

U.S. Department of Education
2020 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 Ms. Carolyn Breivogel
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Wantagh Senior High School
(As it should appear in the official records)

School Mailing Address 3297 Beltagh Avenue
(If address is P.O. Box, also include street address.)

City Wantagh State NY Zip Code+4 (9 digits total) 11793-3362

County Nassau County

Telephone (516) 679-6401 Fax (516) 679-6432

Web site/URL https://www.wantaghschools.org/ E-mail guzzonep@wantaghschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. John McNamara E-mail mcnamaraj@wantaghschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wantagh Union Free School District Tel. (516) 679-6300

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. Adam Fisher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 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. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	110	107	217
10	93	97	190
11	110	113	223
12 or higher	104	126	230
Total Students	417	443	860

*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
 - 3 % Asian
 - 0 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % 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 2018 - 2019 school year: 1%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2018	881
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Chinese

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 48

8. Students receiving special education services: 13 %

111 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>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>26</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>68</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	61
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

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 14:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	95%	96%	96%
High school graduation rate	97%	98%	98%	99%	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 2019.

Post-Secondary Status	
Graduating class size	241
Enrolled in a 4-year college or university	80%
Enrolled in a community college	17%
Enrolled in career/technical training program	1%
Found employment	1%
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. 1997

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

Wantagh High School will maintain a supportive environment which encourages all students to develop a positive self-image through the mastery of those educational outcomes best suited to their individual goals and potential.

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

Wantagh, New York is located on the South Shore of Long Island and is approximately 37 miles east of New York City. Wantagh High School's campus is situated in a small, working class, traditional community that values education. Wantagh High School provides quality instruction for all students where learning is rich, meaningful, joyful, engaging, and purposeful. We believe that when all members of the school community work together toward a common goal, we can accomplish things never before reached. The faculty and staff educates the "whole child" and values the academic, social, and emotional needs of all our students. Collectively we prepare our students to be critical thinkers, problem solvers, mindful, stress resilient, and adaptable so they are college and career ready. We are a comprehensive high school dedicated to preparing all of our students to compete globally while embracing the technological changes of our world.

We take pride in our collaborative approach to reach all learners. We believe that all children can learn, but more importantly all students can achieve. We encourage all our students to reach for the most rigorous program they can handle. Our school utilizes an Integrated Co-Teaching (ICT) model to support our struggling students. This allows for greater acceptance and valuing of individual differences. It enhances self-esteem and provides for a genuine capacity for friendships. Students benefit from more individualized attention and opportunities to participate and engage in meaningful work. We are proud of our graduation rate for classified students which has been at or close to 100% for over three years. All students are monitored weekly by the Child Study Team (CST) where academic, social, emotional, physical, and cultural indicators are considered within a student's profile and through a multidisciplinary approach, plans are made to support students and student growth is discussed at subsequent CST meetings. Classified students participate in one of the following programs: Resource Room, Integrated Co-Teaching, or Special Class. Resource Room is capped at five students and meets one period daily. Integrated Co-Teaching is a general education class with no more than 12 classified students and has the benefit of a special education teacher in addition to the general education teacher. This program is offered for the content areas, as needed. There is an academic support class that meets daily and is taught by a certified special education teacher. The Special Class program is offered for content area classes, as needed, and has a ratio of 15 students to one special education teacher. There is an academic support class offered daily that is taught by a special education teacher. Students participate in extra help opportunities which are offered weekly by all teachers and if academic difficulties are detected, a team meeting is held to determine what supports might be helpful (tutoring, parent support, organizational support).

The measurement of student learning through assessment is important because it provides useful feedback to both instructors and students about the extent to which students are successfully meeting course learning objectives. At Wantagh we have been using Understanding by Design (UbD) because we want our teachers to consider up front how they will determine if students have attained the desired understanding. By using both formative and summative assessments as well as project based assessments we are able to use these assessments to provide the evidence needed to document and validate that meaningful learning has occurred in our classrooms. For our high achieving students we introduced the AP Capstone program three years ago. This program develops key academic skills, such as research, collaboration, presentation and peer review, that they will use in college and beyond and aids in them becoming self-confident, independent thinkers and problem solvers. Our most recently added science/engineering elective, Advanced Sustainable Agriculture, provides a learning experience unique to the Wantagh School District. In our hydroponic living laboratory, students will apply the engineering process to enhance construction of the existing systems, identify problems, conduct unique and challenging research projects, and develop solutions to issues related to sustainable agriculture.

