

U.S. Department of Education
2019 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 Mr. Nicholas Jantz

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

Official School Name Bethpage Senior High School

(As it should appear in the official records)

School Mailing Address 10 Cherry Avenue

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

Bethpage NY 11714-1595
City State Zip Code+4 (9 digits total)

County Nassau

Telephone (516) 644-4100

Fax (516) 644-4110

Web site/URL

http://www.bethpagecommunity.com/ourschools/bethpage_high_school

E-mail njantz@bethpage.ws

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*Mr. David Schneider

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail dschneider@bethpage.ws

District Name Bethpage Union Free School District Tel. (516) 644-4000

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 Kelly

(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 2019 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 2013 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: 2014, 2015, 2016, 2017, or 2018.
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 (2018-2019) 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 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	97	123	220
10	128	131	259
11	119	114	233
12 or higher	143	107	250
Total Students	487	475	962

*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
 - 15 % Asian
 - 0 % Black or African American
 - 14 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % 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 2017 – 2018 school year: 2%

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, 2017 until the end of the 2017-2018 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	10
(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, 2017	970
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Urdu, Chinese, Hindi, Greek, Arabic, Korean

7. Students eligible for free/reduced-priced meals: 19%
Total number students who qualify: 178

8. Students receiving special education services: 13 %
125 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>17</u> Autism | <u>6</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>44</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>35</u> Specific Learning Disability |
| <u>9</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

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	11
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	77
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 0:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	100%	100%	100%	100%	99%

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 2018.

Post-Secondary Status	
Graduating class size	239
Enrolled in a 4-year college or university	80%
Enrolled in a community college	16%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	4%

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.

Our mission is to provide a supportive yet challenging environment that educates the whole-child so that all students can reach their potential in becoming productive citizens.

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

Nestled in suburban Nassau County, New York, in the hamlet of Bethpage on Long Island, Bethpage High School serves students in grades 9 through 12 and it is part of the Bethpage Union Free School District. Bethpage is a classic American community only 36 miles outside of New York City. Like many suburbs, Bethpage experienced a significant population increase during and after World War II. During this time, Bethpage's economy was dependent on the Grumman Corporation, headquartered right here in Bethpage until 1994. Although now the factory is shuttered, the Grumman Corporation left an indelible mark on the Bethpage Community. Both our blue and gold school colors and our beloved "Golden Eagle" school mascot were inspired by the Grumman Corporation.

Since its founding, Bethpage High School has been associated with strong academic offerings and competitive athletic spirit. These traditions continue today and help to keep the community engaged and strong. Many families in Bethpage are proud to call themselves fourth and fifth generation residents, and numerous current students are honored to attend the same high school and don the same athletic uniforms as their parents and grandparents before.

If an outsider were to tour Bethpage High School, he would instantly understand the important role the high school plays in our students' lives and the community. Our hallways are decorated with signifiers of past and present student and school achievements, calendars of current happenings, alumni murals, and plaques awarded for various athletic accomplishments. These symbols help provide a warm welcome to newcomers while delivering the expectation that our current students should strive to achieve. Beyond the traditional school day, we often host functions for community organizations such as the Parent Teacher Association, Boy Scouts, PAL sports leagues, and adult education programs. Our students work hand-in-hand with many local civic organizations like the Lions Club and Kiwanis International by participating in numerous food and toy drives, as well as other community betterment programs, throughout the year. Other annual school highlights include hosting the Long Island Special Olympics, American Cancer Society's Relay for Life, and our own annual pep rally and graduation. These time-honored traditions, beloved and attended by thousands of Bethpage residents each year, remain vital to our town as community celebrations.

Academically, Bethpage High School has continued to evolve with the times and works to prepare its students with modern-day skill sets essential to success in college and beyond. Each year, Bethpage High School consistently ranks in the top 1% of high schools in both the United States and in the State of New York as judged by national publications. Based on state test scores, 99% of our students are proficient in reading and math and—depending on the year—our graduation rate is often 99%. Each year, 97% of our graduating seniors attend either a two or four-year college program. We pride ourselves on offering a traditional yet relevant liberal arts education wherein students enjoy the opportunity to take a variety of Advanced Placement and college-level courses. Due to our strong ties with the community, we are able to offer a unique, individualized approach that focuses on the development of the "whole child," allowing both advanced students and students with special needs to reach their full potentials.

