

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Plainview-Old Bethpage John F. Kennedy High School
(As it should appear in the official records)

School Mailing Address 50 Kennedy Drive
(If address is P.O. Box, also include street address.)

City Plainview State NY Zip Code+4 (9 digits total) 11803-4030

County Nassau

Telephone (516) 434-3125 Fax (516) 937-6433

Web site/URL https://www.pobschools.org/jfkhs E-mail jmurray@pobschools.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. Lorna Lewis E-mail llewis@malverne.k12.ny.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plainview-Old Bethpage Central School District Tel. (516) 434-3001

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. Debbie Bernstein
(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, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 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: 2015, 2016, 2017, 2018, or 2019.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

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	182	200	382
10	176	203	379
11	217	179	396
12 or higher	204	181	385
Total Students	779	763	1542

*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
 - 23 % Asian
 - 0.2 % Black or African American
 - 5.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 71 % White
 - 0.4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 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, 2018 until the end of the 2018-2019 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2018	1536
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Chinese, Korean, Japanese, Urdu, Portuguese, Russian

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

7. Students eligible for free/reduced-priced meals: 11 %
 Total number students who qualify: 173

8. Students receiving special education services: 15 %

229 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. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>13</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>117</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>56</u> Specific Learning Disability |
| <u>17</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>6</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 15

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:

	Number of Staff
Administrators	13
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	117
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	26
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	22
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	15

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	100%	98%	97%	99%	96%

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 2019.

Post-Secondary Status	
Graduating class size	365
Enrolled in a 4-year college or university	91%
Enrolled in a community college	6%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	1%
Other	1%

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

Yes No

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

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

An academically challenging and stimulating environment that enables all students to realize their full potential while being happy, ethical, and analytical citizens of the world.

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

PART III - SUMMARY

The invitation and opportunity to apply for National Blue Ribbon Schools distinction is likely the most important and exciting experience in my incredible career. It is a time for me to share with you our most supportive school community, starting with my student body, comprised of 1542 students. The greater majority of my students I know by name, and if not, then by face. They care about learning and want to make something good out of their lives. They are willing to work hard, both in school and through our athletic and extra-curricular programs, for the sake of being the most well-rounded they could be. They have learned at a young age the value of their education and appreciate the gifts they have been given. They live in an upper-class community, and belong to parents who have instilled such values and work ethic in them. They do have their struggles, however. They are prone to suffering from great anxiety, due to the stresses of the world being carried on their shoulders. They are competitive and fear they will not get into a good college, or the college of their dreams. They take on too much, both in school and out, and they too frequently self-medicate to help them with their problems. With the good is the bad. Our students need adults to talk to, ones who will listen to them and help guide them. They want their teachers to believe in them and help them to learn and grow.

Our school strives hard to foster a strong academic program that meets the needs of each individual student. Our Board of Education and our Central Administration always find a way to support a student's goals, even if outside the traditional path. We believe in teaching students how to advocate for their education, and demonstrate to them the value of it by ensuring their voice is heard through our responses and actions. We encourage them to be leaders in their education, which they do by taking on roles in their clubs and sports, and of course, the classroom. We strive hard to make sure our students give back to their community by helping others in need, whether it be through our tutoring program, working at Child Care after school, or through assisting our senior citizen community at any one of their events, to name just a few. We also do not place importance on one discipline over the other, as we do not ever want our students to think that there is greater value in being a mathematician over an artist, or a behavioral scientist over a cosmetician. In order for our students to be well-adjusted members of society, we want to instill in them an appreciation for all areas of study. We also teach our students to be civic-minded and involved in what is going on in the world around us.

Critical thinking skills are taught in all areas of study, as we want students who recognize they may need to dig further in order to discover the truth. We are teaching them to be literate readers of media, which is timelier than ever before. Students are enjoying the new areas of study that have emerged and are signing up for these courses with great vigor. They are learning about relationships of people through the study of human geography and make parallels to what they are seeing going on in the world today.