Our leadership is collaborative and shared among all stakeholders. Our shared vision is the reason behind the success of our building. We believe that strong leadership comes from shared leadership and that the driving force behind decision making is collaborative.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

We believe that all students deserve access to rigorous, thought provoking, and relevant curriculum that challenges students to gain a better understanding of the world around them while also building important life-long skills such as critical thinking, creativity, problem solving, and enhanced verbal and written communication. We also want our students to be genuinely interested in the curriculum we offer so they continue to be curious learners and consumers of knowledge after they graduate.

We aim to achieve this as a district by training all teachers in an Understanding by Design (UbD) approach to unit planning and curriculum development. This focuses our teachers on developing big ideas and essential questions as the driving forces behind the development of curricular units of study. Teachers then start with the end in mind by developing a wide range of assessments to measure student learning. These assessments are both formative and summative in nature and require students to go beyond completing traditional assessments such as multiple choice tests or quizzes. Our teachers aim to use those traditional styles of assessments as well as performance based assessments to measure student learning.

Our goal as a district is for assessments to be developed collaboratively by grade level or department teams of teachers and supervisors. When teachers have a strong understanding of learning goals/targets, it is easier for them to develop more meaningful lesson plans that are connected to the larger agreed upon units of study. Teachers then have the autonomy to design personal lesson plans for their students that fit their personal styles while also helping students in their classes to complete work that aims towards the common agreed upon assessments created. As we work together in grade level or department teams, we aim to develop an aligned curriculum, common assessments that vary in type and scope, and lessons that engage students in meaningful learning.

1b. Reading/English language arts

Wantagh High School focuses on delivering instruction that reaches beyond the walls of the English classroom; students transfer their understanding of the lifelong practices of reading, writing, speaking, and listening in English to their other courses and life endeavors. There is an evident articulation of English instruction across grades and levels; the focus of each grade's content is based on a predetermined theme, such that all genres and instruction highlight that theme to students as they uncover the material. Teachers' lessons are imbued with both literary content – with a focus on literary elements and appeals of persuasion – and oral and written expression – such that speaking and listening skills as well as grammar and conventions are taught and reviewed through the literary context of each lesson. Each year, the English teachers' instruction reinforces that of the previous year in order to thoroughly cover the standards for key ideas and details, craft and structure, and integration of knowledge of ideas set forth by New York State.

There is a strong commitment to supporting and challenging our students; the English and Reading departments offer support classes to strengthen students' written and reading comprehension skills. Students in need of written support are identified by their English teachers and enrolled in Writing Lab, which provides small-class instruction to improve students' written expression. In the Writing Lab, teachers seek to support students' understanding of how to convey meaning, develop their expression, elevate their language use, organize their thoughts, and ensure that their writing follows the conventions of standard English. The Reading department offers both reading comprehension classes and decoding classes. The reading comprehension classes provide students with a small-class setting to determine how to approach and analyze passages of fiction, informational passages, and question types (focusing on question stems). The Reading department offers both Wilson and Just Words classes for those students in need of decoding support; placement in either class is dependent on students' progress monitoring scores (iReady), WIST scores, and TOSWRF-2 (Test of Silent Word Reading Fluency) scores.

In addition to support classes, students' understandings are supported and challenged through the variety of levels of instruction in English, including inclusion, Regents, honors, Advanced Placement, or college-level. English inclusion classes are staffed with both an English teacher and a Special Education teacher, both of whom teach the content and reinforce students' skills and literacy. In certain classes, ENL teachers provide support to English Language Learners so that these students gain proficiency in English.

At every level, students complete research projects and creative writing assignments that require students to incorporate higher order and critical thinking when reading and writing. When researching, every student uses his/her district-issued Chromebook to access the library's extensive database collection. Students also visit the library with their classes to access the library's collection of books on the shelves. Throughout each year, students also complete presentations to hone their speaking and listening skills.

