

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Frank Pugliese

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

Official School Name Shoreham-Wading River High School

(As it should appear in the official records)

School Mailing Address 250A Route 25A

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

Shoreham City                      NY State                      11786-2191 Zip Code+4 (9 digits total)

County Suffolk

Telephone (631) 821-8264

Fax (631) 821-8162

Web site/URL

[http://swrschools.org/schools/shoreham-wading\\_river\\_high\\_school](http://swrschools.org/schools/shoreham-wading_river_high_school)

E-mail [fpugliese@swr.k12.ny.us](mailto:fpugliese@swr.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\*Mr. Gerard Poole

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail [gpoole@swr.k12.ny.us](mailto:gpoole@swr.k12.ny.us)

District Name Shoreham-Wading River Central School District Tel. \_\_\_\_\_ (631) 821-8100

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 Lewis

(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**

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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

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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):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 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	89	89	178
10	100	90	190
11	115	90	205
12 or higher	101	90	191
<b>Total Students</b>	405	359	764

\*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
  - 2 % Asian
  - 1 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 91 % White
  - 0 % 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2017	764
(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%  
4 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 4%  
Total number students who qualify: 29

8. Students receiving special education services: 16 %  
124 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>5</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>36</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>56</u> Specific Learning Disability         |
| <u>4</u> Emotional Disturbance   | <u>8</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	50
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 16:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	94%	94%	94%	94%	93%
High school graduation rate	97%	99%	98%	98%	97%

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.

<b>Post-Secondary Status</b>	
Graduating class size	200
Enrolled in a 4-year college or university	66%
Enrolled in a community college	28%
Enrolled in career/technical training program	1%
Found employment	4%
Joined the military or other public service	1%
Other	0%

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

Yes  No

If yes, select the year in which your school received the award. 1987

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

The Shoreham-Wading River Central School District is committed to the intellectual, physical, emotional, and social development of its students.

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**

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As part of our student-centered educational approach, which provides students with meaningful, authentic learning experiences, senior AP Capstone Research students collaborated to complete the following response for Part III of this application.

Shoreham-Wading River High School exhibits excellence in achievement, student involvement, and community. Our district is located on the north shore of Long Island approximately 60 miles east of New York City. We have a total district student population of approximately 2,000 students in grades Kindergarten through 12.

For a relatively small school, Shoreham-Wading River High School offers a multitude of extracurricular clubs that promote a wide range of interests, including music, STEM, diversity, and academics. Some of the clubs offered are Best-Buddies, DECA, Gay-Straight Alliance, Mathletes, Jazz Band, and Quiz Bowl. More recently, students successfully advocated for the creation of Students Against Destructive Decisions, Robotics, and Debate Clubs. During the first year of its existence, the debate team had four students qualify for the New York State Competition. The varsity Quiz Bowl team has made it to finals the past five years. Additionally, the school's drama program has won multiple Teeny Awards.

The academic achievements at Shoreham-Wading River High School stem from the unique classes and extensive accelerated courses that are offered. The AP Capstone program provides a unique opportunity for high school students to learn and master valuable skills, such as researching, presenting, public speaking, and collaboration. The first of the two courses that make up this program, AP Seminar, teaches students how to work productively with others and present their ideas effectively to an audience. In the second course, AP Research, students take on individual research projects on a topic of their choice, completing a 4,000-5,000 word paper and a corresponding presentation and defense. This gives students the opportunity to develop independence, time management skills, and creativity. Alumni have reported that the AP Capstone program has been a valuable resource in college, in terms of transferring skills learned from the program to college classes.

All students have opportunities to extend their learning through community involvement and participation in town events. For example, Shoreham-Wading River High School has created a School-to-Community program. This includes tri-annual meetings, where students and staff members meet with professionals to learn about how to operate successful small and large businesses. Students and local experts team up to host an annual STEM symposium showcasing project work for community members, parents, and peers. In addition, this program and partnerships with Stony Brook University and Brookhaven National Lab has generated job shadowing opportunities, identified guest speakers, and created mentor events for students to learn about the diverse employment opportunities.

Shoreham-Wading River High School students have a long history of philanthropy and altruism reflected by numerous fundraisers to support local causes and organizations. These programs are organized by the National Honor Society, Parent Teacher Student Association, Wildcat Athletic Club, and other student-run organizations. The high school hosts biannual blood drives, food drives, clothing drives, and school supply collections. Additionally, sports teams organize many fundraisers, such as Hits for Heroes, Lax-Out Cancer, Kicks For Cancer, and Team Up for Terry, which all support local causes.

