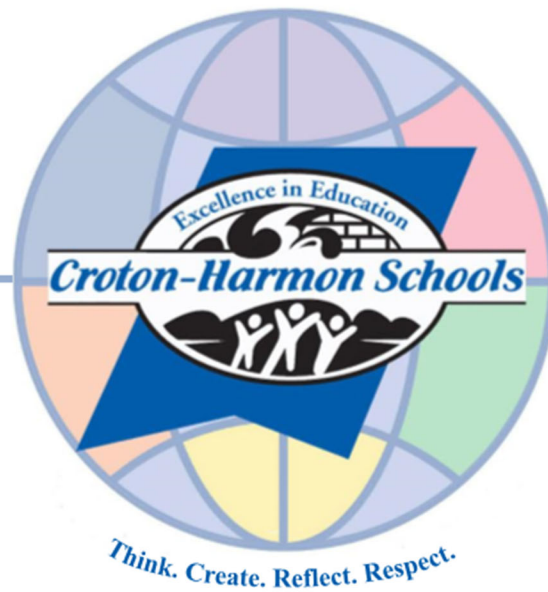




Croton-Harmon

Union Free School District

Annual Report
2018-2019

ANNUAL REPORT 2018 - 2019
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CROTON-HARMON SCHOOL DISTRICT

DISTRICT OFFICES
10 GERSTEIN STREET
CROTON-ON-HUDSON, NEW YORK 10520

Office of the Assistant Superintendent

October 2019

Dear Dr. O'Connell and Members of the Board of Education,

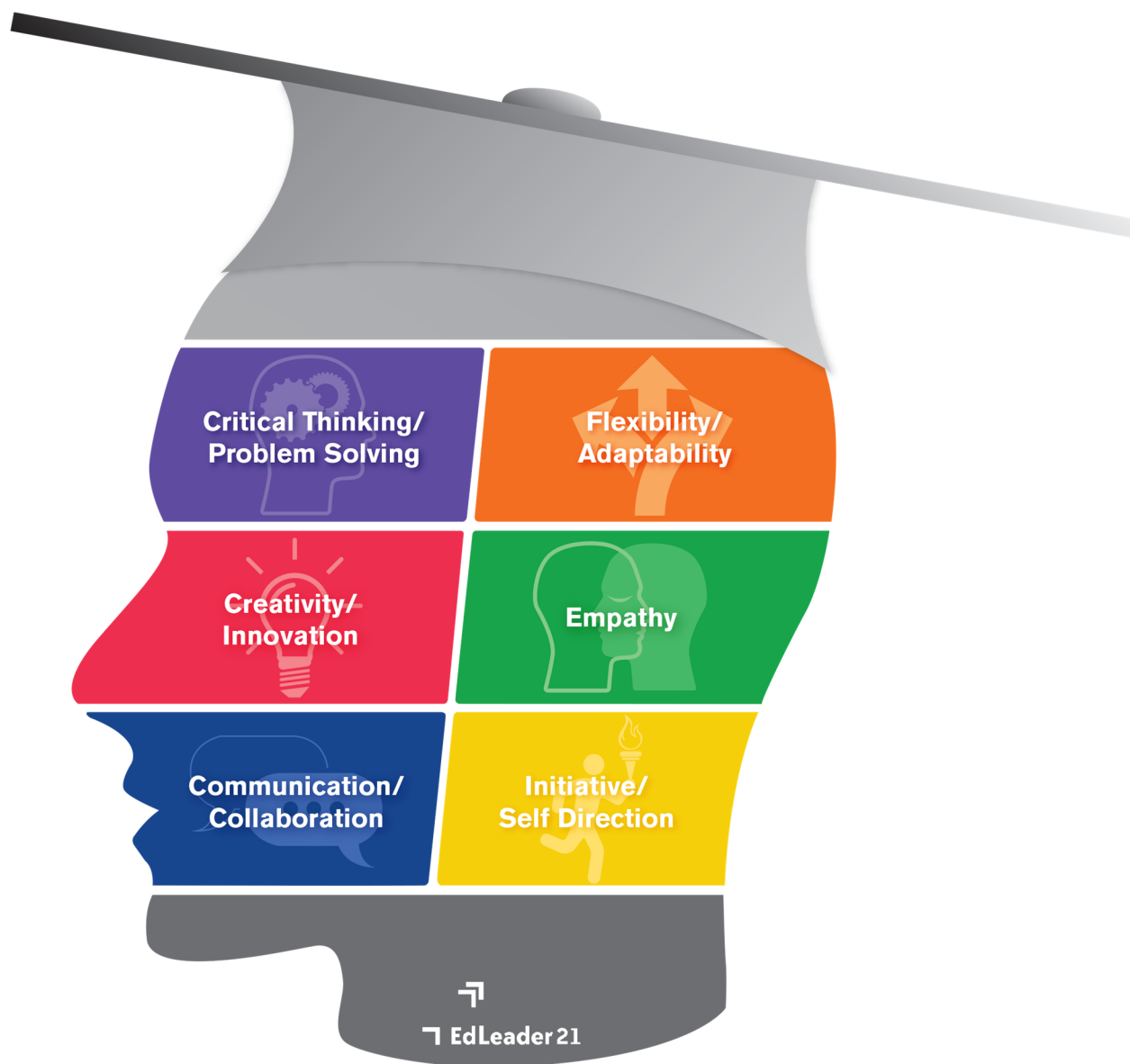
For many years, American public education was focused on rote learning, the ability to retain and repeat information. As students in the twentieth century we may recall a skill such as problem-solving as something solely applied to mathematics or science labs. It is now imperative for modern educators to foster critical skills within young people that will prepare them to navigate a complex and ever-evolving real world outside of school.

Here in Croton-Harmon we believe that the ability to think critically will benefit students throughout their lives. Keeping in mind quotes like G. Randy Kasten's statement that critical thinking "is one skill separating innovators from followers," educators throughout the district have dedicated much energy to considering how best to foster this skill within our students.

I hope that the reader of this Annual Report sees evidence of our good work in the 2018-19 school year, how it is leading to more engaged and capable students, and how it is informing sustained work in this area in the current school year and into the future.

Sincerely,

John Griffiths
Assistant Superintendent





Croton-Harmon

Union Free School District

District and Building Reports

Croton-Harmon Union Free School District

2019 District-Level Year End Report

DEPARTMENT: ATHLETICS

ADMINISTRATOR/DIRECTOR: JOHN BUONAMANO

1. Data and Statistics:

2018 -19 Sport Offerings

54 Total Programs

Fall: Varsity 10, JV 3, Modified teams 8

Winter: Varsity 9, JV 3, Modified teams 4

Spring: Varsity 8, JV 2, Modified teams 7

Total Contests

Total: 556

Home : 262

Away: 294

Interscholastic Participation Trends [3 Years]

2018-19: 842

Fall: Varsity 158, JV 43, Modified 136

Winter: Varsity 101, JV 21, Modified 66

Spring: Varsity 175, JV 35, Modified 117

2017-18: 874

Fall: Varsity 149, JV 52, Modified 131

Winter: Varsity 115, JV 27, Modified 95

Spring: Varsity 149, JV 31, Modified 125

2016-17: 849

Fall: Varsity 153, JV 51, Modified 144

Winter: Varsity 107, JV 29, Modified 91

Spring: Varsity 134, JV 34, Modified 106

Athletic Training Services

Month	Eval/Follow Up	Tape/Wrap	Ice	Stretch/Foam Roll	Rehab	Wound Care	Other	Total
August	20	12	14	2	7	5	0	60
September	68	60	25	4	7	7	4	175
October	62	97	20	7	9	7	17	219
November	38	43	17	2	12	0	5	117
December	23	55	11	0	5	9	5	108
January	34	60	9	2	3	29	3	140
February	23	34	7	0	0	12	2	78
March	73	46	4	6	0	18	10	157
April	26	25	0	8	1	14	3	77
May	21	7	3	9	0	7	5	52
June	3	1	0	0	0	1	0	5
Totals	391	440	110	40	44	109	54	1188

Interscholastic Participation By Sport & Season

Croton-Harmon Athletic Department Participation Numbers 2018-2019

Sport	Sport Season	Male/Female	Total # Athletes	Var.	JV	Modified 7 8
Cheerleading Fall	Fall	F	15	15	x	x
Cross Country	Fall	F	7	4	x	3
Cross Country	Fall	M	52	23	x	29
Field Hockey	Fall	F	31	18	x	13
Football	Fall	M	46	24	x	22
Soccer (Boys)	Fall	M	61	21	15	25
Soccer (Girls)	Fall	F	47	17	15	15
Swimming**	Fall	F	9	9	x	x
Tennis (Girls)	Fall	F	22	12	x	10
Volleyball	Fall	F	47	15	13	19
Baseball	Spring	M	43	16	16	11
Boys' Lacrosse	Spring	M	35	21	x	14
Golf (Boys)	Spring	M	6	6	x	x
Golf (Girls)	Spring	F	2	2	x	x
Lax Girls V	Spring	F	45	20	9	16
Softball	Spring	F	31	17	x	14
Tennis (Boys)	Spring	M	37	17	x	20
Track and Field (Boys)	Spring	M	63	42	x	21
Track and Field (Girls)	Spring	F	55	34	x	21
Basketball (Boys)	Winter	M	49	14	13	22
Basketball (Girls)	Winter	F	30	10	8	12
Cheerleading Winter	Winter	F	0	~~11~~ x	x	x
Gymnastics****	Winter	F	3	3	x	x
Indoor Track (Boys)	Winter	M	41	19	x	22
Indoor Track (Girls)	Winter	F	23	13	x	10
Ski Team	Winter	M	18	18	x	x
Ski Team	Winter	F	14	14	x	x
Swimming***	Winter	M	4	4	x	x
Wrestling	Winter	M	6	6	0	0
TOTALS			842	434	89	319

x - Not a current program offering

** Merged program with Hendrick Hudson & Somers. Croton-Harmon is the host school.

*** Merged with Peekskill. Peekskill is the Host School

**** Merged with Hendrick Hudson, Yorktown & Somers. Somers is the host school.

No Repeats	Repeat Athletes	Total Athletes
520	322	842

NYSPHSAA Scholar Athletes & Teams:

FALL SPORT	Team Avg. GPA	# Individual Scholar Athletes	Scholar Teams (90.00 or above)
Cheer	82.13	3/15	84.74
V G Volleyball	89.53	6/15	91.04
V G Soccer	91.6	12/17	93.7
V B Soccer	90.55	13/21	92.75
V Football	84.3	6/24	87.21
V Field Hockey	91.55	13/18	93.32
V G Tennis	93.26	12/12	94.17
V G Cross Country	97.18	4/4	97.18
V B Cross Country	88.55	13/23	93.22
V G Swim -Croton	91.33	6/9	93.97
Total Fall Team GPA	89.85	88	8/10
WINTER SPORT	Team Avg. GPA	# Individual Scholar Athletes	Scholar Teams (90.00 or above)
V Boys Basketball	89.16	7/15	91.25
V Girls Basketball	89.63	4/10	91.97
V Boys Ski	86.67	7/18	90.67
V Girls Ski	92.95	10/14	95.5
V Boys Indoor Track	81.24	11/20	93.37
V Girls Indoor Track	92.78	10/13	94.93
V Wrestling	91.48	4/6	91.48
V Gymnastics	89.15	1	NA
V B Swim	91.13	2	NA
Total Winter Team GPA	89.35	56	7/7
SPRING SPORT	Team Avg. GPA	# Individual Scholar Athletes	Scholar Teams (90.00 or above)
V B Lax	82.64	3/21	85.41
V G Lax	90.5	14/20	91
V Baseball	86.81	7/16	88
V Softball	87.44	5/17	89.84
V B Track	87.27	19/42	90.7
V G Track	93	27/35	95.15
V B Tennis	91.47	10/16	91
V Golf - Boys	86.83	2/6	88.6
V Golf - Girls	86.94	0/2	86.94
Total Spring Team GPA	88.10	87	4/9

2. Department Goals and Progress:

1. Implementation of Department Values & Expectations

- Formally implemented our collective Philosophy, Values & Expectations developed during the 2017-18 school year.
- In light of our Department Philosophy and Values we developed safety nets for students impacted by capped roster spots and implemented it into our overall Coaching Expectations. This is discussed, and given to, all coaches at the start of each season and will continue to be a staple in our coaching expectations moving forward to support the emotional wellbeing of all students.

2. Wifi at Spencer Field

- With the support of the Technology Department, we installed WiFi at Spencer Field. This addition addressed a much needed safety concern at Spencer Field. As we're all aware the cell service in Croton is near non-existent, and the addition of WiFi now enables coaches and/or supervisors to make phone calls to the appropriate administrator or emergency personnel.

3. FamilyID

- All three athletic seasons utilized the FamilyID online registrations.
- Tested new attendance function of the system and will look to add it to our package for the upcoming school year.

4. Culture of Respect (Marketing Sub-committee)

- This fall we will release our marketing campaign regarding consent and respecting boundaries. The campaign, "Respecting Boundaries. It's not a Game," will feature age appropriate advertisements in each of our three buildings

5. Continuation of Modified Uniform Replacement

- Past practice in most schools is to provide modified teams with hand-me-down uniforms. Typically by the time the uniforms make their way down to the modified level they are approximately 8 years old and 2 sizes to big for middle school students. This year, I began replacing the modified uniforms with new, age appropriate uniforms that our modified students-athletes can be proud of. This cycle of replacements included Modified Football, Boys & Girls Basketball as well as Boys and Girls Lacrosse. This coming year, I will be replacing Modified Boys and Girls Soccer, Modified Boys and Girls Tennis as well as, JV and Modified Girls Volleyball.

6. Modified Sports Recruitment

- Prior to the conclusion of the school year, Coach Streany & Coach Finan lead an initiative to recruit greater participation in Modified Athletics. This initiative included an introduction of modified athletics

to 6th grade students that consisted of commitment expectations, offerings, registration dates and a Q/A. This Q/A also incorporated current modified athletes who discussed their experiences and the value of playing for an athletic team at Croton-Harmon.

3. Completed Projects, Initiatives, and Highlights:

Firefighters Field

- Firefighter's Field received a facelift this fall due to a joint effort between the District and Croton Little League. The improvements to the field not only updated the cosmetics of the field, i.e. the refabricing of the back stop and dugouts, but also created a safer field that is conducive to softball through the skinning of the field.
- We also negotiated with the village to take greater control of the maintenance of this field during our season. This afforded our facilities department to spend the necessary time to prepare the field for games and/or practices increasing the fields availability for our teams.

Meet the Coaches Night

- Served as a direct line of communication between coaches and parents to clarified key parental concerns in relation to schedules, expectations and evaluation practices.
- These meetings shed light on the above program topics and as well as served as an overview of the department's philosophy, values and global expectations (Presented by Director).

Tiger Friday

- Worked closely with various members of the Booster Club as well as local vendors, to celebrate athletics and cultivated positive relationships, interactions with the entire Croton-Harmon community.
- This event hosted team lead booths with enjoyable activities fostering interactions among our student athletes and the next generation of Croton-Harmon athletes.
- This event helped promote a positive athletic environment and will undoubtedly engage future Middle and high school athletic participants.

Positive Coaching Alliance Workshops

- Hosted 3 workshops geared towards fostering a positive athletic experience for student-athletes, coaches and parents.
- Exposed each stakeholder to three main concepts; Respecting Oneself, Respecting Others & Respecting the Game.

Code of Conduct Update - Visitors Policy

- To provide a safe and enjoyable athletic experience for all stakeholders, a Spectator AdHoc Committee was developed to review and recommend any necessary changes to our Code of Conduct, specifically in regards to the Visitor's Policy.
- Members of the Student Athlete Advisory Committee (SAAC), Booster Club , CTA & Administration worked together to evaluate current Code of Conduct and recommended expanding behavior expectations for visitors at district wide events.

4. Professional Development and Training:

SWBOCES Physical Education & Health Consortium

- Provided staff members with a range of professional development opportunities, i.e. Drumming for Fitness - Presented by Suzanne Leslie; Using PE to Motivate Students – Academically and Physically; HEALTH! Health Education And Learning Task Heroes - Presented by Jessica Butts, Yoga-Based PE lesson Planning; etc.

COA/NYSAHPERD Conference

- Supported staff memberships
- Jessica Butts & Suzanne Leslie provided Health & PE workshops at the state Conference.
- Supported staff members attendance at both the State and Regional Professional Development Organizations, i.e. New York State Association for Health, Physical Education Recreation and Dance (NYSAHPERD) conference, Southeastern Zone Conference (SEZ).
- Director attended various PD Workshops including Director's Roundtable, Unpacking the NYS Framework for Mental Health Instruction, Legal Updates in Health & Physical Education and a Summary for PE Audits at Council of Administrators (COA) Conference.

NYSAAA Conference

- Director engage in learning experiences fosters professional growth and greater effectiveness leading to better experiences for our staff and students.
- Enrolled in LTI courses including Legal Issues pertaining to Hazing, Constitutional Law, Employment & Labor Laws; Administration of Interscholastic Sports Strength & Conditioning Programs; Interscholastic Contest Management; Social & Emotional Wellness: Learning How to Regulate as an Administrator, Coach & Student Athlete.

Positive Coaching Alliance Workshops & Coaching Clinics

- Partnered with the Positive Coaches Alliance(PCA) this year. This organization educated coaches, players and parents on how to further support a positive athletic experience and environment. This partnership consisted of three separate workshops, one for our players, one for the coaches, and one for parents. Each workshop supported the development of positive interactions among all those involved in interscholastic athletics, thus facilitating successful outcomes on and off the field.

Student-Athletes were exposed to three main concepts, Respecting Oneself, Respecting Others & Respecting the Game. Both the coaches and parent workshops discussed these same topics but focused their attention on how they can facilitate and support this cause and their overall impact on producing a positive culture.

- Football and Boys Lacrosse staff's continue to advocate for their professional development and partake in trainings that foster greater content knowledge and player outcomes.

Athletic Event Supervisor Training

- Discussed various roles and responsibilities of supervision. It was expressed that supervising can be abundantly rewarding and help develop positive relationships between students and members of the community.
- Explained that their role at every event is to facilitate a safe and enjoyable environment for all athletes, coaches, & spectators.
- Supervisors are an extension of school leadership at these events and it is their responsibility to embody the vision and mission of the district to protect the physical and emotional welfare of all those involved.

5. Growth Opportunities for the 2019-2020 School Year *(please include areas that need improvement)*

1. Greater Communication/Future Informationals

To provide further clarity and support for department values and expectations, I have begun planning informational sessions for Middle School parents and student-athletes surrounding topics such as Character-Based Education in Athletics, the Athletic Placement Process and Modified Sports. This will include a principal's coffee and castify videos to reach a greater number of individuals. Varsity & JV team presentations will also occur to enlighten and grow support for our values and expectations during each season.

2. Increase Opportunities for Coaches Professional Development

To further develop all of our coaches I look to provide opportunities in the 2019-20 school year through the National Federation of High Schools (NFHS). The NFHS provides many online courses available on their website at a nominal cost and will assist in providing a solid foundation for all of our coaches as well as provide our newest coaches with essential training that will have a positive impact on their sport-related awareness and athlete performance. I have also looked to some of our senior coaches who have a strong background in their respective sports to assist in training our lesser experienced coaches.

3. Announcing All Varsity Games

Some sports lend themselves to play-by-play announcing such as Football, Basketball, Baseball & Softball. To provide other sports with player recognition, I will work with supervisors to announce starting lineups prior to all Varsity home events.

4. FamilyID Training

- Provide in depth training to coaches of full capabilities including attendance feature and roster management/correspondances.

5. Croton Athletic Council

- I will pursue an athletic council consisting of Student-Athletes, Coaches, Community Youth Program Leaders and Booster Representatives to align our visions and steadily build a partnership between the various constituents to pursue athletic excellence. Topics of discussion may include but are not limited to athletic fields, program development and community involvement.

6. Athletic Training Data

- With the addition of our new athletic trainer, we have started to compile data that provides our department with information regarding student athlete injuries. This is done in a manner that protects student privacy, only documenting services rendered. During the 2019-20 school year, we will pursue documenting more specifics, including types and locations of injuries as well as return to play timelines.

