

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

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

School Mailing Address 1 Lion's Path  
(If address is P.O. Box, also include street address.)

City West Islip State NY Zip Code+4 (9 digits total) 11795-3932

County Suffolk County

Telephone (631) 504-5815 Fax (631) 893-3270

Web site/URL http://www.wi.k12.ny.us E-mail a.bridgeman@wi.k12.ny.us

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

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

Name of Superintendent\* Mrs. Bernadette Burns E-mail b.burns@wi.k12.ny.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Islip Union Free School District Tel. (631) 930-1561

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 Steve Geller  
(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 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

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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):
- 4 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 7 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	158	174	332
10	183	155	338
11	180	153	333
12 or higher	193	179	372
<b>Total Students</b>	714	661	1375

\*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
  - 2.1 % Asian
  - 0.2 % Black or African American
  - 12.3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 83.6 % White
  - 1.8 % 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2018	1420
(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):

Russian, Spanish, and Turkish.

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

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 227

8. Students receiving special education services: 17 %

229 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>15</u> Autism                 | <u>3</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>88</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>113</u> Specific Learning Disability        |
| <u>3</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment      | <u>1</u> Traumatic Brain Injury                |
| <u>5</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: 11

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:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	107
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	26
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
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 13:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	98%	98%	97%	97%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

<b>Post-Secondary Status</b>	
Graduating class size	375
Enrolled in a 4-year college or university	71%
Enrolled in a community college	19%
Enrolled in career/technical training program	0%
Found employment	4%
Joined the military or other public service	1%
Other	5%

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

Yes  No

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

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

The West Islip Community is committed to excellence in education through the establishment of an academic, vocational, and social environment in which all children can learn and succeed. Our students will be provided the opportunity to develop their self esteem and a respect for others while acquiring the knowledge, skills, and attitudes to become responsible citizens in a rapidly changing world. Our goal is to have students think in global terms and develop cultural sensitivity and an international orientation. We seek to instill in our students the ability to share their commonalities, celebrate their differences, and appreciate that learning is a lifelong process.

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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West Islip High School is a welcoming and safe learning environment for all. Through a student-centered approach to learning, collaboration, and communication, West Islip High School promotes academic and social-emotional success. Students are provided a myriad of courses and other opportunities to excel. West Islip High School believes in self-selection, and students have the choice and right to choose their courses and take any higher-level courses they wish to explore. Students are offered International Baccalaureate (IB) courses, Advanced Placement (AP) courses, college-level courses, and New York State Regents courses.

West Islip High School has exhibited high excellence in many different aspects, such as its high graduation rate, the percentage of students enrolling in college, and the percentage of students involved in the community through Service Learning Projects. West Islip School District is located in southwestern Suffolk County, Long Island, and is approximately 45 miles from New York City. The district stretches from the Great South Bay on the south to Deer Park and Brentwood to the north. Babylon and North Babylon are on the western border, and Bay Shore lies to the east. The district is located in a hamlet within the Town of Islip. The district covers an area of 9.65 square miles.

One of the highlights of West Islip High School is the number of extracurricular clubs and activities that promote students involvement and interests, including Robotics, numerous music clubs, Chess Club, Mock Trial, Mathletes, Drama, Mindfulness, DECA, Gay-Straight Alliance, Future Business Leaders, Academic Decathlon, Art Club, Thirst Project, Student Senate, Students for the Environment, Science Olympiad, Students Against Destructive Decisions, Best Buddies, and different honor societies (NHS, English Honor Society, Science Honor Society, Tri-M Honor Society, World Language Honor Society, Business Honor Society).

West Islip High School is committed to the mission of West Islip Public Schools which states "The West Islip Community is committed to excellence in education through the establishment of an academic, vocational and social environment in which all children can learn and succeed. Our students will be provided the opportunity to develop their self-esteem and respect for others while acquiring the knowledge, skills, and attitudes to become responsible citizens in a rapidly changing world. Our goal is to have students think in global terms and develop cultural sensitivity and an international orientation. We seek to instill in our students the ability to share their commonalities, celebrate their differences, and appreciate that learning is a lifelong process."

