

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

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

Name of Principal Dr. Gaurav Passi

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

Official School Name Bayport-Blue Point High School

(As it should appear in the official records)

School Mailing Address 200 Snedecor Avenue

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

City Bayport      State NY      Zip Code+4 (9 digits total) 11705-1796

County Suffolk County

Telephone (631) 472-7800      Fax (631) 472-7814

Web site/URL http://www.bbbschools.org      E-mail gpassi@bbbschools.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. Timothy Hearney      E-mail thearney@bbbschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bayport-Blue Point Union Free School District      Tel. (631) 472-7800

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

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

Name of School Board  
President/Chairperson Mr. Michael Miller  
(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. 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.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

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

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying 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	94	90	184
10	92	98	190
11	104	79	183
12 or higher	101	106	207
<b>Total Students</b>	391	373	764

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 95 % White
  - 1 % 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 2015 – 2016 school year: 3%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2015	755
(5) Total transferred students in row (3) divided by total students in row (4)	0.025
(6) Amount in row (5) multiplied by 100	3

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

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

Punjabi

7. Students eligible for free/reduced-priced meals: 11%  
Total number students who qualify: 83

8. Students receiving special education services: 14%  
109 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.

- 8 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 10 Emotional Disturbance
- 2 Hearing Impairment
- 1 Mental Retardation
- 3 Multiple Disabilities
- 2 Orthopedic Impairment
- 18 Other Health Impaired
- 0 Specific Learning Disability
- 16 Speech or Language Impairment
- 2 Traumatic Brain Injury
- 2 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers including those teaching high school specialty subjects	66
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 11:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	95%	97%	98%	95%	96%
High school graduation rate	96%	97%	98%	98%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
Graduating class size	210
Enrolled in a 4-year college or university	65%
Enrolled in a community college	28%
Enrolled in career/technical training program	0%
Found employment	4%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes \_ No X  
If yes, select the year in which your school received the award.

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

The mission of Bayport-Blue Point High School is to develop in all students the social, emotional and academic skills to become successful adults.

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 Bayport-Blue Point School District is nestled in a small south shore community on Long Island. The profound history, which is so much the fabric of our town, is reflected in the varied faces of our large high school building. The delicate arches and tiled halls of the wing built in the 1930's, the straight lines and cold practicality of the 1950's hallways, and the functional openness of the new auditorium, classrooms, cafeteria and gymnasium, all come together to form a pleasing and inviting whole. Tree-lined streets, some fifty miles from New York City, project traditions that are over a century old. Ours is a town that is protected in many ways, a town from which people rarely move, or if they do, they return with children in tow, ready to continue their tradition in the Bayport-Blue Point School District. As a result, we have become a school in which many of our staff members were, in fact, students here themselves and still live in the community, investing their time and talents to make our high school come alive.

college campuses to help them explore options that are available to them. In addition, we have a strong school-to-business partnership that is designed to help students gain exposure to various career fields. The school-to-business partnership sponsors job shadow days twice a year, as well as a career breakfast held at a local university. Our guidance department also sponsors evening presentations for students and parents to help them to better understand the college process.

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

---

### **1. Core Curriculum:**

Bayport-Blue Point High School provides a robust college preparatory curriculum that is designed to engage students in rigorous studies that build college and career ready skills. In each of our core curriculum areas, we offer courses that are aligned with the New York States Regents Curriculum. Through our self-selection policy, students can opt to enroll in courses that are taught on the Regents level or on the Advanced Placement level. We also offer dual-enrollment courses that allow students the opportunity to earn high school and college credit simultaneously. In each area, we also offer support classes that are designed to build the foundational skills necessary for students to be successful.

#### **English/Language Arts:**

The English Language Arts Curriculum provides foundational skills which carry through all facets of our high school's instructional program. Our courses provide opportunities for students to excel with an emphasis on research, writing, reading, and public speaking. Our lessons build critical thinking skills and the ability to synthesize challenging literature. Opportunities for successful progression within the department are offered with the options of Advanced Placement Language and Composition in eleventh grade, and Advanced Placement Literature and Composition in twelfth grade. Students are encouraged to take advantage of these advanced opportunities to broaden their academic perspective and challenge their intellect. We believe that offering an array of options for students to flourish in the area of English Language Arts provides a foundation which will carry through all facets of their education. Opportunities for additional coursework include: Journalism, Writing Workshop, Creative Writing, Public Speaking, and Cinema.