Keeping with tradition, our extracurricular offerings remain a sense of pride for the community and help keep our students involved long after the school day ends. Each year our varsity kickline team competes in the National Dance Association competition in Disney World, and last year we were named 2017-2018 National Champions. In recent years, our "Regal Eagle" robotics team has competed on the world stage, and last year we earned third place in the international "First Robotics Competition" held in Detroit, Michigan. Each season the vast majority of our varsity sports teams are recognized by New York State as "Scholar-Athlete Teams." With the help of our staff and the community, our students work diligently both in and out of the classroom.

In conclusion, Bethpage High School is undoubtedly a worthy recipient of the honorable National Blue Ribbon distinction. Our dedicated staff take pride in contributing to the overall success of our students, and a supportive parent community allows us to set high standards and commit to excellence each day. Over the past 20 years, Bethpage has been transformed both demographically and economically. We have seen a large influx of families with roots from all over the world. Students from India, Central America, and

various Middle Eastern and Asian nations have settled in Bethpage for the same reasons that made it attractive generations ago. This recent injection of diversity has strengthened the already strong foundation and tradition of academic excellence. We are all honored and proud to work and live in this special community, and we are excited that everyone's efforts will be formally recognized by the United States Department of Education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The reading and English language arts program at Bethpage High School is under the purview of a talented English department—comprised of 11 professionals and led by a K-12 director—that works collaboratively to cultivate increasingly independent readers, writers, and thinkers. Curriculum in every grade level is informed by the New York State Next Generation Learning Standards, and student learning is formally assessed by local, state, and national assessments including the New York State Regents Examination in English Language Arts; the SAT; the ACT; and Advanced Placement exams in Seminar (grade 10) Language and Composition (grade 11), and Literature and Composition (grade 12). In addition, seniors enjoy the opportunity to take college course work through LIU Post, an affiliated university.

At the beginning of each year, department grade-level teams review assessment data from BOCES reports (item analyses for the English Regents), SAT score trends, and AP results to set instructional priorities.

Based on these priorities, teachers participate in a variety of professional development opportunities at the individual, department, and building levels throughout the year. Recent initiatives include greater emphasis on a gradual release of responsibility instructional model, close reading and analysis of increasingly complex texts, and incorporation of student choice in texts read throughout the year.

Academic rigor remains a constant goal, with individual support provided for all students. Teacher collaboration supports this through horizontal and vertical instructional alignment. In addition to the required four years of English, first-year students receive separate courses in composition and research. For example, on the state exit exam—which students take in eleventh grade—students are expected to go beyond proficiency to mastery, and the results continue to reflect this emphasis. The English department curriculum supports students' readiness for college and career, although the overwhelming majority go on to college. Better than half of our students take either advanced, AP, or college-credit courses in English, and many participate in a variety of departmentally sponsored electives courses, including Creative Writing, Television News Production, and Journalism.

Attentive to individual students' needs and the increasing demands of the twenty-first century, the BHS English department continues to implement innovative and relevant curriculum and effective instructional practices to support the long-term flourishing of every student.

1b. Mathematics:

In Bethpage High School, students are enrolled in New York State Regents-level courses, but they may choose to challenge themselves with higher-level math courses beyond these requirements. Regents courses are aligned to the New York State Common Core Standards and focus on applications of the content, problem-solving skills, and the integrated use of the TI-84 graphing calculator. Teachers do not use a textbook for these courses, relying instead on lessons developed as a team through extensive collegial circles. The lessons were built around the Standards for Mathematical Practices and encourage students to reason abstractly, make sense of problems, use mathematical thinking to justify conjectures, and model with mathematics. A special education teacher played a vital role in the development of these lessons and is essential to co-taught inclusion classes.

Data from NYS Regents exams are widely used to analyze student learning. Wrong Answer Summary reports as well as Wrong Answer Pattern reports help teachers identify students' misconceptions, allowing teachers to modify instruction to meet the needs of their students. Through monthly department meetings and informal conversations, teachers share lesson ideas and discuss best practices.