With regards to the district enrollment, approximately 1500 students in West Islip attend kindergarten through fifth grade in four elementary schools. The middle schools consist of grades six through eight and utilize the educational model proposed by the New York State Board of Regents for the schooling of early adolescents. Approximately 1,000 students receive instruction from teams of teachers. Programs in English, social studies, science, math, and world language are provided, with an emphasis on interdisciplinary instruction. Opportunities are available for all students to explore their interests in art, music, research, computer science, among other offerings.

West Islip High school has 1,376 students and offers over 200 courses, including Advanced Placement, International Baccalaureate, Syracuse University Project Advance, a STEM Program, and other college-level courses. Over 99% of graduates receive Regents Diplomas and over 92% go on to higher education.

The International Baccalaureate (IB) Diploma Programme is a rigorous, demanding course of studies which offers eleventh and twelfth-grade students the opportunity to earn the IB Diploma. This program of study offers an approach to learning that is integrated across disciplines, with an emphasis on meeting the challenges of living in a global, technological society. IB Higher Level (HL) courses require intensive study over two years and generally reflect a student's areas of interest and academic strength. IB Standard Level (SL) courses are less demanding but are still on par with pre-college level courses. Standard Level courses typically extend over two years, but may, in certain instances, extend over one year.

West Islip High School students have a long history in philanthropy and altruism as evidenced by the

number of fundraisers, trips to international countries, Thirst Project building wells in Africa, West Islip Students with HEARRT frequent trips to New York City to feed the homeless population and local visits to shelters. Students have visited Grenada during the summer to set up summer camps with local schools on the island. Students and teachers have also taken service trips to Italy and Spain during the summer. West Islip High School Students have also coordinated with Common Hope and have traveled to Guatemala and Peru for the past seven years, building houses for people in need.

With regards to Social Emotional Learning and preparing students for college and the world of work, West Islip High School counselors and teachers work closely with students assisting them to develop their ability in the areas of educational, personal, and vocational development. Through individual counseling and group presentations, counselors help students understand their learning strengths and weaknesses, choose appropriate courses, plan for a transition to college and careers, and meet personal challenges in a mature, appropriate way.

The School Counseling Department works with students to promote learning competencies such as, understanding one's own learning abilities and how to best apply them; understanding the school environment and what is expected; understanding the school curriculum and the impact course selection will have on future plans; learning to set realistic goals and develop strategies to reach them, and understanding how standardized test results are used and how to interpret them.

West Islip High School Counselors also work with students on personal competencies, such as, understanding personal relationships and how to establish an independent identity; taking responsibility for personal decisions; understanding and appreciating one's own capabilities and those of others; learning how to resolve conflicts; learning to cope with change and plan for the future.

Career and vocational competencies make up a significant part of the work our school counselors do with students. Some of these competencies include helping students to form tentative career goals and strategies for attaining them, and providing students with information so that they can be informed about post-high school educational opportunities and the issues involved in the selection process.

It's always a joy to walk the hallways during passing to see the smiles on students' and teachers' faces. The camaraderie between students to students, teachers and students and administrators is a joy to see. These attributes Make West Islip High School a school of distinction.

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

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### **1. Core Curriculum, Instruction, and Assessment.**

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

West Islip High School offers students courses in a variety of different areas of interest. Students have multiple opportunities throughout a school year to design and engineer, explore civic and social issues, explore the relationships between math and science, sharpen their public speaking skills, and express artistic talents. Each of these curricula is connected through common pedagogical and philosophical threads. These threads tie together the framework in which West Islip high school. Students are prepared for their future. The interdisciplinary approach of the academic program promotes student collaboration, project-based real-world application, and positive citizenship.

Through a one - to - one Chromebook initiative, students are given the tools to apply 21st century skills while having greater opportunity to direct their own learning, access more information, and engage a larger community in intellectual discourse. As part of our academic program, West Islip High School strives to strengthen students' understanding of good digital citizenship and enhance digital awareness.

The analysis of formative assessment data allows West Islip High School teachers the opportunity to design engaging, rigorous, and coherent curricula that are aligned to key standards for a variety of learners. Whether incorporating Next Generation Standards, International Baccalaureate standards, or Advanced Placement standards, each student's learning environment promotes interdisciplinary application. Reflecting on big ideas and essential questions ensures that each thread connects to form the framework of our academic program. These logical and philosophical threads tie together the framework in which West Islip high schools are prepared for their future. The interdisciplinary approach of our academic program promotes student collaboration, project-based real-world application, and positive citizenship.

