

***U.S. Department of Education***  
***2023 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 Ann Meyer

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

Official School Name Bronxville High School

(As it should appear in the official records)

School Mailing Address 177 Pondfield Road

(If address is P.O. Box, also include street address.)

City Bronxville State NY Zip Code+4 (9 digits total) 10708-4829

County Westchester County

Telephone (914) 395-0500

Fax (914) 793-7696

Web site/URL https://www.bronxvilleschool.org

E-mail ameyer@bronxvilleschool.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. Rachel Kelly

E-

mail RKelly@bronxvilleschool.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bronxville Union Free School District Tel. (914) 395-0500

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

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Susan Conniff

(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) unless otherwise stated.**

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

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

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)  
☒ Suburban  
☐ Rural

3. Number of students in the school as of October 1, 2022 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 Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	137
10	131
11	114
12 or higher	142
Total Students	524

\*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
  - 6.8 % Asian
  - 0.6 % Black or African American
  - 9.2 % Hispanic or Latino
  - 0.2 % Native Hawaiian or Other Pacific Islander
  - 75.7 % White
  - 7.5 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: ≤1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2021	524
(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):

Russian

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

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 3

8. Students receiving special education services with an IEP: 6 %  
Total number of students served 29

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>4</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 21 %  
Total number of students served: 108

10. Number of years the principal has been in the position at this school: 10

11. 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	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	44
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

12. 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 19:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	98%	96%	97%	97%
High school graduation rate	100%	99%	99%	98%	100%

14. **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 2022.

Post-Secondary Status	
Graduating class size	125
Enrolled in a 4-year college or university	98%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

The Bronxville Promise seeks to develop in our students the dispositions of innovation, leadership, engaged citizenship and critical thinking. The Bronxville Promise: To innovate, discover, and create; To make something new from what you know; To find your voice and communicate clearly in order to lead with passion and persistence; To think critically, explore nature, history, and culture; To gain the understanding and courage to change; To collaborate and serve; and, To engage in the world around you and make it a better place.

17. Provide a URL link to the school's nondiscrimination policy.

[https://go.boarddocs.com/ny/tbs/Board.nsf/files/B4XPRV54DB80/\\$file/0100%20NON-DISCRIMINATION%20AND%20EQUAL%20OPPORTUNITY%20w.%20Reg.pdf](https://go.boarddocs.com/ny/tbs/Board.nsf/files/B4XPRV54DB80/$file/0100%20NON-DISCRIMINATION%20AND%20EQUAL%20OPPORTUNITY%20w.%20Reg.pdf)

18. **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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Bronxville High School is the only public high school in the town of Bronxville which is located just north of Manhattan in an area of one square mile. The school is the centerpiece of the town and often why families move to Bronxville. The community is incredibly supportive of the school with parent involvement and participation at exceedingly high levels. The expectations for students are high and many of our students attend the top four year colleges in the country as ranked by Barron's.

Our school offers a range of coursework across all disciplines including over 20 Advanced Placement courses. All of our AP courses are open enrollment and over the past 10 years we have seen increased enrollment in AP courses across all of the courses. We have heterogeneously grouped English, Social Studies and Science courses in 9th and 10th grades.

Students are well rounded and have the opportunity to participate and/or lead one of our over 30 clubs that exist in the high school. We also have extremely high athletic participation with over 85% of our students participating in high school athletics. Many of these students are highly successful. Last year our Varsity Girls Soccer and Varsity Girls Lacrosse teams were state champions along with a number of our relays from Track and Field. Last year we had ten students sign to play Division I college athletics from a graduating class of less than 130.

In recent years, we have introduced courses in Artificial Intelligence in conjunction with outside providers. We have utilized design thinking to develop a school wide system to encourage community building and student engagement. We are working with Mastery.org to reimagine how students present themselves in the college process. In the past, we have worked with Challenge Success to survey our students regarding their well being (hours of sleep per night, hours of homework, connection to school, etc.). Utilizing that data, we have implemented programs to address student well-being and built structures in the school to ensure that students are connected to adults in the building. Most recently, the entire high school faculty was trained in Mental Health First Aid. We have a number of teachers interested in getting trained as instructors so that they will be able to train our students in Teen Mental Health First Aid. Our plan would be to train the entire sophomore class next year as Teen Mental Health first aiders.

