

U.S. Department of Education
2017 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. Patrick John DiClemente

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

Official School Name Massapequa High School

(As it should appear in the official records)

School Mailing Address 4925 Merrick Road

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

City Massapequa State NY Zip Code+4 (9 digits total) 11758-6297

County Nassau County

Telephone (516) 308-5901 Fax (516) 308-5909

Web site/URL http://www.msd.k12.ny.us/high_mai
n.cfm E-mail pdiclemente@msd.k12.ny.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Lucille Iconis E-mail liconis@msd.k12.ny.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Massapequa Union Free School District Tel. (516) 308-5001

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. Timothy Taylor
(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):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 9 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	0	0	0
10	270	257	527
11	282	304	586
12 or higher	323	298	621
Total Students	875	859	1734

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 93 % 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: 1%

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, 2015 until the end of the 2015-2016 school year	5
(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)]	11
(4) Total number of students in the school as of October 1, 2015	1807
(5) Total transferred students in row (3) divided by total students in row (4)	0.006
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 10 %
Total number students who qualify: 177

8. Students receiving special education services: 11 %
186 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>16</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>75</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>72</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	5
Classroom teachers including those teaching high school specialty subjects	164
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	32
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	17

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 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	92%	92%	91%	92%	91%
High school graduation rate	98%	98%	97%	96%	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 2016.

Post-Secondary Status	
Graduating class size	639
Enrolled in a 4-year college or university	78%
Enrolled in a community college	16%
Enrolled in career/technical training program	2%
Found employment	3%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No 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.
To educate students to their highest level of potential and teach the skills and knowledge so students become capable, creative, and responsible members of society.
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

Massapequa High School is a top rated high school in the nation. Located approximately thirty miles east of New York City in the beautiful community of Massapequa, our school is among the largest in Nassau County, yet maintains a close-knit feel that can be attributed to the multi-generational families that have remained loyal to both our town and the school system. We are comprised of approximately 1750 hardworking sophomores, juniors, and seniors, along with a dynamic hardworking staff. Individuals come together each day to pursue opportunities for learning in an open-campus educational setting that fosters quality relationships and challenging programs amidst a supportive nurturing community. The school is safe, people are polite, hardworking, and dedicated. There is an atmosphere of continuous growth; respect is shared, expectations are rigorous, attainable, and people are compassionate and understanding.

Our school serves a community of students and families that present a balance of pride in past accomplishments with an eagerness in the implementation of progressive educational approaches, technologies, and facilities. A significant number of residents are employed in the fields of public safety, healthcare, education, finance, and public administration. There is passion in the community about education, which shows in the positive commitment to school community and best practice.

Our school serves students that pursue and expect high achievement and success. Students, staff, and families take great pride in our college-level course offerings and the ability of our students to enter universities with satisfied credits. Approximately 1500 Advanced Placement examinations are issued each year to our students (about forty percent of our students will enroll in one or more Advanced Placement course); in 2016, sixty-four percent of student scores were three or higher and thirty-two percent of scores were four or higher. High level participation in the College Board's Advanced Placement program has earned Massapequa AP Honor Roll status twice over the last five years. More than nine of every ten students will matriculate to higher education studies.

Top performing comprehensive special education programs bring distinction to our school. In 2016 – 2017, educators from other school districts have come to visit with our staff, review our facilities, and to engage in dialogue regarding our students' social, emotional, and academic achievement. With a clearly articulated partnership that includes a focus on student development with regard to enhancement of content knowledge, life skill development, job training, and career planning, our students are developing their identities as people while also increasing their potential for future gains in life.

Our school presents a staff of professionals sensitive and focused on the best means of cultivating learners who will be creators in the 21st century, not just consumers. Academic learning communities, innovative scheduling, and varied program offerings are part of the culture. There is an emphasis on maintaining a positive school climate that is inviting to parents and community members. Transitional and orientation programs are present. Staff and student-generated publications and multiple resources are available and published regularly. A website, Twitter feeds, email blasts, Facebook posts, and additional media platforms serve well in hosting a constant window into the ongoing learning community that is present at our school. We have constructed a transparent culture that puts our brand at the center. Students promote our culture and philosophy by participating in the Media Studies program (recognized as a 2016 New York State English Council Program of Excellence), which embeds broadcasting and journalism curriculum into the student experience. Curriculum success is demonstrated by the students' production of our radio station (WMHS, The Tomahawk) and newspaper. The Chief, is an award winning publication that appeals to readers both online and in print.