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### **1b.** Reading/English language arts

All courses offered by the West Islip High School English department are guided by The Next Generation English Language Arts Standards, the Advanced Placement Framework, and International Baccalaureate (IB) Standards and provide rigorous coursework to prepare students for college, career, and beyond. Because our underlying philosophy is to promote student voice and choice in designing their course of study, students in ninth and tenth grade are able to self-select into our Gateway English classes, which are designed to prepare students for challenging course work at an accelerated pace. Those students who opt for Regents level classes are exposed to the same curriculum, but work at a pace in keeping with their needs.

Seniors may choose to take our twelfth grade survey course followed by an elective that piques their interest. Electives, which are open to all students include: Creative Writing; Journalism; Writing for College and Career; Mythology; Public Speaking, Drama, and Debate; Media Literacy; and IB Film (a full year course in which students both study and create films).

Many seniors choose to participate in our upper level advanced courses. Students who enroll in Syracuse

University Project Advance (SUPA) are able to accrue 6 college credits. Juniors and seniors may take one or both of our Advanced Placement courses: Literature and Composition and Language and Composition. Students who successfully perform on the associated examinations offered by the College Board also earn college credit. Finally, in their junior year, students may opt to begin their participation in the West Islip International Baccalaureate Programme (IB). Based on students' performance on assessments administered during this two-year course of study, students may earn an IB Diploma, which symbolizes the understanding of the importance of having a world view and cultural understanding to become active, caring citizens of the world.

To develop units of study, the backwards design approach was utilized. This encouraged a close reading of the standards and promoted discussions concerning what evidence could be used to determine student growth. During this process, teachers also developed common formative and summative assessments to conduct frequent checks on student understanding before, during, and after instruction. During weekly grade level team meetings, teachers plan instruction, gather and share resources, devise common assessments, evaluate student performance, and determine next steps in instruction.

Teachers use Google Classroom extensively to gather assessment information and provide effective feedback. By integrating the use of technology, teachers have been able to highlight particular segments of a student's written response, provide targeted feedback that provides students with a plan of action to improve their work, and respond in a timely manner, while students are still actively engaged in the learning process.

In addition, teachers have initiated the process of integrating standards-based grading practices and mastery learning into their instruction. To be able to devise grades that are more meaningful for students and parents, teachers have separated students' academic performance from behaviors that may or may not promote student achievement. In doing so, grades are more reflective of what students know and are able to do. Students who would like to demonstrate mastery are able to earn the opportunity to revise or retest by attending extra help sessions for added support and instruction. This enables students to address gaps in their learning and take the steps necessary to promote ongoing growth and achievement.

### **1c. Mathematics**

West Islip High School offers multiple pathways to success in mathematics with a belief that all students can be successful in learning math, and that all students can discover the joy and beauty of math. The majority of students enter the high school in ninth grade having been accelerated in Algebra I. After successful completion of the Algebra I course, most students take Geometry and then Algebra II, which allows students to qualify for a Regents Diploma with Advanced Designation. This pathway offers multiple options for math electives that prepare students for college, career, and beyond.

The West Islip High School Math Department offers courses in Pre-Calculus, Calculus (standard level as well as AP Calculus AB and BC), Statistics (standard and AP), SAT Prep, Intro to College Math, and Financial Math which prepares students for real world applications.

In computer science, the department offers courses in Java and AP Principles of Computer Science as well as AP Computer Science A which allows students to explore growing fields of programming and coding. West Islip offers IB Diploma math courses in Analysis and Approaches as well as in Applications and Interpretations. The math department is also a proud contributor to the West Islip High School's STEM academy, which prepares students for a rich project-based collaborative experience in fields that utilize a partnership between science, technology, engineering, and math.

Teachers in the math department at West Islip believe in collaboration and in designing lessons that utilize instructional technology, which enriches the experience of learning math.

The analysis of formative assessment data allows West Islip High School teachers the opportunity to design engaging, rigorous, and coherent curricula that are aligned to key standards for a variety of learners. Summative assessments are given periodically to determine at a particular point in time what students know and do not know. In most cases, it is used as part of the grading process. State assessments, district

benchmark or interim assessments, end-of-unit or chapter test and end-of-term or semester exams are used to assess students and make the necessary changes in teaching. All departments are given common planning periods to review data, plan, and make goals to improve instruction.