Croton-Harmon Union Free School District
2019 District-Level Year End Report

DEPARTMENT: Pupil Personnel	ADMINISTRATOR/DIRECTOR: Karen Gatto
1. Data and Statistics:	
☐ Returned two students to district from BOCES to the newly configured K-2 special class ☐ Maintained special education classification rate at 11.5% ☐ Flex Support Programs – 23 students participated in the CHHS Flex program and 15-20 at PVC ☐ Completed 34 Teacher Observation reports ☐ Held 200 annual CSE reviews, 89 Section 504 annual meetings, 30 CPSE annual reviews, and 16 annual reviews for parentally placed students ☐ Referrals to Special Education: Parent - 44, School - 13 ☐ ELL students - 45 or 2.7% of total district	
2. Department Goals and Progress:	
❖ Continue to support the professional development of co-teaching in in PVC and CET - Maintained relationship with G & R Coaching and PD for co-teachers in both buildings ❖ Develop a FLEX program at PVC - Year 1 was implemented and 15-20 students were consistently supported throughout the year while numbers were higher at times of need ❖ Develop a specific program K-2 for students with autism - Students in program demonstrated significant progress as measured by IEP goals ❖ Increase the vocational opportunities for CHHS students with developmental disabilities Increased work sites for students with developmental disabilities - 8 students worked at Community internships 4 times per week ❖ Provide reading support to students who meet the criteria K-12 Approximately 38 students received Tier 3 reading instruction	
3. Completed Projects, Initiatives, and Highlights:	
★ Provided a 1 ½ hour presentation/meeting to parents reviewing support services in the district with all providers in attendance and posted it on the department website ★ Created a brochure describing Special Education supports and services ★ Created a handbook for CSE chairpersons ★ Worked with team to finalize K-12 Social Emotional curriculum ★ Facilitated 5 SELC meetings ★ Provided oversight of evening presentation and discussion of the movie: <i>Angst</i>	
4. Professional Development and Training:	
→ Attended approximately 10 workshops at local BOCES sites → Attended approximately 2 activities connected to TriStates → Attended approximately 4 workshops off site, one with our team of psychologists → Attended one 3 day conference	

5. Growth Opportunities for the 2019-2020 School Year *(please include areas that need improvement)*

- Address disproportionality issues as they relate to the overidentification of black students with IEPs
- Address disproportionality issues as they relate to the overidentification of hispanic students labeled as speech and language impaired
- Systematically collect and review data attached to our Flex Support program at PVC and CHH
- Systematically collect and review data attached to our building level support programs and services and Tier 3 reading
- Provide a series of evening presentations for parents

Croton-Harmon Union Free School District

2019 District-Level Year End Report

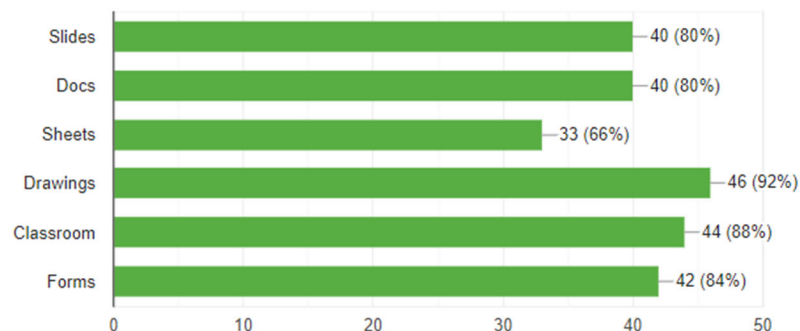
DEPARTMENT: Technology	ADMINISTRATOR/DIRECTOR: Deborah August
1. Data and Statistics:	
• Replaced 140 desktops in grades 3-12 • Replaced 14 CET Smartboards with 14 Multitouch Flat Screens • Added 2 Multitouch Flat Screens to PVC • Deployed 145 touch screen Chromebooks to PVC 5th grade students for 1:1 program • Added 5 iMacs to PVC music department • Added a cart of 20 laptops to CHHS Science department • Added 42 chromebooks to CHHS • Installed 2 outdoor Wifi Access Points at Spencer Field • All 3rd grade and 5th grade students participated in NYState Computer based testing • All 4th grade and 7th grade students participated in NYState Computer based field testing	
2. Department Goals and Progress:	
• Expanding the role of the building technology committees to address the action steps in the 3 goals as articulated in the district technology plan. • <i>Goal 3: Prepare students to be critical thinkers relative to the ethical and legal use of technology for problem solving.</i> ○ We have been meeting this goal throughout the district but especially with our PVC 1:1 program. All 1:1 students have a full unit on ethical and legal use of technology as part of their introduction to chromebooks. Students have demonstrated self-directed learning to improve knowledge and skills through their classroom projects including Colonial Video Stories, The Human Impact on the Western Hemisphere Project!, adoption of Imagine Math program and Science Species presentations among others. • Re-examine Goals 1 and 2 in the district technology plan with the building tech committees and implement action steps. ○ <i>Goal 1: Align instructional technology solutions to the district strategic coherence plan rubrics for critical thinking, presentation and/or meta cognition.</i> This goal is ongoing districtwide. ○ <i>Goal 2: Establish partnerships between English Language Learners/Multilingual Learner teachers and mainstream classroom teachers to identify ways technology resources can be applied in all instructional settings in service to this population of students.</i> Goal 2 has been addressed through job-embedded PD with a small group of teachers in PVC classrooms. This year, the PVC tech committee will create a strategy and action steps to share the results and solutions with the faculty.	

3. Completed Projects, Initiatives, and Highlights:

- PVC and CHHS teachers were selected to present Google Expeditions in the classroom and using Escape rooms in your curriculum at the Regional Technology Expo
- PVC teachers led Google Refresher sessions for CET teachers to further develop effective use of G-Suite in the classroom
- 12 CHHS students in AP Computer Science Course received JAVA Programmer certification from the Microsoft Technology Associate.
- CET Tech Committee teachers identified grade level appropriate digital citizenship lessons to share with their students
- CHEF Grant approval for Music Technology program at CHHS to begin in September 2019
- Experience Science 2019 featured 53 tables of student presentations in grades K-12
- CHHS Cyber Squad presented Cyber Safety classes to CET 4th graders.
- All K-12 students participated in the Hour of Code.
- Deployment of PVC 1:1 Chromebook program for 5th grade along with year long digital citizenship program for all 5th graders. PVC tech committee created end of year student evaluation to collect student feedback. This chart reflects which applications students were exposed to in 5th grade.

The Google Apps I learned to use this year are

sponses



- Installation of “true guest” network requiring all district guests to login to wifi with credentials
- District network operating system upgraded from Windows 7 to Windows 10
- Upgraded network security and deployed phishing software to determine areas of potential vulnerability and risk assessment
- Added outdoor wifi to Spencer field
- Redesigned District Boardroom to accommodate 21st century technology

4. Professional Development and Training:

- All new teachers were provided training in all district software solutions including G-suite.
- All teachers attended a video showing on protecting Student Privacy and explaining what is personally identifiable information to comply with Ed Law 2d. Teachers were also trained on email phishing and spoofing.

- Implemented job-embedded PD for PVC 6th grade team on how to integrate new and existing technology solutions effectively into a 1:1 environment and also develop lessons to address the Croton Profile of a Graduate attributes.
- Provided training for 3rd, 4th and music teachers K-12 on Newline TruTouch interactive display flat screens for classroom.
- Achieve 3000 ongoing training for PVC teachers.
- Broadened participation in the LHRIC CS/STEAM Academy by incorporating additional CET/PVC teachers.
- Imagine Learning training for PVC Math teachers
- PVC teachers led Google Refresher sessions for CET teachers to further develop effective use of G-Suite in the classroom
- Provided individual ongoing support through school and faculty meetings, grade level prep time, collaboration Wednesdays, Superintendent Conference days and through the summer.

5. Growth Opportunities for the 2019-2020 School Year *(please include areas that need improvement)*

- Lessons for 6th grade students on how to expand use of their Chromebooks in education
- The implications of Ed Law 2D, Part 121 Regulation on Student Pii for all staff, students and parents:
 - Employee training for all staff on the new regulation
 - Develop action plan to align NIST Cybersecurity frameworks with district practice
- Implementation of Phones in the Classroom Project
- Evaluation of SIS systems which align to district goals
- Finalize the redesign of the CHHS computer lab
- Move forward with the CHHS library renovation

Croton-Harmon Union Free School District

2019 District-Level Year End Report

DEPARTMENT: Business Office	ADMINISTRATOR: Denise Harrington-Cohen Assistant Superintendent for Business
1. Data and Statistics:	
● 2018-2019 School Budget of \$48,513,218 passed by 87.3% (3.5% over 2017-2018) ○ This was the first year the district presented all budget documents in Spanish ● 2018-2019 Bus Proposition passed by 83.5% (2% over 2017-2018) ● Successfully completed the following Regulatory and Performance Audits: ○ OSC Procurement of Professional Services – Office of the State Comptroller ○ OSC Tax Cap Audit – Office of the State Comptroller ○ Annual Independent Audit (External) – Nugent & Haeussler ○ Annual Risk Assessment (Internal) – R.S. Abrams ○ Focus Area Audit – Fixed Asset Audit – R. S. Abrams ○ Claims Audits (Bi-weekly) – Peter Drexler ● A short-term financial analysis and capital expenditure projection was completed and revealed that reducing our BAN borrowings for June 2019 would enable the district to reduce the taxpayer burden. This planning enabled the district to reduce our Allowable Tax Levy increase from 3.17% down to 2.76% ● Successfully executed complex Collective Bargaining Agreements with six (6) bargaining units and Benefit Agreements with all non-aligned staff ● Processed over 9,000 Payroll Disbursements amounting to over \$24.8M ● Issued approximately 2,300 Purchase Orders ● Processed over 3,000 Accounts Payable Disbursements amounting to over \$26.9M	
2. Department Goals and Progress:	
The Business Office provides fiscal support services to the District's schools and operating departments. It is responsible for the District's financial resources in support of Croton-Harmon's high-quality academic programs and facilities while maintaining fiscal responsibility and transparency. The Business Office superintends the compliance of appropriate policies and procedures to safeguard District resources and guide the internal and external financial transactions of the District. The department handles all aspects of fiscal management, including audit compliance, financial reporting, budget development and execution, accounting, payroll, accounts receivable/payable, and purchasing. In addition, the department oversees buildings and grounds, student transportation services, insurance and risk management, and district safety and security. To ensure these responsibilities are achieved, one of the primary goals of the Business Office is to increase the cost-effective use of resources (including fiscal resources, time, and	

structures) utilizing some of the following objectives:

- Evaluate and examine District expenditures to ensure efficiency and alignment with the district's Mission and Vision.
- Increase communication with district stakeholders regarding fiscal stability under the 2% tax levy cap and the need to fully fund reserves
- Prioritize the Capital Reserve Fund to plan future capital projects without bonding and interest costs.
- Effectively manage the District's Fund Balance.
- Use multi-year forecasting to improve budget and tax stability.
- Negotiate contracts that are legally compliant, fair to employees and fiscally responsible to our taxpayers.
- Support measures to mitigate anticipated tax certioraris.
- Strengthen fiscal planning and efficiencies.
- Provide timely reporting to the Superintendent, Board of Education, and the public to ensure transparency and compliance through informative internal and external reports in the following areas: audit and financial, personnel, enrollment, facilities, security, transportation, technology, and special education.
- Promote a school environment where students, parents and staff feel valued, respected and safe and ensure that our facilities adequately meet the educational needs of our students.
- Implement improvements to our physical plants and school grounds as per the District's facilities study including installation of security measures and protocols.

The Business Office continues to work on the financial goals of the district. Financial reports are provided monthly to the Board of Education. Reports from the Transportation Department and the Department of Operations and Maintenance are provided quarterly. Additional reports and information are available during the budget process. Fund balance is managed through Board resolutions committing unrestricted fund balance to fund the following reserves:

- Legal Liability Reserve
- Tax Certiorari Reserve
- Employee Benefits Accrued Liability Reserve
- Unemployment Insurance Reserve
- Employee's & Teachers Retirement System Reserve (effective June 2019)
- Capital Reserve Fund
- Workers' Compensation Reserve

Reserves allow the district to save incrementally and plan today for anticipated future expenses. Reserves help us mitigate the financial impact of major, nonrecurring or unforeseen expenditures on our annual operating budget. They provide a degree of financial security and stability by offsetting potential and unseen liabilities. They serve as a budgetary option to help mitigate the need to cut services or to raise taxes and can also reduce the district's reliance on debt obligations to finance capital projects.

The district's four largest reserves are our Tax Certiorari Reserve, Employee Benefits Accrued Liability Reserve, Retirement System Reserve and Capital Reserve.

The purpose of the Tax Certiorari Reserve is to pay consent judgments and claims in tax proceedings in accordance with Article seven of the Real Property Tax Law, rather than borrowing funds when tax refunds are issued.

The purpose of the Employee Benefits Accrued Liability Reserve is for the payment of any accrued employee benefit (ie: unused sick and/or personal days) due to an employee upon termination of the employee's service. This reserve fund is established by a majority vote of the Board of Education and is funded by budgetary appropriations and such other reserves and funds that may be legally appropriated (General Municipal Law, §6-p).

The purpose of Retirement Reserve is to fund employer retirement contributions i.e., any portion of the amount(s) payable to the New York State and Local Employees' Retirement System (ERS) and Teachers' Retirement System (TRS), pursuant to Sections 17 or 317 of the Retirement and Social Security Law. This is a valuable reserve considering salaries account for close to 50% of our budget and retirement contribution rates can vary significantly from year to year. A referendum is not required either to create or expend monies from the reserve.

The Capital Reserve Fund is used to finance all or part of the cost of construction, reconstruction, or acquisition of a "specific" or "type" capital improvement or equipment. Monies from CHUFSD's Capital Reserves have thus far been used to replace roofs at all 3 school buildings, reconfigure bus loops, build an addition at the transportation facility, upgrade safety and security measures at all of our buildings as well as create a kitchen at PVC for the district-wide school lunch program set to be implemented for the 2019-2020 school year. Funds are also being used to install telephones in all classrooms and support district-wide drainage needs.

Capital Projects

In the fall of 2016, Voters approved a Capital Improvement Bond for \$20.82M. Formulation of the bond authorization was the result of a multi-year effort by the Board of Education, the district's consultants, community members and administration.

The Summer of 2019 is expected to produce approximately \$8M in capital work. To prepare for this level of disruption at each of our buildings, our team met regularly to develop building schedules for classroom and furniture relocation, building use and summer activities to name a few. [Systematic communications](#) were developed to keep all apprised of the district's plans and progress. We also provided interactive map links to assist staff and community members in navigating the campus during construction.

Since bond approval, the Business Office has provided ongoing financial and administrative leadership and support for the project. A detailed overview of completed, ongoing and upcoming projects can be found in the Facilities Department section of this report.

3. Completed Projects, Initiatives, and Highlights:

District-Wide Safety and Security

Every year the CHUFSD takes proactive measures to create the safest facilities possible for our entire community. While we hope that a natural disaster or other serious incident never occurs, our goal is to be as prepared as possible for any potential emergency. Our Emergency Response Teams and Plans are designed and reviewed annually with the assistance of local law enforcement and Altaris Group, our safety and security consultants. Annual training is provided on the District Emergency Response Plan and the Building Level Safety Plans. The execution of planned and unplanned protocol drills (building level and/or team table-tops) with students, staff and administration are also conducted to “build muscle memory” in the wake of a critical incident.

As part of the district’s updated safety and security plan, we employ a variety of tools and preparedness measures which include frequent safety drills, an anonymous tip reporting system and a district-wide standard response protocol. Each school building runs various drills beginning in September to educate students on the five possible response protocols -- Shelter-in-Place, Hold-in-Place, Evacuation, Lockout and Lockdown. Each building conducts a minimum of 12 drills each school year, four of which are lockdown drills. These drills help create a shared language among all those in our community, so that everyone knows exactly what to do in an emergency situation.

To incorporate all stakeholders, the district worked collaboratively with the Croton Police, Fire and Emergency Medical Services (EMS) Departments and Altaris to ensure that everyone is following the same protocols/procedures in our schools.

Firefighters Field

The district negotiated a five-year Intermunicipal Agreement with the village for additional access and to take greater control of the maintenance of this field during our season. This afforded our facilities department additional time to prepare the field for games and/or practices and increased the fields availability for our teams.

District-Wide School Lunch Program

To prepare for the September 2019 launch of our Child Nutrition Program, the Business Office was responsible for the pre- and post-construction administration of the Pierre Van Cortlandt Middle School Cafeteria and Carrie E. Tompkins Elementary School Servery. This involved the coordination of plans with the Department of Health, NYS Facilities Planning Division and our architect, KSQ and construction manager, Barone Construction.

A collaborative planning process that included parents, students, staff consultants and administration, was conducted to establish priorities for a September 2019 launch. Below are some of the action steps taken during this process.

- Committee meetings were conducted to identify bid standards and priorities for potential Food Service Management Companies.

- Surveys were developed, through stakeholder collaboration, to establish financial and foodservice program goals.
- Administration worked closely with the School Lunch and Sustainability Committee to establish a strategic plan to promote sustainable practices in our Child Nutrition Program. A visit was arranged for committee members to observe the operations of Katonah-Lewisboro's long established lunch program and sustainability efforts.
- Bids documents were compiled for the Food Service Management Company in alignment with SED's Prototype solicitation documents for bid procurement.
- The Application Process for National School Lunch/Breakfast Program was completed in compliance with state and federal guidelines.
- Construction documents were prepared, submitted for SED approval, and bids were awarded by the BoE for the Served Installation at CET & Kitchen Installation at PVC.

District-Wide Phone Installation

To enhance the safety and security of our students and staff, the district allocated Capital Reserves to equip all of our school buildings with telephones in all classrooms and critical spaces. The Assistant Superintendent for Business worked with the Directors of Facilities and Technology to assess the infrastructure; coordinate asbestos abatement; identify and obtain enhanced, compatible and affordable equipment; and select providers for the installation of telephones and integration with our existing systems. The district is now positioned to begin and complete this project by September 2019.

Other Highlights

To prepare for the 2019-20 budget season, a *Reverse-Max-Tax-Levy-Trend-Analysis* was compiled for the Superintendent and Board of Education. A review of this data quantified the cumulative revenue loss attributed to levying less than the allowable tax levy in past years. This revenue loss, coupled with the existing constraints of the Tax Cap formula, adversely restricts the district's ability to adequately plan and support our instructional programs. This information revealed that future decisions not to levy the legally allowable amount should be considered carefully and take into account these losses and the long-term implications.

Transportation

Our district is one of the select districts with its own transportation fleet and full mechanics-maintenance garage. A total of 90 DOT inspections were conducted on our vehicles this year. CHUFSD remains one of the highest achieving operations in Region 8 and has received a clean affidavit from the NYSDOT for the thirteenth year in a row.

Negotiations: Our Collective Bargaining Agreement with the Croton-Harmon Administrators' Association (CHAA) was extended for an additional three years via a Memorandum of Agreement. The district was able to save considerable funds by negotiating without employing outside legal counsel.

The following is a list of currently settled contracts:

- Aides of Croton United - July 1, 2018 - June 20, 2021
- Amalgamated Transit Unit - July 1, 2017 - June 30, 2020

- CSEA Clerical - July 1, 2017 - June 20, 2021
- CSEA Custodial - July 1, 2017 - June 30, 2020
- Croton Teachers Association - July 1, 2019 - June 30, 2022
- Croton-Harmon Administrators Association - July 1, 2019 - June 30, 2022

4. Professional Development and Training:

County-Wide Shared Services Initiative - Participated in Westchester County Shared Services Initiative to explore opportunities to share services among municipalities and school districts to provide cost savings to participants. Identify areas for participating entities to acquire incentives and cost savings through shared service initiatives.

NYPA Clean Energy Forum - Engaged with other municipal leaders and officials to discuss projects and opportunities to save energy, lower utility bills and reduce the carbon impact of Westchester communities.

With the support and expertise of the New York State Energy Research and Development Authority (NYSERDA), Department of Public Service (DPS) and New York Power Authority (NYPA), forum members explored the following areas for clean energy incentives and investments:

- Natural gas energy efficiency incentives
- Heat pump technology and applications
- Electrification
- High-efficiency appliances, equipment and building materials that will lower energy costs and reduce energy demand

Other Professional Development: Attended monthly ASBO meetings and events and participated in the following workshops and trainings via NYSED, Questar, Boces and OSC:

- State Budget Analysis, Property Tax Report Card, Budget Notice & Budget Statement
- Budget Vote Process, Disclosure Requirements, Contingent Budget
- Accounting Changes and Reporting Requirements
- State Aid Output, State Aid Reconciliation, Fund Balance and Cash Flow Projections
- Building Aid Analysis, State Aid Projections & Tax Cap
- Child Nutrition Webinar: Managing Student Meal Charge Debt

5. Goals and Growth Opportunities for 2019-2020

- Implement the district-wide School Lunch Program and attain NSLP approval.
- Facilitate the full conversion of our Financial Management System to nVision.
- Implement quarterly billing for retiree health insurance and payment of retiree Medicare reimbursement.
- Implement a financial long-range strategy to mitigate the impact of debt extinguishment on the District's Allowable Tax Levy (ATL).
- Building Condition Survey - Evaluate and prioritize critical infrastructure to be enhanced and/or replaced to effectively plan for necessary capital improvements.

- Identify opportunities to support district-wide sustainability measures.
- Pursue opportunities to enter into an Energy Performance Contract with ESCO.