Our school has developed a unique set of project based courses that include Bronx River Research and Service Learning Seminar. These courses center themselves in our community and ask students to learn about concepts and apply them to the local environment. Bronx River Research provides an introduction to ecological research and utilizes the Bronx River, a 7 minute walk from the school, as the location for ecological research projects. Quarterly, our students present to a community advisory board and some of their work has resulted in changes to the sewer lines, fertilizer guidelines and salting procedures after a snowstorm within the town of Bronxville. The Service Learning Seminar places service in the context of communities and explores what it means to be of service and how service can impact one's sense of self and place. Students in the seminar participate in service projects and reflect on their experiences utilizing the coursework as a lens to view their own work.

We are a highly successful school that is committed to continual improvement. We utilize a graduate survey to gauge the preparedness of our students in college and beyond. We always seek to infuse new concepts and ideas into our courses and extracurricular activities to better prepare our students for engagement with the world as positive contributors and thoughtful citizens.



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

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

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

Bronxville High School offers English 9, English 10, English 11, English 12 as well as Advanced Placement English Language (11th grade) and Advanced Placement English Literature (12th grade). The department also offers Acting, Directing, and Speech and Debate as semester elective courses for students.

Our English department has worked with the middle school to ensure that the Teachers College Reading and Writing Project which is the ELA curriculum K-8 is continued into the high school with similar vocabulary, approaches to reading and writers workshop as well as expectations for writing. Our literature is diverse and students are expected to read a range of fiction, non fiction and poetry. Writing is both informational as well as analytical. Our students have the opportunity to take AP English Language as juniors and/or AP English Literature as seniors. Assessments are built in each grade level and include literary analysis as well as project based units. Literary analysis essays are modeled on the NY State Regents essays as well as the expectations of the AP Literature and AP Language exams. Project based units have authentic questions and students are given choice in those projects as to how they demonstrate their learning. For example, when our students read *Shawshank Redemption*, they investigate prison reform in the United States and present proposals to address system issues of incarceration. We assess our English curriculum utilizing both in house developed assessments as well as the NY State English Regents, the AP Language exam and the AP Literature exam. The data from these assessments is used to modify our curriculum and instructional approaches.

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

Our Mathematics curriculum builds on the strength of our middle school program where there is open enrollment in 8th grade for Algebra. From that course and through a recommendation process as well as performance on the New York State Algebra Regents exam, students enter a 'track' in high school Mathematics that culminates in AP Calculus BC, AP Calculus AB or a Calculus Honors course. Some students who do not take Algebra 1 in the 8th grade or who struggle in Mathematics in high school, can conclude their high school math career in Precalculus or Algebra 2. In other words, we have a variety of Math courses that meet the needs of all of our students and provide an appropriately challenging Mathematics curriculum. In instances where a student feels their placement is not challenging enough, or too challenging, the student is counseled on pathways to change their level. Our goal is to provide students the most rigorous path of study to meet their needs and prepare them for college level mathematics. We also offer Advanced Placement Statistics which is a popular course. Finally, our Mathematics teachers also teach Advanced Placement Computer Science A as well as Introduction to Java Programming. These courses meet the needs of students that are either curious about computer science or have already decided to make it a future area of concentration.

The teaching methods used in the math department vary from teacher to teacher. Traditional instructional lecture/presentation techniques with frequent questioning is used on a regular basis. A conversational approach that engages the participation of as many students as possible is preferred, and students are challenged to justify their responses with proper foundational concepts. The block scheduling format, with 80 minute classes, also affords students more practice time, usually in small groups, to hone their skills and discuss approaches with peers.

The high school's Math department assesses in a variety of traditional formats i.e, written tests and quizzes, nightly assigned practice, classroom exit tickets, and projects in courses such as Statistics, Computer Science and Geometry. Additionally, some teachers use growth measures when appropriate to encourage students to reflect on their own work and strive to improve. In general, teachers are given latitude to employ practices which best suit their students' needs, and which leverage their individual strengths. This could

include using a variety of grading and weighting formats, small group learning, as well as judicious use of graphing calculators and online learning systems.

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

The high school has a unique set of science courses in the 9th and 10th grades called 'The Core.' Students take a year of Physics and Chemistry in 9th grade which lays the foundation for their high school science experience. In 10th grade, students take a semester of Biology and a semester of Earth Science. This exposes all students to the four fundamental areas of science. From there, students have the opportunity to take 'level II' courses which are more advanced versions of any of the four core sciences and/or Advanced Placement courses which are offered in Biology, Chemistry, Physics 1, Physics 2 and Environmental Science. Electives are also offered including Robotics, Introduction to Engineering, Computer Science, and Environmental Science.