This communal atmosphere prevails within the school as well. A prime example is Student Advisory Group, which provides a platform for students of all grade levels to voice their opinions to administration on the current state of the high school. The bi-monthly meetings, hosted by the principal, review a wide variety of topics; students provide advice on how to improve school safety, school spirit, and student involvement. Past discussions include information on security regulations, school spirit, and general student concerns. Administration then takes into account the advice, often allowing the students to take on the tasks themselves through student government and other clubs. Similarly, there is Staff Advisory Group, which brainstorms and implements means to maintain a positive school climate and culture.

While Student Advisory Group allows for the strengthening of bonds of students with the administration, in Home Base, student-teacher relationships are cultivated. This variant of homeroom provides an outlet for students to have a twenty-minute mid-day break from academic classes. Remaining with this same group for four years, students socialize, organize themselves, and build strong connections with a teacher in the school, gaining a mentor and trusted adult in the process.

Connections and communication in the school are further fostered through Natural Helpers, a club that has provided a support system for students for over fifteen years. Students nominate other students and teachers that they identify as trustworthy. Nominees attend a weekend retreat where they participate in activities to build collaborative skills and learn how to trust others in the group. Primarily, they learn how to help their peers in times of need, including helping to prevent suicide. After the retreat, members attend monthly meetings where they learn more about helping others. The club also institutes random acts of kindness that benefit both the school and the community. Natural Helpers provides an excellent source of emotional support for students in Shoreham-Wading River High School.

The camaraderie and commitment to excellence exhibited in academic, extracurricular, and outreach programs make Shoreham-Wading River High School truly distinct.

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

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

#### **1a. Reading/English language arts:**

The Shoreham Wading River Reading/English Language Arts program is designed to instill an appreciation of written and spoken word as well as foster the practice of concise and creative communication and critical thinking. While we do not accelerate our students in the Humanities, foundational literacy and research skills are embedded into a required 7th grade course called MOIP (Methods of Inquiry and Presentation). MOIP develops important Information Literacy skills and prepares students with tools that will be used in high school.

Students enter into 9th, 10th and 11th grade English further honing those skills as well as placing a larger emphasis on college and career readiness, in addition to 21st Century Literacy skills such as problem solving and effective collaborating. Students have the opportunity to create, critique, analyze, and evaluate multimedia texts and manage, analyze, and synthesize multiple streams of simultaneous information as they move through the English sequence. Students who opt to challenge themselves can take Advanced Placement English Language & Composition (11th) and/or Advanced Placement English Literature & Composition (12th). AP Seminar and Research classes have complemented our core English offerings as an English or elective credit. Other general English electives include: Journalism 1, 2 and 3, Creative Writing 1 and 2, Public Speaking, Contemporary Issues in Literature, and Reflections on Literature in Society.

The High School offers English support classes for at-risk students. We utilize final exam and benchmark exam data to monitor student progress. These exams provide teachers with information about which content standards have been mastered and which require additional instruction. Identifying student, and grade level strengths and needs, guides future Reading/English Language Arts curriculum, instruction and assessment planning.

#### **1b. Mathematics:**

Almost all of our students are accelerated in mathematics at the Middle School, earning one high school credit for their successful completion of Regents Algebra I. The core curriculum at the High School begins with Regents or Honors level Geometry for most students and is followed by Regents or Honors Algebra II Sophomore year. This provides our Juniors and Seniors with the opportunity to enroll in one of the many math electives that we offer. These electives include: PreCalculus, PreCalculus Honors, Statistics, Topics in Mathematics, Calculus, College Mathematics, AP Calculus and AP Statistics.

To provide enrichment for all of our students at the high school level we provide all of our students access to ALEKS (Adaptive Learning Knowledge Spaces). Students use this resource to take a comprehensive knowledge check at three checkpoints throughout the school year to assess mastery of the content and skills in each course. Students use ALEKS weekly to remain immersed in foundational content as well as current course content to build and sustain mastery and retention of the content and skills. Our teachers and administration use the data provided through our ALEKS program to inform conversations with students and parents on each student's areas of strengths and weaknesses. In addition, we administer common benchmark assessments and engage in departmental conversations around best practices in instructional strategies for teaching those topics students struggle with most.