Right now, as our students are faced with learning how to be students engaged in distance or virtual learning for the first time, we must be responsive to their needs and demonstrate support for them. They are emotionally fragile right now, as they are being deprived of many of the traditions they look forward to every spring. We have in place initiatives that demonstrate our support for all our students. Outreach is daily and contact with the home is occurring on a regular basis. My leadership style, one that is very inclusive of all constituency groups within the school, is drawing upon each one to be there for each other in this time of need. Students are helping other struggling students. They are continuing their participation in the activities they enjoy, by doing them virtually. Teachers are finding creative ways to connect with their students in ways they never did before. We are at a different place in education today, as world crisis has placed us there. We are facing the challenge and teaching our students resiliency, self-confidence, fortitude and empathy. Those lessons were not typically included in a teacher's lesson plan, but they are now. The distinction of National Blue Ribbon status would be the accomplishment of the entire school community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

We take great pride in our constant efforts to educate the whole learner. Every student is invaluable to us; their challenges and struggles are ours to share. We go out of our way to remove obstacles that impact their ability to learn and grow. By getting to know our students and their home life, we are able to achieve what most other high schools cannot. We embrace parent and guardian involvement in our schools and we solicit their assistance and input regularly. By engaging them in on-line "Thought Exchanges", all have the opportunity to easily participate in discussions pertaining to our school and the education of our students. Our instructional program is rich and challenging, but geared to the variety of learners and their preferred learning styles. We believe that if students enjoy coming to school and take ownership for their course choices, they will more likely meet with success. We have done great work creating a "Profile of a Graduate" for our high school, which includes input from all levels of education in our district, as well as student, parent and guardian, and community member participation. We feel it is essential that we raise and educate our students with an eye to the future. We are proud to be able to graduate young adults who are better prepared for their next chapter, whether it be continued studies at the college level or a trade school, the work force, or the military. Our students are proud and ready for their future.

1b. Reading/English language arts

We offer the following higher level courses: AP Capstone Seminar; AP Language and Composition; AP Literature and Composition, College News Literacy (Stony Brook University), and College Radio Production (Long Island University). Our elective courses meet the diverse interests and needs of our students: Theater Arts I/II, Theater Arts III/IV, Public Speaking for Beginners, Advanced Speech and Debate, Creative Writing I, Creative Writing II, Radio Fundamentals, College Radio Production, and Daily Radio Broadcast. We also offer "Facing History and Ourselves", which is designed to teach students the results of hatred and bigotry in society. Literature/Writing Fundamentals I/II, a course co-taught by a Reading certified teacher and an ELL teacher, is available for students struggling with literacy (more than two years below grade level expectations) which also serves as one of our transition courses for ELL students as they advance their language proficiency. Integrated Co-Teaching is available in our grade 9, 10 and 11 offerings. Students who need additional ELA support enroll in an English lab every other day with courses that offer a "Power Writing" element. We include English course offerings for all Special Education/Special Class students. A self-selection process is available for students to enroll in all higher level English courses. A Nassau Community College Transition Program is offered to students pursuing an Associate's Degree, so students can begin college with a fully-matriculated status. A "Writers' Cafe" is available to students as an extracurricular activity and is advised by an English teacher. Special efforts have been made to update our Scope and Sequence to offer texts that provide various perspectives (race, ethnicity, gender and sexuality). Highlights include: English Language Arts Regents data: 96.9% passing, 92.8% aspiration, 74.7% mastery, and the average score was 88.8. In our Advanced Placement courses, AP Capstone Seminar had a mean score of 3.52, AP Language and Composition had a mean score of 3.18, and AP Literature and Composition had a mean score of 2.91.