The instructional approach in the science department relies on hands-on activities. The science department weaves in phenomenon centered labs to help students build their own understanding. Teachers implement projects and labs to encourage productive struggles. The teachers also focus on scientific models so that students better understand the relationships between forces in nature instead of memorizing facts.

All courses have project based assessments in addition to traditional assessments and value alternative ways for students to demonstrate their learning. The department strives to give every student a chance to succeed and grow as a scientist.

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

Our Social Studies curriculum follows the New York State required set of courses which are World History I, World History II, United States History and Economics and Political Science. In addition to these core courses, we offer Advanced Placement options for our students to include AP World History (10th grade), AP United States History (11th grade), and AP Economics - both Macro and Micro (12th grade). Electives in the department include Psychology and Bronco TV (a TV production course).

A unique aspect of our Social Studies curriculum involves National History Day. All of our 9th and 10th graders participate in the National History Day competition. Students conduct extensive research projects of their choice either individually or in a group. Students defend their projects during our midterm exam period. Then, students present their research at an in-house competition in the format of a research paper, performance, documentary, exhibit or website. Winners in a variety of categories go on to compete in the regional, state and even national competition. This experience provides all of our freshmen and sophomores with an in depth research experience that requires them to gather primary and secondary sources, develop an annotated bibliography and present their work to an audience.

Assessment in the Social Studies department includes traditional quizzes and tests as well as essays including document based questions that mirror the New York State Regents exams as well as the Advanced Placement exams. National History Day (NHD) work which is completed in the 9th and 10th grade classes also serves as a form of assessment. Students' research and writing skills are assessed in NHD as well as their communication skills because students defend their thesis to a panel of teachers during our midterm exams. Social Studies courses also include Socratic seminars and debates to assess student understanding and students' ability to argue multiple perspectives.

### **1e. For schools that serve grades 7-12:**

Students in Bronxville participate in a variety of programs that support their college and career readiness. In our curriculum, we offer an Entrepreneurship I and II course which are each a semester and go through the tenets of business development and design thinking. Seniors in our WISE program are given the opportunity during the second semester to participate in an internship and opt out of English or Social Studies. Finally, all of our seniors participate in the Senior Shadowing program during the final three weeks of school. Seniors set up internship opportunities and experiences and reflect upon those as it relates to their

future interests.

We have a variety of community service opportunities available to our students through our Bronxville Youth Council, a club in the high school. In addition, we offer a Service Learning Seminar in which students are involved in a service learning activity and learn about the difference between being of service and doing community service including how service may impact one's understanding of oneself. Many of our 32 clubs also offer students opportunities to develop their leadership skills as well as chances to organize and facilitate events. Our entire district is housed within one building and many of our clubs develop activities and events that include elementary and middle school students. Our Habitat for Humanity club hosts an annual gingerbread house making event that raises money for the Westchester Habitat for Humanity. This month, our Math Club will host a Math Fun Night for elementary students.

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

**2. Other Curriculum Areas:**

**2a. Arts (visual and/or performing)**

We have an extensive visual and performing arts program at Bronxville. In the Visual Arts, we offer courses in Studio Art from Studio Art I through AP Art. We have semester long electives as well including Ceramics, Digital Photography, Computers in Art and Creative Crafts. Our Fine Arts department also offers AP Art History. Students are extremely talented and well supported by our program and we have had a number of students earn accolades from outside entities such as the Scholastic Art Awards. One of our current students earned a perfect score on the AP Art exam last Spring as well.

In the Performing Arts, we offer Chorus, Orchestra, Orchestra Honors, Band, Band Honors and AP Music Theory. We have a large portion of our high school population (28%) who participate in these various ensembles and our students have been awarded All State honors for their achievements in Chorus, Orchestra and Band. Our Performing Arts program also includes a fall play, spring musical and a recently added student led theater production which occurs in the Spring as well.

**2b. Physical education/health/nutrition**

Our HS Physical Education curriculum is divided into 2 segments. In segment 1, the 9th/10th grade students are required to pass 4 core courses before entering 11th grade. The 9th graders will engage in Foundations of Fitness as well as professionally certify in CPR/First Aid. The 10th grade will challenge themselves in Project Adventure and Lifetime Sports. For segment 2, our 11th and 12th graders are introduced to an elective program that runs over the course of the year. Some of the activities include yoga, dance, cardio fitness, weight training, archery, volleyball, pickleball and basketball.