Embedded in Massapequa culture is a loyalty for Chiefs past and present. With the shared community belief, "Once A Chief, Always A Chief," some of our proudest moments are reflected when alumni and former staff return for Homecoming, our annual winter concert, Thanksgiving and other holidays, and graduation. Alumni classes return for building tours, to support current students in activities, and to speak with students at college and career fairs. At our "Holiday Winter Concert," alumni join the overflowing crowd in the opportunity to sing the Hallelujah chorus for a perfect ending to our program.

Massapequa High School has a vibrant pulse -- alive daily with school spirit, academics, the arts, athletics, and clubs. Our students and staff have a strong identity as a team participating in a dynamic school (ranked a "Best Community for Music Education" by the National Association of Music Merchants, a "Top 500 High School in the Nation" (Newsweek), a "2016 New York State Reward School," a "2016 US News & World Report America's Best High School," consistently competing in county and state athletic championships, and sustaining ongoing service-orientated partnerships with community organizations). There are opportunities for all students and staff to grow as people and to look beyond themselves in pursuit of influencing the greater world.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our academic success at Massapequa High School is in large part due to a strong core curriculum. In consideration of students' ability levels, interests, and a focus on college and career preparation, our school presents to students comprehensive programs of study.

Massapequa High School includes an English language arts program that focuses on reading, writing, speaking, listening and critical analysis. The core curriculum assures that all students engage regularly in relevant exposure, instruction, and practice with all literacies: print, digital, and visual, along with writing for a variety of reasons and audiences. Understanding that students are integral members of our society, our curriculum ensures students are familiar with touchstone texts that enable them to be culturally literate. The common texts selected for students reveal a commitment to multicultural perspectives, variety in genres, and diversity of authors and time periods. The Advanced Placement Capstone program fosters peak performance among students and presents participation in college-level and career-level research and presentation. Foundational skills in English Language Arts are developed as students write and defend arguments, engage in close reading of fiction and nonfiction, create multimedia presentations on student research, and use technology to revise and refine thinking, writing, and research.

Students are presented a college and career preparatory science curriculum. All courses emphasize critical thinking and the integration of math, science and technology. Foundational skills are developed through engaging classroom experiences for students with the study of real world applications. Learning consists of instructional sessions that are inquiry and exploratory-based and well-designed laboratory experiences. To provide courses that will interest all students and provide appropriate rigor, all College Board Advanced Placement science courses are available as well as Forensic Technology, Anatomy and Physiology, and Oceanography, in which students can obtain college credit. Partnerships with regional facilities and local experts in science-related fields have proven beneficial to our students. Enrichment opportunities -- field experiences, laboratory work, mentoring, and internships have introduced and familiarized our students to hatcheries, Brookhaven National Laboratory, the Cradle of Aviation, Cold Spring Harbor Laboratory, Riverhead Aquarium, as well as high-end facilities on the grounds of local universities. A well-respected Science Research program operates within a project-oriented environment. Students are introduced to opportunities to publish their scientific research at professional conferences across the United States.

An integrated approach to mathematics is used in combining topics from algebra, geometry, trigonometry, logic, probability, and statistics. The mathematics department believes all students are capable of success and it is their obligation to support students through rigorous curriculum by offering numerous pathways to an Advanced Regents diploma as well as college and Advanced Placement level coursework. The department integrates formative assessment into all lessons and uses multiple forms of data to support student progress. Technology and group activities are blended within lessons to increase students' opportunities to respond and ensure all students are actively engaged in learning activities. Students are instructed to discuss their understandings with one another and articulate uncertainties. Teachers coach students to conference with peers throughout lessons and look to build stamina and resilience in the learners. The use of a "gradual release" model of instruction confirms that students can work both with a classmate and individually prior to independent application expectations. Partner and small group learning and instruction are consistent in lessons. Teachers look for opportunities to integrate motivating technology activities into instructional sessions.