Formative and summative assessment data is analyzed to improve school and student performance. Teachers from the same grade level use after-school professional development opportunities to collaborate within collegial circles to compare authentic student work, discuss standards, identify exemplars, and to use evidence of emerging student strengths and weaknesses to inform class instruction moving forward. The department also features common assessments based on NY State English Regents tasks. For example, the midterm features multiple-choice questions based on literature, nonfiction, and poetry as well as a text-analysis response. Our final examinations feature an Argument-based essay. For our AIS students, we utilize the NWEA exam to receive instant feedback on students' strengths and weaknesses related to literacy to create individualized learning targets. As well, for students struggling with literacy, additional

assessments provided to students and analyzed by Reading specialists include the Reading Inventory (formerly known as an SRI) as well as Fountas and Pinnell benchmarking.

1c. Mathematics

Our robust math program includes AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science A, AP Computer Principles, College Statistics (SUNY Farmingdale), College Calculus (SUNY Farmingdale), Multivariable Calculus (SUNY Empire State College), an evolving computer science program that exposes students to a variety of programming languages including Visual Basic, Python, Java, and Scratch, and the following math electives that meet the diverse interests and needs of students: Data Science, Website Development, Financial Algebra, College Ready Mathematics, Introduction to College Algebra, Introduction to Statistics.

Integrated Co-Teaching is available among our Algebra I, Geometry and Algebra II classes. Math offerings for students in Special Class include Algebra I, Geometry Regents, Geometry Non-Regents, Financial Algebra, and Introduction to College Mathematics. Students who need additional support in mathematics have the option of enrolling in a math lab every other day, working with a peer tutor from NHS, and/or supplementing their learning with the ALEKS program (an adaptive online program that creates a unique learning pathway for each student). A self-selection process is available for students who would like to enroll in higher level math courses. A Nassau Community College Transition Program is offered to students pursuing an Associate's Degree who seek full-time matriculated status in the fall. With approval, students are able to accelerate within our mathematics program by either doubling up in 9th or 10th grade, or by completing coursework over the summer. Highlights of student achievement related to mathematics in 2018-2019 include: Algebra I and Algebra II Regents, 98% passing; Geometry Regents, 96% passing; AP Statistics and AP Computer Science Principles, 100% passing; AP Calculus BC exam, 97% passing with 63% of students earning a score of 5. Students participate in the American Mathematics Competition (AMC 10/12), the Long Island Math Fair at Hofstra University, and at the Nassau Mathematics Tournament at SUNY Old Westbury. One of our 9th grade students placed 7th overall in the individual rounds. Students participated in the Nassau County Interscholastic Mathematics League contests, and the High School Programming Competition at St. Joseph's College.

Summative assessment data from midterms, Regents exams, and AP exams continue to be analyzed by teachers and administrators to improve student understanding and performance. The math teachers come together, each September, for a Regents Round table hosted by the math chairperson. During this workshop, teachers break-up in to groups to carefully explore the data for each exam, create a list of curricular concepts that may need more attention, and ultimately, spiral these concepts into their instruction and assessments throughout the school year. Upon exploring midterm data, the high school math team revisits their list of curricular concepts to determine if any further tweaks or modifications to instruction need to be made for the second semester.

1d. Science

Our challenging and rigorous program requires 4 years of science study, ensuring exposure to Earth, Life, Chemistry and Physics. Instruction transitioned to the new NYSSLS/NGSS with 3Dimensional instruction. We introduce concepts and support students developing deeper understandings of the fundamentals through collaborative work. The curriculum uses daily formative assessments to drive instruction to support student performance; inquiry based hands-on labs, virtual labs/simulations with data interpretation, direct questioning and online assessments.