#### **Mathematics:**

The Bayport-Blue Point mathematics curriculum is rooted in the New York State Common Core Standards as well as the Common Core Standards for Mathematical Practices. We have taken the standards and applied an Understanding by Design curricular approach to build a District curriculum that emphasizes enduring understandings, focused learning objectives, and vital essential knowledge elements. This approach has enabled our staff to build daily math lessons that have clear mastery level objectives, student driven activities, and daily assessment and reflection strategies to assess student attainment of the objectives.

Our course offerings continue to expand, giving all students the ability to enhance their learning. Other than the common core classes (Algebra One, Geometry, and Algebra Two), we offer a variety of challenging classes, as well as support classes. Students are able to self-select in our three Advanced Placement Courses: Calculus AB, Statistics, and Computer Science. Recently, we added an Introduction to Computer Science course, which is available to all students requiring no prior programming experience at all. The course is modeled after Harvard's CS50 course, and it teaches all of our students the art of solving problems with technology. New York State mandates that students earn credit for three years of mathematics. In our high school, 90% of students enroll in mathematics in all four years of high school.

#### **Science:**

For more than a decade, the NYS Science Learning Standards have driven instruction and lesson planning in the Bayport-Blue Point School District. Recently, the New York State Science Learning Standards, which are aligned with the NGSS, were adopted and have begun to be implemented in order to create more inquiry and phenomena-based learning. These standards also include a student-centered approach to science and engineering which is aligned with the STEAM initiative. We achieve literacy in science with the integration of the Common Core learning standards. Bayport-Blue Point High School offers courses in Living Environment, Earth Science, Chemistry, and Physics. We also offer Advanced Placement courses in Biology, Chemistry, Physics I and II, and Environmental Sciences. Our department also offers electives in Research, Current Issues in Science, and Marine Biology. New York State mandates that students earn credit for three years of science. In our high school, 90% of students enroll in science in all four years of high school.



## Social Studies:

The Social Studies Department is dedicated to the practice of teaching students to manage and process the overwhelming prevalence of information that they are exposed to every day. One of our goals is to help students become informed U.S. citizens who are prepared to study at the college level and/or pursue a career in a globalized world. Therefore, one of our practices is to inculcate into students the importance of the pursuit and attainment of knowledge as a core value in one's life. The Social Studies Department follows the New York State Framework for Social Studies and places emphasis on the teaching of historical thinking skills: gathering/interpreting/using evidence, causation/chronological reasoning, comparison/contextualization, geographic reasoning, economics/economic systems, and civic participation. There is a significant emphasis on the development of knowledge through the acquisition and application of information, and using that knowledge to engage their communities in a productive way. The students are taught to process information through the analysis of point of view, intended audience, bias, validity, and perspective. The Social Studies department offers courses in Global History, U.S. History, Government and Economics. We also offer advanced placement courses in World History, European History, U.S. History, Government and Politics, and Psychology. We also offer electives in Criminal Justice, Local Studies, and History through Film.

## 2. Other Curriculum Areas:

Bayport-Blue Point High School has a flourishing Visual and Performing Arts Program. For the past four consecutive years, our program has been recognized nationally by the NAMM Foundation with a "Best Communities for Music Education" honor. Students are offered a wide variety of courses that meet the New York State Learning Standards for the Arts, which are designed to promote and encourage intellectual, creative, and emotional growth. Our program objective is to prepare our students to be college and career ready by teaching them how to interpret the ever-changing artistic vocabulary in our modern world. Fifty seven percent of students in grades 9-12 are enrolled in art courses at Bayport-Blue Point High School.

The Visual Arts program begins with three foundational starting points:

1. Studio-in-Art – for students who are interested in fine arts, drawing, painting, art history and aesthetics.
2. Studio-in-Crafts – for students interested in textile design, dimensional art, functional art, and fashion.
3. Studio-in-Computer Arts – for students who are interested in digital art, game design, digital photography, digital film, and editing, graphic art, illustration and page design.

