. Specific ENL materials are used to aid the learner in the rapid development of functionality with the English language. Standardized tests, plus teacher and counselor recommendations, are used in screening foreign students for acceptance into and promotion from the program.

Depending on the students' performance on these tests, students may receive different levels of service. Entering level students depend on supports and structures to advance academic language skills and have not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts. They receive 540 instructional minutes consisting of both integrated and stand-alone ENL services. Emerging students have some dependence on supports and structures to advance academic

language skills and have not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts. They receive 360 instructional minutes consisting of both integrated and stand-alone ENL services. Transitioning students show some independence in advancing academic language skills but have yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts. Students receive 180 instructional minutes of integrated ENL services. Expanding students show great independence in advancing academic language skills and are approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts. Students receive 180 minutes of integrated ENL services.

Instructionally, students are offered modified materials in their own languages using technology, additional visuals, word banks, etc. During assessments students are offered bilingual dictionaries, translated assessments, or human translators. The goals are to support students in acquiring both linguistic and academic knowledge.

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

Homeless students are not offered a specific program or intervention; however, they are closely followed by members of the support staff who attend to all their unique needs, including academic, social-emotional, technological, transportation, nutritional, etc.



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

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

An overarching theme in Lynbrook High School is encouraging students to invest themselves in the greater life of the building. Students engaged in their course work and those who participate in clubs and activities connect with members of the staff on a personal level. They make new and lasting friends and look forward to the challenge and fun the school day brings. This effort begins each December with an 8th grade parent orientation where the administrative and support teams speak about academic expectations, academic and social/emotional support services, special programs, clubs, activities, athletics, and the building's record of success. With this overview parents are encouraged to begin speaking with their eighth graders about making the transition to high school and provide direct contact information so students, their families and school personnel can continue the dialogue.

In January the building team visits the middle schools where students learn about the variety of opportunities they can take advantage of as they enter the high school. We share stories of student success and speak about the special programs and traditions they will become a part of. Providing that hook as early on as possible is key to successful engagement. In fact, for students who express an interest in an area the high school might not have a standing activity for, we help identify a staff member to support them so that a club/activity will be created. In addition to over 30 clubs and activities, students are engaged in committee work geared to bringing positive change to the building. They are members of the building safety team, compact committee, DEI committee and interview committees, as well as planning committees for school wide events such as Class Night and Human Relations Day.

Each school year brings a variety of day and evening programs focused on student and parent engagement and support including: ninth grade orientation, open school night, special education parent orientation, senior/parent college night, parent/teacher conferences, junior/parent college night, a trade school/apprenticeship fair, an ENL student/parent open house, a women in STEAM night, a transition fair for graduating seniors, a grade 9/10 college and career night and several evening celebrations of student achievements and success.

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

Lynbrook High School engages community stakeholders when developing curriculum, extra-curricular and social emotional programs. Using surveys, committees, technological communication tools, social media outlets and grass roots efforts, our community collectively creates a supportive culture to enhance the K-12 experience. Students are active in developing clubs focusing on developing leadership skills, enhancing STEM and humanities knowledge, and providing service to both their local and global communities. Strong relationships with parent-teacher organizations promote the development of challenging course work and equitable opportunities. During this recent pandemic, five task force committees consisting of: parents, students, teachers, custodians, secretaries, aides and assistants, and physicians met to plan for a safe return to school. Weekly newsletters and electronic communication via email, text and the district app are disseminated updating the community on decisions made.

Dual credit college partnerships have been formed (Syracuse University, St. John's University, the University of Albany, Farmingdale State University and Molloy College) for students to earn college credit while fulfilling high school graduation requirements. Through the science research program, LHS connects students with local and global universities and laboratories where students are mentored by prominent research scientists. This year, the students in the LHS Research Program spoke to Nobel Laureate, Dr. David MacMillan, about his career path. Local community members and other featured speakers are frequently invited to share their stories in classes and with the whole school. Virtual opportunities expanded our community parameters allowing more diverse voices to be shared and experienced by our students. Special events planned jointly with the local Chamber of Commerce recognize our student achievements including scholarships and pre- and post-prom safe events. LHS maintains positive relationships with our local police, fire, and EMS departments, and their regular visitations promote our mutual safety and security efforts.