Our teachers have embraced this blended-learning environment through the use of ALEKS in addition to other digital programs to meet the needs of our 21st Century Learners. Instruction is designed to provide students with the opportunity to engage in the mathematical practices as well as foster mathematical discourse and student collaboration in working through solutions to real-world problems.

#### **1c. Science:**

Approximately half of our eighth grade students take Regents Earth Science and successfully earn one high school credit prior to transitioning to our high school science program. Our students have a wide array of high school courses to choose from; including Regents or Honors Earth Science, Living Environment, Chemistry, and Physics. We offer AP courses in Biology, Chemistry, Physics I, Environmental Science, and Physics C: Mechanics and Electromagnetism. In addition, we offer full year elective courses in: Forensic Science, Human Physiology, Oceanography, Long Island Sustainability, and Science Research I - IV. Many of our science electives are eligible for college credit through dual enrollment with several local colleges and universities.

Our Science courses are taught through student investigations conducted in our science labs and through virtual lab work using a wide range of digital resources. Through both platforms, students are required to manipulate variables in order to analyze data and discover patterns in their results. In addition to our laboratory experiences, students collaborate using G-Suite in many of our science courses. Teachers have designed both flipped and mastery models in order to meet the needs of our 21st Century Learners. With our transition to the new New York State Science Learning Standards, teachers continue to explore ways to incorporate student collaboration and discovery into their lessons in order to provide an environment where students are expected to construct their own knowledge and skills related to the content standards.

In our Science Research Program students work with community partners as mentors to develop group projects focused on environmental stewardship as well as individual projects that are presented at competitions and symposia throughout the school year. In addition to traditional exams all of our courses incorporate lab reports, citizen-science projects, project-based learning, and/or professional presentations as measures of student success.

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

At Shoreham-Wading River High School, courses in the Social Studies are made up of disciplines from both the Social Sciences and the Humanities and are aligned to the New York State Social Studies Framework designed to prepare students for college, careers, and civic life. Students learn about the ways and means, by which humans interact with each other and organize their societies. We believe that a successful Social Studies experience helps prepare young adults to take on the responsibilities of a citizen in a participatory democracy as well as broader preparation for the financial and sociological expectations of adult life.

The sequence of courses we offer to provide this experience includes Global History & Geography I and II, a chronological study of world history which expands into building knowledge of historical analysis, political science, sociological analysis, geographic intellectual skills, and economic systems, thus preparing students for citizenship in the next century. The subsequent course of study is our United States History and Government course where students study American History and culture with special emphasis on government, immigration, industry, civilization, and contemporary society. The final course in the sequence includes the study of Economics and Participation in Government. Students who love history, enjoy challenging texts, have strong written skills and are able to view issues and problems from a wide range of political, cultural, economic and social perspectives are encouraged to take Advanced Placement courses in World History, United States History, or United States Government and Politics.

In addition to the core courses, we offer multiple Social Studies electives including Criminal Justice and Teacher Corps, a full year course designed to prepare students to teach lessons on self-esteem, bullying, and decision making to elementary and middle school classes. Additional Advanced Placement electives such as Macroeconomics, Microeconomics /Macroeconomics, and Psychology are also available. Lastly, we allow all core Advanced Placement Social Studies courses to be taken as electives.

#### **1e. For secondary schools:**

Shoreham-Wading River High School students graduate with the skills necessary to be successful regardless of whether they're entering the workforce, joining the military, attending a two-year college or technical school, or transitioning to a four-year college/university. This is primarily done by providing a curriculum based on the development of 21st century skills and offering a wide variety of community-based learning

experiences. Our popular NEXUS program provides students with local volunteer opportunities. Through our School-to-Community program and constant flow of guest speakers, students are exposed to all the world has to offer them post-graduation.

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

**2. Other Curriculum Areas:**

Our Visual Arts department offers courses to students of all grades and with different learning needs. Entry level courses include, Studio in Art and Creative Crafts. These two courses focus on the basics and invite students to get an introduction to all that we offer in more advanced art courses. Teachers work closely with students to recognize and build on their strengths so we can direct them on a path to success. Students who enjoy the experience may then decide to continue with the Drawing and Painting or Fashion Design sequence. For more ambitious students in pursuit of a career in the Arts we offer AP Studio Art. This year we are also offering the opportunity for general education students to team up with self-contained special education students in a Peer Mentoring Art course, providing both groups of students with a unique learning experience.