1c. Mathematics

Students enrolled at Wantagh High School take courses that are currently aligned to the New York State Common Core Learning Standards (CCLS) in Mathematics. These courses are Algebra 1, Geometry, and Algebra 2 which are taken in grades 9, 10, and 11 respectively. The main design principles in the CCLS for Mathematics standards are focus, coherence, and rigor. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and be able to apply these skills through various methods. Each of these courses culminate in a Regents exam in June. In grade 12, our students can choose to take either College Level Precalculus, College Level Statistics, or College Level Algebra and Trigonometry. These courses are part of the High School Scholars Program offered through Molloy College, where students are provided an opportunity to earn college credit-at a reduced rate. All mathematics courses incorporate the use of the graphing calculator into instruction.

Starting in grade 8, about 35% of our students begin an accelerated mathematics pathway by taking the Algebra 1 course during that year. This accelerated pathway allows this group of students to take either Advanced Placement Calculus AB or BC in their senior year. Additionally these students are also offered the opportunity to take AP Statistics in conjunction with Algebra 2 during their sophomore year. Often, our accelerated students are also enrolled in AP Capstone, offered through the Social Studies and ELA departments. The AP Statistics course teaches the students about the research skills they can apply in AP Capstone.

For our struggling students, we use an Integrated Co-Teaching (ICT) model. The class is co-taught with a special education teacher who works closely with their students to provide differentiated instruction. We also offer a stretch Algebra 2 course, called Math 11 and Math 12, that allows some students to complete the curriculum over a year and a half. These students take the Algebra 2 Regents in January of their senior year.

Within the department we use data to inform our instruction. Annually, the teachers review the data provided through BOCES to review the Regents results. For each June exam, we analyze the questions to determine the skills being utilized and compare it to our teaching to assure that we are continually meeting the rigor of the assessed standards. We also use this data to compare our school to the state and the region. This gives us a gauge to the level of the question.

1d. Science

The Wantagh High School Science Department is shifting towards the New York State Science Learning Standards (NYSP-12SLS). Teachers are participating in subject area inquiry teams to provide tools to students to successfully participate in the Science and Engineering Practices, understand the application of Crosscutting Concepts, and refine their explanation of Disciplinary Core Ideas.

During this transition, teachers are redesigning their units to begin and end with the explanation of authentic phenomena. Using Understanding by Design, and the 5Es, lessons encourage students to wonder, construct explanations, investigate, refine their understanding, and actively participate in scientific argumentation. The success of these shifts will be measured and modified based on student surveys and success on standard-

based assessments.

Starting in the 2020-2021 school year, all students in 8th grade, will have the opportunity to experience a high school level science course. This culminating experience will allow students to apply their spiraled intermediate practices, concepts and ideas through the lens of Life or Earth and Space Sciences. Students who are selected to take Earth and Space Sciences will have an opportunity to challenge their skills in a new college level, Living Environment/AP Environmental Science (LEAPES) course in 9th grade.

In addition to enhancing our core science programs, we also offer unique elective courses: Advanced Sustainable Agriculture, Bioethics, Forensics, Marine Science, Natural Disasters, Science Research, and Sports Science. We also recognize students for their outstanding achievements by meeting the requirements to be selected as members of our Science Honor Society. The science teachers at Wantagh High School have fully embraced three dimensional learning. We are committed to our goal of shifting our focus from the delivery of scientific content, towards student participation in the nature of science.

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

Wantagh High School students enrolled in specific content areas for standards: History of the United States and New York, World History, Geography, Economics, and Civics, Citizenship, and Government. It is our goal to have students fulfill the social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

We employ an instructional approach of student centered learning, with the end goal of developing students who are autonomous and independent, by placing the responsibility of learning in the hands of the students. This means recognizing that learners in any classroom learn at different rates with different styles, they have different abilities and talents, their feelings of efficacy may vary, and they may be in different stages of development. In this model, learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior knowledge and experience.