#### **1d. Science**

West Islip High School's Science and Engineering Technology departments offers a variety of college and career preparatory courses. All students are accelerated in science, taking their first high school Regents course in the eighth grade. Students then proceed to take Regents, AP and/or IB courses that are aligned with the New York State Science Learning Standards (NYSSLS), College Board or International Baccalaureate standards. The district has a unique grades 9-12 grade STEM Academy consisting of rigorous classes that are designed to foster innovation and collaboration. Through an interdisciplinary approach, students collaborate with peers, teachers and professionals to develop skills needed to tackle real world problems. Science courses include a focus on a variety of skills needed for college and future careers. Curricula in all courses are designed to strengthen students' critical thinking skills, communication skills, and include real word connections.

One of the underlying philosophies is to incorporate technology in ways that enhance student engagement, learning and ultimately achievement. Each student has their own Chromebook. This allows teachers to utilize a variety of platforms in Science. Nearpod creates an inclusive classroom by allowing for active participation with real-time student responses and feedback. PhET interactive simulations are used as visualization tools for abstract and conceptual concepts. PASCO probes enhance student engagement, technological skills and overall understanding. Screencast-O-Matic is used to flip classrooms for certain units that require more time be spent on practice and application of knowledge during class. Google Docs is utilized for students to share ideas, provide possible solutions to problems and to collectively work on written assignments both inside and outside the classroom.

Castle Learning, EdPuzzle and Google Forms are utilized as a means of formative assessment and immediate feedback for both teachers and students. The philosophy of achieving mastery and setting high expectations for all enhances student scientific success.

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

West Islip educators teach New York State Framework Social Studies Standards for social studies, history, economics, and civic engagement through project-based learning and inquiry utilizing a dialogical and research based approach. Ninth and tenth grade curricula focus on topics ranging from the development of communities to social issues and westward expansion to ancient civilizations with an emphasis on globalization and living in an interdependent world. Eleventh grade learning focuses on United States History and the principles of government. Twelfth grade instruction focuses on participation in government and economics. Students participate in inquiry-based discussions, study primary sources, and analyze multiple perspectives, and historical interpretation. Learning opportunities are highly collaborative and incorporate strategies from the Kettering Foundation and deliberation in the classroom to improve understanding and develop writing skills. Teachers also facilitate learning through field trips related to a historical unit such as, visiting Washington D.C to analyze the Civil War and Reconstruction Era. Students participate in grand conversations in order to process learning, test ideas, and draw conclusions. Each instructional decision is focused on bringing history to life for our students. Additionally, our twelfth graders study to be participants of democracy as part of their social issues and civic learning focus. Students are immersed in a variety of reading, writing, and inquiry strategies to grow themselves as members of society. This thought-provoking focus is transformative, providing a space for students to uncover issues within their own community and devise personal plans to be a contributing citizen. We strive to develop the students both academically and as citizens with the understanding that they are prospective voters and participants in democracy.

The analysis of formative assessment data allows West Islip High School teachers the opportunity to design engaging, rigorous, and coherent curricula that are aligned to key standards for a variety of learners. Summative assessments are given periodically to determine at a particular point in time what students know

and do not know. In most cases, it is used as part of the grading process. State assessments, district benchmark or interim assessments, end-of-unit or chapter test and end-of-term or semester exams are used to assess students and make the necessary changes in teaching. All departments are given common planning periods to review data, plan, and make goals to improve instruction.

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

Together with our counseling department, West Islip High School supports college and career readiness by providing students with a range of information about post-secondary options and the academic rigor necessary to prepare them for any pathway; building meaningful relationships with students and create a welcoming school environment; and, integrating college and career information into the school day.

The district strives to provide students with the knowledge and academic preparation needed to enroll and succeed, without the need for remediation in introductory college courses, entry into postsecondary workforce education, the military or obtaining gainful employment. Students are afforded many opportunities to take college level classes in high school. For example, West Islip High School offers Syracuse University Project Advance courses, Adelphi University courses, Farmingdale State College courses, Suffolk Community College courses, and courses associated with the IB Program and AP. Students are prepared for college and career.