Summative unit assessments and midterms are developed from a common database and provide feedback on students' readiness for end of the year standardized exams such as AP and Regents. Teachers meet regularly to analyze the summative data during professional development, common preps and in collegial circles. Adjustments are made to support gaps and/or pacing. AP offerings include: Chemistry, Biology, Physics 1, Physics C and Environmental Science. College level courses include: Anatomy & Physiology (Long Island University), EMT (NSCMSA and certification), College Engineering (Hofstra University) and Health Related Careers (LIU). Our elective courses meet the diverse interests of students: Astronomy,

Biotechnology/DNA Science, Forensics, Applied Science and Aeronautics. Integrated Co-Teaching is available to grades 9-11 and Special Education/Special Class students are offered science instruction in Earth Science, Life Science and Chemistry. 2018-2019 Regents passing rates: Earth Science 81%, Living Environment 97%, Chemistry 90%, Physics 95%. We have one of the largest open-enrollment Independent Research programs, grades 9-12. 9th graders are exposed to the fundamentals of research, 10th graders develop in-house projects using university grade equipment. 11th and 12th graders seek their area of interest in both natural and behavioral sciences, working with university mentors during the school year and over the summer in preparation for submission to national and international competitions, such as Regeneron STS, ISEF and JSHS.

1e. Social studies/history/civic learning and engagement

Our Advanced Placement courses include: Capstone Research and Seminar, Psychology, Government and Politics, MacroEconomics, US History and World History. Our electives are timely, relevant and promote active engagement in students' lives. They include: Psychology, Child Psychology, History and Film, Power and Politics, Terrorism Today and Facing History and Ourselves.

Integrated Co-Teaching is provided to our Special Education students. Struggling students are offered lab period. An annual METMUNC conference is hosted with over 300 students. AP Psychology and Capstone Seminar provide the foundational knowledge to prepare students for a Psychology Lab experience as well as a Social Science Lab experience. Students conduct in-house research with a mentor teacher and participate in local, regional and national competitions. Curriculum is vertically aligned in accordance with the goals of the NYS SS Framework, with attention to historical thinking skills and civic engagement. Partners with Stony Brook University School of Journalism, we're a lighthouse district and infuse media literacy in all curriculum. We're committed to students becoming informed consumers of the news and promoting civic engagement. Highlights include: Global History Regents, 99% passing; US History Regents, 98%; AP World History, 97%; AP US History, 96%; AP Capstone Seminar, 100%. We engage in the creation and analysis of formative and summative assessment consistently; critical to historical thinking skill building. Sourcing, contextualization, perspective and bias are among the seminal skills of an historian.

Teachers assemble exemplars and collaboratively analyze student data to ensure inter-rater reliability and identify gaps in understanding. Evidence based discussions among colleagues assist in the identification of instructional strategies that increase the probability that students master seminal skills and process content. Common midterms are created, administered and analyzed to assess mastery of a substantial body of content and enduring skills and concepts.

1f. For secondary schools:

In line with our Profile of a Graduate, we want our students thinking about life post-high school early in their academic career. We host Career Days, so students can start thinking about interests and options for areas of study. We continue to be reflective of our course offerings to make sure they are in line with the trends and are timely and up to date. Students choose college majors based on what they exposed themselves to in high school, so it is essential that our offerings have an eye to the future. We offer a rich Career Exploration Internship Program for our students to enroll into. In partnership with the local community Rotary Club, our students have the opportunity to work with local business owners and complete an internship program with them. Teachers from our Business Department facilitate the partnerships, based on student interest. They supervise their students throughout the experience, ensuring their role is taken seriously. In school, they learn interview skills and resume building, which students are required to complete prior to their internship. Students receive course credit upon the completion of their internship, and very often find summer employment with them. We also offer a General Education Work Experience Program, for our Special Education students as well as for our mainstreamed students who are interested in learning a trade or desire to enter the workforce after graduation. Students learn skills that will prepare them for both. We participate in the NYS Approved Career and Technical Education Program of Study: Business Management and Entrepreneurship. Our students learn Microsoft Office Specialist (MOS) Certification: Word and Microsoft Office Specialist (MOS) Certification: PowerPoint. This year, we began a Career and

Technical Education Program, through our Business Department. Next year, the Social Studies Department will be included.