Over 90% of Bethpage High School juniors and seniors take classes beyond the basic Regents requirements. Students can qualify to earn college credit in Precalculus, Statistics, and College Algebra and Trigonometry.

In addition, we offer Advanced Placement courses in Calculus BC, Calculus AB, Statistics, as well as Computer Science A and Computer Science Principles. Students can also take electives in computer programming to learn algorithmic problem solving and object-oriented programming. In these courses, students are introduced to the Scheme and Java programming languages.

1c. Science:

Bethpage High School offers a diverse array of science courses to meet the academic and career aspirations, interests, and needs of our students. Course content addresses one or more of the four main disciplines in science—living environment, earth and space science, chemistry, and physics—as well as the science and engineering practices and cross-cutting concepts highlighted in revised AP syllabi and the New York State Science Learning Standards. A range of courses at various levels—from a specialized GOAL program and inclusion classes, to Regents-level classes, to college-level classes affiliated with local universities and AP programs—provide options for students ready to maximize their full potential. Field trips, guest experts, competitions, and club activities broaden student experience. These curricular approaches were selected to build scientific literacy and the critical thinking and problem-solving skills students need to make informed decisions about college/career choices, healthcare, and environmental issues.

Science experiences are broadly designed to access a variety of learning profiles using phenomena, inquiry, hands-on investigations, flexible grouping, co-teaching models, and other strategies for differentiating process and product. In addition to interactive technology connected to the SMARTBoard, students have access to chromebooks, Bio-Rad biotechnology, PASCO and Vernier probeware, and a comparison microscope—as well as traditional stereo and compound microscopes. Students enrolled in college engineering become proficient in Matlab.

Science teachers at Bethpage High School use assessment data from local assessments, Regents exams, and college testing to inform instruction. Data reports generated by Lexmark provide insight into class and individual student performance on local assessments, and the Instructional Data Warehouse (IDW) reflects achievement on Regents and AP exams. The IDW provides context (trends analysis, demographics, and comparison to regional data) that enables colleagues to set broader curricular goals: for example, the scope and sequence may be revised to increase the emphasis on a particular topic or skill. Individual teachers also receive class summary reports and student reports providing data for reflection regarding choices related to instructional strategies/resources and professional development.

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

At Bethpage High School, we offer our students a solid education in history while also helping them obtain skills necessary to become productive American citizens. Our students take a varied degree of challenging courses laid out by New York State. The curriculum introduces each student to Global, European, and American histories while also encouraging them to explore their economic and civic duties. Each day we challenge our students to read, think and write like historians, helping them to better understand complex historical landscapes and contexts. Our elective courses allow students to further pursue their historical interests by learning about the histories of Long Island and New York City, as well as history's enduring issues through film, among other media. Our teachers utilize data from New York State Regents and Advanced Placement examinations in order to best meet our students' needs. Since the introduction of our 1:1 district Chromebook initiative, we have seamlessly integrated technology into our classrooms. This has allowed our teachers to shift their instructional practices, better individualize lessons, and incorporate relevant real-world and media content. With better collaboration through the Google Suite of products, learning has become more dynamic and engaging. Pictures, charts, graphs, political cartoons, and other visuals—once black and white on handouts—now spring to life before our students, helping provide a better experience for every kind of learner. This exciting new technology has allowed us to bring history alive in all of our classrooms, keeping it relevant and exciting.

1e. For secondary schools:

In order to provide comprehensive college and career readiness to all students, Bethpage High School directs significant attention toward student engagement and both social and academic behaviors. Content knowledge, cognitive strategies, learning skills and techniques, and transition knowledge and skills are synthesized into the curriculum in many ways, such as through project-based learning experiences and 21st century programs. Our teachers utilize student-centered activities and holistic approaches daily. We place a high priority on mental health and character development across all disciplines and throughout all school activities.

The Bethpage High School counseling staff integrates CCLS into the curriculum in both group and individual settings. Classroom teachers also enfold these standards into classroom lessons.