Students in the Child Development Program have the opportunity for apprenticeship within the community. College fairs are scheduled for the student body by the counseling department. Students are also taught soft skills/21st century skills such as problem solving, teamwork, effective communication, empathy, critical thinking, and interpersonal relationship.

A dynamic Engineering Technology Department offers various STEM courses that prepare students directly for industry and/or advanced education in many areas. A state of the art mechanics lab is equipped with university/industry level apparatus such as CNC milling machines, a CNC lathe, a CNC plasma cutter, manual lathes, manual mills, drill presses, MIG and TIG welders and 3D printers. One program offered within this department is the Cisco Networking Academy. This is a two year program designed to provide each student with the skills needed to design, build, and maintain small to medium-size networks. This provides them with the opportunity to enter the workforce and/or further their education and training in the computer-networking field. Upon completion of the academy courses, students are prepared to take the Cisco Certified Network Associate (CCNA) Certification Exam.

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

### **2. Other Curriculum Areas:**

West Islip High School provides an award-winning and enriching performing and visual arts program that has consistently been rated at the top on Long Island. Course offerings are vast and include a Music Conservatory program as well as IB (International Baccalaureate) and AP (Advanced Placement) courses in both art and music. The extensive performance opportunities include four choral ensembles, six band ensembles, and four orchestral ensembles as well as a full-scale musical production, several dramatic plays, music clubs, and chamber ensembles that perform throughout the community. National music and art honor societies enhance student leadership, scholarship, and community service opportunities. Visual arts offerings include Studio Art, Skills Art, Drawing & Painting, Oil & Water, AP Art, Graphic Design, and Advanced Advertising in a state-of-the-art Mac lab with the most current software available. Opportunities are provided for students in all grades, with courses typically meeting on a daily basis. These course offerings and outstanding teachers provide a critical component to the overall achievement of our students: to be successful in society, academic and learning, developing intelligence, and life. West Islip High School continues to have a record number of students that are selected each year for various art and music competitions on the county, state, and national level. Curriculum is directly correlated to both the national and New York State Learning Standards for the arts. The West Islip community, administration, and school board continually provide generous support and refer to the arts programs as the “Crown Jewel” of the West Islip Public Schools. West Islip High School proudly represents the community each year at the Columbus

Day Parade in New York City on the stages at Disney World. As a result, the program at West Islip High School has been named one of the “Best Communities for Music Education” in the nation for the past three years.

The West Islip High School Physical Education Department is committed to developing the physical literacy of students through meaningful learning experiences. In support of this mission, the department offers a variety of courses comprising co-educational activities geared toward all skill levels, learning styles, and interests. West Islip High School offers students many choices: general PE, fitness, body conditioning, yoga, dance, sports science, aquatics, basic and advanced lifeguarding and adaptive physical education. Physical education courses meet on alternating days for a full year. The general PE programs are comprehensive and immerse students in a variety of activities, such as team and individual sports, lifetime sports, adventure education and personal fitness. To expand on student health and wellness, the ninth and tenth grade health education course focuses on physical and mental health, alcohol, tobacco and other drugs, family and social health, nutrition and CPR. West Islip High School will be introducing a new course for upperclassment during the 2020-2021 school year entitled Teen Health and Wellness, which is designed to challenge teen thinking about modern health behaviors and consequences.

The World Language Department at West Islip schools seeks to promote linguistic and cultural literacy thus cultivating a deep appreciation for the cultures and languages they reflect. The department promotes a multifaceted approach for teaching languages and culture through literacy based learning, while incorporating all three modes of communication. Students achieve a greater understanding of the responsibilities associated with being a global citizen and how language learning enhances one’s global perspective. Students begin their study of language in grade 6 with an exploratory opportunity in Italian and Spanish. Students are given the opportunity in seventh grade to select from Spanish, Italian, and American Sign Language. As they continue their studies, students can continue to take language through their senior year. West Islip is fortunate to offer students the opportunity to pursue classes in the IB Diploma Program as well as the AP Program. Furthermore, students who complete language study through Checkpoint C have the opportunity to pursue the New York State Seal of Biliteracy. Many of our students have gone on to college and chosen to minor or major in a language due in great part to high school's robust program and the district’s support in continuing to grow this program. West Islip High School students leave with a strong knowledge of the language and a deep understanding of culture and the need for global citizens.