Health is provided to our students at two points during their high school career. This is to ensure that a foundation of information is provided in freshman year and then an opportunity is given to students to discuss issues that are more mature and related to decision making that will be required in college and beyond when they are juniors.

**2c. Foreign language(s), if offered (if not offered, leave blank)**

The World Languages Department offers a language program with the goal to develop listening, speaking, reading and writing skills in the target language. The department offers sequences in Spanish, French, Latin and Mandarin. Mandarin is offered through a program from a regional Board of Cooperative Educational Services (BOCES) center. Most students begin their study of world language in the sixth grade and continue their language study through eighth grade. These students then enroll in the level 2 course in the high school, which allows them to complete through AP level language by the end of high school. Students

can take all of these courses through the Advanced Placement level and over 60% of our students take four years of a language in high school. Students in the World Language courses are offered the opportunity to participate in national exams for each language at all levels. Upper level French students may also take part in an exchange program, where students travel to France to stay with host families and are immersed in the language, history and culture of the country. Seniors are offered the opportunity to complete requirements for the New York State Seal of Biliteracy, which recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages.

## **2d. Technology/library/media**

The Bronxville High School curriculum in technology includes a variety of computer science offerings. We have an Introduction to Java Programming, Robotics, and Introduction to Engineering that utilize visualization software and 3D printers. These are semester electives, and the courses are project based and hands on with the majority of the assessment of student learning in the format of projects. We also offer AP Computer Science Principles and AP Computer Science A. Enrollment in AP Computer Science Principles has expanded significantly over the last two years with over 75 students taking the course this year. AP Computer Science Principles is a portfolio based AP course and encourages students to present their understanding in ways other than a traditional exam although that is a portion of the AP score in the course.

Our high school librarian leads lessons with our students related to research techniques. In particular, she pushes into the 9th and 10th grade Social Studies classes to help with their National History Day projects. In addition, our Bronco TV course utilizes a state of the art TV Studio funded by our Bronxville School Foundation to produce a regular news program reporting on the school.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

We offer a unique science research program called Bronx River Research which utilizes our local ecosystem along the Bronx River, a 10 minute walk from the school, to conduct experiments to determine the health of the ecosystem. Our students present to an advisory committee on a quarterly basis that includes the Mayor, local business people as well as individuals from the Bronx River Alliance and the Bronx River Parkway Conservancy. This program is open to all students and has allowed for students who are not necessarily the top science students to become highly engaged in scientific research.

We offer students the opportunity to participate in independent studies with faculty. Students apply for an independent study by proposing a study with a faculty member that delves into a particular area of interest that is not offered in the school curriculum. For instance, we have a talented artist who is also interested in medical sciences. He developed an independent study to work on anatomical drawings and sketches to combine his two passions. We have an Artificial Intelligence Independent Study this year utilizing graduate students in AI from Stanford, MIT and Columbia over Zoom to teach our students the fundamentals of AI. This year, 22 students are enrolled in the course.

## **3. Academic Supports**

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

At Bronxville High School, our academic supports offer aid to a wide array of students. When a student is performing below grade level, it is impossible to fall through the cracks. We hold weekly meetings during periods built into the schedule to provide time for faculty members to address students of concern. From these meetings, a course of action is decided upon that is followed by our guidance department, school psychologists, general educators, and special education department. Our plans are data driven and research based.

If needed, material taught in the general education setting is retaught in small-group settings to allow for stronger unstructured observations as well as better access to the teachers for those in need. Our special educators have access to the general education teachers' google classrooms, allowing them to stay current with homework, class work and notes, as well as long term assignments. The use of these digital classrooms

provides all teachers the ability to bring instant and meaningful feedback to students performing below grade level.

Our teachers are skilled at modifying curriculum and providing appropriate accommodations for students performing below grade level. An objective of this level of support is to keep the confidence of the students.

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

Our independent study program provides an opportunity for students above grade level to extend their learning in specific areas of interest with faculty advisors. Students are able to propose an independent study in any topic that is related to our academic programs. Often, these are areas in which a student would like to study the topic in depth. Students can demonstrate their knowledge and understanding through a variety of ways during the independent study and the specifics are determined by the student and faculty member providing a lot of freedom and choice in the experience. Many students share with us, after graduating and moving on to college, that this program prepared them well for college level expectations. Annually, about 60 students participate in the independent study program.