The social studies curriculum is coordinated to utilize historical content to support students' understanding of key ideas and conceptual understandings. Students succeed in all coursework and are better prepared for college and career as skills, practices, and understandings linked to Common Core Learning Standards and the "Advanced Placement Historical Thinking Skills" are fostered. Lesson design prioritizes student engagement and pedagogical strategies allow teachers to gauge student levels of understanding of historical content and the relationships to concepts and themes. Students prepare for Advanced Placement assessments in: European History, World History, US History, Macroeconomics, US Government, and New York State

Regents Examinations in: Global History, Geography, and U.S. History. Students engage in a variety of authentic activities that support engagement and historical understanding. They participate frequently in lessons on civic engagement. All students participated in a mock-election by voting electronically for the President of the United States and the data was evaluated by students and staff. Students participate in field trips where they navigate and evaluate from a historical context the subway system and works of art at the Metropolitan Museum of Art. Additionally, students travel to Harvard University, a federal courthouse, and to local, national, and international Mock Trial competitions. Students are provided opportunities to compete in National History Day where they create self-selected projects (documentary, website, historical paper, exhibit, or performance) from topics of their choosing and present in the community. "Choice, Challenge, and Support" are key components in the Social Studies curriculum.

Curriculum Support of College and Career Readiness

College and career-level skills are developed at Massapequa High School. Students in all disciplines write, research, defend arguments, engage in close reading, create presentations, work independently, and participate in team research. Contemporary tools are utilized to collaborate, increase efficiencies, and for revision. Skills connected to articulation, project completion, teamwork, accountability, and the appropriate use of resources are highly regarded. Students utilize evidence in supporting claims and literacy-based activities are embedded in all disciplines. Peer and self-reflections are elements to evaluation school-wide. Students involve themselves in curricular-based initiatives beyond the school day and are expected to serve the school and greater community.

2. Other Curriculum Areas:

Our World Language program provides the opportunity to acquire language and to become culturally literate in program studies including: Spanish, French, German, Italian, Mandarin, and American Sign Language (ASL). Students have earned travel scholarship awards for writing, presentations, and academic program efforts and have traveled to Guatemala and Costa Rica to volunteer in villages, teach children English, and to assist in community development efforts. The opportunities to study in foreign countries have broadened the students' perspectives of the world. Courses are available to all grade levels and, depending on a student's pathway, may serve as an elective or a required course. Eighty-one percent (1397) of our students are enrolled, representing grades ten through twelve, in world language courses.

In the Business program, students learn the foundational skills needed to manage financial elements, perform within business frameworks, explore career options, and relate personal skills to future career decisions. Courses are offered in accounting and finance, marketing, entrepreneurship, and business management. Twenty-five percent (425) of our students, representing grades ten through twelve, enroll in our business electives.

Family and consumer science courses prepare students for family and work life and allow for the exploration of careers in culinary arts and education. The curriculum provides opportunities to develop the knowledge, skills, attitudes and behaviors needed for college and career life. A recent highlight of our culinary program are the "Chopped" and "Cake Boss" challenges. Twenty-two percent (379) of our students, representing grades ten through twelve, enroll in our family and consumer science electives.

In technology we have embedded the engineering design process in courses and students may pursue advanced manufacturing, engineering, architecture and construction, computer science and design careers. Success is evidenced by our high-achieving robotics teams (three time "Southern New York State VEX Robotics Championships"). Our latest enhancement to the program is our recent partnership with Hofstra University as we have enrolled fifty-two of our students into "Computational Methods in Engineering." Forty-four percent (759) of our students, representing grades ten through twelve, enroll in our Technology electives.