The Engineering Technology Department has designed a program of study to help prepare students with the necessary skills to be successful in college and industry specific career and technical training. There are 4 major areas of study within the department. Students can concentrate on one or more areas to support their career or post-secondary education goals. The areas of study include automotive technology, computer information technology, engineering technology and video production.

Automotive Technology students begin in ninth grade with an introduction to automotive systems through design and build activities, which progresses to working in a fully functional automotive shop and exposure to small engine repair and troubleshooting. Before leaving the program students will have studied all major systems of passenger vehicles and will be well versed in the troubleshooting and diagnostic practices required to continue their training to become an auto mechanic and automotive engineer.

Computer Information Technology students begin with a course that covers the foundations of the COMPTIA A+ Certification exam, then progress to the Cisco Networking Academy program to prepare for their training as a Cisco Certified Network Associate.

Engineering Technology students begin with the foundations of design, measurement, Computer Aided Design skills in AutoCAD, then progress to 3D parametric modelling with Autodesk Inventor, design for 3D printing, computer automated machining and autonomous robotic systems.

To further support a focused and in depth preparation for the Engineering fields, we have created a STEM Academy that allows students to maximize their learning potential in four years. Engineering students begin with courses to support engineering and design skills. They continue with skills to design 3D printed parts and fabricate physical parts using computer controlled machinery and conventional manufacturing

technologies to solve real world problems.

Introduction to trades prepares students for career and technical training programs at the high school and post-secondary level with the focus to prepare them for the workforce in the building trades and manufacturing fields.

Digital photography and video production provide students with the necessary skills to be prepared for a career or continued education in visual communication. Through a progression of digital photography assignments students learn to control light, subject matter and develop composition skills. Video production students are involved in morning announcements as well as recording and streaming live performances and assemblies to the entire West Islip community

West Islip has a start of the art library where students can come in throughout the school day and after the school day to read, work on a project, chat with their friends, research, play chess, or just to unwind after a stressful day. The library is a welcoming place for everyone and its starts with the librarian who class students by their names and offers them a snack.

Students and staff have access numerous items and resources, which includes but not limited to 69 databases through the Virtual Reference Collection; a collection of over 10,049 books, DVD's and materials; over 18 Computers; 1 Black & White; Color Printers; Scanners; copy machines; Zen Zone for Social Emotional Learning and a Smart Board/Flat Panel access for class instruction.

The library is staffed with a full time Library Media Specialist and support staff enabling the Library to be open throughout the day Periods 1-9. Students also have access to the Library, after school hours Monday-Thursday.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

West Islip High School believes in mastery learning and students are given opportunities to redo assessments to master the content. Students who are performing below grade level are given support within the school. An Academic Learning Center (ALC) is available where the core subject teachers are scheduled every day to provide academic assistance to students. A Homework Club is open Monday through Thursday where students can get support from a teacher. Also, every teacher is mandated to provide extra help outside the school day for at least forty five minutes once a week. The extra help schedule is posted in the classroom and on the district website, as well as in front of the main office.

Peer tutoring is offered, where students are paired with our National Honor Society students. The Instructional Support Team (IST) provides a forum for classroom teachers to refer students who are performing below grade level for academic, behavioral or emotional support. This team consists of a school administrator, counselor, general education teacher, special education teacher, and school psychologist. The goal is to develop strategies and a plan to assist the student. Meetings are also held with the student's parents to discuss other aspects of the student home life.

#### **3b. Students performing above grade level**

At West Islip High School, we believe that every student can learn and meet high standards. Teachers and building level administrators provide high quality education across the system. We believe in personalization--making sure that teachers and students get to know one another, vary instruction to meet individual needs, and provide personal advocacy. Teachers use a variety of instructional strategies that collectively encourage higher-level thinking skills in students and integrate assessment into instruction.

Students are offered multiple opportunities to earn college credit, including Syracuse Project Advance (SUPA), Farmingdale College, Suffolk County, and Adelphi University college courses, Advanced Placement (AP) and International Baccalaureate (IB) courses. The district collaborates with local research

institutions to allow students to conduct experiments using advanced scientific tools including researching at the National Synchrotron Light Source II at Brookhaven National Laboratory and partnering with the DNA Learning Center at Cold Spring Harbor Laboratory to allow students to do advanced biotechnology.