### **3c. Students with disabilities:**

The Bronxville High School has special classrooms dedicated to assisting students with significant learning differences. These students are met with individualized programs and accommodations. The accommodations allow these students to be successful while they learn. Some students in these classes are able to mainstream into both academic and non-academic classes, while some focus more on activities of daily living and functional academics. Many of our students in these classrooms have internships at enterprises in our town or around our school building. This allows our students to gain valuable vocational experience. These programs allow all of our students the opportunity to become valuable contributing members of society. Our students in these classes are encouraged to join clubs, athletics, and participate in every aspect of the daily occurrences of a regular school day. It is clear that these students are valuable members of our school's ecosystem.

The Bronxville School's Pupil Personnel Department is involved in determining if a student requires a Section 504 Accommodation Plan in accordance with Section 504 of the Rehabilitation Act of 1973. Students who have a physical or mental impairment that substantially limits one or more major life activities may be eligible for a Section 504 Accommodation Plan.

### **3d. English Language Learners:**

At this time, we have one student who qualifies as an English Language Learner and the student meets regularly with our ELL teacher who supports him in all of his work. She also collaborates with the regular education teachers to ensure that this student's assignments are modified as a result of his language barrier.

### **3e. Other populations, if a special program or intervention is offered:**

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

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

We are committed to providing students with an environment that encourages them to develop as leaders, innovators, critical thinkers and engaged citizens as is outlined in our Bronxville Promise. We strive to provide students with a voice in their high school experience. Choices in course selection, a range of extra curricular options including over 30 clubs, project based learning opportunities in our classrooms, small group counselor led workshops during sophomore and junior year designed (with student input) to assist students in their post high school planning, and input into how the school functions including a student facilitated redesign of our freshman transition program and youth, athletic, or arts councils are some of the ways that students engage with the high school. Student feedback and voice is valued in our school community and something we consider in our strategic decision making process.

We have found, with a shift to project based learning, that choice and voice in learning has increased engagement across the curriculum and levels of course offerings. In addition to project based learning, we have built electives into our program so that students are given a chance to explore areas of interest prior to college. The expansion of computer programming courses is an example of our response to student interest. We have more than quadrupled our students taking computer science courses in the last five years.

We have recently trained the entire high school faculty on the fundamentals of civil discourse so that our students have the opportunity to learn how to participate in a reasoned discussion that presents multiple points of view. We know that our students will need this skill to be active participants in the world.

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

The Bronxville School is the crown jewel of the Bronxville community. Parents are highly engaged and the structure within the high school that promotes this is the High School Council. It functions as the PTA in the high school. We have parents who partner with us through the high school council to support grade level programs, the arts, athletics and programs related to student well being. In addition to our direct partnership with the PTA, we also work with the Bronxville School Foundation which is a non profit that is funded primarily by annual contributions from parents. The Foundation awards grants totaling approximately \$650,000 per year to fund ideas and work proposed by students, faculty, administration and parents. All of these projects seek to enhance the work of The Bronxville Promise and support our students and faculty.

Our school regularly partners with the community including work with the non profit based in Bronxville called One Love. The programming we do with One Love encourages students to maintain healthy relationships. We also partner with the town to support the Fine Arts. Local businesses display artwork from students during our Spring Into the Arts Week every spring. The Chamber of Commerce is a key partner which allows our students with disabilities to intern in stores in the Village of Bronxville. Finally, community members serve on our Bronx River Advisory committee and help us to incorporate the scientific understanding of our local ecosystem into the decision making of the village and surrounding areas.

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

Our faculty are provided a range of professional development opportunities at and through the school and are encouraged to explore opportunities themselves as well. The Professional Development Committee (PDC) in the district is primarily made up of faculty and it helps to determine the district professional development offerings to faculty each year. These range from book studies to Google certification courses and are always based upon faculty input. Additionally, the PDC helps to plan our conference days in order to respond to faculty interest and needs. We support teachers who wish to pursue graduate study through partial tuition reimbursement and salary advancement based upon graduate credits. We also support programs that train our faculty in a variety of approaches such as Teachers College Reading and Writing Project institutes, Innovative Designs in Education and adult learning theory for our department chairs.

Bronxville High School is built on the culture that we are all learners and approaches the development of our staff as a lifelong journey that is co-created with faculty. We seek input into the professional development programs that we offer and attempt to support outside opportunities such as conferences which our faculty wish to attend so that they can continue to be aware of and implement best practices in their fields.