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

2. Other Curriculum Areas:

We are very proud of our Visual Arts program, which includes high achieving sequential art programs/courses that result in 100% AP success (scores of 3, 4, or 5). Rich history of Long Island Scholar Artist winners as well as local, state, and national art contests/art show winners. Our Studio in Art program is offered to all district-wide 8th graders. State-of-the-art media art labs with industry standard equipment/computer programs as well as a fully functional traditional photography darkroom.

In Business Education, we offer higher level courses: College Accounting, College Business Administration, College Business Law, College International Business, College Marketing, College Sports Management, Virtual Enterprise for our students. DECA and Moot Court are both regarded as co-curricular. Traditionally, approximately 130 students move on to the National level and approximately 40 participate in the International level. Our students participate in NYS Bar Association High School Mock Trial Tournament, Long Island Mentor Moot Court Tournament.

In Music, 71% of the students who took the AP Music Theory Exam passed with a 3, 4 or 5. Our full Orchestra and String Orchestra both received Gold Ratings with Distinction in 2019. Our Band and Orchestra, for the first time, performed in Disney World, Florida, and participated in workshops designed for music students. In Technology, we continue to transform our course offerings.

This year we are offering Foundations, Robotics, Engineering, Aeronautics, Modern Manufacturing, Computer Tech Support and Careers in Engineering. We integrated projects that had practical application. The Modern Manufacturing students visited our newest labs in the district, at the middle school, to design and create prototypes of sink covers for the lab stations, providing students with purpose.

In our TV Media courses, our students create portfolios including their productions and they submit their work to local film festivals. A YouTube page has been created to feature all of their current work.

In the area of Physical Education, over 105 student athletes received post season honors. We had student athletes earn 5 All-State honors and 25 All-County performers. This department earned the NYSPHSAA School of Distinction Award, given to school districts having 100% of its varsity teams qualify for and receive the Scholar-Athlete team award during their respective sports seasons. Ten student athletes advanced to college to continue their academic and athletic careers in 2019. In the area of Health Education, all students are enrolled in courses in this area of study in 9th or 10th grade, depending on their preference, and again in 12th grade. We have a comprehensive program in place to teach students the dangers of substance abuse, including vaping. This year we brought in renowned researcher and speaker, Dr. Stephen Dewey, to educate our students about the effects of all forms of addiction on the teenage brain. This program was for all students and their parents as well. In the Fall of 2019, my team of administrators, along with our Physical Education teachers, presented to the student body, an assembly program for the SaySomething anonymous reporting system application. Students were taught the importance of being up-standers and voicing their concerns when they see something wrong. We want our students to be advocates for themselves and to be concerned about the health and safety of themselves and others. We hosted a Parent Academy this year, where students and parents come and attend workshops where they can learn technology skills, substance abuse awareness, and post-high school planning, to name just a few. The evening event is well-received by our school community, as it is an opportunity for all to come to the school and learn about important topics involving their children. We also hosted Shanty Foundation's 150 anniversary of Gandhi in the winter time. Community members came to the school, enjoyed performances of song, dance and food, while learning about this important historical figure of peace.

3. Academic Supports:

3a. Students performing below grade level

We create many opportunities for students to be successful, but for those students who struggle to achieve goals, we have many support systems in place. During the school day, we offer Prescriptive Remedial, where students can meet with a teacher for academic support any period of the day. If a student has a lunch or unscheduled period, this would be the time to receive one-to-one help. We also provide Period 10 Remedial for all students in need of assistance after the school day is over, Monday through Thursday. In addition, students who are showing signs of struggling are identified by their guidance counselor at a weekly Instructional Support Team meeting. Faculty members put plans in place to ensure outreach is made to the student and family. Department supervisors are also part of the process, as they monitor student performance and are part of the academic intervention process. Social workers and school psychologists are always available to help students who struggle with the emotional aspect of their challenges to perform to their desired goals. We offer lab classes and Integrated Co-Teaching (ICT) classes, for those students who are not identified with an IEP, but need additional academic support. We also created an alternate education program, called Twilight, for those students who struggle with the norms of a traditional high school setting. Students learn in small groups, outside of the school day, and find great success with it. Students who struggle with anxiety embrace this specialized program. Performance results are reviewed throughout the course of the year, and at times, when grade performance may prove to be inconsistent with mid-term or final exam results, recommendations for review and possible scaling are considered at the Central Administration level.