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

2. Other Curriculum Areas:

Bethpage High School takes pride in the both the visual and performing arts. Our program uniquely serves a diverse student population in all its course offerings and works to meet the needs of all students. Freshman year, we introduce students to Studio-in-Art, and upon completion, we offer sophomores, juniors, and seniors a wide range of art courses. Students more proficient in drawing would be directed to a three-year sequence culminating in AP Studio in Art. Students can also work three-dimensionally, experiencing both sculpture and ceramics. The Art Department has crafted curriculum geared towards illustration with courses in Fashion Design and Illustration and Animation. Technology is well-infused throughout the art curriculum, specifically in Digital Photography, Computer Art, and Advertising. Coupled with our visual arts program, our performance-based masquers' guild puts on two shows each year: a play in the fall and a musical in the spring. Each year, our guild is typically comprised of over seventy students with involvement ranging from performance, to stage crew and set design, and even to lighting and audio-visual. Our biannual shows are attended by parents, alumni, and community members, and they have become part of the fabric of Bethpage High School. The Art Department is proud that all students graduate with artistic skills and exposure to concepts requisite for future opportunities and success.

The Physical Education Department at Bethpage High School is committed to developing the physical literacy of our students through meaningful learning experiences. In support of this mission, our department offers a variety of courses comprised of co-educational activities geared toward all skill levels, learning styles, and interests. The courses available to our students include: 9th- 10th General PE, 11th - 12th General PE, Fitness and Conditioning (9-12th), Yoga (11-12th), Lifeguarding (10th-12), and Adaptive Physical Education. Physical education courses meet on alternating days for a full year. Our General PE programs are comprehensive and immerse our students in a variety of activities, such as team and individual sports, lifetime sports, net sports, Project Adventure, and personal fitness.

While the Bethpage School District takes great pride in its ubiquitous, technologically rich learning environment, Bethpage High School continues to provide students with computer literacy and technology course options in their Course of Studies to encourage proper use of such tools. All freshman students are enrolled in Digital World, a half-semester course wherein students develop skills with various document, spreadsheet, and presentation applications and software, all designed to support students' use of these tools for learning in their classes during their time at Bethpage High School and thereafter in their chosen colleges and careers. In addition, we teach best practices and safeguards for computing in the 21st Century. In addition, we offer other course offerings in computer literacy and technology to students in Grades 10-12: Computer Programming, Computer Music, Digital Art & Multimedia, and Digital Photography. Other course options provided by Bethpage High School—which may bear college credits in accordance with students' examination scores and post-secondary institutions—include AP Computer Science and AP Computer Science Principles.

Bethpage High School boasts an Academy of Technology, which provides two unique curriculum tracks for students who may wish to focus on computer technology. Students may earn an “Advanced Diploma in

Information Technology” or an “Advanced Diploma in New Media” by completing five semesters of study in a specified sequence—consisting of successful completion in many of the aforementioned courses—during high school.

The Bethpage High School World Languages program in French, Italian, and Spanish develops the four basic language skills of listening, speaking, reading, and writing in the manner recommended by the New York State Syllabus (Checkpoints B & C) and the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency guidelines (intermediate level). World Languages are offered to all grades in daily classes, and students frequently choose to add a second World Language. To best facilitate the study of language and culture, teachers address students almost exclusively in target languages. The curriculum emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. While oral skills are reinforced by periodic written assignments, students participate in activities such as dialogues, oral reports, and impromptu and prepared class discussions that require the communicative use of all four aforementioned language skills. Materials are drawn from the most up-to-date, authentic journalistic and cinematographic literary sources as well as through individual research by students. Students experience videos, music, news broadcasts, etc. as models for rich discussion and written analysis, which also serve as a means for understanding contemporary cultures. College credit is awarded to more than 50% of students through college-level or AP courses. As an extension of the classroom, the World Languages clubs organize local field trips and enrichment activities to immerse students in the cultures of the languages they study.

3. Special Populations:

Bethpage High School offers a continuum of services to meet the diverse and individual needs of special student populations. Some of these services include a co-teaching program with a full-time, highly qualified special education teacher, special classes with a dually certified special education teacher or co-taught with a content-area teacher and highly qualified special education teacher, support skills and resource rooms, and a life skills program with an emphasis on functional academics and work study opportunities. Furthermore, a full range of related services are offered upon CSE recommendation. Bethpage High School offers a variety of vocational programs through BOCES and working job sites. These programs provide students the opportunity to address their transitional needs and explore post-secondary options. Students also enjoy the opportunity to integrate into the community and develop skills essential for entry-level positions through job-site training at local businesses. The team at Bethpage High School develops detailed transition plans for our students to obtain their post-secondary goals.