Following the introductory courses, Visual Arts students are offered electives in Cartooning, Ceramics/Advanced Ceramics, Computer Graphics I/II, Digital Photography I/II, Drawing and Painting I/II, Fashion Illustration, and Sculpture/Advanced Sculpture. For the most advanced students, College Board Advanced Placement classes in 2-D, 3-D and drawing are offered, as well as Excelsior Courses that receive dual credit with Suffolk County Community College.

The Performing Arts program begins with three foundational starting points:

1. Concert Band – for students studying a woodwind, brass, or percussion instrument.
2. Mixed Chorus – for students studying voice.
3. String Orchestra – for students studying a string instrument.

Sixty percent of students in grades 9-12 are enrolled in courses in our music department. Students entering sophomore year audition to participate in upper-level performing ensembles: Symphonic Band, Chamber Choir, and Symphony Orchestra. Additionally, several music electives are offered to students who are interested in a more advanced study in Music. Comprehensive Foundations of Music, Brass Ensemble, Chamber Orchestra, Instrumental Jazz Ensemble, Vocal Jazz Ensemble, and Music Theory I are all offered to students looking to further develop their musical skills and knowledge. For the most advanced music student, we offer College Board Advanced Placement Music Theory. Additionally, a large percentage of our student population is involved in the theatrical and artistic components of our annual high school musical.

The World Languages Department supports students' essential skills and knowledge. Students at all levels are exposed to a variety of literary materials in the target languages. Students are instructed to use their

knowledge of their own language in order to find key ideas and to analyze and summarize text in the target language. At the high school level, teachers use authentic materials, and students are tasked with comparing and contrasting their own culture in order to gain an understanding of communities in other parts of the world. As students progress over the course of their high school years, they are required to find meaning in more complex literature. Seventy-three percent of students are enrolled in courses in the World Languages department. Students in grades 9-12 are enrolled in world language courses.

Collaboration, creativity, critical thinking, and problem solving are essential skills fostered through authentic learning tasks. For example, students may work as a team to create a restaurant concept based on the traditional cuisine of a country. Students are tasked with deciding who will handle what parts of the assignment, and they are asked to work together to form a seamless final product. Creativity is fostered through all types of projects. From the aforementioned “creating a restaurant” concept, to creating a Target Language Public Service Announcement using the Garageband app on iPads, to using the PowToon video program to create short videos about themselves, students are constantly given the chance to express their creativity in World Language classes at Bayport-Blue Point High School. While some of our projects involve more teamwork, and some involve more creativity, critical thinking and problem solving are overarching themes for all types of projects that our students complete.

Students in Bayport-Blue Point High School take Physical Education every semester in which they are enrolled in school. All students also must pass a health class before graduating from high school. Our school’s approach to Health and Physical Education is to offer several courses suitable for students of all interests and ability levels. Physical Education is part of the total education process. It provides opportunities for the physical, emotional, mental, and social growth of each child. Our curriculum focuses on individual, small group, and large group activities involving varied skills and social interactions.

### **3. Instructional Methods, Interventions, and Assessments:**

Teachers throughout our high school utilize a variety of instructional approaches designed to actively engage learners in each of our classrooms. As a school, we have focused our instructional priorities as follows: Creating mastery-level objectives for every lesson, focusing on high levels of cognitive engagement, and developing formative assessment of student learning. These instructional priorities have been the focus of our professional development, classroom observations, and conversations about instruction with our professional staff.

Our math classrooms are not set up with traditional rows and columns of desks. Our classrooms are arranged where students sit in groups. Some classrooms have movable desks and chairs. The non-traditional approach allows our teachers to create lessons that are student driven and maximize student engagement. The non-traditional arrangement allows teachers to ask questions and then allows the students time to discuss answers in pairs, effectively affording every student the opportunity to answer. Students are encouraged to collaborate with not only their peers, but also with the teacher as well. Strategies to incorporate “student voice” in our curriculum are discussed monthly at our grade level and department meetings and daily at our common planning meetings. Our course offerings continue to expand, giving all students the ability to enhance their learning.