3b. Students performing above grade level

We pride ourselves on our academically challenging offerings and level of instruction for our students. With our Self-Selection, or Open Enrollment policy, students are able to take courses they want to take, without having to seek permission from teachers or department supervisors. With that, we have found that they rise to the occasion and outperform the expectations of teachers. Academic support is always available for them as well. In addition to Prescriptive and Period 10 Remedial periods, Regents and Advanced Placement Review sessions are provided mid-year and in the Spring, in preparation for final assessments. On-line academic support programs are incorporated into the instructional day, such as Castle Learning and ALEXS, for example. Students who perform above grade level, and there is no course offered that would be appropriate for them, are given the challenge of continuing to learn using an on-line program. We also have created partnerships with local and state universities to provide more challenging programs that result in college credit guaranteed.

3c. Special education

We provide specially designed and intensive instruction and support across a continuum of programs to meet the needs of all students. Teachers collaborate with general education educators to ensure that all students' social emotional and academic needs are met. Grade level teams meet weekly to review student's progress, data and target instruction. The department participates in on-going professional development including; models and practices in integrated teaching, specialized instructional practices, IEP goal development, the Strategic Instruction Model, exit summaries and the transition to college and career as well as targeted development in content area subjects. A teacher of the deaf works with hearing impaired and deaf students and provides consultation to general education teachers on adaptations to the classroom environment and equipment. The teacher of the visually impaired works with students who require services as well as consults with orientation and mobility specialists and the school building teams. The speech-language therapist provides assessment and strategies to improve communication and learning outcomes. The Assistive Technology Coordinator actively works to ensure that students with disabilities have meaningful access to assistive technology that meets their individual educational, communication and environmental needs. All students have the opportunity to utilize Universal Design for Learning to reduce barriers to instruction. Students with disabilities also have access to Google Chrome extension tools such as Read and Write for Google which provide text to speech technology, word prediction and spelling and grammar supports, as well as Open Dyslexic font to improve reading fluency. Students who receive alternate

assessment and curriculum receive both educational and work based experiences. They have the opportunity to work throughout the school and in our Practical Assessment Exploration System lab. Our students also have the opportunity to receive job skills training and supported employment through the work study program in collaboration with local businesses.