**Croton-Harmon Union Free School District
2019 District-Level Year End Report**

Department: CHUFSD School Counseling	Administrator / Director: Mark Maxam
1. Data and Statistics:	

College Application trends:

Year	2015-2016	2016-2017	2017-2018	2018-2019
Early Decision/Action	267	385	334	330
Regular Applications	578	592	745	543
Total Applications	845	977	1079	873
# of Graduates	124	121	137	111
Avg Apps per student	6.8	8.1	8.2	7.9

Please visit our college application information chart to view other application data, including a list of colleges our graduates are attending. Available at:

Caseload Data: CHHS

Year	2016-2017	2017-2018	2018-2019	2019-2020 (projected)*
CHHS Enrollment*	522	510	506	496
CHHS Counseling Staff	3.0	3.0	3.0	3.0
CHHS School Counseling caseloads	174	170	169	165

*Latest Enrollment data taken as of 7/5/19

Caseload Data: PVC

Year	2016-2017	2017-2018	2018-2019	2019-2020 (projected)*
PVC Enrollment*	512	502	501	521
PVC Counseling Staff	2.0	2.0	2.0	2.0
PVC School Counseling caseloads	256	251	251	261

*Latest Enrollment data taken as of 7/5/19

Caseload Data: CET

Year	2016-2017	2017-2018	2018-2019
CET Enrollment	592	592	568
CET Counseling Staff	1.0	1.0	1.0
CET School Counseling caseloads	592	592	568

College Representative Visits: CHHS

Year	2015-2016	2016-2017	2017-2018	2018-2019
Number of college Rep visits	51	80	104	86
Number of students attending rep visits (duplicated count)	246	679*	559* 340 (confirmed attendees)	338* 195 (confirmed attendees)

*Represents number of students registered to attend.

Scheduling Statistics: CHHS

Year	2016-2017	2017-2018	2018-2019	2019-2020
Total Requests	4666	4642	4305	4301
Number of unfilled requests	138	111	135	106
Percent requests filled	97.0%	97.6%	96.9%	97.5%
Total number of students	520	527	511	496
Number of students with all requests filled	402	431	391	406
Percentage of students with all requests filled	77%	82%	77%	82%
Total number of singleton courses (courses offered only once in the schedule)	58/109 = 53%	48/110 = 44%	56/107 = 52%	50/106 = 47%

Guidance and Advisory lessons taught: CET

This year was focused on continued development of counseling curriculum and formalizing Response to Intervention counseling services for the elementary level. Lessons were developed around the REACH acronym, which stands for Respect, Effort, Acceptance, Cooperation and Honesty. Lesson format included whole school assemblies, whole grade lessons during lunch time and individual classroom lessons, with a total of 115 individual classroom lessons being taught. In addition, there were 14 different social skills/support groups offered for 4-10 week periods throughout the year at the elementary level, not including 14 mandated groups that met weekly.

Guidance and Advisory lessons taught: PVC

There were 9 different lessons (two per grade level 5-8 and one grade 4 transition lesson) taught to a total of 53 different classrooms at PVC this school year. Lessons were related to friendships, bullying, gossip/rumors, decision-making and coping strategies, and mental health and each grade level (5-8) participated in a distinct set of lessons. Counselors also assisted with individual counseling, held social skills groups, planned the Unity Day activities, and held a parent evening event centered on the film, "Angst".

Guidance and Advisory lessons taught: CHHS

There were 5 different guidance lessons taught to a total of 41 different classrooms during this school year at CHHS. In addition, counselors taught two lessons to incoming 9th graders at PVC. In addition, all freshmen students participated in a trial program of Dialectical Based Training (also known as DBT skills) which was incorporated into freshmen physical education courses. This program supports student social-emotional health and learning, and is being expanded as the basis of a new course required of all freshmen next year, called Personal and Academic Skills Seminar (P.A.S.S.).

Student Social-Emotional Learning:

At CET students participated in regular REACH assemblies which outline expectations (Respect, Effort, Acceptance, Cooperation, and Kindness). Expectations for the Olweus anti-bullying program are posted on the playground, in the cafeteria, and in the gymnasium, and teachers review these expectations with students. There was a schoolwide assembly held in October and Unity day activities such as "mix it up" at recess encouraged students to meet and make new friends.

At PVC, a schoolwide effort focused on implementation of the RULER program. Advisory group lessons introduced the program to students and assemblies and counselor sessions were used to reinforce. RULER was incorporated into daily announcements in the building.

At CHHS, two advisory group meetings were related to social-emotional learning. Freshmen students participated in DBT Skills training as part of their physical education course. The Olweus anti-bullying program is introduced to staff in opening training and serves to guide adults in addressing bullying.

2. Department Goals and Progress:

This year, all school counselors K-12 worked together as part of the guidance team to update our comprehensive guidance plan. While our CGP was developed well in advance of current counseling regulations, which go into effect Fall 2019, revisions were needed to meet some of the changing requirements. The team worked together to outline the changes necessary and a draft revision is anticipated to be presented to the Board of Education in the early fall.

A solicitation for committee members for a district-wide guidance advisory council, which is to meet twice a year, was included in the district message to parents about openings on committees. This committee will begin meeting next year and will include representation from parents, counselors, school psychologists, the board of education, and administration. The charge of the committee is to review the comprehensive guidance plan and make recommendations.

Counselors at all levels also reviewed ways to provide improved career education to our students, particularly in grades K-8. The group recommended adopting the program Xello, which is particularly suited to these grade levels. We will be bringing this online over the summer and will introduce this to classroom teachers in the fall.

3. Completed Projects, Initiatives and Highlights:

- Maintained active communication with parents about news and events, using the K12 alert system and the CHHS Guidance website.
- Update of the CHHS Guidance website and migration to a new, more user-friendly layout and platform.
- Continued to offer high-quality transition supports for students transitioning between schools. This year we incorporated counselor lessons for grade 4, taught by middle school counseling staff.
- Maintained and updated a district Counselor Handbook, in digital website format. Conducted training for all counseling staff based on materials in handbook.
- Conducted detailed review of college application data and visits by admissions representatives. Communicated and discussed key findings with counselors and Board of Education.
- Continued dedicated counselor support for ESL students, with one Spanish-speaking counselor dedicated to support Spanish-language families.
- Continued dedicated counselor support to the RISE program, with one counselor dedicated to work with the program to support career transitions and the CDOS credential. School

counselor attended workshops and information sessions related to transition services for these students, and met weekly with each student.

- Continued "Career Speakers" program at CHHS.
- Hosted 86 different college representatives to CHHS, to meet with interested students.
- Used parent portal for distribution of all primary reporting materials to parents, such as report cards and progress reports. Used the same system to post a current (unofficial) transcript for each student at the end of the year.
- Offered the PSAT/NMSQT in October for juniors and the similar PSAT-10 for sophomores in March. Both tests continued to be popular with students, with a far higher participation rate than when offered on the weekends, indicating that students and parents continue to value these practice tests.
- Offered 6 evening programs, attended by administration and counselors, for the school community: two Financial Aid nights, Senior Parent Night; Grade 9/10 parent night; Grade 8 Parent Night; and College Symposium.
- Offered the following off-site guidance field trips for CHHS students: Tech Tour (23 students participating); BOCES college visit (30 students participating); National Hispanic College Fair (20 students participating).

4. Professional Development and Training:

- Graduate coursework: Approaches to Trauma; Best Practices in Systemic Crisis Management; Developing a Holistic Mental Health Crisis Management Plan; Resiliency-focused counseling
- Regular participation in faculty meetings – all three buildings
- Regular participation in cross-building curriculum meetings – all three buildings
- Regular participation in building-level curriculum meetings – all three buildings
- 2018 SUNY admissions process update/tour of Dutchess Community College
- College Guidance Expo
- BOCES Tech Center annual informational event
- Naviance training webinar
- PNW BOCES Director of Guidance Forum
- Crossing the Finishing Line: Student Exit Summary (PNW BOCES Course)
- Anxiety Disorders and Students Today: What Teachers Can Do
- College Campus Visits and Counselor Open Houses (various colleges)
- Impact of Substance Abuse on Education: Awareness and Prevention Strategies
- Hispanic Youth Leadership Institute
- RULER – CET and PVC implementation teams
- Presentation to NYSSCA's annual conference: "Building an Elementary School Counseling Program"

5. Growth Opportunities for the 2019-2020 School Year (please include areas that need improvement):

- Continue to review new state regulations for school counseling, monitor ongoing changes, and adapt our program to meet new regulations.
- Submit re-write of Comprehensive Guidance Plan to Board of Education for review, fall 2019.
- Begin working with K-12 Guidance Advisory Council to review the Comprehensive Guidance Plan

- Continue to review our guidance program, including results of district survey information obtained during 2018-2019.
- Continue bringing in high-quality Career Speakers.
- Begin implementation of Xello, a K-8 program to support career education, with the goal of working more career exploration into the K-4 classroom curriculum and better supporting development of documentation of student academic and career planning.
- Continue to support the social-emotional development of our students through active participation in the SELC group and the district “Task Force Addressing Prominent Issues in Society.”

Narrative Summary:

As a K-12 department we began this year addressing a number of major changes to state guidance regulations. Our guidance staff in all three buildings met regularly to review the Comprehensive Guidance Plan and begin an extensive re-write which would restructure our program to better provide support meeting not only the basic requirements but the spirit and intention of these requirements for our students.

At the middle and high school levels, we examined individual counseling progress review meetings carefully and planned how we could expand these meetings to better support individualized academic and career planning.

At the elementary and middle levels, we looked carefully at our current support for career exploration, and adopted a new online platform (Xello) which we feel better supports our goals in this area, and will help our students to develop a career plan/path that can be later reviewed with their counselor.

The department has continued to work with the Social-Emotional Learning Committee (SELC) as well as the Culture of Respect Task Force; two district committees that are closely tied to our work as a department.

We continue to monitor regulatory changes at the state level related to school counseling. Next year will be an implementation year of the program changes we planned this current year, and we will gather feedback from the team and from the new Guidance Advisory Council at the end of year to adjust our efforts for future years.

Croton-Harmon Union Free School District 2019 District-Level Year End Report

DEPARTMENT: Transportation	ADMINISTRATOR/DIRECTOR: Rochelle O’Mara
1. Data and Statistics:	
Transportation and Mileage:	

Our buses traveled 400,000 miles to over 32 different schools operating 230 days per year. We continue to cover 100 plus runs per day excluding sports and field trips. We transport our students over 2,000 miles per day and make over 170,000 bus stops per year.

Our students were transported on 185 field trips covering 6,765 miles. The destinations included the following: Boscobel, Westchester County Center, Bear Mountain, Phillipsburg, Sunnyside and Van Cortlandt Manor, Danish Home, Bethel, Croton Point Park, Senasqua, Croton Dam, Wolf Conservation Center, ASPCA, Hudson River Museum, SUNY Purchase, Eagle Watch, Teatown, Entergy/Indian Point, DNA Lab in Cold Springs Harbor, Walkway Over the Hudson, Cliffdale Farms, Tarrytown Music Hall, Great Adventure Paramount Theater, George's Island, Edith Macy Center, and Turkey Mountain, Kennedy, Newark and Laganardia Airports.

We covered 585 sports trips traveling 20,515 miles. We transported thirty-two students to Extended School Year programs at eleven different schools. The Village of Croton held their summer camps at our schools.

Our vehicles went through a total of 90 DOT inspections for the year. We received a 97.8% success rate. We remain one of the highest achieving operations in Region 8.

The NYS Dept. of Motor Vehicles Affidavit of Compliance is the legal document the carrier, (District), submits to New York State stating that all of the carrier's drivers have been properly tested and meet all 19A regulations under New York State law in addition to the Federal Motor Carrier's commercial driver's license requirements. A clean affidavit means that the District is meeting its full obligations under the NYSDMV law and operating in good standing. For the thirteenth year in a row, we filed a clean affidavit.

Fuel prices were average this year as follows:

\$1.90 per gallon for gasoline

\$2.24 per gallon for diesel

These lower prices are a result of the Clarkstown co-op fuel bid to save costs. This co-op covers 11 districts and has proven to be an effective cost savings measure.

We experienced a long winter which included the following:

- Three, snow days
- Six, 2-hour delays
- One, early dismissal

2. Department Goals and Progress:

During the school year we performed our three bus safety drills with our students. We did one drill as an evacuation and the other two during the school day with minimal disruption to the instructional day.

During the course of the school year, we worked with CET to support their school to community connections with trips to: Blue Pig, Mex to Go, Feed the Birds, Baked by Susan and Shop Rite. The ELL students also visited local businesses and volunteered at the ASPCA in Briarcliff.

Our high school students in the RISE Program did work/studies activities at NY Sports Club, Baked by Susan, the Danish Home, the Running Store and the Bagels on Hudson.

In December our staff took part in the holiday spirit of giving project working with the families at CET. On the last day, before the break, the CET Student council recognized the bus drivers with cards, gifts, and a mini concert. The drivers then attended the afternoon holiday concert with their students. Both drivers and students were thrilled. This is the second year for this event and the drivers look forward to the event.

This school year, we transported a high school senior to a relative's home in Buchanan. The young lady's family abandoned her. She was a quiet student but determined to succeed. Our staff reached out and adopted her before her graduation. We ensured that she was at her BOCES evening graduation and presented her with beautiful flowers. For graduation we collected money and gave her a gift card to help with her expenses for college. This was a "Croton-family" effort as many of us knew this student from the time she entered kindergarten.

The high school students traveled to France, Florida, and Myrtle Beach this year. We were able to provide transportation to and from the airports for each of these trips.

Some trips required us to charter coach buses. The sophomore class went to Hershey, PA, and PVC students went to the Metropolitan Museum of Art. For each of these trips I charter the buses and inspect them before departure. The community coalition provided transportation to the Senior prom as they did in previous years. The buses were full and the students enjoyed the "red-carpet" treatment.

Transportation staff were utilized for several large events throughout the 2018-19 school year. Our staff provided support for parking and crowd control. Additionally we provided shuttle bus service during the Cheerleading and Track Invitational as well as for graduation. Our staff also drove shuttle buses to Dramatic Hall in Peekskill for the CHEF fundraiser. Working in conjunction with the Buildings and Grounds staff our school activities are much more organized and efficient.

Our Community:

Each spring we reach out to our local nursery schools to meet our incoming kindergarten students. We visited Circle School, Asbury Play and Learn and Holy Name of Mary Montessori School. We discuss good behavior on the school bus and how to board and exit the bus safely.

We reached out to our community with our annual participation in Summerfest. We welcomed over 300 children and their families on our bus. This year at Summerfest, we invited CHEF to

share our booth. They had a lucrative day and were pleased to be able to share their message and wares with the community.

CHEF uses the log Croton 10520 on many of their items. In support of their good works for our school, we purchased our staff sweatshirts from them. The logo is 10520 on the front and a map of the village on the back personalized with the various areas – Mt. Airy, Harmon, Silver Lake.

We continue to provide buses for the Village of Croton's Recreation activities. The drivers are taking the students to Cook pool twice daily and on their day trips. The use of our bus is done on a no cost basis to the district as the Village pays for staff and fuel.

3. Completed Projects, Initiatives, and Highlights:

Technology:

We utilize all available technology in our department. The use of Transfinder, EZ Bus/Bus Hive, All Data and License Monitor ensures our accurate records. Our buses are equipped with cameras. We use the footage to review behavior, traffic, and bus stop usage.

Bus Schedule/Routing/Ridership:

Each year schedules are adjusted as necessary through the use of our Transfinder software. Routes are reviewed and tweaked for accuracy and efficiency. We monitor our ridership bi-monthly and it continues to be strong. Our CET and PVC runs are very efficient and ridership is consistent. We have created a central pickup point at PVC for our private/parochial runs. This is an efficient move that has not been utilized in several years. The opportunity arose and we felt it was a good adjustment for our operation.

In August we will meet with our cooperative transportation committee. The members are from the twelve surrounding school districts. An updated cooperative agreement has been signed by all of the districts superintendents renewing the agreement until 2021. This agreement is on file with our insurance carrier New York Schools Insurance Reciprocal. The cooperative has been a successful way to exchange information and share runs if possible for each school year.

Communication:

- We continue to hold several town hall meetings throughout the school year to enhance effective and accurate information within our department.
- I continue to meet bi-weekly with the mechanics to discuss repairs, work orders and maintenance.
- Our office staff and dispatchers meet weekly to discuss field/sports trips, 19A testing, traffic, road conditions, and student schedules
- We continue to work with the Lower Hudson Chapter of the New York Association of Pupil transportation for monthly updates on local issues.

- We communicate several times daily with Amy and or John for sports updates. All scheduled events, locations and times are confirmed sometimes hourly if there is questionable weather.

Our Facilities and Athletics:

John, Paul and I met regularly during the year to coordinate athletic events.

Police Department & Our Village Office:

We continue to meet with the Village Manager, Jeanine King, Chief of Police Russell Harper and Village Engineer Dan O'Connell. We communicate about upcoming events, road closures and traffic problems. The village has moved into their new headquarters next to the garage. We look forward to continued cooperation and collaboration with Frank Balbi and the Village DPW.

4. Professional Development and Training:

We presented our two-required State Education Department Refreshers in August and March. Our Refreshers covered:

- Student Management Strategies for the school bus
- Distracted Driving

In March ENTERGY presented their yearly training on emergency evacuation.

Ellen and I attended our required professional development courses at SWBOCES this spring. We attend monthly meetings with the Lower Hudson Chapter of New York Association for Pupil Transportation. It is an excellent resource to collaborate and commiserate with colleagues from other school district and transportation contractors.

5. Growth Opportunities for the 2019-2020 School Year *(please include areas that need improvement)*

At the transportation conference in Albany, we discussed issues currently facing school transportation.

The New York State DMV has attempted to exercise greater oversight in licensing commercial drivers due to the high rate of accidents in the trucking industry. This has adversely effected school bus drivers as they are held to the same standards even though they are not required to operate their vehicles in the same manner as trucks. This issue was dealt with at the state transportation conference with officials from NYSDMV and the Federal Motor Carriers Association. Unfortunately school transportation is not a priority on their agenda. The officials were ignorant of their own employee's actions and behavior in the field and are not interested in working to change or improve the situation. Our local chapter of the New York Association

for Pupil Transportation is working to lobby on our behalf and continue to request changes or modifications to the road tests and the process.

It remains to be seen how the upcoming changes to the Federal Motor Carrier's training requirements have been pushed back twice due to the backlash. Changes are necessary but they should be reasonable with a fair application and standard for all parties responsible.

It has always been difficult to get good drivers. These changes make the process an even bigger challenge.

With an eye to the future, we are training one of our drivers on the Transfinder program. We had five (5) of our staff take the Westchester County Civil Service test for dispatcher. They formed a study group and worked together.

We look forward to the opportunity to partake in any technology training within the district.

Manuel Beltran is now certified as a School Bus Driving Instructor and will be conducting a portion of our upcoming refreshers.

I continue to encourage all of our staff to take advantage of any training opportunities in the area. I am currently lobbying our transportation group to facilitate a Head Mechanics Association for Westchester and Rockland.

I sponsored a chair yoga class at the garage. It was taught by Sarah Lipton, a mother from Croton. It was very well received. We will have her back during our winter refresher.

As we enter our new school year, we look forward to continuing to promote a healthy school environment where everyone, including students' parents and our staff members feel valued, respected and safe. The District goals are reflected within our department each and every day.

The Transportation Department appreciates the support of the District in its vital function to ensure our students access to their education. We continue to proudly serve our students and community with safe, efficient transportation and always deliver it with a smile.

Croton-Harmon Transportation remains:

"The driving force behind your child's education"

Department: Facilities	Administrator / Director: Paul Gibbons
1. Data and Statistics:	

- Current employees: 3 head custodians, 3 day custodians, 9 night Custodians, 1 day custodian (grounds), 3 maintenance mechanics, 1 secretary, 3 part time messengers, 10 summer workers. There were no net staffing changes during the year.
- Square footage:
 - Elementary School: 79,000
 - Middle School: 101,000
 - High School: 149,000
 - District Office: 3,000
 - Transportation: 8,200
- District fields: Spencer, HS, CET, Spencer
- Out of district fields (seasonal maintenance): Manes, Firefighter's
- Initiate bids, quotes or used cooperative bids to obtain and manage contracted services or supplies from approximately 90 vendors including.