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

The high school has a principal, assistant principal, director of counseling, director of pupil personnel and athletic director. These make up the high school leadership team and the group works collaboratively to provide the structures for the school to function, opportunities for teachers to continue to learn and grow, opportunities for students to learn and grow and avenues for connection between the school and home. The individual positions within the high school leadership team are fluid in terms of filling roles needed at any time during the school year. The philosophy that guides our work together is that we are a team working to improve our school and serve our students. We are in constant communication regarding the functioning of the school. We meet informally on a daily basis and formally on a weekly basis. We have short term goals and responsibilities that are divided amongst the team based upon our availability, strengths and interests. These could include unannounced observations of teachers, supervision of a sporting event or running a professional development program. Our longer term goals seek to continue to establish a culture of caring for each one of our students and an environment of professional growth amongst our faculty. We bring problems to the table that may be getting in the way of those goals and strategize together to institute programs to address any concerns. For instance, the High School Leadership Team collaborated to work on the Freshman Transition program in order to improve school culture and students' transition to high school. Each of us had a part in the changes to the program based upon our unique viewpoints regarding the strengths of the current program and the needs based upon students experiences in the high school. Our administrative roles are in continual flux and shift as needed based upon issues that arise in the school and/or priorities for the short or long term.

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

The Bronxville School addresses the diverse needs and backgrounds of students in order to ensure that all students are able to succeed in high school. This requires us to develop a culture of awareness and understanding within our classrooms and the school. We do this by establishing a curriculum that is rich in resources that reflect our student body and also that expose students to ideas, concepts and cultures that may not be present in our local community. As such, we hope to provide mirrors and windows for our students to understand themselves and others. We regularly review our curriculum in the high school to ensure it is addressing the needs of our students both academically and in a culturally responsive manner.

In addition to our coursework which provides students, families and staff an opportunity to become culturally aware, we have extracurricular options that foster equity and cultural awareness. Our club offerings include a range of cultural and identity based groups in order to encourage a sense of belonging within our school outside of the classroom. These clubs include our Rainbow Coalition, International Club and even the Dungeons and Dragons Club which provide a space for students to connect and learn more about and from each other.

We also partner with local districts such as Mount Vernon and Yonkers in course development and to forge relationships that will expose our students to local communities outside of Bronxville. We have developed service learning opportunities with these districts as well as curricular connections.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Our implementation of design thinking has been instrumental in our school's success. Design thinking is an approach to innovating within an organization. It required us to engage all stakeholders in a process of improvement. This included faculty, parents, students, administrators and the Board of Education. Design thinking values constant change and improvement, searches for problems to solve and iterates solutions. We trained a group of faculty, students, parents and administrators in the approach and then utilized the approach to find problems within the school and work on iterating solutions.

Introducing design thinking in the high school has shifted the culture of the school in multiple ways. First, design thinking focuses on change. If we are not changing, we are not living. Educational institutions tend to be slower to change and more accepting of antiquated approaches. Opening our minds to design thinking and the concept that change is continual and essential has begun to change the mindset of the educators in the high school. We have questioned things that have gone on in the building for decades including how courses are divided, the time slots that are utilized for courses to be taught and the structure of departments.

Design Thinking requires us to search for problems. Problems are seen as opportunities and viewed through a positive lens. Shifting our perspective, as a school, from viewing problems as issues to viewing problems as opportunities has allowed us to delve into our status quo and seek to formulate problems that define the direction we want to head. In our case, we are seeking to be a student centered school with co learning environments where teachers are co learners with students. Through this shift, we hope to foster a stronger sense of community within the high school.

Another aspect of design thinking is the concept of designing small scale prototypes that can be tested and iterated. We have launched a number of prototypes that seek to address the problems we have defined. These prototypes are not full scale. They are smaller tests whose purpose is to gather feedback from the stakeholders and iterate better solutions. We are currently working with a structure we have had in place for some time, our Freshman Transition program and have launched a student led prototype of the program which we hope will grow into a school wide, student led initiative that fosters community and leads to co learning environments.

Empowering all stakeholders as colearners through design thinking has shifted the culture of the school from one where teachers have information/answers and students are recipients of that information to one in which knowledge is formed through collaboration. Students are helping to develop curriculum with our teachers. They are proposing new programs to address issues within the building. And they are working with us to make the high school a more welcoming, engaging and meaningful place.