Local Kiwanis and Community Chest organizations partner with our community service clubs, the LHS Key Club and Student Government Association, to fundraise for our community's need.

Additionally, Lynbrook High School offers a senior seminar/internship program for students interested in exploring career opportunities. An ever-growing database of local and neighboring community business partners volunteer their time to mentor our students. Senior seminar students share their experiences with the community during an end of the school year evening event to which students and community members are invited.

Finally, Lynbrook High School music students share their vocal and instrumental talents with local senior citizen centers to provide entertainment and lift the spirits of those confined to these facilities. The LHS Key Club also hosts a special holiday dinner for all senior citizens at the local recreation center.

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

Lynbrook High School prides itself on the professional culture that has been created over the years through collaboration, professional development, and embedded supports. Decision-making in Lynbrook High School and throughout the district always involves teacher representation. Standing venues for teacher input include faculty, department, department leaders, instructional support team, compact, and PTA meetings. In addition, teachers are always included in ad hoc committees, such as the technology, special education, DEI (diversity, equity, and inclusion), SEL (social-emotional learning), health and safety, and hiring committees to name a few that are ongoing this year. Teachers also played a critical role in all our COVID-19 reopening plan subcommittees, including health/safety protocols, facilities, instruction, technology, transportation, and extracurricular/athletics. In this way, teachers feel like valued members of our school community and know that their voices are heard.

As far as professional development is concerned, teachers are very much involved in every step of the process. The Lynbrook Teacher Center is our primary source of internal staff development. The Teacher Center is run by and comprised of teachers at all levels throughout the district. The district and Teacher Center work together to plan professional development workshops during Superintendent's Conference Days, after school hours, and on weekends. During the early days of the COVID pandemic, the Teacher Center provided a vital service to the administrators and teachers by quickly training them on the new learning management systems during the summer of 2020. These turnkey trainings prepared all for the challenges of hybrid and remote instruction that lied ahead. More recently, the Teacher Center has taken the lead with the district's DEI initiative and has offered multiple turnkey trainings regarding different aspects of this very important work.

In addition to the Teacher Center, the district has embedded supports available during the school day. These supports range from outside consultants, who provide reading and behavioral supports in the classrooms, to staff members who tend to both pure technological and instructional technological needs. Regardless of the provider, teachers and administrators are given the opportunity to work alongside experts as they implement new programs and technologies. Debriefing sessions are also arranged to allow teachers and administrators to receive feedback, ask questions, and plan for future lessons. This on demand professional development has helped support the meaningful changes necessary over the past two years, and the ongoing support has kept Lynbrook High School and the entire district moving forward in the right direction.

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

Leadership at Lynbrook High School is rooted in collaboration and transparency. The building principal oversees all aspects of the instructional program, health, safety and welfare of the students and staff, and fostering a positive and supportive culture and climate. The assistant principals are responsible for student attendance and behavioral issues and developing deeper relationships with students and families. The team also includes a Director of Guidance, Director of Athletics, and department chair leaders who work collaboratively to support all aspects of student success. Monthly meetings occur between this administrative leadership team and representatives of teacher leadership and parents' association.

All the individuals mentioned above live the school culture every day. The principal and assistant principals meet daily to discuss matters of student safety, discipline, classroom instruction, budgetary and facility issues, and input gathered from stakeholders.

Examples of our leadership style during the 2020-2021 school year include: the “return to school” plan, which was a collaborative endeavor involving planning for health protocols, physical logistics, and implementing a new learning management system. Planning meetings and virtual informational sessions took place to engage all stakeholders. Discussions also took place amongst teachers, students, and parents during the year pertaining to delivery of content, curriculum, format of assessments and weighting of year end assessments. All stakeholders garnered consensus on these issues as collectively we navigated through the challenges to maintain goals. Additional initiatives include an alternative high school and diversifying book selections.

Recently, when a group of students was raising funds for families of slain police officers, student government leaders expressed concern over whether symbols and slogans usually associated with support for police (Blue Lives Matter and the Thin Blue Line) might alienate some students and possibly cause disruptions to instruction. After consideration of the views of all, a successful fundraiser was held without impairing the social-emotional well-being of students. This typifies the culture and climate of Lynbrook High School.