HVAC

HVAC PM and Repair
 HVAC Controls Servicing / Specific
 HVAC Service/Special Equipment
 Electric Motor Repair
 Boiler Cleaning
 Water Treatment
 Boiler Inspections
 Oil Tank Testing/Maintenance

Plumbing

Plumbing Repairs
 Drain Cleaning
 Acid Waste Management
 Sewer Cleaning

Electrical / Alarm / Fire / Security

Electrician
 Underground Utility Marking
 Generator Maintenance
 Fire Alarm, Sprinkler, PA, System Maintenance
 Alarm Monitoring/Maintenance
 Fire Extinguisher Maintenance
 Elevator Service and Repair
 Access Control Maintenance
 Camera System Maintenance
 Acoustical System Service
 Radio Repairs/Replacements

Doors/Windows

Door Repairs
Window Repairs
Locks / Keying
Shades & Blind Repairs/Replacements
Window Cleaning/Exterior
Glass/Screen Repairs

Janitorial

Mop and Mat Cleaning
Pest Control
Janitorial Equipment Repair

Grounds

Tree Pruning and Removal
Poison Ivy Removal
Fence Repairs
Field Sprinkler Service/Repair
Storm Drain Cleaning/Repairs
Portable Toilet Servicing/Rental
Grounds Equipment repair
Excavation / Heavy snow removal
Storage Container Moving
Truck/Plow Repairs
Leaf Recycling

Play Areas/Gyms

Gym Door Inspections/Service
Gym Equipment Repair
Gym Floor Maintenance
Playground Maintenance
Project Adventure Inspection/Repair

Inspections/Monitoring/Environmental

Annual Fire Inspection
Storm Water Management/Reporting
Environmental Monitoring
Abatement - as needed
Annual Lab Chemical Disposal

Other

Graduation Tent/Chair Rental
Graduation Sound
Graduation/Halloween Security
HS Security

Bulk Sanitation
Water
Copy Equipment Service
Dues/Conferences/Classes
CPR Training
Painting
Appliance Repair
Masonry Repair
Roof/gutter repair
Flooring Repairs / Replacements
Welding Repairs
Equipment Rental / Inspection

2. Department Goals and Progress:

The following initiatives were completed during the 2018/2019 school year:

- Painting:
 - PVC: Six classrooms, one stairway.
 - HS: Six stairways, various interior railings/ramp areas.
 - CET: Third/Fourth grade classrooms, project room, faculty room, bathrooms and hallways– as part of capital project
- Paving repairs or replacement: CET driveway at the end of Gerstein Street (replacement), CET rear playground (repair), PVC front bus loop and part of upper parking lot (milling and repaving), PVC lower parking lot (milling and repaving), PVC pathway on south side of building (new).
- CET Upper Playground – replace wood ties on perimeter
- CET courtyard – remove large plantings for improved visibility, new plantings and mulch
- CET Coordinate move and assist in unpacking of all furnishings (desks, chairs, books, all teacher materials, bookcases, etc.) from storage to third and fourth grade to upon completion of 2018 summer capital project work.
- CET tennis courts – install hitting wall
- CET - drop off loop signage
- CET – replaced Gerstein Street concrete sidewalk in front of Third/Fourth grade.
- PVC – parking lot signage replacement
- PVC playground – reseal rubber surface
- Spencer field – repair limited access road from Silver Lake parking area, remove and replace three rusted Conex storage units on south end of field.
- Spencer field – install new fiber optic cable from DO to Spencer Field and wifi access points at field for improved communication.
- District wide – restriped all parking lots

- District-Wide Masonry repairs – retaining wall near CET exterior bathroom, rear CET handicap ramp, Spencer field flag pole stone base, repair concrete block on PVC tennis court perimeter, set memorial stone at HS flag pole.
- District- Wide fence repairs – replace damaged fence at CET basketball court, repair tree damaged fence at transportation, repair gates on HS dumpster enclosure, repair gates and slats at the HS baseball field.
- District wide - Storm drainage basin cleaning – clean readily accessible and remote basins.

Ongoing Initiatives

- Organic athletic field maintenance program with cost savings of approximately \$30,000 per year. Work includes aeration, slit seeding, fertilizing and corn gluten application for germination/weed control.
- District-Wide Security – support district wide safety training and safety improvements with multiple vendors and ongoing support from facilities office, custodial staff and administration.
- HVAC preventative maintenance of unit ventilators, roof top units, PTACs, air handlers, exhaust fans, ductless split systems, pumps, unit heaters, power ventilators, tube heaters and associated equipment.
- Coordination of HS/PVC graduation tent, platform, equipment setup and event parking.
- Summer 2018 cleaning – thorough cleaning completed in all schools.
- Director of Facilities – Co-Chair of Health and Safety Committee – Five meetings held in 2017/2018, including preconstruction meeting and post construction walk-through.
- District Wide – Snow/Ice removal

3. Initiatives Planned:

The following initiatives are planned for the 2019/2020 school year:

- CET - Install new rear playground. Equipment donated by PTA.
- CET - Add wooden fiber fall protection to existing CET playgrounds.
- Spencer Field - Replace lower pedestrian turnstile and associated fencing, between Spencer and Croton gorge trail, due to tree damage.
- Spencer Field - Replace gates near storage containers.
- CET - Paving repairs near drainage basins
- CET - Masonry repairs – extend curbing in rear loop for improved drainage
- PVC – repair upper parking lot perimeter curbing

- PVC – repointing cap stones on PVC stairway from upper lot to field and steps in rear field stairway.
- PVC – Add section of sidewalk at bottom of stairway to Maple street.
- PVC – Replacement of weathervane on Coppola.
- HS – Add curbing and new drain in courtyard.
- HS - Install multisport soccer goal/football uprights at HS field.
- Paint select classrooms and common areas as funding permits.

4. Growth Opportunities for the 2019-2020 School Year (please include areas that need improvement):

- Provide ongoing support for capital improvement project – review of additional plans with Architect/Engineer/Construction Manager and building users for 2019/2020 work, support of submission of plans to NYSED and bidding/contractor award process. Coordinate physical construction projects with Architect/Construction Manager/Contractors and building staff.

Summary/Major Projects

In the fall of 2016, Voters approved a Capital Improvement Bond for \$20.82M. Formulation of the bond request was the result of a multi-year of effort by the Board of Education, the district's consultants and administration.

Since bond approval, the district has worked with the KSQ Design, Barone Construction Group and Quality Environmental Solutions to prepare and issue bids for summer 2018 and 2019 work. With the exception of repair of the HS front retaining wall and installation of a new floor in the HS gym, all work scheduled for 2018 was completed in the summer of 2018. Completion of the cap on the HS stone wall was completed the spring of 2019. Replacement of the floor and bleachers in the HS gym floor is planned for summer 2019. In the spring of 2019, summer work planned for 2019 was bid and awarded.

Work completed summer 2018

CET fresh air system – Installed new fresh air supply to each room in the third/fourth grade wing. Work included installation of new roof top fresh air supply systems with energy recovery enthalpy wheels, installation of new ductwork between new roof top equipment and each classroom.

CET air conditioning - Installed central air conditioning and air source heat pumps in all third / fourth grade classrooms, faculty room and projects room. Work included installation of ceiling

mounted fan/coil cassette units in each classroom and associated VRF (variable refrigerant flow) roof mounted compressor/condenser systems and associated piping.

CET radiant heating – Installed rough in hydronic piping in anticipation of ceiling radiant panel installation and third/fourth grade window wall replacements the summer of 2019.

CET Gymnasium – Replaced gym air handler units for improved ventilation. Installed new ductwork in gym.

CET HVAC work required replacement of all third/fourth grade hallway ceilings and lighting and partial ceiling/soffit replacements in all third/fourth grade classrooms, faculty room and projects room.

All CET HVAC and associated work was completed with rooms cleaned, floors waxed and furniture moved back into classrooms for the return of teachers prior to the start of school in late August 2018. CET Summer 2018 work required total removal of third/fourth grade building furniture contents for summer storage.

CET Parking Lot – Constructed a new retaining wall and paved parking lot in the rear of CET. Work included improving the grading, modification of the entry road and lower parking lot, installation of new drainage, new lighting, curbing, guardrails, fencing, plantings and pathways. The lot was available for use for the opening of school, September 2018.

CET Sidewalks – Replaced sidewalks near the third/fourth grade and improved drainage near sidewalks.

CET Dumpster Enclosure – Created new dumpster pad and enclosure in the rear of CET, relocating garbage and recyclables away from the building.

Spencer Field Track – Resurfaced and relined Spencer field track. This is a new coating on top of the existing track.

PVC – Constructed New Innovation and Design Lab – Work included removal of existing walls, flooring and ceiling and installation of new sinks/plumbing, lighting, electric/data, walls, ventilation/heating and built in cabinets for the new lab, including main teaching room, printing room and work room.

PVC – Constructed teaching walls in six classrooms in the 1939 wing, for the mounting of Smartboards, Monitors and other future electronic/display teaching equipment.

PVC – Installed sound enclosure around rooftop chiller.

PVC – Installed new stairways and installed associated retaining structures: Rear playground to lower playground, rear playground to HS, lower parking lot near tennis court. Replaced hand railings on stairway from upper parking lot to playground.

PVC – Demolition of concrete floor and installation of new buried piping electric completed in May/June, in preparation for completion of Kitchen July/August and the new district wide food service planned for September 2019.

HS – Stone retaining wall near Old Post Road South – Installed curtain drain behind wall, reset stones and constructed a pinned cap on the wall. Work completed Spring 2019.

HS – Installed new domestic hot water heaters for the 2003 portion of the building.

District Office – Replaced rooftop HVAC units and reconfigured ductwork. Enlarged board conference room and installed movable partition. Reconfigured lobby. Repaired damage to exterior stucco wall coverings.

Work planned for summer 2019

CET - Removal and replacement of the third/fourth grade curtain walls and installation of ceiling mounted radiant heating in the 3rd and 4th grade.

CET – Replacement of windows in the 1954 portion of the building. Includes removal and remounting of perimeter radiation and unit ventilators to accommodate window/wall replacements.

CET – Installation of new a new roof top air handler to provide appropriate ventilation/fresh air to the nurse's suite.

CET – Installation of a powered crawl space ventilation.

CET – Construction of a new maintenance storage building. Replace curtain walls in third/fourth grade, replacement of most windows in the 1954 portion of the building. Replacement of ventilation/heating systems for the nurse's suite.

CET – Construction of a new servery. Work to include trenching of floor to installed new buried electric and plumbing, upgrading of electrical panel for installation of a new serving line (coolers, warming/cooling serving stations, refrigerator, warming equipment, sinks, cabinets and serving/POS counters)

PVC – Construction of a new kitchen and servery. Work to include pouring of new concrete floor, floor and ceiling tile replacements, new lighting throughout, construction of serving line soffit, electric for all new equipment (refrigerator, freezer, coolers, warming/cooling servers,

warming racks, steamer, ovens, kettle, sinks, dishwasher, prep/serving and POS counters). Work was started in May of 2019.

HS –Install new maple gym floor and new bleachers in main gymnasium.

HS – Replacement of entire fire alarm system.

HS – Install new ventilation and air conditioning systems in the testing center, TAP suite and community room. Provide powered exhaust ventilation to all classrooms in the 1924 portion of the building. Replace remaining pneumatic controls with DDC (digital) controls in 1924 building. Replace data closet air conditioning units.

HS – Replace original buried steam condensate piping below the floor on the main level, including below the auditorium floor.

HS – Perform abatement as needed for associated HVAC work.

Work Planned for Summer 2020

The HS, PVC and CET 2020 phases of the project has been submitted to SED approval Release of documents for bid is planned late November 2019.

Conclusion

In addition to assisting in capital projects, coordinating large and small contracted projects and performing in-house projects, the buildings and grounds staff provided consistent quality custodial, grounds and maintenance services to the district throughout the year. The staff's dedication and skill has consistently been demonstrated by their quality work and reliability.

Croton-Harmon Union Free School District

Principal 2019 Year End Report

Building: Carrie E. Tompkins Elementary School	Principal: Kelly Maloney Assistant Principal: Kerri Bianchi
1. Enrollment and demographics:	
The 2018-19 school year began with an enrollment of 570 students and ended with 568 students. There were five sections of each grade (kindergarten through fourth). In addition, we had two special classes, a K-2 and a 3-4.	
CET demographics for the 2018-19 school year were as follows:	

Female: 46%

Male: 54%

White: 74%

Black: 1%

Hispanic: 15%

Asian: 6.63%

Multiracial: 3.2%

Native Hawaiian/Other Pacific Islander: .17%

2. Building goal and progress:

Our building goal was to continue to support the implementation of the Strategic Coherence Plan with a focus on critical thinking and problem solving, one of the components of the Profile of a Croton-Harmon graduate. Critical thinking and problem solving are already embedded into much of the learning that occurs at CET so we used this as an opportunity to identify where it is happening and what it looks like. Time was spent at curriculum meetings, faculty meetings, and grade level meetings for this discussion, analysis, and sharing of student work. To support the district's work on critical thinking and problem solving, a number of our teachers attended a three day professional development inhouse workshop with Angela Lalor titled "Critical Thinking and Problem Solving".

We also spent time reviewing and reflecting on the Profile of a Croton-Harmon graduate. Faculty members shared the component(s) that they felt were the most important, the easiest to address, the most difficult to address, and they provided examples of how the profile connected to the work that they did with students.

The Profile of a Croton-Harmon graduate was referenced at school events such as Back to School nights, concerts, and performances. A poster of the Profile of a Croton-Harmon graduate is on display in all classrooms.

3. Curriculum and Instruction:

English Language Arts (ELA), Mathematics, Science, and Social Studies are taught by all classroom teachers. The schedule provides blocks of time for instruction in these areas to be taught. Social Studies units are interdisciplinary and support many of the English Language Arts standards. We follow the Integrated Social Studies/ELA curriculum developed through PNW BOCES; each grade level has a specific focus (Self and Others; My Family and Other Families; My Community and Other US Communities; Communities Around the World; New York State History and Government).

English Language Arts instruction consists of reading, writing, speaking, and listening, and is taught using a variety of curriculum materials and resources. In grades K-2, the *Teachers College Reading and Writing* units of study are followed. Additionally, *FUNdations*, a multisensory and systematic phonics, spelling, and handwriting program, is used for whole class instruction. This program is also used for small group instruction for students who receive Academic Intervention Support (AIS). *Storyworks* and *Storyworks Jr*, Scholastic literary magazines are used in third and fourth grade to

teach comprehension skills such as inferencing as well as to teach writing. The articles are relevant and interesting, and are available at different lexile levels as well as in audio.

Math instruction occurs daily. *Eureka Math* is used K-4; this curriculum is aligned with the New York State Learning Standards. A typical math lesson includes a fluency component, concept development, application, and an exit ticket (assessment).

We continue to implement the *Science 21* curriculum at all grade levels. This year, second grade introduced all new units of study as a result of the recently adopted NYS Science Learning Standards. These units of study include properties of matter and the Earth's systems. Engineering principles are woven into these new units. Next year, third grade will be implementing new science units. Third grade teachers will receive professional development throughout the year in order to prepare for this change.

This was our second year of Spanish instruction. All students receive 20 minutes of instruction, twice a week. This model has been effective; students are learning basic vocabulary and phrases, and are able to comprehend simple questions related to themselves, family, weather, and the calendar.

All students attend Art, Library, Music and Physical Education (twice a week). Whenever possible, the speciality teachers connect their content to what students are learning in their classrooms.

Students who need remediation in literacy or mathematics, receive small group instruction from one of our AIS teachers or Special Education teachers. Additionally, students who are performing above grade level in reading or math, receive small group instruction known as "Enhancement" from an AIS teacher. We use data from various assessments including the computer-based assessment, STAR, to identify students who are in need of remediation or enhancement.

4. Special assemblies and highlights:

Over the course of the year, students participated in their specific grade level performance. Each performance was connected with the appropriate grade level curriculum. Students contributed to the choreography, set design, and costumes. This year, Kindergarten students extended their Physical Education curriculum and demonstrated their circus art skills in the CET Circus. The first grade delighted parents in a performance that focused on Community. The second graders once again ventured into Africa, while third grade took their adventure through Asia. Fourth grade was brilliant in Broadway Kids where they highlighted five Broadway shows through song and dance. The CET PTA contributed funds to purchase costumes and props. Parent volunteers coordinated the purchase of materials for decorating the stage and costumes.

Our theme of "Around the World with CET" continued with our 2nd Annual CET Cultural Night. We had over twenty families who volunteered to create a booth that highlighted their culture that included various aspects such as customary clothing, food, music, and customs. These families are to be commended in the time and energy expended in the preparation for this event. The CHHS French Club and the Chinese Exchange Club also set up booths. Participants who attended the event had the chance to speak with the host families, sample foods, make crafts, and dance. CET students received a passport that was stamped at every country they visited. This event was once again very well-attended, and engaged the entire family. Although the CET PTA contributed monies to the purchase of materials this was not a PTA sponsored event. It was coordinated by our music teacher along with a small group of interested parents.

Two new assemblies were added this year to support the “All Around the World” theme- students were entertained by Russian and Native American performers. Students enjoyed both performances, and had the chance to learn a bit more about people who come from other countries.

The student body and parents were entertained during our winter and spring choral/band concerts. This year approximately 100 CET students in grades 1-4 participated in the strings program and performed at our first District Wide Strings Concert. There were 57 fourth graders in band and 53 in chorus.

Thanks to the coordination of the CET PTA PARP (Parents as Reading Partners) committee, authors Gabrielle Balkan and Jonathan Kruk presented their craft to CET students this year. Students in grades K-4 attended an assembly in which Gabrielle Balkan shared how she gets ideas for her stories and the process of going from an idea to a published book. She shared her books, The 50 States, The 50 Cities and The Book of Bones. Kindergarten students took a guided tour of the Croton Arboretum as Jonathan Kruk told them two fables, “Tortoise and Hare” and “Barkface and Rootnose”. Mr. Kruk followed up with a classroom visit to tell his own tale, “Wake Up Sun” and students were asked to create their own ending.

Once again, students in grades K-2 attended a “Bash the Trash” assembly where music was performed using instruments created from recycled materials. First and second grade students worked with Bash the Trash artists to create musical instruments using recycled/reused materials. This program supports the study of sound performed with instruments.

All students in grades K-4 were educated and entertained by performer Magic Jim as he taught about bullying prevention through MAGIC!

Students in 4th grade experienced hands-on learning through their participation in the Colonial Fair Day and Native American Day. They also participated in the 7th Annual Fourth Grade Writing Workshop Day. This event included parents and community members sharing their professional talents in a variety of writing workshops offered to the students.

Kindergarten students were exposed to a variety of animals and critters when they were visited by The Nature of Things. All first grade students visited local businesses such as Baked by Susan, Yoga Sol, Mex-to-Go, The Dessertist and Bagels on Hudson to learn more about their community.

Representatives from the Croton Police Department and Croton Fire Department visited classrooms to discuss Halloween Safety, Fire Safety and Bike Safety. These opportunities allowed CET students to familiarize themselves with important community workers, as well as important safety rules.

Students in grades K-1 had a visit from local dentist, Dr. Merrie, in February to learn about the importance of proper dental health.

Local artist, Joe Mullins, worked with our 3rd and 4th grade students on leaf and fish prints. As part of CET’s year-long study of the Hudson River, fourth grade students used fish from the Hudson River to design beautiful fish prints, an art called Gyotaku. Students in third grade made leaf prints; this supports their study of plants.

We invited community members Shirley Gillis and Judd Ramaker, event coordinators for the Annual Run Against Hunger, to CET to provide an assembly to 4th graders on world hunger prior to the event.

Throughout the 2018-2019 school year, the entire student body participated in several REACH assemblies. These whole school assemblies were held in order to bring everyone together and focus

on our REACH expectations. Assemblies were interactive and engaging. Students learned songs, shared work and challenged themselves to be better citizens through friendship, empathy, acceptance, perseverance, cooperation, responsibility and reflection.

CET students, staff and faculty participated in several community assistance programs during the 2018-2019 school year. We sponsored two food drives (one around the holidays and one in February) all donations collected went to families in need within the community. Holiday gift assistance was provided to approximately 20 families in need through generous gift donations from faculty and staff. Our students also participated in the American Red Cross Kids Heart Challenge and together raised approximately \$7,800. Mrs. Strattner's 4th grade class sponsored a Family Book BINGO event after reading an article about the Smile Train that raises money for children with cleft palate. This completely student run event raised approximately \$765 for this special cause.

We had school wide participation in Field Day. Students spent the day rotating through a wide variety of field events, games and team building activities. Watermelon and ice-pop treats were generously provided by the PTA.

5. Building specific professional development:

This year Kerri Bianchi, Lauren Fitzgerald, Robin Woolley and Justin Duchin received RULER Training through the Yale Center for Emotional Intelligence. After attending the training the RULER committee turn-keyed information to the faculty during Faculty meetings throughout the year. The faculty created a Charter, learned about the Mood Meter tool and was introduced to the idea of a meta-moment. This work will continue and be rolled out with students in the 2019-20 school year.

Various teachers in a variety of grade levels and disciplines participated in LCI training where participants learned to support students as they develop the different types of thinking identified in the Croton Harmon Profile of a Graduate by examining what critical thinking and problem-solving looks like in the classroom, designing learning experiences that promote critical thinking and problem-solving, determining how to best measure students critical thinking and problem-solving skills and abilities using the district rubrics and other appropriate tools and making connections to social and emotional competencies.

Our Integrated Co-Teach educators continued their coaching and training with G&R Inclusive groups. Their focus was on universal design of lessons and removing barriers so that all students can access education. Teams also continued to strengthen their co-teach models and practice.

Second grade teachers at CET attended 3 days of training at PNWBOCES to familiarize themselves with the new Next Generation NYS Science Units of Study. Their training coincided with the roll-out of new units of study aligned with the new standards.

Teachers throughout the building attended various literacy and math workshops specific to their own curriculum. After attending these workshops information was then shared with the rest of their grade level.

6. Building specific programs and committees:

Throughout the 2018-2019 school year, School Counselor, Robin Woolley pushed into classes at each grade level to deliver lessons and instruction from our Social Emotional Learning curriculum. These lessons were engaging and age specific.

Students shared their concerns about food being wasted during lunchtime. As a result the Stop Food Waste Task Force met with Mrs. Maloney and continued to spread their message of not wasting food through signs in the cafeteria. Mrs. Maloney also met with the Green Team to address their concerns about the environment.

Beginning in first grade, students have the opportunity to take strings (violin, viola, cello) lessons. In third and fourth grade, students have the opportunity to sign up for chorus and/or band. All of these musical opportunities take place before school; there is no cost to the family except for the instrument rental fee.

In the second, third, and fourth grades, we offer before school math classes for those students who enjoy math! These classes meet once a week and students are engaged in higher level thinking activities.

7. Communication and parent involvement:

In an effort to reach as many families as possible, we provide communication in a variety of forms. The most common way is through K12 Alerts. These email alerts provide parents with a bevy of information from school closings, to Spirit Days, to security. Although most of the K12 Alerts are generated by administration, we do send alerts out on behalf of our PTA.