Physical Education supports the cognitive, social, and affective areas of student development. Physical education's uniqueness lies in its contribution to physiological (fitness) and psycho-motor (skills) development. The Physical Education program provides each student in Grades 9-12 with several pathways, from assessment of fitness levels and subsequent activities that will strengthen personal goals to development of lifetime skills and understanding, for encouraging an active lifestyle while in school and afterward.

In 10th health grade students learn skills to live a healthy and mindful life. This half year class provides the opportunity for students to discuss up-to-date and relevant health topics and learn lifetime disease prevention. Students also have the opportunity to construct lifetime wellness plans, which include relationships, healthy eating, and time/stress management. This class focuses on core mindfulness skills and provides many opportunities to learn and practice.

The world languages department provides opportunities for students to complete a five year sequence in Spanish and French from Grades 6-12 culminating with courses designed to support further language study in college. Additionally, a five year American Sign Language (levels one through five) sequence is available and very popular with our students. Each world language course is designed not only to access the language itself, but all facets of culture associated with each language. Our students attend foreign language events outside of school, screen foreign films, have guest speakers, participate in debates about cultural aspects and read authentic literature in the language. Through all of this, we increase cultural competency and foster metalinguistic awareness through immersion in the target language. Our goal is to create lifelong language learners that will value the advantages of multilingualism.

At Shoreham-Wading River High School we are committed to the seamless integration of technology into all aspects of the learning experience. We strive to always be mindful that technology is not a means to an end, but rather one more tool to support the academic, social, and emotional growth of students as they learn to effectively research, present, and collaborate.

The proposed 2019/20 school budget currently contains funds necessary to bring a one-to-one Chromebook initiative to all high school students. Included within this planned expansion would be continued professional development for all staff members in Google Classroom and the most common programs used by our teachers.

Shoreham-Wading River High School provides its students with multiple curricular programs that focus on character building and life skills education. Within our business department there are two courses, Wall Street: Investing In Your Future, and Career & Financial Management. Specifically structured to provide

students with real world knowledge and authentic experiences connected with the business industry. In our health department, Foundations for a Mindful and Healthy Life is an elective course where students discuss up-to-date and relevant health topics and learn lifetime disease prevention. Students construct wellness plans, which include relationships, healthy eating, and time/stress management. This class focuses on core mindfulness skills and provides many opportunities to learn and practice.

### **3. Special Populations:**

In order to meet the diverse individual needs of special population students in the district, all students participate in adaptive diagnostic measures in reading and mathematics prior to entrance into the Shoreham-Wading River High School. Data from these measures is reviewed by administrators, classroom teachers, academic support service providers (ex. AIS Reading and Math teachers), and Pupil Personnel staff to craft an academic intervention program for each student. Those students in our Special Education and ELL subgroups, where an achievement gap of greater than ten percentage points exists, are a focus of this review and the data obtained from their performance is carefully considered in the determination of their academic schedule and the academic intervention support services they receive. In addition to the close review of academic performance data collected prior to entry into the high school, student progress in both of these subgroups is monitored quarterly, with guidance counselors working alongside classroom teachers and the building level administrators to determine which supplemental support services are needed, and to collaborate with parents and the students themselves on how best to support their academic progress.

This year the district also implemented a College Math course for seniors deemed at-risk of being required to complete a remedial mathematics upon entry to college. This course utilizes an adaptive on-line program directly aligned with the Accuplacer College Mathematics Placement assessment to provide students the greatest opportunity to meet the requirements necessary to begin college mathematics instruction without the need for remedial level coursework.

In addition to the work conducted by the district to support the individualized academic needs of our struggling students, the district has implemented a robust program of advanced level coursework for students demonstrating high academic performance. This includes Advanced Placement coursework offerings in over 20 different subjects and Dual Enrollment opportunities in 15 courses.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Shoreham-Wading River High School provides its students and staff with an environment and programs that support their academic, social, and emotional growth.

Teachers provide extra-help and instructional support before, during, and after the school day and align their curriculum with state and national standards, as well as essential skills necessary for success in the 21st century. Students can choose from numerous Advanced Placement and honors courses in the core content and extracurricular areas. For those students looking for vocational-based training while still in high school, a wide array of BOCES programs are available. Students with special needs are provided with multiple options to be placed in the least restrictive environment possible and teachers in co-taught special education settings receive professional development on effective strategies for teaching all students. For students with greater challenges, our RISE (Reaching Independence through Structured Education) Program provides a fully adaptive program to meet the needs of individual learners. Parents/guardians aid in student success through unending support, encouragement, and reinforcement of high school standards.