Health students in Massapequa acquire foundational skills as they learn in multimodal ways. Students form teams and present information to classmates, often in other schools within the district. More specifically, our Peer AIDS Educators teach classmates how to protect themselves from HIV infection. Upperclass students perform skits at the middle and high school. Our "Senior Nation" co-curricular health club connects

students with younger students; members lead break-out discussion groups (with ninth graders) with the goal of promoting a growth mindset. Three hundred and thirty-one students (19%), representing grades ten through twelve, are enrolled in health (one year requirement for students).

Physical education students acquire knowledge, skills, attitudes and values that are vital for engaging in physical activity and also transcend as qualities in other areas of learning. Students develop effective strategies in managing assessment and evaluation based on learning goals and standards. Evaluation includes performance tasks, formative assessments of skills, knowledge and attitudes, preparedness, participation and attendance. Activities are selected by students. Physical education is required for every student at every grade level.

The "Elements of Art and Principles of Design" function as the framework for our art curriculum. Learning for students results from projects that are designed to teach students materials and processes through art making. Learning essential skills and knowledge is supported through art history and the context of history, society, and culture. Students consider the artist's imagination and work. Self-worth is validated, students exhibit work, and there is support for the study of art. Three hundred and thirty-one students (19%), representing grades ten through twelve, are enrolled in art electives. Students are required to complete one year in a fine art and may also select art electives.

Music coursework extends musical preferences, range, and develops students' understanding of the field through the study of its structure and component parts. Depth of study fosters the development of skills, abilities, and interests. Essential skills are cultivated as students assemble with others and learn new techniques through the modeling of instructors and peers. Three hundred and ninety-two students (23%), representing grades ten through twelve, are enrolled in Music. Students are required to complete one year in a fine art and may also select music electives.

Through Nassau County's Board of Cooperative Educational Services (BOCES) almost five percent of our students (79) enroll in specialized half-day off-site programs in the areas of Agriculture, Arts, Business, Engineering Technologies, Humanities, and Public Services. The Career and Technology Education (CTE) program partnership between Massapequa and Nassau County is designed to provide students with a project-based learning environment in which they acquire and practice essential skills and knowledge needed for career success.

3. Instructional Methods, Interventions, and Assessments:

Massapequa High School employs various instructional methods, interventions, and assessments to foster high quality instruction and student learning. Instructional methods vary by department, by course, and for individuals and may be influenced by diverse course structures (one period every day or every other day, two periods every day, semester courses, evening courses). Instructional methods may include: direct instruction, modeling, debate, station-orientated activities, Socratic seminars, field experiences, project-based instruction, presentation, collaborative group work, flipped classroom approaches, and other strategies.

In business courses, students are expected to participate in entrepreneurial challenges that are offered annually to high school teams and therefore frequently work as teams (collaborative group work) to design and present business plans. In our World Language program, teachers foster instruction through "Total Physical Response Storytelling" (TPRS) with the belief that listening and joining in the creation of a narrative assist in language acquisition. Instructional strategies in the humanities are diverse and include debate, fishbowl, and Socratic seminar; typically following sessions of independent reading, research, and peer and class discussion. Health teachers lead instruction initially in teacher-directed and project-based approaches. Throughout the year, however, other classroom experiences consist of guest expert instruction, peer-to-peer educator mastery instruction, the use of video, and field experiences. All teachers in the mathematics use "classroom talk moves" such as "turn and talk" to facilitate student-to-student dialogue and ensure total student investment in classroom discussion.

Interventions are implemented for students who may struggle to maintain success. All teachers are available

for extra-help after school; a rotational schedule is in place and students are welcome to meet with any instructor. Enrichment and support classes in core content areas are in place. Teachers work closely with students (and colleagues) in enrichment classes to close learning gaps, address misconceptions, and assist classroom instruction with extra guided practice. Staffing models include single classroom teacher, co-teachers, teacher and teacher assistant, and consultant teacher. All models serve to provide unique learner profiles with appropriate educational presence. Academic coaching, review sessions, online tutorials/digital learning dashboards, and peer tutoring are interventions available to bolster understanding.