We send out a CET newsletter biweekly. This newsletter is sent via K12 Alerts and is posted on our website. The newsletter contains information including upcoming events and dates as well as highlights any special news or happenings. The school counselor, psychologist, and nurse often contribute articles that address topics of importance.

The special area teachers send out a quarterly newsletter, and classroom teachers send home monthly newsletters. Our CET webpage contains pertinent information including registration forms, the school calendar, a link to eSchool Parent Portal, and a link to the CET PTA. All faculty members have a link to our CET homepage that contain grade specific information and resources.

Principal's Coffees are held about six times throughout the school year. Working closely with our PTA, topics are identified and presentations are designed to inform and educate parents on a given topic. Topics have included the placement process, World Language instruction, social-emotional learning, and mathematics.

Our PTA provides parents with many opportunities to get involved. Some of these include volunteering to serve food and assisting with fundraisers such as the Scholastic Book Fair. Parent volunteers chaperoned field trips while others came in to help with grade level events like Candy Houses, Pancake Breakfast, Colonial Day, and Pillowmaking. There were also opportunities for parents to come in to celebrate their child's work (Biography Museum, Publishing Party). Parents helped with costumes and decorations for the grade level performances, and had the opportunity to volunteer in the Art Room for a variety of projects. Parent volunteers helped shelve books in the library. The Fourth Grade Writing Day continues to be a success as a result of the number of community members who volunteer to teach mini workshops on how they use writing in their professions.

8. Building Planning Council:
In addition to reviewing various Board of Education policies, the Building Planning Council focused on improving safety during the Halloween parade and alternate ways of celebrating Halloween. There was discussion about homework; what is assigned and how much time should be spent nightly on homework for each grade level. Building Planning also discussed the new lunch program, sustainability efforts and additional ways to include parent involvement in the absence of the PTA lunch program. We also discussed fundraising options to provide funds for new playground equipment.
9. Growth Opportunities for the 2019-2020 School Year <i>(please include areas that need improvement)</i>:
As we plan for the 2019-2020 school year, we will continue to address critical thinking and problem solving-specifically how do we assess? We will look at the Critical Thinking rubric and identify how it can be used. Additionally, we will begin to look at creativity/innovation, another component of the Profile of a Croton-Harmon graduate. We also need to continue to make revisions to our ELA curriculum maps to ensure that we are capturing the work that we do and that our writing units of study are scaffolded and aligned. Guided Reading is an area that needs to be addressed as we move into a new school year. We also need to plan for ways of differentiating mathematics instruction to ensure that all students' needs are met. As we enter our fourth year with a full-time school counselor, we need to spend time reviewing and communicating the district created Framework for Social Emotional Learning.

Croton-Harmon Union Free School District
Principal 2019 Year End Report

Building: Pierre Van Cortlandt Middle School	Principal: Mr. Michael Plotkin
1. Enrollment and demographics:	
During the 2018-2019 school year, 511 students were enrolled at Pierre Van Cortlandt Middle School. The following section of this report indicates the demographic breakdown of students based on reported gender and ethnicity as per the school district's student information system. Female: 238 Male: 273	

Total: 511

White/Non-Hispanic:	344	67%
Hispanic	100	20%
Black:	9	2%
Asian:	37	7%
Multi-racial:	21	4%
Pacific Islander:	0	0%
American Indian:	0	0%

Total: 511**2. Building goals and progress:**

This was the District's second year addressing the goals of the Strategic Coherence Plan (SCP). Pierre Van Cortlandt Middle School designed its annual goals to support this effort. Teachers worked to create instructional experiences that made these goals relevant to students and helped them develop critical thinking skills across content areas and disciplines. The professional learning that teachers underwent was clearly connected to the Strategic Coherence Plan and the action steps found in the PVC Middle School annual goals supported that effort in a targeted and strategic manner. All instructional efforts, programs and professional learning at the middle school was intricately connected to the goals of the SCP and the Profile of a Graduate.

The annual goals of Pierre Van Cortlandt Middle School were developed and implemented to support Year II of the SCP. These goals also reflect PVC's successful implementation of many of the components of the SCP in Year I, and built off of that success. The first of the two annual goals specifically targeted learning and instruction to realize the objective of the SCP. The second of the annual goals, addressed the very important social-emotional proclivities that students need to attain and the cognitive attributes necessary to be successful 21st century learners and productive members of a diverse global community. It is important to note that the Profile of a Graduate is comprised of six components that are applicable to every learning experience, both academic and social-emotional. Therefore, the second of the PVC Middle School annual goals was no less significant, and supported attainment of the instructional changes and the shift in thinking that the district and school administration was trying to promote and foster.

Goal 1: Facilitate the Strategic Coherence Plan, Year II

Starting with the opening day's faculty meeting, this goal was introduced and unpacked with the teachers of PVC Middle School. On August 30, 2018, the faculty was provided with the opportunity to provide the school administration with input regarding this goal. The Curriculum Coordinators also played a role in helping to identify how each department would do its part to address this goal through instruction and assessment of student learning. The school administration explored methods of supporting teachers in this work and identified professional learning opportunities that became an action step of this larger goal.

The middle school's focus on the goals of the SCP and the Profile of a Graduate was communicated throughout the year through a variety of ways. It was important to get the students, teachers and the community to be aware of the work that was going on and provide a solid rationale as to why this was important work. At the Coffee Talk on opening day and at Back-To-School Night, Mr. Plotkin and Ms. Scollins presented this goal and spoke about the role that the middle school would play in creating learning experiences that will encourage students to develop critical thinking skills and the other components of the Profile of a Graduate.

The Principal and Assistant Principal hosted other Coffee Talks on this topic during the first few months of the school year. During these events, Mr. Plotkin and Ms. Scollins engaged the parents in learning about the importance of instructional strategies and approaches focused on helping students to develop skills represented by the six components of the Profile of a Graduate. These events also allowed the school administration to glean input from parents about the six components of the Profile of a Graduate and strengthen support for these endeavors. Parent input was used to strengthen the manner in which this goal would be attained. It was from these events that the school administration was able to ascertain ideas that would help them enhance the professional development approach for the school year and explore student learning data that would enable teachers to address the needs of individual learners. To communicate with the larger community, Mr. Plotkin and Ms. Scollins created screencasts that were sent to each of the PVC Middle School households. These video presentations provided parents with insights into the focus of the instructional work being done by the PVC Middle School faculty and with an account of what other parents and community members had deduced from their learning at the engagements mentioned above.

The Curriculum Coordinators, Curriculum Fellows and the school administration attended a Rubicon Atlas curriculum mapping seminar in October in Rockland County. At this seminar the Croton team devised a means of incorporating the goals of the Strategic Coherence Plan into the curriculum maps. It was decided that the maps would be modified to reflect the priorities identified by the SCP and a specific focus on critical thinking. The curriculum maps were redesigned to reflect not only content but also the instructional changes and the tools used by teachers to assess students' development of critical thinking skills. One of the key areas of focus that gained consensus was how the teachers would map areas of the Strategic Coherence Plan (critical thinking and the components of the Profile of a Graduate). This planning helped the teachers to identify a process by which departments could make the necessary changes to the maps to ensure vertical as well as horizontal alignment in regards to the priority goals of the Strategic Coherence Plan.

The PVC Middle School Curriculum Coordinators and the Curriculum Fellows continued their work and leadership by presenting the larger group's recommendations as they related to the maps and the goals of the SCP. Getting all of the teachers to buy-in and engage in this work resulted in strengthening the relevance of the curriculum maps and ensuring that they were aligned with district and building goals. As a result of this work, the curriculum maps for each discipline and grade level at the middle school are representative of the work taking place inside the classroom in relation to the Strategic Coherence Plan (Year II). This process will continue, and be ongoing as the PVC faculty learns more, develops supportive strategies to fulfill the goals of the SCP and respond to the needs of all of its learners. One of the most notable outcomes of this process was the realization that the maps are a living document that must represent the current work and how students respond to instruction.

An important part of PVC Middle School's fulfillment of the goal to support the Strategic Coherence Plan was the design of professional development experiences for teachers that would have an

instructional impact inside of the classroom. Providing teachers with consistent training and professional learning over the course of the year resulted in a comprehensive understanding of priority goals of the SCP and how they can be put into practice in the classroom. (See Building Specific Professional Development section of this report for details) The majority of these learning experiences for teachers were delivered during faculty meetings, half days and during team and department meetings.

Another component of supporting teachers in their learning, instructional improvement and the delivery of targeted learning experiences for students, was the administration's work with new and untenured teachers. This group of educators received additional support in understanding the expectations and how they related to the SCP and the Danielson Framework for Teaching. In weekly meetings with these professionals, the school administration assisted these teachers in developing the professional understanding needed to do their part in executing instructional strategies and designing assessments that focused on the teaching and learning of critical thinking in the various content settings, as well as promoting classroom environments that fostered such learning. Mr. Plotkin and Ms. Scollins worked closely with the newer teachers to provide feedback to them about how the employment of such strategies and assessments was impacting student learning. Through informal observations and examining student work and performance data, the principal and assistant principal were able to coach and provide guidance to this group of teachers. This leadership approach and collaborative effort resulted in teachers acclimating to the school culture more expediently, understanding the expectations for learning and the establishment of a more supportive and responsive classroom environment. This approach will continue into next year and become a mainstay of how the leadership at PVC Middle School transitions teachers into their new roles. The school administration is enthusiastic about the measure of support they can offer new teachers and the evidence to support that this method (and others) has had a direct impact on student learning and the overall quality of what students experience.

PVC Middle School supported the District's efforts to provide meaningful professional learning relating to the SCP to teachers. PVC Middle School identified and supported the teachers in receiving training from Angela Lalor of the Learner-Centered Initiative group (LCI). PVC teachers made up a significant portion of Cohort 1 and Cohort 2 that met and worked with Angela Lalor over the course of the 2018-2019 school year.

During the sessions with Ms. Lalor, PVC teachers worked with each other and colleagues from the other two buildings in the district to examine how critical thinking for problem solving could be effectively taught. Teachers defined what critical thinking in the classroom looked like. Teachers engaged in considering and determining how to most effectively measure student critical thinking and problem solving skills and abilities by utilizing the Croton-Harmon School District rubric. Teachers from PVC collaborated in designing learning experiences that promote critical thinking and problem solving. Utilizing the Rigor & Relevance Framework (*International Center for Leadership in Education*) teachers from PVC further considered instructional changes and the design of learning experiences that would transcend the mere acquisition of knowledge, and set students on a course that would require them to think critically about information, create unique solutions to problems and employ metacognitive processes.

This series of experiences with Ms. Lalor supported the work that PVC Middle School had set out to accomplish. The day-long sessions also helped to further the professional development in the building as the year went on. Teachers took on a greater leadership role in their professional learning. The

collaborative nature of the faculty meetings and after school professional learning experiences were infused with a robust understanding of this goal, and the teachers contributed more to the overall experience. Angela Lalor's efforts, coupled with those of the school administration of PVC Middle School, communicated to the faculty that there was a clear and real focus at the middle school, one that was supported and promoted by the school district's leadership.

As a result of this work, there was observable and tangible evidence that indicated the attainment of this goal. The manner in which teachers planned lessons, units and created assessments was representative of the school-wide effort to teach and measure students' abilities to demonstrate critical thinking skills in authentic ways. Teachers presented "artifacts" of their work and their students' growth in this area throughout the school year. These artifacts were collected and archived in a Google folder that was organized in keeping with the six components of the Profile of a Graduate. Teachers designed new problem-based learning experiences/projects utilizing the three district rubric (critical thinking, metacognition and presentation), reflected in their work and how to enhance student ownership, and ensure that the critical attributes of Profile of a Graduate were being practiced. In department and team meetings, instructional strategies were shared and discussions had about how to increase the opportunities for students to develop and demonstrate critical thought, effective collaboration and the use of other higher-order cognitive processes.

One of the most significant accomplishments in the attainment of this goal was the work of the PVC Curriculum Coordinators and the school administration in designing baseline assessments this year. Starting in March, the Curriculum Coordinators, the PVC school administrators and Assistant Superintendent, John Griffiths, began formulating methods that would provide data on how well PVC Middle School students were responding to the instructional approaches aimed at promoting critical thinking for problem-solving.

The school administration and the Curriculum Coordinators started their work by defining the outcome they wished to pursue and by crafting a goal that was used to guide the work ahead.

The goal for the creation of these assessments was to *"design and administer a 6th grade and 8th grade assessment that provides baseline data for critical thinking skills. The Curriculum Coordinators and school administration will create a series of tasks for each of the assessments, administer the assessments to the intended grades and examine the data to arrive at a better understanding of how well our students can demonstrate critical thought."*

It was decided that two assessments would be designed and used to gauge "where the school was," and how well the students were doing in this area. The Curriculum Coordinators, Mr. Plotkin and Ms. Scollins collaborated during the design process to create these unique assessments. The baseline assessments are unlike any other assessment at PVC in that they are not content driven at all. They were envisioned and designed to "test" one thing--a student's ability to critically think through problems. This was not an easy task for this group. Nothing like this has ever been attempted before. This represented a shift in thinking for all of the collaborative designers. They had to be intellectually discerning and firm in their quest to keep the focus on critical thought.

What resulted was two assessments that were administered to the 6th and 8th grade students in June of 2019. The 6th grade baseline assessment required students to design a board game and reflect on the design process. The students were asked to adhere to a theme in the design of their game. The task was designed to have students employ creative thinking in the design process and utilize critical thinking skills to assess their work using evidence to defend their claims. Lastly, students were asked to

use their reflections and self-assessments to make recommendations as to what they would improve about their product if given the opportunity. The 8th grade baseline assessment was comprised of three different tasks that required students to use their critical thinking skills to solve problems. They also had to demonstrate their thinking in a variety of ways and justify the process they used to address the complex, real-world problems. In evaluating the 6th grade and 8th grade assessments, the Curriculum Coordinators and the school administration will be examining the results through the lens of the product that was created, the plan or thinking process that was demonstrated, revisions that were made and the use of relevant and accurate evidence to self-assess and defend their thinking.

There was no uncertainty among our teachers and community as to what was expected to be endeavored during the 2018-2019 school year. As the reader of this report will discover, all of the efforts, enhancements and programmatic supports, were connected to the two annual goals of PVC Middle School. Each of the goals were designed and pursued to build on the accomplishments and growth of the 2017-2018 school year. All efforts at the middle school this year were viewed through the lens of how such approaches/efforts support, enhance and encourage the attainment of the two annual goals and those of the Strategic Coherence Plan, Year II.

Goal 2: Support the social-emotional growth of faculty and students and enhance the existing support systems to be more responsive to the needs of all stakeholders.

PVC Middle School has a long and proven track record of creating learning experiences and growth opportunities that focus on the whole child. The PVC Middle School faculty and administration strongly believe that the most effective way to support a child's academic success and cognitive growth is to assist them in the development of social and emotional skills. In addressing this area of a child's development, students become more able learners, bounce back from setbacks, regulate their emotions in a productive, growth-oriented manner and navigate the complex social landscape of life with more confidence and empathy for others. These ideas are not only significant tenets of the PVC Middle School philosophy but are represented in the District's mission and vision, the goals found in the Strategic Coherence Plan and in various components of the Profile of the Graduate.

During the 2018-2019 school year, the school administration, in cooperation with support staff, the PVC RULER team and the PVC Advisory Committee, sought to strengthen the school's approach to teaching social-emotional skills and supporting students in the development of emotional intelligence strategies. New supportive systems were created to help students access educational opportunities while receiving supportive care and therapeutic services as needed.

One of the most significant additions to PVC Middle School's approach to addressing the social-emotional needs of students, and supporting students with challenges, was the creation of the PVC Flex Support program. The first challenge to overcome in the establishment of this program was finding a space that was suitable. It was important to find a room that was easily accessible and was also located in an area that made it possible to maintain the confidentiality of the students utilizing the program. It was decided that room 416 would be used. This was the old boys locker room. This space had been used as an instructional space before. In order to transform this room into an appropriate space for this function, the school administration, the school psychologist, Dr. Glenn Klugherz, and special educator, Suzanne Lewis planned to decorate the room and acquire the furniture necessary to create a warm and welcoming place.

The shower area was transformed into a quiet room. Padding was installed on the floor. Zen tapestries covered the walls with the shower fixtures and alternative furniture was placed in this area, along with a white noise device. The main room was decorated with calendars, graphic organizers and the Mood Meter. Book shelves were brought in and books relevant to all four grade levels. The furniture in the room was arranged in a manner that students could utilize the space to decompress and continue to address their academic pursuits.

The school administration, and the faculty members involved, collaborated to create parameters for the program based on the needs of the students that presented emotional difficulties. When students entered the program, a referral was generated from the PVC At-Risk Committee utilizing the process created by the high school. Once the referral form had been completed and reviewed, the parent of the student was contacted and a plan of service was created that included individual goals for the student.

The inclusion of this program and the creation of this space proved useful and beneficial for dozens of students at PVC Middle School. If a student was discharged from a mental health facility, the Flex Support program played a role in transitioning that student back to a typical school day. There were other instances when a child was recommended for some level of support in the Flex program in response to an immediate crisis. The Flex Support program was included as part of certain students' schedules. Some students had a daily check-in with the staff. Some students spent their Lab period in the space completing work in a tranquil and supportive environment. Many students used the space during their lunch periods to eat in a quiet area and with supportive adults that engaged them in activities that prepared them for the rest of their school day.

Many different techniques were utilized by the staff to provide the students with the support that they needed in the moment or according to the plan that was constructed during their intake. Students using this space found comfortable chairs, soothing music and adults that engaged them in mindfulness activities.

Data as to who used the space, the frequency of their visits, and what academic assignments they worked on was collected. This type of information will help the staff and school administration make further adjustments to ensure that this space is properly staffed and possesses all of the resources required to support the children who are served there.

PVC Middle School professionals also supported students by employing behavioral and academic interventions. To properly support students, the Response To Intervention approach at PVC Middle School was formalized and enhanced. Teachers were provided with additional training to understand the process, analyze impediments to learning and how to create intervention strategies that target behavioral and academic challenges (Also see section of report, Building Specific Professional Development). A protocol was created to document these interventions, time was allocated by the school administration to attend team meetings and assist teachers in prescribing strategies. Weekly information was disseminated to the faculty about intervention strategies and the research that supported them (Intervention of the week). All members of the PVC faculty were trained in Alpine Achievement. The Alpine Achievement platform was used to create, document and monitor/track student progress. Ms. Scollins and Mr. Plotkin made regular visits to team meetings to model how the program should be used to create a record of an intervention and to review interventions that were created by teachers that taught the same students. Dr. Glenn Klugherz, the PVC School Psychologist, also played an essential role in helping this approach target students' needs and prevent a struggling

student from falling behind. Dr. Klugherz also worked with teachers to design targeted behavioral and social-emotional strategies to help students acclimate to the school environment, meet the demands of academic rigors and prevent their emotional struggles from thwarting their learning. Dr. Klugherz and the school administration worked in tandem to support the teachers and furnish them with the resources and materials to provide the students with the assistance that they needed.

Over the course of the school year, the teachers were also provided with several articles and readings about the research behind the importance and power of the teacher-student relationship. After reading about six pieces on this topic, teachers were engaged in a discussion protocol that guided them in uncovering the reasons why these relationships are important to student learning. Faculty members were made aware of a body of research that indicates that the better a teacher knows their students, the better they learn and the more likely the students are to grow in that class. This ongoing dialogue and exploration focused on the pondering of several essential questions aimed at helping teachers comprehend what they can do to really get to know their students and create the most positive climate in their classrooms.

PVC Middle School has worked closely with the representatives from the Yale Center for Emotional Intelligence to enhance PVC Middle School's approach to social-emotional learning. Starting in 2017, teachers and administrators have attended training with Dr. Marc Brackett, and have given thought to the value the RULER "system" offers in creating a welcoming and safe school. RULER was introduced at PVC this year and made up a large portion of Advisory learning experiences, as well as professional development activities.

Over the summer of 2018, PVC Middle School enlarged its RULER team to include nine members of the PVC faculty. This group collaborated to create the rollout plan and to infuse RULER lessons into Advisory and offer the faculty information that would allow them to utilize the RULER techniques (Mood Meter, Blueprint and Meta-Moment) with students.

As part of the rollout, students were asked to provide input into the creation of a school charter (anchor 1) by exploring how they wanted to feel when they attend school/class at PVC.

As part of the rollout and Year 1, RULER language and imagery was displayed throughout the school and in classrooms. The lexicon of the school was changed to include the vocabulary associated with RULER and recognizing the emotional realities of students and staff. Students and teachers engaged in regular conversation about "Being your best self", "emotions matter" and using the Mood Meter. The school's disciplinary intake form was also modified to reflect the RULER concepts and to provide students sent to the main office with an opportunity to reflect utilizing techniques that encourage them to recognize, understand, label, express and regulate their emotions.

Focusing on the emotions of the students and teachers has created a more supportive environment at PVC. It has allowed teachers to better understand their students, create more responsive classrooms and to employ classroom management strategies that are more effective due to RULER techniques that are restorative and supportive. Students better understand their emotions and have developed a greater sense of empathy for others. They were better able to work through emotional difficulties and adversity using the RULER techniques. Students were more open and able to speak about their emotions and recognize the impact they were having on their ability to learn. (See other information about RULER and Advisory in the Building Specific Programs section of this report.)