We have designed our curriculum to provide a vertical articulation and progression of Social Studies practices in which our students use chronological reasoning and causation to articulate how events are related chronologically to one another in time and explain the ways in which earlier events may influence subsequent ideas and events. It is our expectation that students will have the ability to recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time. With the use of one-to-one devices, we have the capability to reach students of all learning levels.

1f. For secondary schools:

We have created two New York State approved three unit pathways in Entrepreneurship and Accounting that culminate in an industry standard Precision Exam. We also have a Work Study Program - NYS approved and certified program that provides students with experience in the world of work for students in Grades 9-12. We offer our students the opportunity to participate in College Level Virtual Enterprises International which is an authentic virtual global business experience. Students in the program have the option of enrolling in college credit courses under the auspices of Farmingdale State College in both E-Commerce and Small Business Management.

Classified students participate in the same college and career prep as general education students which is offered through the guidance department

In addition they have access to the follow supports: Level one assessments - vocation assessment, access Vocational Rehabilitation meeting, Vocational Education Training- through Wantagh HS or BOCES, job coaching with a 1:1 or group teacher- ½ day for juniors and seniors, full day ages 18-21, and Career Exploration Studies.

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

2. Other Curriculum Areas:

The Art program offers 19 different classes that include both fine art and digital art. A few key components of our program include a fully functioning dark room for our photography students, a state of the art Mac lab for our digital students, a kiln for ceramics and a screen-printing lab. Students are offered 3 mediums to complete the AP 2-D examination; photography, digital art and fine art. Our art staff also firmly believes in the exposure to and need for our students to experience art. We plan several trips each year to museums such as the Metropolitan Museum of Art and Museum of Modern Art. In addition, we offer our AP students the opportunity to travel to Europe each year. In Music we offer Music Theory I, AP Music and Audio Engineering which allows students to work in a state of the art recording studio and work on professional, industry-standard equipment and software. Our music opportunities are robust within the classroom but we also offer many opportunities for students to travel and experience outside of the traditional setting of ensemble playing. We have traveled to Tortola, Nashville, Montreal, and Florida. Each trip has centered around musical experiences for students to enrich their skills but also broaden their exposure to become life long appreciators of the arts.

Our Health and Physical Education programs offer a variety of experiences designed to develop the whole individual. This includes a comprehensive physical fitness unit that includes training, fitness testing, stress resilience, and mental health. Our guiding principles are the importance of physical activity, life-long fitness, preventing illness, and restoring balance to the body.

The World Language department provides all students with an opportunity to meet curricular standards at various levels within our program. Students have the opportunity to enroll in our honors as well as extended courses which are designed to both challenge and meet the needs of all students. The department is working towards full implementation of the National ACTFL Standards while integrating a backward design approach which includes the opportunity for self-reflection and the use of “Can Do” statements. Students in our program are enriched by achieving the skills needed to proficiently communicate in a second language and by developing a respect for cultural diversity and how cultures have enriched our society. The department continues to maintain high levels of mastery on the NYS locally developed consortium Checkpoint B exams in Italian and Spanish. A great majority of our students continue their studies beyond diploma requirements by enrolling in either our Level 4 honors or Pre-AP courses. Students in Wantagh have the opportunity to earn college credit by successful completion of our AP courses or by enrolling in college courses that are offered under the auspices of Adelphi University. Additionally, students may choose to complete the requirements to receive the NYS Seal of Biliteracy. Co-curricular Italian and Spanish clubs at the high school provide opportunities for participation in philanthropic and community based cultural events. Many of our students are recognized for their outstanding achievements by meeting the requirements to be selected as members of our World Language Honor Society. Our program thrives around a culture of collaboration as evidenced by the study of interdisciplinary topics that are integrated in our curriculum including economics, immigration, a study of literature in its authentic form and the arts.

The library and media center includes collections of texts that are kept in the library as well as texts and databases that are available online. Students have access to the thirty desktops in the library to use at any time, as long as a class is not present, as well as a quiet work area to meet in small groups or work independently. The library media specialist and her assistant are available to assist students with academic instruction and circulation inquiries.