There are many other opportunities that appeal to higher-achieving such as the STEM Academy, which allows students to collaborate through science, technology, engineering, and math to solve real world problems. Enrichment field trips - citizen science through A Day in the Life of a River program, partnering with the Central Pine Barrens Joint Planning & Policy Commission, Suffolk County Parks, NYSDEC, BNL, Suffolk County Water Authority; Community Outreach - a newly formed West Islip Schools C.R.E.E.K. Organization partners with the Department of Environmental Conservation to maintain a recent remediation project; and Science National Honor Society provides students the opportunity to do community service through a scientific lens and to share scientific presentations with honor society members.

Students are encouraged to participate in summer research opportunities. Students have been part of the SPARK (Student Partnerships Advancing Research and Knowledge) Program at Brookhaven National Laboratory, the High School Research Program at Brookhaven National Laboratory, lab intern at the Feinstein Institute for Medical Research, The Junior Academy, and this year students have been accepted to participate in the Brown Environmental Leadership Program and the 2020 Northeast Area Summer Research Program through the USDA. Students are often guided and supported to seek outside mentors and/or facilities with which collaborate so that their individual research interests are not limited within the confines of the school. They are exposed to many programs and competitions on the local, state and international levels. Students develop goals, ask questions that have the most interest to them and find answers.

Students are involved in college level activities such as DNA Day: and participate in field work such as the G4 project. They develop individual experiments over class directed experiments, and individual research project and labs are designed from scratch and they visit universities to have access to college level databases.

### **3c. Special education**

The following is a description of the continuum of services offered within the West Islip School High School. The description is meant as a guideline, but the Committee on Special Education (CSE) make placement decisions based on the individual needs of each student.

Students placed in the Special Classes-Life Skills program require instruction in adapted living skills. Placement criteria include a severe cognitive disability, severe communication disorder and/or an adaptive behavior component which requires specific, specialized instruction in the area of independence. Student progress will be measured using the alternate performance indicators in the New York State Guide to Students with Severe Disabilities.

Students placed in Special Classes full day program have academic, social and/or management needs that require a modified curriculum and specialized instruction throughout the day. The focus of this program is to provide direct access to the general curriculum. Class size is capped at the ratio listed on the IEP.

Integrated Co-teaching services provides the provision of specially designed instruction and academic instruction provided in a classroom setting that includes both disabled and non-disabled students. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

Consultant Teacher services are defined as direct and/or indirect services provided to a school-age student with a disability in the student's general education classes, and to such student's general education teachers.

Direct Consultant Teacher services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct Consultant Teacher services are specially designed instruction recommended for an individual student with a disability in his or her general

education class, the purpose being to adapt, as appropriate to the needs of the student, the content, methodology, or delivery of instruction to support the student to successfully participate and progress in the general curriculum during regular instruction.

Indirect Consultant Teacher services mean consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class.

Resource Room students are given resource services for a minimum of 180 minutes per week. Dependent upon the IEP, services may be delivered in a special location or within the classroom. Group size is regulated at no more than five students with disabilities. Through collaboration within the general classroom teacher and other specialists, an individualized program is designed to assist the student's learning within the general education setting.

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

The English as a New Language Program is designed to assist English Language Learners acquire communicative and academic competence: provide students with assistance in achieving English language fluency; and help students acquire English language proficiency skills necessary to lead productive lives.

Some of the activities in the ENL classroom are English Language Arts ( speaking, listening, reading, writing, and grammar) related lessons and activities; lessons and activities that are tailored to each individual student and his/her unique English language acquisition needs; research based language acquisition methodologies and strategies; academic support and assistance through content area classes; learning and practicing helpful school related study and working strategies and skills to assist in both the English language and content area classes; culture related lessons and activities to enhance, celebrate, and acknowledge various cultures in our district,; and teaching and practicing in preparation for the NYSESLAT (New York State English as a Second Language Achievement Test) (administered in April-May).

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

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

It begins with our vision statement which states, “West Islip is a welcoming and safe learning environment for all. Through collaboration and communication, we promote academic and social-emotional success.” We believe that for students to learn, they must feel safe, engaged, connected, and supported in their classrooms and schools. We strive to instill these necessary conditions for learning in our school. They are the elements of our school’s climate and through our practices we ensure that students experience them personally.