Many opportunities exist for students to accelerate their learning. Many students enroll in college-level coursework. Students, especially hard working and/or talented, often enter internships or serve as mentors. Students join academic teams -- research, mock trial, mathletes, robotics, forensic science -- and gain experience competing in local, national, and international competitions. Students participate in showcases for their research, work, and talent. In science, students participate in exhibits, fairs, and an annual symposium where they have the opportunity to present their research and findings. In many department areas, student presentations are made to local schools, community organizations, and to local career-related dignitaries.

Evaluation of student progress encompasses a balance of assessment formats which enable students to exhibit their learning in a multitude of ways. While many assessments are standard examinations, project-based learning is often best assessed by presentations. Students are creating portfolios, videos, and digitally-based reflections of their learning. Teachers are providing choice and diverse student assessment is present. Formative assessment data is used to determine the pace and direction of unit lessons. Alternative assessment strategies are incorporated into all courses. Understanding that colleges and career fields will require students to create, collaborate and present, many traditional formatted assessments have been revisited to offer 21st century opportunities to demonstrate learning. The use of common rubrics to evaluate measurable areas of coursework has assured students: receive robust feedback from their teachers, are provided data for teachers to reflect on their instruction, and are more informed in their learning and development.

Data drives many of our decisions. Academic and special area departments engage in data discussions using references including: Lexile levels, teacher-created assessments, New York State Regents assessments, online learning dashboards, performance indicators and results, and past profile information connected to students in order to diagnose status, evaluate course effectiveness, and to plan future instruction. Assessment data is analyzed with respect to fluctuations in the success rate of our students as well as to determine trends connected to student cohort groups or individual teachers. Trends in assessment or gaps in knowledge acquisition attributed to subgroups of learners are discussed and action plans identified; such plans may include regrouping of students, reassessment following instruction to validate understanding, and further informed steering of instruction through the school year. The expectation is that data will inform instruction and must be examined for its value.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Massapequa High School ensures that each student feels connected to the school community. Programs range in sophistication to appeal to a broad range of skills; struggling and advance learners have access to job training programs, contemporary learning tools, recreational activities, numerous resources, and technology-forward facilities. Our students are encouraged to always put forth their best effort. High levels of participation, effort, spirit, and success are recognized with announcements, letters of recognition, banners, photos, electronic communication, simple conversations of acknowledgement, and through formal ceremonies. Such recognition is commonplace and extended by students, staff, central administration, the Board of Education, and community organizations.

More than sixty percent of our students are involved in over forty-five club offerings. The Students Against Destructive Decisions Club (SADD) holds an annual "Safe Halloween" event, which gives the children and families of our community a safe and rewarding way to celebrate the holiday. The Environmental Conservation at Home Organization Club (ECHO) has developed a positive relationship with our Chamber of Commerce and assisted our community in being more aware of changes that can be made to preserve our environment. Our Community and Career Connections (CCC2) program works very closely with businesses to provide our students with quality and meaningful job experiences.

Students in high school often need care and guidance. Teachers, paraprofessional staff, and the pupil personnel team work together to identify interventions, partner with families and outside providers, and establish an appropriate level of assistance. Awareness programs are in place and are presented in the form of large assemblies, smaller breakout sessions, and are offered both as grade-level sessions, and on a self-select basis to students and staff. Daytime and evening programs for students and parents are organized that introduce and discuss with students and parents: "High School," "College Planning," "Financial Aid Planning," "Cyber Communication," "Substance Abuse and Prevention" and other health topics, "Leadership," and other social, emotional, and academic topics.

All staff feel valued, supported, and are treated professionally. There is recognition for diligent efforts and a constant awareness that students' lives are impacted at every moment. Staff sessions are organized efficiently to acknowledge progress and discuss educational practices. Sessions always provide opportunities for staff to backchannel questions, dialogue, and provide feedback in person or through digital forums. There are morning and afternoon time slots for faculty meetings enabling teachers to choose a personal best fit. In our school, students and staff contribute to and maintain high expectations for a positive climate.

2. Engaging Families and Community:

Family and community involvement is key to our effectiveness.