Administration supports the teaching staff by providing academic resources, including Breakout EDU boxes and Chromebooks, and student-centered professional development techniques, especially those related to increasing student engagement in authentic learning opportunities. Monthly department and faculty meetings are used to analyze formative and summative assessment data and identify strategies to meet students' needs, including providing enrichment opportunities for students who have mastered standards. This vertical and horizontal alignment of stakeholders and resources provides our students with an environment that supports and challenges them to achieve at their highest level possible.

Socially and emotionally, Shoreham-Wading River High School supports its students in a variety of ways to engage with the community. Our high school educates students that have intellectual and developmental delays in the RISE Program. This program enables students to gain the skills necessary to become as independent as possible with a focus on Activities of Daily Living skills, vocational training, and functional academics. SWR offers the "Best Buddies" club, aiming to build friendships between the typically developing students and students in RISE. This, along with our newly-developed peer-mentoring program and graduation certificate will further benefit all students.

Our Natural Helpers club trains students to be the eyes and ears of the student body. These students are trained to know what to do when peers are in crisis and how to best intervene. All 9th grade students attend a workshop presented by our Natural Helpers in conjunction with the theater department. Short vignettes are presented that represent social situations that many of our students often face.

Each marking period, administration recognizes academic success by hosting a "Principal's Breakfast" for our highest-achieving students. At the end of the year, separate underclass and senior awards nights showcase the multiple intelligences of our students. Staff members also nominate students for our recently created Blue and Gold Awards, which identify students who are unsung heroes that regularly go out of their way to make our community as tight-knit as it is.

### 2. Engaging Families and Community:

Clear, concise, and consistent communication is a key factor in successfully engaging parents and community. The Shoreham-Wading River School District uses multiple forms of communication to share successes, academic progress, and to find resources within the community that can assist us in our mission. It is through this combined effort that we garner our greatest strengths and provide our children with the best learning experiences. Four examples of how we consistently engage our community are our School-to-Community Program (STC), Wildcat Athletic club (WAC), Wildcats Helping the Arts and Music (WHAM), and our PTO/PTSA organizations. Each group works in conjunction with building- and district-level administration to provide our children with countless opportunities.

Our School-to-Community program was founded on the premise that every community has tremendous untapped resources that can enhance the learning experiences of all children. Each year the (STC) meets on multiple occasions to bring community business leaders into the high school to work with our students. Business leaders provided feedback to our students after completing mock interviews.

The WAC bolsters our athletic programs by providing additional support and recognition for our student athletes. At the Winter Pep-Rally, the WAC brought in an outstanding guest motivational speaker to address our children about resilience and having empathy for those who have had different life experiences than we have.

The recently formed WHAM booster club is providing the same type of encouragement for our children in the areas of music, theater, and the fine arts.

Our PTO/PTSA consistently support the education of the whole child by providing guest speakers for our children and parents that focus on the academic, social, and emotional needs of our community. They also consistently supply the extra funds needed to provide our students with timely guest speakers and wonderful celebrations. At the end of each year the PTO/PTSA puts on amazing breakfast and lunch buffets for our graduating seniors.

In addition to providing all the additional support, these organizations also provide our parents with wonderful forums to communicate with one another and to provide all stakeholders with opportunities to feel vested within the school community. An engaged and supportive community provides our students with the best atmosphere possible.

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

Professional Development is the lifeblood of any school organization. It is what keeps our educators and administrators renewed and constantly informed of the latest pedagogical research. The overriding philosophy of our district is to provide targeted professional development that will have the greatest impact on the success of our students and the development of our staff. It is a combination of outside professionals and in-house experts that provide professional development for our administration and staff. It is also a culture that has trained all staff members that professional development also happens during simple conversations between colleagues, during faculty and department meetings, throughout the observation process, and any time two professionals are speaking about their profession.

The administrative team is currently in the middle of a yearlong professional development cycle focused on collaborative classroom learning walks. An outside presenter has provided a protocol and process for maximizing short, frequent classroom visits. With an emphasis on determining a focus before entering the room and a recognition that these visits are not evaluative in nature, we are gaining tremendous insights into trends within classrooms and a much better idea as to what teachers need in terms of professional development.