We believe that before students can succeed academically, they must feel safe, both physically and mentally. We have conducted surveys of our students in assessing our culture and school climate. Students have a voice in this school. Safety extends beyond the physical well-being of students. We believe in order to have a safe learning environment, students must feel welcomed, supported, and respected. Hence our vision statement.

We strive to help our students feel connected and engaged to the school by creating a personalized learning environment. Thus far, we have seen positive results in that personalizing learning helps students develop skills including thinking critically, using knowledge and information to solve complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets.

Another aspect of our school climate and culture is our belief and practice of Social Emotional Learning (SEL). This is a school-wide practice where a culture has been cultivated in which students feel connected to teachers, staff, and other students. We have provided our staff with the necessary professional development workshops in understanding the social, emotional, and academic needs of our students. Students know that there is an adult in the school who is available for them whenever they are in need.

Based on surveys done with our students, we know they feel supported by all those connected to their learning experience. This includes our teachers, classmates, administrators, family, and community members.

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

The West Islip community is very engaged and connected to the schools. There is a vibrant and active Parent Teacher Student Association (PTSA) that meets on a monthly basis. Parents are involved in the leadership team of the school through the building Site-Based Team. Parents also serve on different committees in the school. They are part of the decision-making process of the school.

Parents are informed of school-related activities and events through many mediums. School Messenger messages are sent to all parents. Letters, emails, text messages, a message board at the foot of the school building driveway, backpack messages with students, all convey necessary information to parents.

### **3. Creating Professional Culture:**

One of the hallmarks of West Islip High School is the ongoing acknowledgement and celebration of our students' efforts to achieve excellence. We firmly believe that regardless of the level of honor attained, the lessons learned along the journey are invaluable and worthy of our school community’s praise. We believe in collaboration with our teachers and they have a voice in the day-to-day operation of the school.

In building a professional culture, we develop time and attention to developing and maintaining the traditions, systems, and structures that support transparent and positive school culture. Example: teacher appreciation days, the administrative team treating teachers to breakfast and lunch at different times during the school year, a Faculty Council, School Leadership Team, etc.; asking teachers to serve on school committees to improve the school; treating staff with dignity and respect; expecting all staff members to

take responsibility for all students. All staff members hold all students responsible for demonstrating school rules and norms in the hallways and common spaces, and during school sponsored events or off school grounds; and promoting collaboration and relational trust. In so doing, the leaders of the high school, respect and genuinely listen to value the opinions of staff. Personal regard for staff and acting with awareness of their sense of vulnerability is demonstrated by the administrative team, who speaks and act with integrity, following through on comments and suggestions.

We believe in our staff.

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

West Islip High school leadership believes and practices collaborative leadership, and follows guiding principles of leadership: 1) create the right environment: This includes the culture of the team or organization. 2) Listen to and understand your people. We believe people are the most important resource we have. So we need to get to know them and support them. 3) we believe in developing our people, 4) we believe in treating our people right.

The West Islip High School structure includes one principal and three assistant principals, and houses K-12 directors of different content area, including Art and Music, Business, Math and Family Consumer Services, Counseling, English Language Arts, Science and Engineering Technology, Social Studies, and Special Education. There are also two lead teachers: Engineering Technology and World Languages.

Each of the above personnel makeup the high school administrative cabinet. Meetings are held twice a month with all high school administrators. Also, weekly cabinet meetings are held with the Principal's Cabinet (Principal, and assistant principals).

The high school principal performs many different roles and responsibilities, such as management of the school, shaping a vision for academic success, creating a climate hospitable to education, cultivating leadership in others, managing people, data and processes, improving instruction, conducting observations on staff, and supervising the IB Program.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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West Islip High School is a very successful high school due to a number of factors/attributes. The high school is known for its personalized learning environment, student teacher relationship, student voice, and opportunities afforded to its students. One of the practices that make the school successful is the many opportunities the students have.

The Student Senate and Site Based Team have identified identify opportunities and access as the main area that defines our school.

Students have many opportunities to be involved and be successful in the school and community. Those opportunities include but are not limited to academic, socio-emotional, the arts and athletics venues. Students have access to a myriad of courses they can take based on their learning and interests and career needs. They can participate in the music program, athletic program, and vocational programs through BOCES, the STEM Academy, International Baccalaureate Program (IB), AP college level courses, early childhood and other Family and Consumer Science courses. There are opportunities and access for all.