Our culture includes a learning management system with constant portal capability. The portal assists families with a clear reflection of academic standing and promotes more frequent dialogue between staff and families. In-person meetings with parents are commonplace. Communication platforms exist including a digital marquee sign in front of our building, Facebook, Twitter, and our own domain-controlled website; such platforms support efficient sharing of information from our school to students, parents, and the community. Published notifications occur daily and include announcements, student and team recognition, appeals for support, and school and community-related information. "Back to School Evening," mandatory athletic and prom meetings, parent forums, and other small and large scale events, all present to our families opportunities to join us at school.

We host a pre-school program for our community through a Parenting and Child Study course. Approximately seventy high school students participate as enrolled students earning credit but also as pre-school providers serving young people in a child development capacity.

Students pursuing a Career Development and Occupational Studies (CDOS) credential in our school are introduced to community organizations in order to learn about work-based skills. Similar relationships evolve for our special education students matriculating through a job coaching experience. Students have grown as people socially, as well as academically. Specific partnerships where our students are working include: a senior citizen center, nursery school, a diner, and an animal hospital.

Our students and staff bring community outreach to others. A food drive is organized by the alternative program. Our Key Club collects and distributes clothing and toys for underprivileged children. Senior citizens from the community are entertained by our musical and theater students.

Our Massapequa Partnership for Community Development committee includes representatives from local universities, businesses, parents, staff, and students and meets routinely to expand opportunities. Our Site-Based Committee includes parents and meets regularly with an open agenda to enhance school protocols. The Massapequa Hall of Fame, Parent Teacher Student Association, athletic booster clubs, YES Community Counseling Center, Massapequa Chamber of Commerce, and Massapequa Kiwanis Club have all partnered with our school. Support from the community groups has been present in many forms: financial support of student programs (purchasing robotics equipment, athletic uniforms, and landscaping materials), the organization of a golf outing with proceeds to support students in the form of scholarships, collaboration in hosting parents and students for assemblies on health-related topics, and many volunteer guest speakers have evolved through our positive rapport with all of the organizations.

3. Professional Development:

Professional development is multi-faceted in its focus and its delivery at Massapequa High School. Staff members are focused on developing skills as educators that are linked to continuous improvement in classroom and building management, the appreciation and use of available educational tools and resources, and developing our ability to understand diverse learner profiles. Teachers and administrators work diligently to stay informed of curriculum expectations that are aligned with standards. Content awareness, instructional strategies, and pacing within coursework are all essential areas of professional development. Our teachers spend many sessions within and beyond the school day working as a department and as a school staff. Teachers are blocked into periods of common time when possible in order to collaborate during the school day. After school time is reserved for department and building meetings.

As a team of educators, we seek opportunities through different approaches, learning in a multitude of ways, and possessing a range of learning styles. Professional development sessions occur in multiple formats (with colleagues, coaches, trainers, and supervisors): individual sessions, small group or department approaches, large group sessions, visitations to other schools, and hosting visitations. Leadership team members are part of the process of professional development and while frequently serving as the facilitator or “Lead Learner” are united in the goal to develop personal and staff potential. Professional Development is personalized, relevant, and involves choice.

Professional Development this year has centered upon shifts in curriculum, key understandings in the Common Core Learning Standards, second language acquisition theory and practice, moving toward proficiency-based classrooms, designing and implementing a co-teaching model, mastery in mathematics, how to engage English Language Learners in content-area courses, social media platform use, AP Capstone Seminar and Research, and the opportunities to amplify student voice by embracing new opportunities with digital tools and resources. Professional development sessions have been utilized to bring teachers together to review data, make curricular decisions, share student progress, plan vertically, reduce overlap, and eliminate gaps in instruction.

Through activities, teachers become knowledgeable of human development in specific subject areas by meeting with colleagues and are better able to understand what students may accomplish or be challenged by at various curriculum points. By providing and participating in professional development opportunities, we nurture collaboration, creativity, critical thinking, problem solving, and a growth mindset in staff while

ensuring that students benefit as curriculum is updated and classroom experiences and opportunities are always developing.