PVC Middle School's RULER team designed and implemented learning experiences for both students and staff. The team also has ascertained what other measures and efforts need to be employed and accomplished to ensure that RULER is an integral part of the PVC School culture. PVC Middle School is a RULER school due to the efforts of the RULER team and many members of the faculty. There are numerous things that can be done in the 2019-2020 school year to ensure that every classroom is a RULER classroom and that this emotional intelligence work permeates every aspect of the school culture.

Another means of supporting students in their emotional health and development was the implementation of mindfulness in select classrooms. At the start of the school year, a group of teachers were asked by the school administration to explore these techniques and to strategically implement them in their classrooms. The most significant use of these techniques and exercises were employed in the fifth-grade classrooms and in the Flex Support room. It was in these areas that teachers used mindfulness breathing and focusing exercises to help students reacclimate themselves after recess or to make successful transitions from one learning activity to another. The school administration offered teachers guidance in identifying exercises that would be effective and that would not require more than a few minutes of instructional time. The teachers who utilized these exercises on a regular basis reported that the students were responding by maintaining focus longer and being able to get back to learning faster after recess. Teachers reported that the most significant benefit of using mindfulness techniques was the manner in which it helped them to deal with behavior that was unwanted. Instead of sending a child to the office or providing them with a warning or reprimand, the mindfulness techniques were employed to help the child rejoin the learning. Keeping students in the classroom, focused and engaged in instruction, must be a priority of any school/teacher that wants to ensure that students develop critical thinking skills and the other components of the Profile of a Graduate.

As part of PVC Middle School's plan to create a learning environment that promotes the six components of the Profile of a Graduate, efforts have been taken to foster a school culture that is welcoming, warm, supportive and avoids being unnecessarily punitive. This school year at PVC, the school counselors, led by the school administration, explored corrective measures that educate students and allow them to take responsibility and ownership for their decisions and behaviors. Mr. Plotkin, Ms. Scollins and the school counselors read, The Little Book of Restorative Discipline for Schools, and created an action plan, as part of this goal, to add more restorative practices to PVC Middle School's response to wayward and undesirable behavior.

As a result of this exploration several components were added to how the school responds to disciplinary infractions. Instead of lunch detention, community service and service oriented options were afforded to students. The restorative mindset holds dear to the proposition that a person who does "damage to the community" plays a leading role in accepting responsibility and works with the community to restore their standing with that community. The most pronounced change and successful component of this approach was the creation and launch of the PVC Middle School Peer Mediation program (Read more about the PVC Peer Mediation Program in the Building Specific Programs section of this report.)

The school administration and faculty of PVC Middle School are committed to building on the successes of the 2018-2019 school year. There is a clear understanding about what the school endeavors to accomplish with the teachers and students in the years to come. The work and the accomplishments of 2018-2019 will serve as the basis for goal setting for the 2019-2020 school year. Pursuit and full attainment of the goals and aspirations of the District's Strategic Coherence Plan are a priority for the

middle school and its staff. Creating and maintaining a safe, supportive and productive school culture that values the individuality, diversity and real student growth will be a determining factor in the school's ability to realize the goals of the SCP and be true to the District's mission and vision.

3. Curriculum and Instruction:

At PVC Middle School the school administration and faculty believe in continuously making deliberate efforts to improve instruction and address the learning needs of students no matter where they are on the learning continuum. The teachers at PVC Middle School are consistently engaged in curriculum review, utilizing assessments to gauge student performance and to make sound instructional decisions. The teachers at PVC Middle School, with the support and encouragement of the school administration, work diligently and purposefully to design learning experiences that promote actual growth in their students and the development of 21st Century skills in the most developmentally appropriate ways. Curricular and instructional changes and modifications during the 2018-2019 school year reflect the goals of the Strategic Coherence Plan, and PVC Middle School's response to New York State regulations, District initiatives, and teachers being responsive to the needs of their students.

English Language Arts--Next Generation Learning Standards:

In the spring of 2019 English Language Arts teachers at PVC Middle School, led by the ELA Curriculum Coordinator, Maryann Zabbia, engaged in the task of re-examining their standards. This effort was driven by the ELA teachers' desire to stay up-to-date with the New York State mandate to adopt and implement changes in curriculum and instructional practices to represent the transition from the New York State P-12 Common Core Learning Standards (2011) to the English Language Arts Learning Standards (Next Generation Standards, 2017).

The ELA teachers, as a department, worked to examine the grade 5-8 ELA curriculum and standards to reflect these changes and align the curriculum. The ELA department reviewed and scrutinized the crosswalks that indicated how the 2011 and 2017 standards differed. They were able to ascertain changes that needed to be made to the curriculum through this comparison utilizing resources found at, NYSED.gov/curriculum-instruction/teachers/nextgeneration-ela-learning-standards-crosswalks.

The ELA department reviewed the content changes that needed to be made and fully considered how this transition will impact student learning and assessment. As a result of their work and this transitional process, the ELA department created a scope and sequence that represented all grade 5-8 learning. The department members identified priority standards and their critical attributes. The ELA teachers articulated the skills and strategies that students will be required to learn, practice and demonstrate. The ELA teachers identified instructional resources and themes of learning that will be used to expose students 5-8 to the learning and the attainment of the standards. The ELA teachers created a section of the scope and sequence document to provide guidance to their colleagues, and to outline what the instructional approaches to teaching the standards and the students outcomes would "look like" in classrooms at each grade level. In doing this, the ELA teachers demonstrated the need for vertical and horizontal alignment and consistency.

This work also reflected and connected to the school-wide effort to develop critical thinking skills and the other components of the Profile of a Graduate with students. The ELA teacher's identification of priority standards, learning behaviors and instructional resources demonstrated their recognition of

the nexus between the work that will be done in grade 5-8 ELA classes and the goals of the SCP and the Profile of a Graduate. Students will be required to analyze textual evidence, motives of characters and evaluate points of view. The students will be taught to write argumentative and persuasive pieces and furnish relevant evidence. Students will need to demonstrate critical thinking skills in the classroom while engaging in English language and literary content.

The ELA department also updated the standards-based report cards to reflect the change in standards. The ELA teachers realize that helping students to demonstrate mastery of these standards relies on the teachers' ability to provide meaningful and accurate feedback to the students that is both formative and summative. The changes to the standards-based report cards will help teachers provide that feedback to students, report student growth to parents and set meaningful learning goals with students to meet their individual needs.

Math At Your Own Depth 2018-2019:

The manner in which math instruction is approached at PVC Middle School is a model of how data-driven instruction and student ownership can be coupled to provide a targeted and responsive educational experience. Math At Your Own Depth (MAYOD) is the moniker for the various facets of the instructional approach that provides a quality math education to each child in the middle school. The MAYOD approach relies on student performance data, differentiated instruction, quality assessments and a strong teacher-student partnership to provide targeted, individualized instruction to students in grades 5-8.

During the 2018-2019 school year, several efforts were made to continually grow and strengthen this approach and to ensure that the methodologies employed were responsive to the needs and abilities of the students at Pierre Van Cortlandt Middle School. To support the math educators at PVC Middle School, the school administration met regularly with teachers to ensure that revisions to common assessments represented the learning standards on the PVC Middle School report cards. Math teachers engaged in discussions and learning about what student mastery looks like in reference to the standards. This department took advantage of professional development and planning days to align curriculum, design student-centered learning experiences, differentiate units of study and to examine student performance data. Realizations made as a result of examining student data were utilized to create targeted and individualized learning experiences that allowed teachers to strategically group students and create blended learning experiences.

Much of the discussions and learning with the math educators this year at PVC Middle School focused on the use of evidence to enhance student-ownership and drive instructional decisions. These conversations helped educators discern the connections between learning and assessment. Instruction was deeply rooted in assessment in the PVC math education setting. In these responsive math classrooms, individualized instruction was the goal. That happened due to the reliance of educators and students on evidence to not just measure students' knowledge or aptitude but to help students master standards and experience real growth. Benchmark assessments played a key role in improving consistency across the grade levels and provided detailed evidence as to what a student can do and what they need to improve upon.

It was in this environment that ongoing feedback was used to get students to think deeper about math concepts and their role as the learner. This ongoing inquiry permitted teachers to know their learners better and allowed them to respond to their students, and target areas of need. There is still work to

be done to further individualize instruction and strategically group students to ensure that they are attaining mastery and being appropriately challenged. The math educators and school administration spent a great deal of time devising a plan as to how this can take shape during the 2019-2020 school year.

Another key aspect of the work of PVC Middle School's math teachers was the increase in clear and accurate communications with students and parents about student growth and the progression of learning in grades 5-8. Starting in September 2018, communications were sent out from the Principal's office, and from the math department, articulating the purpose of MAYOD and providing information to 7th grade parents and students about the opportunities afforded to them in the 7th and 8th grade. This communication, as well as several subsequent ones, were sent out earlier this year and in greater frequency. The math department wanted to ensure that every student in 7th grade understood how their learning and progress during the 2018-2019 school year would affect the upcoming year of math and what choices they would have in the 8th grade.

The school administration dedicated their March Coffee Talk to the topic of math education at the middle school, and also held an evening event in May on this topic. The Coffee Talk showcased MAYOD's successes and provided parents in attendance with evidence of how PVC students were benefiting from this approach. A screencast video was also created that explained the philosophical underpinnings of the math program, the evidence of its effectiveness and the methods used to ensure that students' needs were met in the most developmentally appropriate manner.

In May of 2019, the school administration and various members of the math department hosted an evening event to further engage the community and glean feedback and input into the math approach at the middle school. *Exploring Middle School Math* was attended by about twenty parents. During this event, the school administration utilized a discussion protocol that assisted in gaining insights into how the MAYOD approach was perceived by the community and what changes could be made to support math learning and further individualize math instruction.

The information that was collected was examined and considered by the school administration and the math educators. This information assisted those parties to develop a plan to enhance individualized instruction and provide opportunities for parents to learn about their child's experiences. (See Communication and Parent Involvement section of this report for further details about this plan). Moving into next year the math department, with the support of the school administration, will be implementing seven "enhancements" to strengthen the MAYOD approach and to increase parent involvement in the math experience at PVC Middle School.

One of the most noteworthy results of this information gathering process was the realization made by our math educators. The math teachers further realized and articulated what were the essential features of this approach that are responsible for its effectiveness and being equitable to all students. The purpose of the MAYOD approach is to raise the bar for all students to individualize instruction and offer choices to students. The approach encourages students to take ownership of their learning through their exposure to meaningful learning tasks and differentiated learning experiences. The instructional experience allows students to be engaged in productive struggle, collaboration that encourages the development of skills that will enable students to work as part of a team, be effective critical thinkers and engage in goal setting to promote their independence and growth. Most importantly, MAYOD helps students develop an excitement for math regardless of their perceived abilities no matter who they are.

PVC Middle School students have demonstrated their success and achievement this year in mathematics. Every 8th grade student who enrolled in Algebra I attained a passing grade on the New York State Algebra I Regents. Over two-thirds of those students attained mastery on that examination. This is the fifth year in a row in which all of the 8th grade students taking this course have passed and a high percentage achieved mastery.

Imagine Math:

This was PVC Middle School's first year using this program to support math learning for students in grades 5-8. Imagine Math replaced Compass Math as the program that students and teachers used to further math learning and offer students a platform to practice and improve skills. This program served an important function in that it offered students unlimited opportunity to practice and develop their skills and understandings inside and out of school. While students were provided with time during the school day to utilize the program, the vast majority of students accessed and used the program from home. Data from the program was used by teachers to create responsive instructional experiences. Teachers were able to access reports about student usage and information that helped them to identify learning trends and address conceptual and computational weaknesses. During the 2018-2019 school year, 25,086 lessons were completed by 98.4% of the PVC students that utilized this program on a regular basis. The math teachers received numerous sessions of training provided by staff developers from the Lower Hudson Regional Information Center. After utilizing this program for the 2018-2019 school year, the math department has expressed a strong desire to continue its use. The teachers' satisfaction with this program was justified through their observation of the benefits students reaped from its use. The teachers cited the quality of math questions, guided practice, remediation/enhancement of learning, the live teacher support, and customizable features as being the reasons behind their wish to continue the use of this program.

Transition to Next Generation Learning Standards, Math:

During the 2018-2019 the math teachers at PVC Middle School, led by the department's Curriculum Coordinator, Jennifer Rescigno, engaged in work to examine the Next Generation Learning Standards for mathematics. The purpose of this work, much like that of the ELA department, was to formulate a transition plan for the adoption and implementation of these standards. The math department devised a plan that outlined the changes in curriculum that would result, and what support the teachers would need to finalize this process effectively. The work started during the 2018-2019 school year will continue in the summer of 2019. Teachers will convene to plan, align curriculum and to modify assessments to reflect the newer learning standards.

Arts and Engineering:

This was the first year that an Arts & Engineering class was offered at PVC. Every 8th grader had the class two days out of the six-day schedule cycle. The teachers demonstrated a great deal of enthusiasm in creating the curriculum and designing this class.

In the planning phases and in the delivery of instruction it was recognized that the Arts & Engineering class addresses all of the major goals of the Strategic Coherence Plan. The teachers designed project-based learning experiences that required students to collaborate, use critical-thinking skills, rely on metacognition, conduct research and exhibit creativity.

The teachers successfully combined all the areas of STEAM education in a manner that motivated students, and required them to be innovative in their solving of real-world problems. The products

that students generated demonstrated their knowledge and understanding of art, culture, history, engineering principles, design concepts, science and mathematics. This was seen in their creation of architectural structures and the construction of bridges. Project Lead the Way concepts were also infused into the learning in this class.

Many of the PVC students and parents have been enthralled with this program. A significant amount of students really engaged in this learning. Some students reported that this was their favorite class and the teachers attested to the fact that this class has awakened something in the students that drives them to engage, learn and create.

One of the challenges that were encountered was that there were some students and parents that lamented the fact that the Arts & Engineering class had supplanted the traditional 8th grade Art class. They felt that the Fine Arts are a more significant part of the overall middle school experience than a class that combines Art with science, math, engineering and technology.

Moving into next year, a similar class will be offered that allows the middle school to separate the Fine Arts from the STEAM experience. Next year the schedule allows for all students (5-8) to be enrolled in Fine Arts in their schedules while offering a Design-oriented class for our 8th graders. The school administration is also considering how it can infuse design and STEAM elements into grades 5-7 art classes in the form of end-of-year/trimester projects. It is important to note that through planning and collaboration, the Design class, as well as the Fine Arts, will continually be places where students develop and hone the skill sets represented in the Profile of a Graduate.

Google 1:1 Chromebook Rollout:

This was PVC's first year of the 1:1 Google Chromebook program. Each 5th grade student was assigned a Chromebook at the start of the 2018-2019 school year. The Chromebooks were used in all of the 5th grade classrooms. The devices were stored in charging carts each night and numbered so that the students knew which one was theirs. The rollout of these devices and the adoption of a 1:1 computing model were made possible due to the leadership of the District's Director of Technology, Deborah August. She utilized the input and guidance of the PVC Middle School Technology Committee to guide and inform the rollout.

Ms. August and Ms. Scollins designed a rollout curriculum that taught students how to use and care for their new device. These lessons were administered by the teachers of the 5th grade team prior to the distribution of the devices. Ms. August and Ms. Scollins communicated the expectations and guidelines for Chromebook usage, care and learning expectations to the 5th grade students and their caregivers.

Ms. Scollins and Ms. August created instructional materials for the 5th grade teachers to help students take ownership over caring for the device and using them properly. Ms. Scollins and Ms. August coached the 5th grade teachers in their delivery of instruction that focused on monthly themes. Shortly after the devices were distributed to students in September 2018, the 5th grade students were engaged in a digital scavenger hunt that was geared to getting them familiar with the features of their new devices and the Google suite.

As the year progressed, students were engaged in a variety of lessons and learning experiences that fell under the heading of "Developing Good Digital Citizenship." Students learned about making "healthy media choices." Students were asked to consider how much media is a healthy amount for them. They were required to ponder their media usage tendencies and analyze if this was the right amount or were

they over-consuming. Students were engaged in exploration and discussions about how to find the balance in their digital lives.

Other lessons designed by Ms. Scollins and Ms. August taught students about online safety, privacy and cyberbullying. Students explored concepts such as “clickbait” and were asked to evaluate their digital footprint and ascertain what they wanted theirs to look like, based on their digital activities. These lessons were masterfully constructed and delivered by an enthusiastic cadre of 5th grade teachers.

As a result of this instructional approach to the rollout, there was not one reported case of cyberbullying or online safety concerns involving the 5th grade students. Other indicators of the success of this rollout and the companion instructional approach was that none of the Chromebooks experienced any significant damage or hardware problems during the 2018-2019 school year.

The 5th grade rollout will help PVC Middle School to transition a new cohort of 5th graders into the 1:1 computing model next year. In order to fully understand the students’ perspective and their experiences, Ms. Scollins surveyed 5th graders this year. She was able to garner their insights into the impact of 1:1 computing on their learning. Students reported that the devices gave them greater access to learning resources and allowed them to experience materials/texts in a manner that was most helpful to them. They indicated that the Chromebooks helped to maximize the use of instructional time, increase student focus and promoted their independence and self-directed learning. Students contended that learning was done on a platform that they felt very comfortable with and, as a result, they reported that they got more school work done. The survey also indicated that over 98% of our students found the access to, and use of the Google Chromebooks, “helpful” and that these devices helped them to stay on task longer. The presence of the Google Chromebooks permitted PVC Middle School to administer computer-based testing to all students in the 5th grade in ELA and math in the spring of 2019.

The 1:1 Google Chromebook rollout represents another example of how PVC Middle School set goals and attained them. The 1:1 rollout exemplifies the attainment of one aspect of the PVC goal to address the expectations of the Strategic Coherence Plan and to teach with fidelity the skills associated with the Profile of a Graduate. Students relied on their critical thinking skills to analyze their media usage and discern their media choices. Students were provided and used a platform that allowed them to collaborate and communicate with others. Students reported experiencing a more self-directed learning experience. Students exhibited ethical behavior and empathy for others and great care for the devices. Students engaged in creative endeavors in which they transcended the role of consumers, and became producers of information.

Innovation and Design Lab:

This was the third year that the Innovation and Design Lab (InDe Lab) was open and supported learning at PVC Middle School. The InDe Lab serves as a hub of creativity for PVC’s students and is a valued resource for staff. Students in the 7th grade were scheduled for class in the InDe Lab. During this time the students solved problems and created products as part of the Project Lead The Way program. Teachers on all grade levels collaborated with Ms. Brennan (InDe Lab teacher) to enhance project-based and problem-based learning tasks. Students frequently visited the InDe Lab on their own volition. Students utilized this space during their lunch periods, afterschool and when their classroom teachers allocated time for them to do so. Access to the InDe Lab allowed students to create models of their learning, experiment with the design of products and participate in grade-wide events (5th Grade

Math Carnival, June 2019) and district-wide activities (Experience Science, May 2019) that showcased their creativity, innovation and critical thinking skills.

4. Special assemblies and highlights:

Intramurals at Recess:

During the 2018-2019 school year, intramural sports and activities were provided at each of the three lunch periods during recess. Students in grades 5-8 chose the activities that they participated in on a daily basis. The organization of the activities and supervision was provided by PVC Middle School Physical Education teacher, Mr. Martin McDonald.

Throughout the year, the activity options were modified to offer greater choice to the students and to respond to student requests to expand the offerings. As a result, a variety of activities were offered this year. The students enjoyed the organized sports like soccer, touch-football and ultimate frisbee. Students also played can-jam, engaged in jumping rope, dance and badminton.

Mr. McDonald also oversaw the Ga-Ga Ball Pit contests and basketball tournaments. One of the favorite new additions to the intramural offerings was the inclusion of cob building.

Utilizing straw and earth, students learned how to build adobe style structures. Students collaborated with their teammates to design and build a cob bench in the recess area. This activity has attracted many students who wish to contribute to the design thinking and collaborative building process. This artistic and enjoyable activity will continue next school year.

March Math Madness:

During March 2019, Curriculum Coordinator for mathematics, Jennifer Rescigno and her math colleagues, got the entire student body involved in March Math Madness. Student participants were asked to pay particularly close attention to the work that they were doing in Imagine Math and utilize the program to complete as many lessons successfully as they could during this month. The teachers peaked the students' interests by "advertising" this event and adding a competitive element to it. Each homeroom's progress would be monitored and the homeroom with the most lessons completed successfully would be declared the winner. Throughout the month of March, our students competed to complete the most Imagine Math activities and achieve the highest level of growth. Every homeroom in the school took part in this competition. Each week the "winners" moved up in the bracket.

During the first week of April, the winners of the competition were announced and they were visited by a representative from Imagine Math. The winning class, Ms. Romm's 5th grade homeroom, was presented with a trophy for winning the PVC competition. The Imagine Math representative, Adele Winters, presented PVC Middle School with a plaque and announced that the school came in first place in New York State (57 schools across the state) in activities completed and student growth as measured by this program. These accomplishments were announced to the school and the school community.