A point of focus this year for teachers is an expansion of the effective use of Google Classroom as both a management and educational tool. In-house experts have and will provide peer-to-peer professional development during Superintendent's Conference Days. The use of in-house experts enhances the professional development experience for many reasons. Peers are often more inclined to listen to a peer over an outsider. There is also the advantage of having that expert available long after the professional development has been completed.

District-level administration also takes time to listen to faculty. Staff Development Committee meets on a regular basis to plan conference days and discuss ongoing initiatives. Teachers know that their voices are heard and professional development is often a direct result of these conversations.

As a district our mission is to always keep staff as well-trained and well-informed as possible. We recognize that a mixture of outside and in-house professionals is the best combination to deliver training

that is the most impactful and long lasting. Our district highly values the time and energy spent on professional development.

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

The leadership philosophy at Shoreham-Wading River High School can be best described as inclusive. With one Assistant Principal, all day-to-day student management functions are shared equally between the Principal, Assistant Principal, teachers, and staff. It is truly a team effort. The primary goal of the leadership team is to be active and visible to all throughout the day. Students and staff expect to see administrators in the halls, classrooms, and at our various after school activities and events. Leadership is something that is ever-present. All stakeholders know and understand the expectations and monitor their own behavior without the need for constant direct supervision.

Like any building we have issues that require students to be held accountable. Our Student Code of Conduct is followed with fidelity and all students are treated with the utmost respect, dignity, and understanding. The discipline process always includes a social/emotional component to ensure the whole child is being treated.

All stakeholders are frequently consulted regarding their thoughts and opinions. A Student Advisory Group and a Staff Advisory Council meet on a regular basis to discuss their thoughts and opinions as to how we can continue to promote positive change. The Principal chairs the Student Advisory Group, which gives the students a direct line to building administration. The Principal often uses Student Advisory along with Student Government to serve as focus groups when new ideas are being discussed. The Staff Advisory Council meets independently from administration to allow for much more open discussion. In addition to serving as a defacto cabinet to the Principal, the Staff Advisory Group is also charged with promoting staff morale and school spirit. The leadership of the council then reports to the Principal any suggestions or concerns the group may have.

Shoreham-Wading River High School is also the beneficiary of incredibly supportive parents/guardians who support administration and staff at every turn through groups including the Parent-Teacher-Student Association, Special Education Parent-Teacher Association, Wildcats Helping Arts & Music, and Wildcat Athletic Club. This partnership assists administration to reinforce procedures, protocols and expectations. It is this consistent message that enables us to maintain our high standards.

The motto “Every Child... Every Day...” is always at the forefront of the decision-making process. All leaders are always reminded to first ask the question, “How will this impact kids?” when starting any conversation. With student success and safety as the foundation of all that we do, Shoreham-Wading River High School has been a model of consistency.

The combination of distributive leadership, shared decision making, supportive parents/guardians, and a standard for analyzing all decisions establishes the structure by which our consistency is protected.

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

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During a recent leadership team meeting the question was asked, “What is the one thing we can point to that has been the most responsible for our consistent success?” After much discussion and collaboration, we reached a consensus: our emphasis on alignment of program. When a new program or initiative is vetted, two questions are asked: “Is this in the best interest of students?” and “How does this program or initiative align with the programs we already have in place?” School districts can often get lost by chasing the flavor of the month and not taking the time to build upon the foundation that has already been established.

Shoreham-Wading River High School could not be the success that it is without the three other school buildings in our district carefully laying a groundwork that promotes the whole-child. By crafting a systemic alignment of programs at each successive grade level students have the tools they need to be successful while completing a curriculum that will prepare them with the 21st Century skills necessary to be well-adjusted and productive members of society.

Within this system, stakeholders clearly understand and embrace their unique roles. It starts with a community that is willing to do whatever it takes to be helpful and supportive. The next level is our supportive staff who play critical parts in our district’s success. They often have the most direct contact with our students and they do a tremendous job balancing just the right amounts of challenge with support. Teachers provide critical input and service within this system. Through their input on the Curriculum Development Committee and other committees, educators provide significant insights into what is needed in their classrooms. Lastly, building- and district-level administration serve as the coordinators and guardians of our system. Regardless of any changes in personnel at these levels, their duties remain the same. They must always ask those two important questions, “Is this in the best interest of students?” and “How does this program or initiative align with the programs we already have in place?”