Our Technology Education program provides students the opportunity to apply the engineering process through modeling, design, construction, repair, automation, robotics, and coding. The goal of our technology program is to provide hands-on/minds-on experiences for all students within a broad range of intellectual abilities to foster an appreciation for creativity and innovation. We offer Automation and Robotics, Basic Car Care, Computer Programming, AP Computer Science A, Principles of Engineering, Materials Processing, and Multi-Media Production. Following the NYSP-12SLS, our technology programs provide students a foundation in engineering and design that allows them to identify and develop solutions for major societal and environmental challenges.

Our Child Psychology and Development curriculum teaches important life skills and facilitates growth in all students. The lab, referred to as the "Play Group" is unique in that toddlers and pre-school children enter our classroom twice per week and interact with our students. This exercise brings exposure and practical application of theories discussed in the lecture. Theories of language acquisition, separation anxiety and motor skills are witnessed and discussed. This program has been a huge success, as our community has trusted their young children in our care and thus created wonderful connections and mutual goodwill. Our students learn the lessons of caring for children; the joys, trials and expenses that accompany it.

3. Academic Supports:

3a. Students performing below grade level

Prior to entering high school, every student's reading ability is progress monitored both in the classroom and through tri-annual iReady benchmark assessment. If a student scores more than one grade level below his/her actual grade level, the classroom teacher will consult with the reading teacher to test the student further for reading comprehension and/or decoding issues so that the child may be scheduled for an academic intervention support class (reading comprehension, Wilson, or Just Words) in the high school. If the eighth grade classroom teacher recognizes that the student struggles with writing skills, evident through classroom assignments, assessments, and the eighth grade NYS ELA exam, the teacher will recommend the student enrolls in Writing Lab as a freshman. High school students are closely monitored by their teachers with each assessment, formative and summative, of the year. If a high school teacher recognizes that a student is struggling with reading or writing, the student's teacher will work closely with the student to improve his/her skills. Additionally, the teacher will recommend the student for a reading or writing support class.

For students in each of our respective Math Regents level classes, we offer a lab class to our struggling students. This class meets on an alternate day basis and the teacher(s) works with the students on the skills that are required to be successful within the course. The students are placed into a lab by teacher recommendation from the previous year. We also have a Regents Intensive Support Program (RISP) for students working below grade level. The students taking Algebra 1 learn the curriculum over a two year span. Along with working with the students to prepare them for the Algebra 1 Regents, they work with them on the prerequisite skills.

3b. Students performing above grade level

Wantagh High School is one of Long Island's pioneers of the AP Capstone program; when students are sophomores, they may enroll in AP Seminar in lieu of tenth grade honors English. (To complete the AP Capstone pair of courses, students may enroll in AP Research as a social studies elective in their junior year.)

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3c. Special education

Classified students participate in one of the following programs: Resource Room, Integrated Co-Teaching, or Special Class. Resource Room is capped at five students and meets one period daily. Integrated Co-Teaching is a general education class with no more than 12 classified students and has the benefit of a special education teacher in addition to the general education teacher. This program is offered for the content areas, as needed. There is an academic support class that meets daily and is taught by a certified

special education teacher. The Special Class program is offered for content area classes, as needed, and has a ratio of 15 students to one special education teacher. There is an academic support class offered daily that is taught by a special education teacher. Students participate in extra help opportunities which are offered weekly by all teachers and if academic difficulties are detected, a team meeting is held to determine what supports might be helpful (tutoring, parent support, organizational support).

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

The ENL program at Wantagh High School is very small which affords our students personalized attention and includes co-taught ELA/ENL classes as well as stand-alone instruction. Our program exceeds the minimum required contact time since the majority of our ELLs lack academic support at home and rely upon the ENL teacher to develop essential learning techniques and study skills that support academic success in our school environment. In addition to providing students with the basic tools and learning skills needed to adapt and succeed in our educational setting, our ENL teachers also serve as their advocate in the school community and maintain open lines of communication with teachers across all content areas. Albeit, our ENL students are well received by our staff, there are intrinsic constraints given their language limitations, lack of understanding about the American school culture and fear of sharing details about their personal lives to protect their families, which slowly ameliorate with the development of a strong connection and trust in the ENL teachers. In order to build trust, our ENL teachers virtually become extended members of the ENL families and provide the student and families with the school connection and support they generally need to believe in themselves, become immersed in the school community and succeed in the new environment.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Many students spend as much time with their teachers, counselors, and other adults in the building than they do with their parents. Our staff recognizes the unique role they play in the lives of adolescents. Our staff is involved with the life of the school by attending athletic events and watching plays and concerts - letting students know that we care about them. Students are major collaborators in our shared decision making committee (SHINE). Students work alongside teachers, administrators, parents, and staff as equal partners in determining the goals and priorities of the building. Student council is composed of elected representatives and meets weekly to plan social events, sponsor activities to foster school spirit and spark involvement.