Living the Profile of a Graduate Award:

The school administration and the faculty at PVC Middle School spent a considerable amount of time pondering the implications of the Strategic Coherence Plan on teaching, the social-emotional programs

offered and the various ways that the six components of the *Croton-Harmon Profile of a Graduate* are promoted in the classrooms and throughout the culture of PVC. One of the methods of encouraging a focus on these six components among our faculty and our students was the introduction of a student recognition award called the Living the Profile of a Graduate Award. In keeping with PVC Middle School's long history of recognizing positive student behaviors and academic excellence, the Living the Profile of a Graduate award was conceived.

Each middle school student is unique, possesses a variety of strengths and demonstrates different types of intelligences. The *Croton-Harmon Profile of the Graduate* (POG) is made up of six components that represent a diversity of skills, cognitive and social-emotional characteristics. In keeping with the spirit of PBS and the school's commitment to recognize students who distinguish themselves, the school administration introduced a new manner in which to recognize and commemorate students who exhibit one or more of the six components of the Profile of a Graduate.

The Living the Profile of a Graduate award was presented to dozens of students who distinguished themselves in one or more of the six components of the POG during the 2018-2019 school year.

This award recognizes the qualities that are valued most in students. This award is different than those usually given by educational institutions. The Living the Profile of the Graduate award is not solely for the recognition of academic success but also recognizes the demonstration of key 21st century skills that all students should develop and exhibit.

This award was issued monthly starting in January 2019, by the PVC school administration on behalf of the faculty. The award and a congratulatory letter were mailed to the recipients' homes explaining how the students have distinguished themselves in one or more of the six components of the Profile of a Graduate.

This addition to our student recognition system will reinforce that the faculty and school administration of PVC values the "whole child" and that "success" is not a monolithic concept but comes in many forms. The faculty and school administration are committed to celebrating and honoring outstanding students. The PVC school administration hopes that recognizing students will encourage future students to emulate the attributes of excellence represented in the *Croton-Harmon Profile of the Graduate*.

PVC Spring Musical:

The PVC Spring Musical took place on the evening of Friday, March 22 and Saturday, March 23, 2019. The PVC students and staff out did themselves on the Croton-Harmon High School stage. With close to one-hundred PVC students involved in the production, the performance of Willy Wonka and the Chocolate Factory, was excellently done. It was easily discerned that those in attendance thoroughly enjoyed the show and appreciated the comedic elements. The scenery and costumes were first rate. After the two nights of shows, the students were proud of what they had been part of, what they had accomplished and expressed appreciation to their directors (Daniel Large & Sally Barnes) and the rest of the crew.

Holocaust Survivor, Peter Somogyi:

On April 4th, the PVC Middle School 8th grade students had the privilege of being visited by a guest speaker. The students gathered in the third floor gym to listen to the story of Peter Somogyi, a Holocaust survivor. Mr. Somogyi's story was very compelling, and captivated and moved the students.

After hearing Peter's story of survival, the students spent time engaging in discussions about what they had just heard and experienced. The 8th grade teachers did a fine job of preparing for this part of the learning experience. They created discussion questions that required the students to explore the concepts of being an upstander, dealing with trauma, first- person historical accounts and the importance of preserving testimonies of survivors. This experience helped students connect to literature they were reading in ELA class and material they were learning in social studies. This experience was one that also promoted empathy among our students. Students listened to the harrowing and heartbreaking real-life story of another person. It was clear from the follow-up discussions and questions that they asked that they connected and sympathized with Mr. Somogyi and understood the tragedy of this event. This event was made possible by the Holocaust and Human Rights Education Center of White Plains, New York.

Young Authors Middle Level Colloquium at Putnam Northern Westchester BOCES:

PVC teachers, Katie Ernau, Kira Herbert and Dawn Giordano, presented and taught other educators how to utilize the "hero's journey" to teach literature in a session titled, *The Hero's Journey...Could Be Yours*. During their session, young writers and other educators had the opportunity to explore how Joseph Campbell's "Hero's Journey" can serve as the foundation for crafting, writing and reflecting on stories. The PVC 6th grade teachers led the young authors in analyzing stories to examine and think about how the stages of development unfold in a story. The students and PVC teachers also discussed the challenges that "heroes" across the ages and in literature face. As a result, the students, under the guidance of the PVC 6th grade teachers, were engaged in creating a story map to demonstrate the journey of a hero of their choice. Six PVC students also attended and were engaged in a variety of writing experiences. The students had many sessions to choose from and participated in poetry writing, creating and defending an argument through writing, and how to write a great work of fiction. The organizer of the *Young Authors Middle Level Colloquium*, Fred Ende, (Assistant Director of Curriculum and Instructional Services) from Putnam-Northern Westchester BOCES, wrote that the PVC team did amazing work. He stated that the PVC team did an incredible job in getting students to "think critically about what it means to be a hero, and reflecting on a cyclic nature of the Hero's journey."

Bike Safety Class and Ride to School Together:

On Wednesday May 22, 2019, PVC hosted the Annual Bike Safety Class. This year students were enrolled by their parents using a Google form that was part of the K12 Alert announcing this offering. Twenty students were trained in bicycle safety by three members of the Croton Bicycle and Pedestrian Safety Committee. The students spent an hour and a half engaged in learning about how best to be safe and stay injury free when riding. Students were also engaged in a riding course in which they practiced the proper safety procedures for bike riding on the streets and roads.

On Friday, May 31, students and faculty members of PVC Middle School joined members of the Croton Bicycle and Pedestrian Safety Committee, and the Village of Croton-On-Hudson Police Department, for a ride to school. On that Friday morning, teachers, students and Croton community members rode approximately one mile to school to promote bike safety awareness.

PVC 'Senior' Prom:

The 'Senior' Prom was held at PVC Middle School on Friday, May 17th, 2019. Through the collaborative efforts of the Croton Caring Committee and PVC Middle School, approximately eighty senior citizens from the local community were treated to an evening of dancing, dining and live music. Student volunteers from PVC Middle School made this event possible. The student volunteers helped with every stage of this event and put a lot of work into ensuring the set up was done correctly, and that the

guests were properly attended to. Their efforts transformed the PVC cafeteria into the PVC banquet hall. There were many different groups that contributed to the night's success. The CTA provided assistance and materials to make the night feel special for the Croton seniors. The Croton Caring Committee members provided the food for the dinner, served it and provided the exquisite decorations. The high school Jazz Band, four superb middle school Jazz artists and a DJ provided the music for the night. PVC teachers served in a variety of capacities. Ms. Scollins, Carrie Sena (Executive Director of the Croton Caring Committee) and Mr. Plotkin, planned for this event starting in January. This gala event was also attended by Mayor Pugh, Deborah O'Connell, John Griffiths, Deba August and other administrators.

Community Seminar on Vaping:

On Tuesday evening, March 12th, PVC hosted a guest speaker, Dr. Richard Stumacher. Dr. Stumacher presented on the topic of vaping to an audience of about thirty parents and community members in the PVC cafeteria.

His presentation provided parents with information regarding the dangers of vaping and e-cigarettes. He presented data about the levels of toxic chemicals in vaping devices compared to cigarettes, and the risks posed by the use of these devices by adolescents. The presentation and the question-and-answer session that ensued after his talk was very well received by the attendees. Parents appreciated being made aware of the information related to this topic and how the use of these devices differs from other types of substance abuse. Dr. Stumacher gave a similar talk to 7th and 8th grade students on Thursday. He fashioned the delivery of the presentation and talk to be geared to middle-schoolers. This community event was made possible through the collaborative efforts of the Croton Coalition and the Croton-Harmon School District.

5. Building specific professional development:

Professional development at Pierre Van Cortlandt Middle School during the 2018-2019 school year focused on supporting and attaining building specific and District goals. Professional development focused on four areas: (1) Attainment of the goals of the Strategic Coherence Plan/learning associated with the Profile of a Graduate, (2) supporting the social-emotional growth of the students and staff utilizing the RULER approach, (3) training faculty to be aware of safety and security protocols and how to respond to emergency situations, and (4) supporting students in overcoming impediments to their learning and growth.

Critical Thinking for Problem-Solving, The Profile of a Graduate & RULER:

Starting at PVC Middle School's first faculty meeting of the 2018-2019 school year, the faculty was made aware of the goals of the school and began professional learning that would support teachers doing their part to bring about these changes in their classrooms and daily professional practices. The goals of PVC Middle School focused on continuous instructional improvement guided by the goals of the Strategic Coherence Plan, skill development associated with the six components of the Profile of a Graduate and creating a school culture that promotes the social-emotional development and well being of children and adults. Therefore, professional learning focused on these areas and sought to address these goals and support teachers in instructing their students.

Every faculty meeting was dedicated to professional learning that addressed the school's goals. Mr. Plotkin, Ms. Scollins and teachers designed learning experiences and activities for the faculty that were implemented to strengthen their instructional practices. Model lessons were showcased that

presented teachers with strategies on how they could teach critical thinking skills. Teachers engaged in lessons that taught them to teach students how to generate questions that promote critical thinking, genuine inquiry and metacognition. Teachers were required to examine student work and consider how students demonstrate higher-order thinking skills across content areas. Teachers engaged in brainstorming sessions about how they could establish a classroom culture that is fertile ground for this type of student growth. Teachers learned about how they could support students in developing critical thinking skills and what type of feedback students would need to receive to grow in the acquisition of these skills.

Teachers were provided time during faculty meetings to further explore the district rubrics and to identify commonalities as to how they were being used in different classrooms, on and across grade levels, and within different disciplines. Teachers practiced using the rubrics to examine student work, identify exemplars and to ensure that learning tasks were supporting the intended student outcomes and learning objectives. Faculty learning also focused on supporting teachers' efforts to update curriculum maps to reflect the inclusion of pedagogy and assessment that was aimed at teaching critical thinking skills and the six components of the Profile of a Graduate.

Teachers were engaged in learning that required them to explore and gain a deeper understanding of the Profile of a Graduate. Teachers participated in collegial discussions about how the Profile of a Graduate supported the District's mission and vision. Teachers were asked to inventory the methods that they employed to support the students in learning the skills encompassed by the six components of the Profile of a Graduate. Teachers collaborated in various ways during these professional learning sessions to learn from one another and to share methodologies and instructional techniques that focused on helping students develop critical thinking skills and the other components of the POG.

Teachers highlighted the manner in which they establish rigorous learning expectations and goals with their students. The faculty reviewed research on how to strengthen the student-teacher relationship to support the learning goals, student growth and to increase student engagement in the learning. Teachers came to these professional learning meetings prepared to learn and to share with their colleagues. During several meetings, teachers had to research learning strategies that supported skill development in one or more of the areas of the Profile of a Graduate. Teachers "turnkeyed" these concepts and techniques for their colleagues. They served as learning ambassadors to demonstrate how such strategies and resources could be implemented in other teacher's classrooms. Teachers reflected on their practice and considered how they could incorporate new strategies into their instructional repertoire.

Teachers were allocated time to examine and present artifacts of student learning and instructional methodologies that promoted the development of critical thinking skills by their students. Teachers were engaged in learning activities geared to help them identify and archive learning artifacts that demonstrated student growth in these areas. Teachers were also provided ample opportunity to engage in open conversation about how the school administration could support them in their work and future learning. Professional learning for PVC teachers during the 2018-2019 school year culminated in the teachers reflecting on what they had accomplished this school year and goal setting for the 2019-2020 school year. At each of the PVC faculty meetings, the learning was also focused on helping teachers be emotional intelligence coaches for their students.

RULER--Yale Center for Emotional Intelligence:

To support the rollout of this aspect of PVC's social-emotional approach, teachers received professional learning in how to be emotional intelligence coaches for their students. The RULER Team also received professional learning and training so that they could serve as trainers for PVC teachers in the implementation of the rollout. One of the key elements of this professional learning experience was for teachers to be knowledgeable about and be able to instruct students in the four anchors of the program: School Charter, Mood Meter, Meta-Moment and the Blueprint. At each of the PVC faculty meetings, the RULER team and school administration prepared a learning experience/activity for the PVC teachers to delve into. These experiences provided teachers with insights into how RULER lessons could be delivered, familiarize themselves with materials and guided teachers in implementing RULER concepts and techniques in their classrooms. The RULER team made successful efforts to connect the professional learning experiences associated with RULER with the Profile of a Graduate.

Over the course of the 2018-2019 school year, the PVC RULER team attended seminars and participated in activities that helped them to explore strategies and resources to further implement RULER at PVC. They heard from other teachers and school leaders about their implementation processes and the challenges that they encountered in ensuring that RULER has permeated every aspect of their schools' culture.

The PVC team benefited from these experiences and being provided with dedicated time to plan. The most noteworthy benefit of these experiences was that the team was able to develop and articulate a clear vision as to how the work will continue in the multi-year implementation of this approach.

RTI Academy:

A great deal of discussion and professional learning was dedicated to continuing to support the Response To Intervention approach at PVC Middle School. As stated in the section regarding the annual goals, the school administration and support staff sought to formalize the process of employing interventions and monitoring student progress to create a more robust and responsive system. Through faculty meetings and team meetings, the school administration provided professional learning in how to create quality interventions, consider academic and behavioral strategies, monitor student growth and document all such efforts in Alpine Achievement.

To further these efforts, the school administration created two other professional learning experiences to support our colleagues and their work. In the latter half of the school year, teachers were invited to attend the PVC RTI Academy. These professional learning opportunities occurred after school and teachers participated voluntarily. In the two sessions, participants engaged in discussions and learning activities about current practices, identifying effective strategies, monitoring student growth and creating a Tier 1 classroom. The school administration utilized case studies, presented new resources and utilized videos to help teachers diagnose learning difficulties and develop instructional strategies. In the second session of the academy, teachers collaborated with colleagues to modify and differentiate lessons, units and spent time examining student performance data from a variety of sources.

Achieve 3000:

Achieve 3000 is a reading and literacy development program that the students access at home and during the school day. This program allows students to practice their reading comprehension, text analysis and literacy skills. The program also monitors students' progress over the course of the school year and contains reports for providing teachers with information about student growth and areas of need.

During the learning sessions with Mae Issac, from the Lower Hudson Regional Information Center, teachers learned how to utilize program-based tools to increase student success on every level. They learned how to analyze lexile levels so that they could recommend the most effective and appropriate intervention strategies. They were made aware of how to help students read better by utilizing vocabulary and concept previews.

Teachers worked with the program to create more individualized experiences for their students. Teachers learned how to assign articles to students based on their learning needs and interests, and how to create individual learning portfolios so that students would have an easier time navigating the program. These portfolios will help next year's teachers as they will be able to access information on student progress to continue to support and understand their learners in a more expedient manner.

Ms. Isaac also spent time demonstrating how Achieve 3000 could help teachers monitor students' progress and generate easy-to-read reports. The teachers discovered new ways to track student usage, student progress, ascertain a student's college and career readiness and to fully understand a learner's growth by analyzing lexile changes over time. Ms. Isaac provided teachers (shared Google folder) with "quick guides" and other relevant resources that they could refer to in order to fully utilize the capabilities of the Achieve 3000 program.

As part of one of the trainings, teachers learned how the program can be used to assist English Language Learners in developing a strong foundation in their new language. These features were designed to help ELL students in their performance in all content areas. Some of the features designed specifically to address the needs of this demographic of students are the "dual language" feature and the "native language" supports that can be accessed by students as they read the articles in the program.

It is also noteworthy to mention that one of our 6th grade classes, taught by Mrs. Ernau, was one of the five regional winners of the Achieve 3000, Read to Succeed contest.

Imagine Math:

Math educators also received professional learning to assist them in the transition from Compass Math to PVC's newest math program, Imagine Math. Raheela Baig from the Lower Hudson Regional Information Center provided these trainings and coached PVC teachers throughout the year in maximizing Imagine Math to leverage student learning and progress monitoring. The teachers analyzed school-wide data that focused on several categories within Imagine Math, such as weekly lessons completed, total time on the program, weekly and overall lessons completed, and lesson pass rates. Math teachers learned how to create individual learning pathways, to target areas of weakness and how to use the program to help students develop strong mathematical understandings and cognitive skills. By the end of the 2018-2019 school year, the math teachers expressed their satisfaction with these learning sessions and agreed that Imagine Math is a great tool in supporting student growth, critical thinking in math and that the program supported the overall goals of Math at Your Own Depth.

Google Classroom:

PVC teachers received professional learning in the area of using Google Classroom. This effort was primarily focused on preparing our 6th grade teachers for the use of Google Chromebooks with their students next year. Much like the trainings that the 5th grade teachers received during the 2017-2018 school year, these learning experiences focused on the Google Classroom features and other Google-based tools that will be used to promote student ownership, increase engagement and help students

to pursue the skills represented in the *Croton-Harmon Profile of a Graduate*. Similar trainings and professional learning experiences will be afforded to teachers on other grade levels as part of the progression of the 1:1 Chromebook rollout in years 3 and 4 of the timeline.

G & R Inclusive Group:

This was the second consecutive year that PVC Middle School teachers worked with G & R coaches to support consultant teacher partnerships. The G & R coach, Jennifer Turner, visited PVC periodically throughout the year. In her work with the PVC teachers, the professional learning focused on creating classroom environments that supports diverse learners and maximize the professional relationship between special educators and general educators to benefit the students.

The school administration and the G & R coach/staff developer worked in tandem to create a professional learning experience for teachers that supported the building level and district goals.

Teacher-partnerships worked on developing their skills to achieve the following:

- ☐ Develop a strong professional partnership with the purpose of co-teaching in a differentiated evidence-driven environment and embedding specialized instruction.
- ☐ Decrease the distinction between Sp-ed/Gen-ed teacher and instructional responsibilities
- ☐ Utilize strengths and resources to create a blended learning experience that responds to students' learning needs in relation to the mastery of standards.
- ☐ Create, support and grow functioning and effective teacher partnerships and teams.

The school administration and PVC teachers look forward to continuing this learning into the next school year and value the effort to build strong, impacting professional partnerships.

6. Building specific programs and committees:

PVC Advisory Program:

This was the tenth year that this program existed at PVC. The faculty and students celebrated a decade of Advisory and its efforts to help PVC students to develop the social-emotional skills and tendencies that they will need to be life-long learners and successful people. This year's Advisory focus was influenced by several different trends, but none greater than the goals of the Strategic Coherence Plan and the realization that the six components of the Profile of a Graduate are reliant on the social-emotional development of our students. What made these efforts and experiences even more powerful was that they were planned by faculty members and PVC students.

As in years past, the students had a leadership role in creating and delivering the Advisory lessons during the school year. The PVC faculty also planned and provided an instructional experience focused on the RULER rollout and provided students with opportunities to think about the social-emotional aspects of the Strategic Coherence Plan.

The topic/themes were as follows:

- ☐ Team building
- ☐ RULER-Development of the School Charter
- ☐ RULER--How are you feeling? Introducing the Mood Meter/Building emotional awareness
- ☐ RULER-How are you feeling? Using the Mood Meter/Regulating your emotions
- ☐ RULER-The Meta-Moment-Processing your emotions and being your best self
- ☐ RULER-Self-control is how I roll
- ☐ Understanding the causes of stress
- ☐ Dealing with and managing stress

- ❑ Creating a positive life through creating a positive mindset, attitude and fostering positive emotions
- ❑ Identifying, defining, thinking through and solving problems of all kinds
- ❑ Dealing with failure and putting it in perspective. Building success from setbacks
- ❑ Think, Create, Reflect, Respect: Understanding and living the tagline
- ❑ Clarifying your dreams: Visioneering for the future and reflecting on the year

RULER Program:

This was the introductory year for the addition of the RULER approach to our social-emotional work with students and staff. Starting with the opening student assembly, it was made known that this work was important and that emotions matter at PVC Middle School. The lionshare of Advisory lessons were dedicated to teaching the four anchors of this program and helping students develop their emotional intelligence. PVC middle school erected a giant-sized Mood Meter that was centrally located and used by the faculty and students to carry on discussions about emotions and feelings. Many RULER related messages were displayed in classrooms and throughout the school. The PVC faculty received professional learning in this area throughout the year. Moving into next year, the RULER committee will be assessing the progress of this approach and developing Year II goals. These goals will be focused on how PVC Middle School will expand on the accomplishments of Year I and further promote the RULER approach throughout the school culture.

Building Emergency Response Team:

The Building Emergency Response Team was diligent in its work to ensure that PVC was safe, secure and prepared to respond to crisis and emergency. The team started the year by examining and revising the building's emergency response plan and providing feedback. The team received additional training from Altaris throughout the school year and developed a greater capacity to respond to crisis and emergencies, and to support students and faculty. The team also orchestrated trainings and learning in this area for the entire faculty. During various faculty meetings during the 2018-2019 school year, members of the PVC faculty were required to learn more about safety and security procedures and protocols. The entire faculty was engaged in table-top emergency response scenarios. These scenarios spanned the gamut of crisis situations and emergency occurrences. The faculty learned about the decision-making tree that would determine how the school administration would respond to weather related, man made and other emergencies and potential disasters. The faculty also learned what would be needed of them in these situations and the importance of their role in supporting and protecting students and one another.