## PART V – SCHOOL SUPPORTS

---

### **1. School Climate/Culture:**

Many deliberate decisions, acts, and habits go into creating the positive school climate in which we all learn and work. Together, students, staff, and parents work cooperatively and collaboratively to build and maintain a culture where learning and growing are natural byproducts of our committed efforts. Our staff fosters a positive environment through their presence. You will find teachers and administrators welcoming students with warm smiles and friendly greetings. As students navigate the building, they also gaze upon their displayed artwork, awards, and encouraging banners and on PS I Love You Day, every hallway and locker is covered with uplifting quotes and statements.

The people who inhabit our school have much to do with the climate of the building. For one thing, teachers prioritize the concept of mutual respect in the school. Students are encouraged to share their opinions and concerns through formal and informal means. Teachers also continue to find ways to help students share their “voice” through their work.

One very visible way teachers reinforce their positive connections and relationships with students is to support students’ passion areas. Teachers regularly return to school and travel to see students compete athletically and perform in the arts. They also go out of their way to support students’ endeavors not directly connected to school activities by attending community events outside of school. Our teachers also spend considerable time with students beyond class hours in support of their academic goals. Many early morning, late afternoon, and lunchtime study sessions take place. In addition, support is offered and communicated through phone calls home, emails, in-person parent meetings, informative workshops, and informational newsletters.

Students are connected to our school and encouraged to grow in formal settings. The Peer Education Program (PEP) works to spread the message of acceptance throughout the school and Peers to Peers uses eleventh graders to mentor our incoming ninth graders, which provides a learning experience for both. Our school counselors meet with students, according to a comprehensive plan, to review academic progress, encourage career exploration, and support the college preparation process. High expectations are also communicated to students and parents, and all are encouraged to stretch, reach, and challenge themselves. The result is that the overwhelming majority of our graduates earn the highest diploma and honors afforded to NYS students, and they attend college at rates in line with the finest high schools in our country.

Our school also understands that without support for teachers, our successes would not be possible. In addition to past, present and future facility improvements and investments in classroom technology, teachers in our school are also supported by the administration, community, and students in a myriad of ways. They are included in the decision-making process by being part of the School Improvement Team, Faculty Council, Interview/Hiring Committees, etc. Additionally, the newest teachers among us are brought into the fold by a New Teacher Committee, which is a joint effort between the Teachers’ Association and our District Office personnel.

Teachers’ efforts are recognized and honored throughout the year. Commendation is offered at Board meetings, via personalized thank you notes from administrators, parents, and students, and at two special events. At our Recognition of Excellence dinner, six outstanding seniors each select teachers who they would, in turn, like to recognize and thank. Additionally, at Senior Awards Night, outgoing seniors recommend district staff members to be recognized as a Teacher Who Made A Difference.

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

Bayport-Blue Point High School has a long history of working with families and community members for school improvement and student success. Over the years, the high school has developed and implemented diverse avenues to foster collaboration between community residents and our school. Included amongst these opportunities is our collaboration with the Chamber of Commerce and our partnership with our

Athletic Booster Club, SEA-BBS (Society Encouraging the Arts in Bayport-Blue Point Schools), and SEED (Student Educational Enrichment and Development Foundation). Each of these organizations has helped to enrich the educational program that we offer our students.

The high school has also worked hard to cultivate a school-to-business partnership. Through this group, high school students are afforded opportunities to learn from business professionals through shadow days, career breakfasts, and invitations to participate in Chamber of Commerce events and meetings.

Our booster clubs help to engage parents and community members in events throughout our district. At the high school level, SEED helps to fund scholarships for students. They also sponsor cultural breakfasts in which our World Language students travel to the elementary schools to teach language and culture to elementary students. SEED also allows our teachers to apply directly for money to complete worthwhile projects and field trips.

SEA-BBS has helped to put on art and music shows and also has provided scholarships to our graduating seniors. Our Athletic Booster Club raised money for our building's athletic program, including providing money for scholarships and money for athletic equipment and supplies.