To meet the needs of the student body with diverse interests and differing abilities, our school offers many courses reflecting college preparatory and vocational graduation sequences. Students have the opportunity to select their courses and have flexibility in their schedules to enroll in elective courses that are interesting to them. We encourage our students to take on more rigorous courses of study by enrolling in College-level courses or Advanced Placement courses. We offer multiple extracurricular activities and recognize how important they are to active student engagement. Club options vary to meet the different interests of students. We encourage students to create their own clubs and reach out to teachers to be club advisors. We believe that extracurricular activities thrive if they are student driven.

School Counselors create a message consistent for all students in group meetings several times each year, and then tailor that message for students in individual meetings. Individual meetings with students are both formal and informal throughout the academic year. Based on the knowledge of the student and family dynamics, individual goals are established. These meetings may be frequent and informal, however formal individual meetings take place at least twice per year. The approach to students engagement is predicated that each student experience has both similarities to others and is also unique unto itself. Therefore, the outreach to motivate and set goals is both an individual and small group effort.

2. Engaging Families and Community:

Collaboration among all stakeholders has been our strength and we will continue to work together as we bring our shared vision to greater heights. We are fortunate to have an extremely active community. Our Sports Boosters, BandWagon, and PTA organizations have always supported the students and the school. Bringing parents into important discussions about school improvement allows for greater alignment among stakeholders. Parents also have many opportunities to meet with the Counseling staff. Our Sophomore College Night is designed so that parents and students meet in small groups with their counselor and general themes and procedures are discussed. Laced throughout this meeting are the overall philosophies of the Counseling Department and of the District as a whole: striving for academic potential and focus on successful post high school planning. These themes are tempered with compassion, realism and developmental theory: Wantagh regards its students as more than a set of scores, and we understand the complex decision making process inherent in adolescence. A meeting such as this is preceded by an individual meeting with freshman parents and their child's counselor, and is followed by another individual meeting in 11th grade of the same. In all, there are 12 different opportunities for parents to formally attend a forum or individual meeting with the Counseling Department in a given year. Students meet in groups with counselors for scheduling, post high school planning programs, and social emotional learning lessons. Finally, it has been effective to poll parents at the conclusion of events such as our 4-part Series on College Admissions in January, to gauge the topics most relevant and important to them.

3. Creating Professional Culture:

Wantagh High School strongly believes that when teachers are highly engaged in learning, it results in more powerful learning outcomes for students. Additionally, we believe that when teachers feel cared for, supported, and valued as members of our learning organization, it leads to greater teacher engagement and

therefore more powerful student learning experiences

To that end, we aim to support a school culture focused on teacher learning, empowerment, and self efficacy. We do this in a number of ways. First and foremost, our administration works collaboratively to design faculty meetings and department meetings focused on building our school culture, empowering teachers as learners and leaders throughout the school building. We collect feedback from teachers through small focus groups and surveys to determine what they feel is important for the school and then design learning experiences for them accordingly. This takes into account teacher voices prior to planning our adult learning for the school year.

Department Directors and Building administration have worked together over the past few years to align their meeting time with teachers to focus on common agreed upon learning goals. For example, the High school spent time in 2017 learning together about student engagement and classroom strategies to engage students in learning. In 2018, the building focused on essential questions and in 2019 and 2020 the school worked with teachers on designing units of study for each course using a backwards design approach Understanding by Design (UbD).