The principal’s role as a communicator and conduit of information to students, parents and the larger community has changed dramatically. The disconnect and isolation created by the pandemic, with its shifting mandates and constant changes, made prompt, effective communication crucial. This continues, even as the pandemic recedes. Additionally, the roles of the assistant principals have shifted toward aiding and supporting the needs of the students who come to them. With ongoing input from teachers, counselors and parents, the assistant principals formulate plans for social-emotional support and academic success for a significant number of students.

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

Over the past ten years, the demographics of Lynbrook High School has changed as the percent of economically disadvantaged students tripled. Additionally, the percentage of Hispanic/Latino has doubled, and the percentage of African American students has more than doubled. Lynbrook High School has proactively responded to its changing demographics and is committed to all students, building connections and creating a sense of belonging in the school community. With approximately 900 students, the faculty and staff get to know each student and family. Family composition, religious and ethnic beliefs, outside work, and family obligations are factors in how LHS develops its instructional approach, including no new work or assessments on religious holy days. The staff is regularly informed of individual student and family circumstances that can affect a child's ability to perform optimally and accommodations are made to fairly assess student learning and achievement.

Lynbrook High School holds monthly diversity, equity, and inclusion (DEI) meetings with students, parents, and staff to elevate voices and share thoughts on building an inclusive environment for all. Each month LHS highlights the cultural contributions of various groups including our Hispanic, Native American, African American, Women, Asian-Pacific Americans, and LGBTQ+ communities via classroom lessons, building announcements, and presentations. LHS holds an evening ENL parent night for parents to conference with their children’s teachers and building administrators, and we have implemented a translation program to keep all informed of their children’s educational and social-emotional well-being. LHS has embraced the New York framework for culturally responsive education which includes creating a welcoming and affirming environment where students feel safe, demonstrating high expectations through rigorous instruction for all, and developing inclusive curriculum and assessment models. These goals are pursued through ongoing professional development as well as meaningful faculty meeting discussions to provide a unified approach. Student survey data has shown LHS students feel safe and supported in school.

In response to current events or social movements, teachers provide open forums in their classrooms for students to share thoughts and debate in a safe, non-judgmental venues where they feel they are being heard.

This was recently evidenced the day after the Capitol siege. Students were able to question, voice concerns, grieve and relate to each other in a safe, supportive environment without politicizing the event. The support staff at LHS disseminates follow up resources to families so they can continue to guide their children in difficult discussions. Partnership with our diverse parent community is a key factor in our responsive learning practices.

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

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The ONE practice at the root of the success of Lynbrook High School students is our living a culture that is student centered, family oriented, and designed to meet every student's needs so they can maximize their learning experience. Maslow's hierarchy teaches us that meeting physical and safety needs and fostering a sense of belonging creates fertile conditions for students to learn.

Grounded in this concept, Lynbrook High School meets children where they are. We assist families to meet their children's basic needs and connect those in need of greater assistance with carefully selected outside resources.

Our building is safe and welcoming for all who enter. Students are welcomed with a smile and greeting. Staff members play an integral role in imbuing in students a sense of belonging and acceptance. LHS embraces all cultures and viewpoints, as evidenced by a wide array of celebrations, recognitions, displays, and presentations highlighting contributions from all demographic backgrounds. Parents are partners, and the teaching and support staff maintain the vital connections between home and school. LHS is a large, extended family exemplified in the following anecdotes:

In the early days of the pandemic, when many families struggled to put food on the table, our social workers had to turn away volunteers because so many signed up to distribute the donated food that filled our hallways.

When our head custodian retired in January, students decorated with posters and balloons and showed up in force to walk him out. A member of our family was not going to leave without being shown one last time how grateful we were for all he had done.

All staff make a concerted effort to foster a supportive family atmosphere by attending concerts, sporting events, class night, and presentations, and supporting fundraising efforts.

The Career Development Class had a Valentine's Day Sale to sell crafts they had made during the year. Our custodians were the first customers in line. They sold out their wares in no time.

The stands at Challenger Basketball (for students with physical and learning disabilities) are packed with staff and students.

Faculty collected money to buy a new bicycle for a student who was in an accident.

Students and staff register for Challenge Day each year, at which they learn to embrace their vulnerability and deepen the empathy and compassion they feel for one another.

When students feel they belong and are part of something bigger, they are more likely to achieve academic success and be on a journey toward their dreams.