In addition, each year thousands of dollars in scholarships are privately donated to graduating seniors by members of the Bayport-Blue Point school community. Included in these scholarships is a community organization, the Vinny Perry – Mike Marchan Scholarship group. This organization gives money in the form of scholarships to students who demonstrate their entrepreneurship and creative skills by coming up with a business or product idea in our annual Phantom Challenge competition.

Great South Bay Coalition is a community group that was established to address the growing concern of increased drug and alcohol use among our youth. As such, this group has sponsored informational presentations and trainings to help combat drug and alcohol use in our community.

Through a partnership with the Suffolk County Department of Health, we have established a Peer Education Program in which students learn healthy communication and bully prevention skills. Our high school students then present workshops on bully prevention to elementary and middle school students throughout the community.

Each year our student council engages the community by sponsoring events at the high school for younger students. The student council, in partnership with other student organizations, puts on a Safe Halloween experience for elementary students, Habitat for Humanity builds, and a Book and Pajama Holiday Drive for those in need.

Our school also engages senior citizens in the community by sponsoring a senior citizen dinner with entertainment from our performing groups. Our music department also puts on a senior citizen performance of our school play.

In addition, we engage the community via electronic communication with a variety of accessible formats. Many of our high school teachers utilize google drive to share information with students. All faculty is accessible via e-mail, and many of our teachers utilize websites. Our Parent Portal allows parents to access real-time information regarding grades and attendance from their homes. In addition, each week a Principal's Newsletter is sent home to high school families. This electronic newsletter contains important information for the upcoming week.

### **3. Professional Development:**

Teachers and administrators play a large role in our school's professional development approach. Through colleague-to-colleague collaboration using in-house teachers for professional development experiences, teachers and administrators work together and benefit from utilizing the knowledge within the room. We have created a book study group where teachers read and share their ideas about techniques to use within the classroom, utilizing the framework from, *Make it Stick*, by Peter C. Brown and Henry L. Roediger III.

In addition, specialized teachers assist in training other teachers in their areas of expertise. Our school district offers high quality, supportive programs for new teachers, such as a comprehensive, three year New Teacher Program, as well as an intensive mentor program. The district provides opportunities for teacher feedback and choices regarding professional development experiences. For example, the administrators utilize tools, such as Survey Monkey, to provide options for professional development and to offer feedback. There are opportunities for teachers to incorporate new technology within the classroom after being trained on the latest tools, such as Google tools, Chromebooks, iPads applications, and the integration of technology across disciplines. By affording teachers and administrators opportunities to attend conferences, they are able to further enhance their skills and knowledge of technology and new curricular approaches.

Many of our professional development activities are aligned with academic standards, supporting student achievement, and school improvement. The district provides the teachers with expert consultant training, such as several seminars with Dr. Ray Jorgensen regarding improving communication skills and increasing student voice within the classroom, training on “interrater reliability” for improving student assessment in the World Languages Department, and specific Individualized Education Plan training on transition planning for the Special Education Department. Additionally, teachers are being trained on and provided with Chromebooks in preparation for all incoming freshman who will have their own Chromebooks next year.

The school district provides administrators and teachers with various trainings and opportunities to foster the understanding and usage of academic standards. For example, teachers were provided with training on the Math and English Common Core State Standards. Other departments discussed how to integrate these standards into their disciplines as well. Since the advent of the Common Core State Standards, the district has provided time for teachers to rewrite and revise the current curriculum. In addition, teachers observe their colleagues and build upon best practices within each other’s classrooms, such as the use of Socratic Seminars. Teachers also educate each other about classroom strategies, including grouping strategies, shared lessons, and common assessments.

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

Bayport-Blue Point High School features a schoolwide culture that supports student achievement, empowering all stakeholders to provide leadership. The building leadership team consists of the principal and two assistant principals. The assistant principals work as a conduit between teachers, students, guidance counselors, and parents to support student success, maintaining a multi-year relationship with students that results in individual success.

The building administrators are supported by department chairpersons and lead teachers. The team works hard to provide several different opportunities to engage all stakeholders in the decision-making process at the high school. Several committees have been established that empower stakeholder groups to work towards continuous school improvement.