The staff at Bethpage High School integrates instructional strategies to support students performing below and above grade level. Instructional strategies are shared through district-organized courses, investigations, collegial circles, and Google Classroom. Furthermore, teachers have been trained in research-based programs and behavioral interventions to prepare for teaching diverse populations. Special education students also enjoy opportunities to receive authentic assessments. Our district behavior consultant offers behavioral strategies, classroom and individualized motivation systems, and support in implementing behavior intervention plans developed after functional behavior assessments are reviewed.

The teachers at Bethpage High School integrate technology and assistive technology to support students and enhance lessons. This speaks to the multi-sensory approach they implement daily in their classrooms. Curriculum writing opportunities are provided to create rigorous, yet appropriately differentiated lessons to meet the needs of varied learners. A variety of building level services support students academically. One example is our academic center, which is staffed with content-area-certified teacher assistants to provide tutoring on an ongoing basis. This academic center also serves as a testing center for students with disabilities who receive testing accommodations.

Bethpage High School has systems in place in order to properly monitor progress for all students. Staff meet on a regular basis through IST meetings, team meetings, and CSE meetings. These meetings are collaborative and address the individual needs of the students. Interventions and supports are recommended, implemented, and monitored. Furthermore, the guidance department serves an integral role in exploring and

NBRS 2019

recommending the different graduation pathways for our students with disabilities.

Bethpage High School prides itself on teaching the whole-child. For this reason, we have a solid support staff in place to address the social and emotional needs of our students. We have a 9th grade advisory program in order to make sure that all students have access to mental health support staff. Bethpage High School is an inclusive environment where all students have multiple opportunities and where a love for learning is instilled throughout their high school career. It is a truly a special place!

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Bethpage school community can be best described as a family working together toward a common goal. Each day the high school works to foster an environment where staff and students are challenged in a comfortable and supportive setting. Our goal is for each member of the Bethpage High School community to strive for his or her personal best and feel accepted and valued.

Creating a positive school environment starts upon arrival, whereupon the school principal and two assistant principals welcome the students, staff, and parents in the front traffic circle and lobby of the building. This provides administration with a great opportunity to cultivate positive relationships as well as conduct daily check-ins. At Bethpage High School, we also understand the importance of supporting the mental health of our students. At our counseling center, students can seek solutions to academic concerns, receive guidance for future college and career paths, and learn ways to best cope with personal stress and life situations. Our counseling center also houses our popular “Mindfulness Room,” which provides a place to decompress and recharge. We also offer a yoga elective as part of our physical education curriculum. This very popular course is a 21st century twist on traditional gym class, allowing students to combine physical activity with mental relaxation techniques. Our school psychologist, social worker, and guidance counselors also coordinate practices and peer discussion groups that help support the needs of our student body. Throughout the day, students are encouraged to seek academic support in our Academic Center, which provides the opportunity to receive assistance from a certified teacher in the areas of math, science, social studies, and English. In addition to our Academic Center, students can also request peer tutoring through our National Honor Society program.

Teachers who arrive at Bethpage find themselves remaining for the rest of their professional careers because, put simply, Bethpage is a great place to teach. The administration maintains an open-door policy, inviting faculty to dialogue whenever they feel the need. Our monthly faculty meetings keep the staff updated on important happenings in the district and solicit opinions and ideas on building issues. Staff members are also involved in various building committees, including teacher, parent, student and administrative membership.

At Bethpage High School, the tradition of listening to and working with our students and staff has been vital to creating a unique, family-style atmosphere, where everyone is—and feels—valued.

2. Engaging Families and Community:

Trust—established over years between Bethpage High School and the surrounding community—has helped make it a warm and familiar place. Through these years, communication between school and home has been an essential ingredient in strengthening this trust. We rely heavily on both traditional and new forms of communication to engage our constituents. Our innovative technology programs have increased community outreach with the utilization of the Google G Suite programs, our one-to-one student Google Chromebook initiative, and our learning-management software, Infinite Campus. Over the past few years, staff members have also begun to use different social media platforms to expand their reach. Overall, these programs have allowed our teachers to maintain effective contact in a time where parents are already stretched so thin. These approaches have helped teachers and parents share pertinent information that ultimately benefits the well-being and academic performance of the child.