4. School Leadership:

Massapequa High School maintains a leadership structure that includes a principal, executive assistant principals, department leadership, and student management deans. The building leadership team is supported by a positive district-based team of leaders. The role of the building team together is to ensure our school is safe and that the atmosphere supports student learning and personal growth.

The leadership philosophy at our school is that every member of the staff contributes in different ways to our identity and success as a high performing high school. We cultivate reflection, collaboration, and goal setting. Students and staff are asked often: "What are you proud of? What should we start doing? What should we stop doing? How do you learn? How can we improve? Do you need our support?" When issues evolve or decisions have to be made, there is first reflection on history, consideration of affect, and most importantly opportunities for multiple perspectives to be shared. A student advisory council (SAC) represents the entire student body. Students look to staff members for support and gain trust by experiencing individuals willing to reflect. Confident that there will be staff to trust and access, our students are prepared for peak academic performance.

All administrators meet routinely for weekly articulation; principal, executive assistants, and deans meet to discuss building procedures, management, and unique student issues. Department and building leaders meet also; the discussion is centered upon best educational practices and supervision and evaluation. The effective collaboration among one another as a leadership team starts with dialogue and resonates among the school community.

Staff members are encouraged to learn from one another. For instance, currently our teachers are participating in a "Pineapple Chart" process where they open-up their classrooms, announce lesson subjects via a posting board, and welcome colleagues. As a result, staff members are able to survey the classrooms and lessons of others. Students are impacted as they witness staff professional growth efforts and benefit from classroom practices that are positively influenced.

Student learning is enhanced by the cohesive presence among the leadership team. Department, building, and district leaders afford time in discussion and in review of classroom practice to form common understandings of quality teaching and curricular expectations. Through this work, the leadership team is best able to supervise and evaluate teaching. Instructional leaders discuss evidence of effective practice and prior to and after observations plan together elements to look for and specific feedback to offer staff. Students benefit from the unified efforts of supervisors as staff members receive constructive feedback that encourages instructional growth.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

As we prepare students to be life ready, our focus on students acquiring 21st century skills is deeply embedded in our "1:1 Anytime, Anywhere Chromebook" initiative. By providing our students and staff with their own devices, we improved teaching and learning opportunities in our school. With ongoing access to technology, our students are equipped with digital tools to support their individualized pursuit of their passions. Using Google Apps for Education, our high school streamlined the learning process for all students. Through the integration of digital formative assessment tools, all students have been able to amplify their voices.

Successful technology integration is the result of targeted and sustained professional development. Understanding that teachers and students would need assistance in their use of instructional technology, we committed to ensuring access to many levels of technology assistance. We dedicated a Technology Learning Coach (TLC) who meets with individual teachers, groups of teachers, and curriculum departments on a daily basis. Using open appointment slots on a shared Google calendar, teachers are free to book time with our technology learning coach when they are interested in learning how to integrate specific tools. Our coach also leads instructional sessions during professional development periods. In addition, teachers are invited to attend Model Schools technology sessions that are offered after school.

Through our 1:1 initiative, teaching and learning has been transformed. Teachers and students possess access to research content, online file storage, and the ability to collaborate in meaningful ways. Teachers direct lessons through online dashboards, post class notes, homework, test reviews, digital tutorials, and enrichment material to complement lessons. For all staff, the 1:1 setting has increased efficiencies. Video conferencing has introduced our students to the areas of the world and revised our approaches to past lessons. Life Skills classes have "taken" several field trips. One specific example is our visit to the Mote Aquarium in Sarasota, Florida. Students learned detailed information about manatees and sea turtles. After the conferences, the students developed presentations and have plans to adopt a manatee. Online assessment is frequent (Pear Deck, Quizlets, Math Space, Google Forms, Kahoot, EdPuzzle, Quizlet, Actively Learn). Digital tools inform instruction as teachers assess student knowledge.

The implementation of our 1:1 program has equipped students with an improved ability to gain the skills needed to excel in a rapidly evolving global society. We are proud of the strides we have taken as a staff and the growth facilitated with students to create, collaborate, explore, share, and publish in a global community.