3d. ELLs, if a special program or intervention is offered

The parents of our ELL students meet with the ENL teachers at the beginning of the school year at a Parent-Teacher Orientation Program. At that time, an overview of the ENL program is presented and parents have an opportunity to ask as many questions as they wish. Furthermore, during the school year, teachers meet with parents at least two more times for individual conferences. Teachers are always accessible by phone, and every effort is made to communicate with parents in their native language. This includes translations of letters into different languages and hiring translators to meet with parents during important meetings throughout the school year. Additionally, during the spring, ENL parents and students participate in a district-wide Celebration of Diversity. This celebration allows our ELL students to share the foods of their cultures, art projects inspired by their cultures, and/or student created performances that highlight their cultures. To assure that all of our incoming ELLs are given reading support, a reading benchmark assessment is administered to all new entrants to determine what reading level they are. This benchmark assessment is then administered quarterly to track weakness and gains. These assessments are designed to provide teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction. We believe that it is important to communicate with the families of our ELL students, to honor the cultures of our ELL students, and to support the literacy goals of our ELL students. All of these programs and interventions help to enhance language acquisition skills and assure the academic success of our ELL students.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Special events for students: We have many programs that teach students and parents, in preparation for life outside of school. Each year we start the school year off with Class Assemblies, to welcome our students to school and to help them prepare for what we hope will be their most successful year yet. It is an opportunity to capture our students' attention, motivate them and review school policies and procedures as well. We teach them and their parents what it means to be responsible drivers at our Safe Teen Driving programs. Any student who is interested in driving on our grounds must attend this important session, co-hosted by local law enforcement agents. We offer Guidance Department Information Nights for all students and parents to attend, by grade level. At each event, students and parents learn important and age appropriate information, from bully prevention to financial aid planning. We are most proud of our Grade 12/Operation Apply, which is a program to help students complete their college application process by meeting with English teachers who help them review their essays. We host a Homecoming Parade, Fair and Fun event every year, which brings out the community and more. Some of the other events we are most proud of include: "Finding Your Best-Fit College", our Room2Breathe - for those who need a safe place to decompress with mindful techniques during the school day, the College Essay Workshop, College and Transition Fair, College 101 Workshop Series, College Rep Talk, Freshman Orientation. This year we brought in renowned researcher and speaker, Dr. Stephen Dewey, to present "Addiction and the teenage brain" presentations to all students and parents. In addition, we currently offer over 30 extra curricular clubs for our students to participate in. There is literally something for every interest. Students propose new clubs all the time and if a club is under-performing, it is replaced by one that has greater interest and support. Some of our most popular clubs include Drama Cadets, Robotics and DECA, which is co-curricular. We also have an extensive honor society program, where students fulfill community service expectations to give back to the community.

2. Engaging Families and Community:

Annual events like Parent Academy, bring out the specialists in our community to teach residents important things that their children know, but they likely don't, and it is done in a fun and exciting evening program. Each year we come up with a different theme, based on trends or needs of the members of the community. For the new entrants to our school and their parents, we host an Incoming 9th Grade Parent Night. STEAM Night is a tremendous event in which all students in the community are invited to attend and they learn by engaging with high school students in fun, educational events. Literacy Night is a similar night to STEAM Night, but it is geared toward teaching students the pleasures of reading, through interactive reading and listening experiences. At "Parent edTech Bootcamp" we teach parents websites and programs that would be helpful to them as parents who want to support their child's education. Each spring we engage in a POB Heart Walk, for the American Heart Association. Our Homecoming Parade and Fair takes place in early October and is a wonderful event for families to come out and support our school. Many come out for the food and activities, besides the thrill of a football game. At our Financial Aid Night, we teach students and parents all they need to know to prepare for such an important next step in their senior's life.

We offer a Freshmen Orientation, which takes place just before students enter the high school. Our Financial Literacy Day is sponsored by our Business Education students and is a day to teach upcoming students all they need to know about saving their money and making it count. Our Senior Citizen Tea, sponsored by our Orchestra students, and our Senior Citizen Prom, sponsored by our Community Service Club, are two events that teach inter-generational skills to our students. It is a great opportunity for both students and our senior residents to learn from each other. Our SADD Blood Drives take place in the Fall and the Spring and are known as top performing drives, according to the county's Blood Center. Arts and Crafts Days at our Child Care Centers are hosted by The National Art Honor Society, and the Feed the Funnel event, also coordinated by National Honor Society, was planned for this Spring, but will be rescheduled for October.