One such committee is the high school’s School Improvement Team. This committee is comprised of faculty, staff, teachers, parents, administrators, and students. The School Improvement Team establishes annual goals to improve the school climate. These goals are collaboratively determined with input from students, teachers, and parents. Last year, this committee reviewed the practice of ranking seniors for the purpose of graduation and college applications. After several meetings, gathering research from colleges and other school districts, and a lengthy presentation to the Board of Education, the practice was changed. This year, the committee is reviewing the weighting of New York State Regents Exams in students’ averages, as well as discussing ways to modify our testing room so that students can receive the academic support they need.

The Faculty Council Committee consists of teachers, the principal, assistant principals and school psychologists, strive to identify needs within the school community and make recommendations to improve school climate. Several subcommittees focus on specific topics, such as the promotion of a positive school environment, the transition from high school to college, and more.

The Instructional Council is co-chaired by the Assistant Superintendent for Curriculum and Instruction and the Teachers' Association President. This committee consists of teachers and administrators from across the district. Through this committee, new instructional programs are researched and reviewed before implementation.

The building administrators and guidance counselors meet weekly to make sure we know all of our students and can meet their individual needs. When a senior is at-risk for not meeting graduation requirements, there is a building process that includes intervention by all staff members to ensure that all appropriate opportunities to satisfy the requirements for graduation are considered.

The high school leadership team also works diligently to promote student leadership. Student leaders serve as formal representatives to the Board of Education, the Peers to Peers Program, and Peer Education Program, which promote a positive school environment by training student leaders in bully prevention, mentoring, and tutoring.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

---

Our school's teaching philosophy revolves around mastery of content and skills within each discipline, while embracing the growth mindset, and setting high, appropriate standards for all of our students. Being a relatively small high school, there is a collaborative atmosphere that exists between teachers within and between departments. It is not uncommon for teachers to be excited and inspired by what their colleagues are doing in the classroom. Teachers in our school are open to sharing their creative ideas and expertise with each other. Common planning time is valued, and there has also been a move toward teacher-led in-service and workshop opportunities.

Although you will find a great diversity of teaching styles as you walk the halls of our building, it is the emphasis on essential lesson components that makes instruction extremely effective. The staff has become very adept at writing mastery objectives for each lesson. Teachers work together to develop very specific goals for what the students will take away from the lesson, how the students will achieve those goals, and the assessment strategies to provide critical feedback. In order to meet these objectives, teachers have moved towards student-centered instruction. Teachers have come up with many creative ways to make students a vital and active component of their own instruction. As an example, you will not find math classes taught with students in individual rows. They learn in pairs or small collaborative groups. Laboratory exercises in science have moved in the direction of inquiry, where small groups of students are responsible for designing and carrying out a procedure, and for collecting and analyzing data in order to test a hypothesis. Socratic Seminars have been used as a tool for effective discussion in English and history classes. Even when students are taking traditional notes during the variety of classes offered, these "lectures" are often very dynamic. Visuals, media clips, and fine-tuned questioning techniques have replaced rote copying of text from the board.

To meet the requirements of lesson objectives, educators have embraced the use of technology in the classroom. Through technology integration, teachers have been able to adapt their strategies to accommodate the needs of individual students, offer classes with a blended learning environment, and also expose our students to the changing field of technology and career opportunities within it. The teachers and students at our school use technology applications and programs to distribute and collect assignments, survey or quiz students, produce, edit, and organize videos for flipped learning environments, and to design computer programs. Students also have access to a 3D printer in technology and research classes, where they can produce 3D proteins or prototypes on which they have been working. Technology has served as an integral part of the implementation of our STEAM program. It offers students unique opportunities for them to learn through exploration and collaboration with their peers. Additionally, it helps students to develop innovation, communication skills, and to foster their own creativity. Even though our school has embraced the use of technology to enhance instruction for some time, we continue to push forward and have recently initiated a program to provide each student with a Chromebook, and have provided teachers with professional development and training, so we can continue to enhance our instruction through the use of technology.