In addition to aligning learning experiences for teachers, the district also empowers teachers to take on leadership roles throughout the building. Our Model Teacher program rewards teachers financially for developing learning experiences for colleagues, allowing our best and brightest teachers to share their work and help with school improvement. In addition, we have a \$30,000 professional development fund designated for teachers to attend conferences of interest. This fund is used only for teachers and only based on what they want to attend. This is in addition to the normal building conference funds used to send teachers to learning conferences.

4. School Leadership:

Our school operates through an underlying philosophy of shared leadership and personal empowerment as a key component of ensuring a comprehensive learning environment. The leadership philosophy has always been collaborative and inclusive of all stakeholders - students, teachers, administrators, parents, and community members (Shared Decision Making Committee - SHINE). Our culture of collaboration ensures that physical, financial, and human resources are aligned with goals that are collaboratively constructed and widely supported. The principal of the high school, as instructional leader, believes that no individual can do it alone and that the power of the team ensures that everyone is aligned and remains goal oriented. The principal motivates and inspires others to be productive and contribute to our mission and success, through a highly organized network of committees that branch out of SHINE. The priorities, programs, and practices developed through our collaborative process are proposed and evaluated annually by the principal, but also by all stakeholders during many regularly scheduled forums. The Principal's Cabinet consists of department supervisors and directors who provide meaningful feedback regarding curriculum and instruction. The club advisors meet monthly to plan and discuss co-curricular activities. The empowerment of directors, supervisors, and teachers has led to significant curriculum development and adjustment in our building and the creation of practical, programmatic outgrowths of our instructional vision. The Child Study Team (CST) develops plans of action for at risk students. Parents are recognized as both stakeholders and partners while the students take an active role in their educational program.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our school's Social Emotional Learning initiative begins with elementary counselors instructing students on methods of emotional identification and regulation and culminates in the high school with lessons on decision making, stress management, navigating social situations, and understanding complex relationships. In conjunction with the social workers, psychologists and health educators, the goals of the program is to build resilience, reflect on understanding, and build lasting life-enhancing relationships.

Guidance counselors meet with each grade level in small groups and informal individual conferences several times per year. As a student progresses through high school, the level of inquiry and exercises related to post-high school planning increase in depth and build upon prior experiences. For example, our sophomore career unit is a 2-day focus on methods of choosing and exploration of college majors and careers. Following this experience is an evening program for students and parents focusing on preliminary college admissions preparation. In the junior year, the evening program is a 4-part series followed by group discussion and individual conferences. Our goal is to have each student prepared to make choices related to post high school plans by mid senior year. The curriculum in every academic and elective subject supports this goal. Counselors work with teachers on themes of career and college exploration, and teachers often participate in counselor-led group exercises. Students have access to one full time and one part time psychologist, one full time and one part time social worker, and five guidance counselors. Mental health staff work with mandated cases but spend the majority of their time in preventative mode, offering socialization groups, proactive behavior strategy support, and individual and group counseling. In addition, the instructional staff has been trained in mindfulness, identifying crises in students, and incorporating social emotional wellness within their classrooms. There is a mindfulness room located in the high school and at the present time a therapy dog is in training and will join the school community in 2020-2021.

Classified students are fully integrated into the social environment of the high school. As part of an initiative to include all students, a buddy group was created where a mix of students, classified and non-classified meet twice a month to work on social skills, adaptive daily living skills, and travel training. This buddy group is in its second year and has so many participants, at times activities need to be split into multiple sessions so as to accommodate all of the students who are interested in attending. Additionally, the mental health staff, administration, and teachers work to ensure that classified students have access to equal socialization opportunities for electives and after school sports, clubs, and theater events. Behavior plans, staffing such as aides or mentors, and extensive planning are coordinated so that students are able to join the activity of their choice. The Pupil Personnel Services department opened an alternative high school program, with the support of Nassau BOCES, to meet the needs of students who suffer with school related anxiety and school refusal. The program is called the Twilight Academy and is composed of classified and non-classified students who were selected from the Wantagh HS roster as well as several Wantagh students who were not finding success in out of district placements. To date the program, although in its first year, has seen student attendance near 95%, with all students passing their courses.