3. Creating Professional Culture:

This year all units in our school operated without a new contract, and many have become disgruntled and feelings of under-appreciation were voiced. I knew it was important for me to continue demonstrations of pride in my teachers' work, and their student-centered efforts, in order for the year to be successful for our students, and for them. It is essential to have all voices in the school being heard and feeling valued. Whenever possible, they need to be included in part of the decision making process, as they are important stakeholders. In our high school, the students know the building administrators well and feel comfortable coming to talk to us and to present ideas. We are very visible and approachable, and we do our best to get to know each student in our student body. Every morning, for 15 years now, I have stood at the entrance to our school and I greet every student as they come in. Many of them stop to talk to me, while others will give me a nod acknowledging they see me. It is my opportunity to see them and to take notice of how they are looking and acting. While I am greeting students, of course I am greeting my faculty and staff as well. I often have quick chats during that time, that help start the day off on the right foot for many I meet with. We have a Building Advisory Committee, which includes students, parents, teachers and administrators, and the purpose of the committee is to discuss issues and propose solutions. Members of our faculty and staff all have opportunities to grow in their respective areas through our Staff Development program. We encourage professional learning and find ways to support our members. As of late, we have been working virtually for 6 weeks due to the Coronavirus pandemic. I have maintained constant communication with my staff through Zoom and Google Meet meetings, in addition to daily email messages to students, which I include them on as well. I made it a priority to send a personal email message to each staff member, demonstrating to them that they are valued and missed. I am deeply impressed by the number of responses I have received from staff members, expressing appreciation for being remembered and thought of. It is touches like these that can improve a school climate.

4. School Leadership:

The leadership style in this school is one I created, as it is very different from what was in place with my predecessor. I learned early on the value of being a good listener and treating others with kindness and respect. We are all partners in education together and the only way we will be successful is if we support each other and value each other's role, voice and work. It is not easy to come to a consensus at times, as each unit member will often believe strongly they are right, but if you work together to come up with a solution, it will be worth it in the end. The learning process to get there is most often more important than the actual outcome. I strongly believe in the open door policy, and the students and staff in my school are grateful for it. We have three assistant principals and with each one I have instilled in them the value of being accessible to those you represent. We have always worked together with each bargaining unit for the betterment of the school. There are times that we do not agree, but there is mutual understanding that all will be treated fairly. Our students and staff know that the leadership style in our school is one that embraces mistakes, but we have to agree to own them and learn from them.

Included in our list of stakeholders, besides students and staff, are our parents. They are strong advocates for their children. It is important to remember that they too very often just want to be heard. If they believe their child is being wronged, they voice their concern - and sometimes in anger. It is my role to assist them in addressing the issue appropriately. Students, parents and teachers are aware that we expect all to adhere to our Chain of Communication to most effectively present problems. If the building administration does not adhere to it, students and parents will quickly learn that, and the respect of the faculty will be lost. Members of our Senior Citizen group are also important community members. In addition to teaching our students history through their life experiences, they teach them the importance of treating others with kindness and respect.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice I believe has been most instrumental to our school's success is our ability to maximize on the relationship we have with our parent community. Our parents have always been involved in their child's education, long before I took on this role. When I first began in this position, many teachers, administrators, and even students and parents commented that the parent community will ruin this school. I heard those statements and thought it was preposterous. I could not and would not let that happen. There are schools where parents have no part in their child's education, and they can't get the parents to attend a guidance meeting or a school event, even ones their own child was participating in. Knowing that parents in this community were already willing participants, I worked hard to change the mindset. It involved teaching all groups the value of each other. Students needed to learn that their parents are their best advocates, and they need their support. Parents needed to learn that if they want to be a part of their child's education at the high school level, they had to act appropriately. They could not do anything that could embarrass them, or inadvertently hurt them academically. They needed to learn how to appropriately monitor their child's on-line performance record, without obsessing over every assessment. They needed to learn how to appropriately communicate with the school. They could not call the principal every time a teacher said or did something, they had to start by talking to the teacher. Teachers had to learn that parents are not the enemy. They have a vested interest in their child's education and are merely advocating for them. Once teachers realized that I wasn't taking sides or pointing my finger against their actions, they realized that I was not out to get them. Trust had to be created with each group. It is an essential part of the practice, but it is not a given it is there at the start. When you enter a new school, there is history there that you cannot undo. It is up to you, the leader, to recognize it is there and to attempt to learn it. Demonstrate that what happened is important, as it explains why things are the way they are. In our case, once trust was established, support for each other grew, as did our ability to succeed.