Throughout the year, parents, teachers, and administrators all take part in a variety of school committees to help widen our decision-making lenses. Committees like our Site-Based Management team play important roles in the hiring of personnel and selection of classroom materials. This helps school leaders broaden decision-making processes, while looking at issues through a more expansive lens. Each month a group of teachers, parents, security personnel, custodians, and administrators meets to discuss the overall health and safety of the school building. This forum has allowed us to utilize a number of staff members with diverse backgrounds in order to formulate building-level plans that increase efficiency and security. It also provides

our community members with an opportunity to voice concerns about potential issues.

Like many American high schools, the Parent Teacher Association—or PTA—is an integral thread in the fabric of Bethpage High School, acting as a link between the school and home. Our monthly meetings serve as an opportunity for parents to gain important information about current and upcoming happenings as well as learning how to get more involved in school related events such as fundraisers and community benefits. During this time, the building principal and a teacher representative also take part in the community discussion in a range of topics including academic programming, upcoming events, and concerns. Parents of Bethpage High School also play an important role in athletics and our music program. Organizations like the “Dad’s Club” and the “Bethpage Association of Music” act as booster clubs to support our programs. Throughout the year, they host a series of fundraisers and benefits to raise money and awareness, ultimately benefiting our already strong programs. They also provide another avenue for our parents to get involved in our school community.

Bethpage High School prides itself on decades-old traditions of community outreach and family engagement. We truly see the community as a partner in the process of raising our young adults. At Bethpage High School, we strive to create a welcoming environment for all students, families, and community members.

3. Professional Development:

Part of Bethpage High School’s success can be traced back to the district’s strong commitment to ongoing and relevant professional development for its employees. When hiring, Bethpage High School views each employee as an investment to be fully supported throughout his or her career. We fully believe that constant improvement helps us best meet our students’ ever-changing needs.

Throughout the year, our teachers, support staff, and administrators are encouraged to seek and take advantage of a variety of in-house and out-of-district professional development opportunities to strengthen their “teaching tool kits.” For instance, all of our new teachers take part in a series of workshops taught by district administrators. Each session is dedicated to a different topic, ranging from effective lesson planning to how to best engage students. Each workshop is designed to help guide young educators through the ups and downs of the school year. Each month, Bethpage High School holds a faculty meeting that provides the staff with a forum to share recent happenings and “best practice” techniques in the areas of curriculum, instruction, and data analysis, among others. This year, our building focus has been on the mental health of our students. Many of our administrators, teachers, school psychologists, counselors, and social workers have hosted and attended multiple conferences about how to recognize the warning signs of teen depression and self-injurious behaviors. Faculty members who participated were able to share this pertinent information with their colleagues at a recent faculty meeting.

Twice a year, the Bethpage Union Free School District hosts “Superintendent’s Conference Day” a professional development series that provides the high school staff with an opportunity to collaborate in curriculum design, program articulation, and department planning. Throughout the day, the district also offers support for initiatives such as SMART Board skills, Chromebook and Google Suite training, and other district and school-specific focuses. This year, we were fortunate enough to host two national speakers who discussed the importance of addressing student mental health issues and methods on how to best meet the needs of all students. Superintendent’s Conference Day often springboards teacher-lead collegial circles, which allow teachers to work together in order to investigate topics that they are interested in learning more about. This “Professional Development Academy” has been a successful district initiative, allowing teachers to earn mandated New York State CTLE (Continuing Teacher and Leader Education) credits while learning more about innovative educational practices.

Professional development is a time-honored practice valued by Bethpage High School’s administration and teaching staff alike. It allows us to continuously hone our skills while also staying current with regional and national “best practices.”

4. School Leadership:

At Bethpage High School, trust between staff and administration has always been paramount to its success. Similar to the relationship we share with the community, we truly view dealings with our instructional staff as a partnership. As building leaders, we wholeheartedly believe in a servant leadership style that is both supportive and collaborative. Each day, our goal as administrators is to find creative ways to remove obstacles impeding the success of our teachers and students. Our “open door policy” allows staff to share successes or voice concerns on a real-time basis, allowing the administration to deal with issues effectively and efficiently while also further developing a professional bond.

The school administration values the professional opinions of the teachers and support staff and views them as instrumental to the overall development of the student body. This culture of respect has helped create an overall healthy school environment that has a positive impact on the students. Throughout the year, school administrators encourage staff members to share their opinions and professional expertise by leading peer investigations and attending in-district or outside professional development sessions. Teachers are then given the opportunity to present their findings at department, faculty, and board of education meetings. This spirit of collaboration and cooperation helps develop a shared vision of success while keeping the faculty motivated and moving forward.

Before the start of each school year, the principal and the administrative team—two assistant principals and subject directors—use student performance data and building needs identified by staff and/or administration to create department and building-level goals for the upcoming school year. These goals are then discussed and formalized with the teacher union representatives and later shared out at the year’s first faculty meeting, often in early September. Administrators and teachers are then afforded opportunities to discuss these goals and their progress during pre and post observation conferences. These meetings provide the administrator with a window into each classroom, and they play an integral part in the development of future professional development sessions, faculty meetings, and building goals. They also provide the administrators with unique opportunities to hear first-hand about the successes and challenges of each teacher. This information is beneficial in long-term planning for and overall success of Bethpage High School.

In order to ensure continuous collaboration between the administration and faculty, we work together regularly on various building and district-level committees and projects. Our School Improvement Committee, Principal’s Forum, Health and Safety, Instructional Support Team, and routine meetings between the principal, assistant principals, and building union representatives help keep the communication lines open and productive. Our IST (Instructional Support Team) consists of our school counselors, school psychologist, social worker, principal, and assistant principals, and it serves to identify and create action plans to best support students in need of assistance. This approach has been very successful and plays a large role in the academic and social/emotional success of our students, leading to a high annual graduation rate.

The administration and staff work consistently and diligently to ensure every aspect of our overall program is functioning to its full potential. The strong relationship between the community, building administration, and teaching staff plays a major role in the overall success of the Bethpage High School, also making it a great place to live, work, and learn.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Although Bethpage High School shares similar academic and extracurricular programs with neighboring districts, what sets us apart is our community's pride in and ownership of our school. Our residents relish the idea that multiple generations of their families have attended and graduated from Bethpage High School. This continuity has helped create a positive relationship between the school and community members, allowing everyone to work together in the best interest of every child. The decades-old "open-door" policy at the high school helps keep the community engaged and involved. Many former graduates even come back to Bethpage High School to hold a variety of instructional and support staff positions, helping to keep time-honored traditions alive and well.

Since its founding, the community has wholeheartedly supported the students of Bethpage High School, and dozens of school events would simply not be possible without the dedication of parents and other community members. In 2017, 2018, and 2019, Bethpage High School was asked to host the Long Island chapter of the Special Olympics. A call for community volunteers was put out, and over five-hundred residents and students responded for each event. Each year, the high school hosts a "Safe Halloween" program which provides an opportunity for elementary-school-aged students to "trick or treat" and experience a "haunted-house"-like setting. This event is sponsored by our Parent Teacher Association and again involves hundreds of parent, student, and community volunteers. Another shining testimony to the sense of alumni pride that exists at Bethpage High School is the Bethpage Educational Foundation. This organization was founded and coordinated by alumni spanning generations and helps to raise funds to encourage teacher initiative and creativity as well as provide assistance for practical student needs. These three examples demonstrate the tremendous bond and affection between our school and community.

At a time when there is a tremendous increase in student mobility and transience across the country, it is comforting knowing that in Bethpage, multiple generations still live and continue to support each other with unapologetic pride and commitment. All of these events illustrate how the Bethpage community sacrifices whatever is necessary to develop the social and emotional health of every student of the community. It is inspiring to see how parents and grandparents, once supported as students at Bethpage High School, now provide similar support—not only to their own children and grandchildren, but to the current student body as a whole. The dedication and involvement of parents and community members have made a difference in the lives of our students, both in and out of the classroom, since 1959. Generations of Bethpage High School graduates have thrived and given back to this already strong community.

Simply put, once a Bethpage Golden Eagle, always a Bethpage Golden Eagle!