PVC Middle School Technology Committee:

The work of this group resumed in the fall of 2018. The members of this committee, made up of teachers and building and district administrators, started the 2018-2019 school year with a review of their work from the previous school year and the connections they were able to foster with the Strategic Coherence Plan. It was at this initial meeting that goals for the current school year were devised and discussed. It was determined that this group would serve as a steering and consulting committee for the Google Chromebook rollout. The work of these professionals was focused on assessing the 5th grade rollout and making adjustments that would make the 6th grade rollout just as, if not more, efficient and student friendly. Central to this planning was the component of how middle school teachers would support efforts to develop digital citizenship in students, how the use of technology will leverage efforts to attain the goals set forth in the Strategic Coherence Plan and that are manifested in the *Croton-Harmon Profile of a Graduate*. This group engaged in collaborative work

sessions to design an exit document for 5th grade students. This document would provide feedback to all teachers about what worked well and what needs to be addressed. This information will help to better serve the interests of the incoming 5th grade students and 6th grade teachers and make the introduction of the Google Chromebooks more efficient.

Peer Mediation:

The Peer Mediation program at PVC has just completed its first year. The idea to design and implement this approach to conflict resolution came from the school administration's desire to implement measures that help students to take ownership of their problems, be part of the solution and expand the strategies that are employed to deal with unwanted behavior. The quest to develop this program started in the summer of 2018. The school administration began to explore possible avenues that would help make "discipline" and the overall school culture more restorative.

After researching other school's peer mediation programs, the PVC Middle School administration and school counselors collaborated in designing an approach that would be piloted at PVC. This resulted in the creation of a PVC Peer Mediation manual, training guide and supporting documents.

PVC had twenty students register and receive training in peer mediation. The two day trainings guided the student mediators in learning about the importance of this restorative approach. After reviewing the manual with the prospective mediators, the students learned how peer mediation is an essential part of a restorative approach to problem solving and conflict resolution. It was important for mediators to have a full understanding of the philosophical underpinnings of this program. Various forms of media were utilized as exemplars of how successful mediations are conducted, and what will impede an effective mediation. The trainees were engaged in role-playing scenarios that helped them to practice the protocols and the various steps of a mediation. This was a successful first step in the quest to utilize a variety of resources at the school's disposal to help students solve problems, be responsible, take ownership of the inner workings of the school and to serve others.

It is noteworthy to mention that dozens of mediations were conducted over the course of the school year. Not one of the conflicts, misunderstandings or cases of social strife were recurrent. Next year the school administration intends to build on this success, train/retrain the students and further explore what other practices can be adopted to create a truly restorative culture at PVC Middle School.

7. Communication and parent involvement:

One of the primary methods used by PVC's administration to communicate with parents was to hold monthly presentations about the school and work being done. These monthly meetings, Coffee Talks, made parents aware of the goals that would be pursued by the school administration, explained the importance of such work and allowed participants to provide the school administration with feedback and input. Parents also served on a variety of committees, volunteered at PVC Middle School and attended numerous events throughout the school year.

Starting on the first day of school, the school administration provided parents with insights as to what the goals of the school year would be. In keeping with the entry plan of the newly appointed principal and assistant principal, data was disclosed as to why these goals were important and what steps the school administration would take to ensure that there would be continuous instructional improvement,

effective communication, the fostering of a positive school culture that addressed the academic and social-emotional needs of its students in a safe and productive school setting.

For each of the Coffee Talk sessions hosted by the school administration, a screencast video was produced that provided parents and community members who could not attend the gathering with a synopsis of the discussion. The screencasts were sent out to all PVC Middle School households with a clear message that parents should feel free to contact Mr. Plotkin and/or Ms. Scollins with any concerns or input that they wanted to share. The Coffee Talks, and subsequent screencasts, covered topics such as social-emotional learning, school safety, Math at Your Own Depth, Reporting Student Progress and the Croton-Harmon Profile of a Graduate. Coffee Talks were usually held in the mornings of school days at 9:00 a.m. The school administration also held Coffee Talks during the evening hours to accommodate parents who could not make these meetings at the regularly scheduled times.

One of the most important communication tools utilized by the school administration to communicate the importance of school safety was to be present during student drop off in the morning, and pick up in the afternoon. Receiving a K-12 Alert about the importance of following safety protocols is not as memorable and impressionable as seeing the school administration guiding buses, cars and ensuring that the students are safe during these times. Mr. Plotkin and Ms. Scollins were outside at the lower loop each day between the times of 7:30-8:00 a.m. daily. This also allowed parents and caregivers to access them and speak with them as needed.

One of the most important and anticipated evening events this school year was Exploring Middle School Math meeting hosted by the school administration and math teachers. As a result of this meeting, several important communications were sent out to the participants and the community at large. During the Exploring Middle School Math event, perceptions about the MAYOD program and parent suggestions were collected and considered by the school administration and the math department. The communication to the community was a list of “enhancements” that will be made to the MAYOD approach to support individualized learning, parent involvement and to strengthen this already successful program. See enhancement list below.

- ☐ Provide parents with additional resources to help their children at home to further their learning. The math teachers identified numerous online sites and other resources that will be sent home at the start of the school year.
- ☐ Host several learning events to assist parents in developing a better understanding of how to support their children and learn about the resources available to promote their math learning.
- ☐ Provide unit and standard-based checklists for students and parents to better track their child’s progress in the class and their understanding of the mathematical concepts.
- ☐ Help students to better utilize all of the features and resources that are available to them including the Imagine Math program, online and teacher-provided resources.
- ☐ Bi-weekly data meetings with math teachers and the school administration for the purpose of making adjustments to instruction to best meet the needs of students. This would enable teachers to respond to students who need more rigorous instruction, more challenging materials and to expediently identify students who need additional support in developing the basic skills.
- ☐ Students will be afforded more opportunities to stretch their math abilities with educators who can guide them, set goals with them, and deepen their understanding of the concepts to develop a strong foundation for future math learning. This includes creating opportunities for

students to push ahead in their math learning by recruiting assistance from teachers on other grade levels to serve as consultants.

- ❑ Utilize a stakeholder committee to assess the effectiveness of communication about math learning and student progress in this area.

This communication added to the dozen other communications that were sent out to PVC households about math at PVC. Various letters and messages were sent in hopes of furnishing information to parents about the math program, the support offered to students and the choice of classes students have in the 8th grade.

Student Support:

Grade level teams and departments took steps to communicate which supports were available for their students. Teachers, with the cooperation and input of the school administration, sent letters and emails to parents letting them know of opportunities for their children to obtain additional support. This was seen in how students were recruited for Regents review, homework club and the Regents science prep course being offered this summer. Support staff also communicated with students and parents to explain intervention plans created by the students' teams and the process by which PVC Middle School would help 8th grade students transition to high school.

Use of Technology:

With the 1:1 Google Chromebook rollout, 5th grade teachers, with the guidance of the school administration, communicated the expectations for using the computers to assist in learning and how they should be taken care of by the students. The school administration also communicated the importance of the cell phone policy of PVC to all households. This communication made it easier to enforce the rules relating to cell phone use at school. Parents were supportive of this policy and appreciated the literature that the school compiled and sent home detailing the research on "screen time" and the distractions caused by unfettered cell phone use in middle schools.

Connections with Parents/Households:

The school administration is proud of the manner in which it communicated with the community and how they pointed out milestones in the students' experiences at PVC. From the start of the school year, Mr. Plotkin and Ms. Scollins, communicated with every household about what made the PVC experience so special. The school administration sent safety reminders, best wishes for the holidays and tips for keeping students engaged at the end of the year. The school administration was diligent about communicating information to ensure that parents were well informed about what was happening at PVC Middle School. These communications came in the form of State testing reminders, reasserting the dress-code and information about vaccinations. These communications were transmitted in a manner that the school administration had hoped would foster a greater partnership with the parents of the students of PVC Middle School.

Croton Earth Day:

Students and faculty of PVC Middle School were involved with this annual Croton-Community event. Members of the PVC Social Action Club designed a reusable bag that was distributed at this event and that communicated the importance of adhering to sustainable lifestyles. Other PVC students participated in this event by running booths, disseminating information about the environment or by performing a musical number or skit during the festival. This event was attended by PVC students, teachers and the school administration.

PVC PTA:

The PVC Parent Teacher Association collaborated with the school administration to host numerous events at the middle school this year. During the first week of school, the PTA and PVC hosted a Luau breakfast for the community. All were welcomed to eat breakfast on Friday, September 7th, and gather as a school community. The PTA collaborated with the members of the PVC faculty to hold student nights (Friday Night Stripes) in October, March and June. Friday Night Stripes offered the students the choice of activities to engage in on a Friday evening. At these three events, students could participate in team sports, badminton, yoga, dance, Dungeon & Dragons, arts & crafts and several other activities. These events were well attended and the students had a great deal of fun joining their teachers and peers in games and other fun endeavors. The PVC PTA also held their annual book fair and got the entire school community involved in the Harlem Wizards event that was held in April.

8. Building Planning Council:

Building Planning Council (BPC) met monthly at PVC Middle School. The group was comprised of four parents, four teachers, the school administrators and a member of the Board of Education. This year the agendas were set in the fall of 2018 and topics for discussion and exploration were identified. The members of this group guided the redesign of the PVC school web page. The BPC made recommendations as to how to make the webpage more user friendly, eliminate redundancies and to create tabs that would help make information easier to find.

The BPC members also reviewed the school's Code of Conduct and provided input relating to student discipline. The members of the PVC BPC also reviewed and made suggestions for revisions to the student handbook. Due to this work, the PVC student handbook will be part of the student planner for the 2019-2020 school year. The PVC BPC also discussed several topics and made recommendations as to how best to communicate with the community. The PVC BPC discussed the middle school's math approach, grading policies and report cards, and discussed readings that were assigned to all of the members of this stakeholder group. In this regard, the PVC BPC worked and learned together during the 2018-2019 school year.

9. Growth Opportunities for the 2019-2020 School Year (*please include areas that need improvement*):

Pierre Van Cortlandt Middle School has made great strides this year. The faculty and school administration recognizes and celebrates the attainment of PVC's goals and the many other accomplishments of the students, faculty and the school community as a whole. During the 2019-2020 school year, the school administration and faculty will continue to build on the successes of the 2018-2019 school year. The school administration will continue to set its sights on several broad areas of continuous improvement: (1) supporting the attainment of the goals of the District's Strategic Coherence Plan, (2) continuing to strengthen the social-emotional programs and experiences at PVC Middle School, (3) take proactive measures deliberately aimed at promoting ongoing instructional improvement. (4) foster a positive school climate where all things are possible for students and faculty and enthusiastically pursued by both.

The following areas will be the focus of the work of the PVC Middle School school administration and faculty for the 2019-2020 school year:

1. Strategic Coherence Plan, Year III: Collaborate with our district colleagues to set District goals and building level goals
2. Expanding RULER approach to include every classroom and setting of the school
3. Identify and implement measures to strengthen the restorative culture at the Middle School
4. Implement and monitor Math at Your Own Depth enhancements
5. Continue to support faculty with professional learning experiences targeting goals of the Strategic Coherence Plan and relating to the Profile of a Graduate
6. Review baseline assessment data on critical thinking and set goals for the 2019-2020 school year and professional learning to support these goals
7. Prepare for and support participation in the Tri-States Consortium Consultancy visit focused on critical thinking
8. Use data from Achieve 3000, Imagine Math and other programs to target interventions and Tier I instruction
9. Create and implement protocol for “instructional rounds” and providing teachers with feedback from informal observations
10. Continue to support and foster a learning and growth-oriented environment and culture for students and staff

Croton-Harmon Union Free School District Principal Year End Report Form

Building: Croton-Harmon High School	Current Principal: Laura Dubak Former Principal: Alan Capasso																						
1.Enrollment and demographics: During the 2018-2019 school year, 506 students were enrolled at Croton Harmon High School. The following shows the breakdown of students based on sex and reported ethnicity as per E-school data: <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Female:</td> <td>267</td> </tr> <tr> <td>Male:</td> <td>240</td> </tr> <tr> <td><u>Total Students:</u></td> <td>507</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>White:</td> <td>86.7%</td> </tr> <tr> <td>Hispanic:</td> <td>17.4%</td> </tr> <tr> <td>Black:</td> <td>5.7%</td> </tr> <tr> <td>Asian:</td> <td>4.9%</td> </tr> <tr> <td>Multi-racial:</td> <td>1.4%</td> </tr> <tr> <td>Pacific Islander:</td> <td>0.2%</td> </tr> <tr> <td>American Indian:</td> <td>0.2%</td> </tr> </table>		Female:	267	Male:	240	<u>Total Students:</u>	507			White:	86.7%	Hispanic:	17.4%	Black:	5.7%	Asian:	4.9%	Multi-racial:	1.4%	Pacific Islander:	0.2%	American Indian:	0.2%
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2. Building goal and progress: The 2018-19 high school building goal aligned with the district goal to continue implementing the district Strategic Coherence Plan and Profile of a Graduate, primarily focused on critical and creative																							

thinking for problem solving. The goal was presented and discussed with faculty, SFC, Building Planning Council, and the PTSA.

Highlights of the implementation undertaken at the high school this past year include:

The principal along with the building's curriculum coordinators, dean of students and assistant principal planned and implemented steps as part of the school goal that focused on critical thinking and promoted the profile of the graduate including departmental discussions and report outs at faculty meetings.

As part of the school goal, the first CHAP of 2019 was devoted to the Profile of the Graduate. CHTV helped by taping and broadcasting the principal's introduction of the activity at the start of the CHAP. As part of the activity, students identified and discussed experiences they have had in the Croton Schools that they feel promoted any of the six traits identified in the profile. CHAP teachers recorded these. The list was then shared and discussed at that month's faculty meeting.

The high school administered the Critical-thinking Assessment Test (CAT) to a random sample of approximately 25 sophomores and 25 seniors. The CAT is a professionally developed, research based, one-hour exam that was developed at Tennessee Tech. It will provide baseline data that will be analyzed and used to inform planning.

At the March and April faculty meetings each academic department shared some of the ways they assess creative and critical thinking for problem solving.

3. Curriculum and Instruction:

The high school continued to use Renaissance Star for all grade 9 English and Algebra students. The data was used in multiple places including the RTI process, determining supports to be given in the Learning Center, and giving classroom teachers a better picture of their students' strengths and weaknesses and to gauge academic progress.

In 2018 – 2019, seven students received Biliteracy certification.

AP data, which comes out in the summer for the recently completed school year again showed that with the significant increase in AP participation achieved over the past several years, there has been no reduction in performance on the AP exams. The high school also had the most AP scholars in school history.

The revised model for Learning Center was continued.

- The principal worked with district administration to continue the staffing model for the 2019 – 20 school year.
- The principal and dean of students presented student performance data and reviewed procedures at multiple faculty meetings
- The dean of students reviewed every student's report card to identify who should be added to the Learning Center as well as which students can be exited.

- Students who are identified as candidates for Learning Center are brought to the RTI team for review
- Students assigned to Learning Center create SMART Goals which are monitored and reviewed with the student by the Dean of Students
- Teachers assigned students to LC to complete overdue assignments. The LC teacher monitored the student's work and provided support as necessary.

In November, Sports Medicine students visited Marist College. Marist has some of the best equipment in the field including rooms that are created to look just like a doctor's office and state of the art science labs. Upon arrival they received a presentation from the Admissions Department about the school and all it has to offer. After the presentation, the group received a tour of their Allied Health Building after which our students spent an hour and a half in the lab with sophomore athletic training students. The sophomore athletic training students taught different skills that mostly focused on what to do when someone is in respiratory distress. Lastly our students worked in Marist's simulation room which is designed to look exactly like an operating room. In that room is a mannequin that breathes, blinks its eyes, and has a pulse and blood pressure. The students learned how to approach an injured person and check their vitals.

The high school, in affiliation with Project Lead the Way, offers a Foundations of Engineering course. Results of the final assessment indicated that 13 out of the 15 enrolled students qualified for college credit.

In 2018 -19 Stage Crew ran as a credit-bearing, elective course.

Twelve of fourteen AP Computer Science students took the test to get the JAVA Programmer certification from the Microsoft Technology Associate. It is a rigorous exam and the certification is highly valued in the field. All twelve of the students passed the exam.

Ms. Lim applied for and was selected to be part of the Amazon Future Engineer program for the 2019-20 school year. Through this program, Amazon offers funding for computer science course resource. The resources have been developed by Amazon Web Services Educate and Edhesive. Edhesive is well known for its many great resources for teaching computer science courses. Their resources include professional development for teachers, 7-day a week support for both teachers and students and a fully sequenced and paced digital curriculum that Soyoung will make use of as she deems appropriate. By being accepted in the Amazon Future Engineering program, students and teachers will have access to all resources in Edhesive for free.

The English department replaced the grade 9 core book, *The Catcher in the Rye* with *A Raisin in the Sun* to take steps towards making the curriculum more inclusive by including a literary work by a writer of color.

A new elective course, Stage Crew, was implemented. A music elective, Electronic Music was developed and will be running in the 2019-20 school year.

The PASS pilot classes were implemented for all 9th graders, integrated into their physical education classes. The course will be taken by all 9th graders in the upcoming school year and will be a separate semester class.

In addition to the above, there were several examples of unique learning experiences designed by teachers during the year:

- Donna Light-Donovan's ecology classes participated in the annual "A Day in the Life of the Hudson and Harbor" event. Students collected scientific information to create snapshots of the river at dozens of locations, then shared their data via the web so they can better understand how their piece of the river fits into the larger Hudson estuary ecosystem. At each location, teams of students and environmental educators used seine nets, water testing kits, and measuring tools to investigate aquatic life, water chemistry, tides and weather. CHHS students joined students from the region, to collect scientific data at more than 80 sites from New York City to Albany. The data collected by students provides insights into an ecosystem spanning 160 miles of the Hudson River and New York Harbor.
- In Business Math a unit about the stock market had teams of students choose a portfolio of stock in which to invest and then followed and charted their portfolio's results over time. As a culminating activity, each team presented to the class and a panel of adults. Teams referenced the historic performance of a stock as well as the volatility index of the stock as they explained their rationale for choosing a particular stock or mutual fund in their portfolio.
- Again this year high school health students facilitated a discussion on vaping in Jessica Butt's 8th-grade health classes. High school students acted as facilitators with groups of PVC students as they discussed vaping and the many issues associated with it.

In addition to the items listed in this section, comprehensive curriculum and Instruction reports from each department can be found elsewhere in the CHUFSD Annual Report.

4. Special assemblies and highlights:

Croton-Harmon High School is ranked 322 out of approximately 23,000 high school nationally and 35th in New York State, according to U.S. News and World Report rankings for 2018. For the seventh consecutive year, CHHS was named a Reward School by NYSED. These are strong pieces of evidence of student learning and achievement.

During the summer of 2018, members of STAR Club read Ijeoma Oluo's book, *So You Want to Talk about Race*. In the fall they hosted a discussion about the book that multiple faculty members participated in. The club has identified a book to be read this summer. Kerri Tracy and Noel Schoenleber talked to staff about this summer's reading, *Between the World and Me* by Ta-Nehisi Coates at the June faculty meeting.

An important part of student life is participation in clubs and activities. The high school had over thirty active clubs during the 2018 – 19 school year. In the fall, students attended an Activity Fair during a special CHAP that provided them an opportunity to learn about the various clubs. Booklets containing a description of each club and the name of the club advisor were distributed to each student. This information was also made available on the high school website.

The CHHS Fall Drama this year was *The Lottery* and *The Monsters are Due on Maple Street*. This year's spring musical was *Anything Goes*.

CHHS had one student go to area All-States, one student to All-County and twelve students to NYSSMA this year.

On Halloween, the CHHS band traveled over to CET and performed at their annual Halloween parade.

It has become an annual event during December's computer science education month, eleven members of the Programming Club visited CET's 4th grade classrooms to educate young students about cyber safety. They presented ways to promote online safety and provided a hands-on activity, "How strong is your password?" Soyoung Lim is the club adviser.

This year's annual Golden Cactus Academic Challenge in which members of the faculty compete against the student members of C.A.C.T.I. (Croton-Harmon Academic Challenge Team Intelligentsia). Again, this year the teachers pulled out the victory.

A special performance of *Anything Goes* was given for senior citizens. Erica Fiorini worked with Sara O'Brien to arrange a special "meet and greet" reception including some pre-show refreshments in the community room. Student performers from the musical came down to the community room to welcome the seniors and escort them to the auditorium for the show.

In October, students and faculty who are on Student-Faculty Congress attended the annual overnight retreat at the Edith Macy Conference Center. During the retreat, parliamentary procedures were reviewed and SFC officers elected. In addition to helping with organization, the retreat provided student members an opportunity to become comfortable with one another and with the faculty.

The Art Department again hosted its annual Advanced Placement Art Show featuring the art portfolios of the A.P. art students.

Students together with building administration participated in the district-coordinated partnership with *Culture of Respect*.

Multiple high school teams participated in Destination-Imagination. High school teams did well at both the regional and national level.

Changes to the CHOOSE program were implemented this year in order to increase on-site time and accountability for students. We had 113 students and 101 (89% were eligible to participate). Overall, 82 students participated this year (73%). 4 Students did not participate due to BOCES, 2 students had existing internships through RISE, and 9 students elected not to participate. We will continually carefully track data on the program.

The full-school annual awards assembly was held on June 7, 2019. Many students were recognized for their academic, service, and co-curricular accomplishments including a recognition of the 48 NHS members. Following the assembly, seniors traveled to the Kittle House in Chappaqua for the senior class luncheon.

The annual senior awards assembly was held on June 24, 2019. Eighty-eight awards and/or scholarships were recognized at this event.

5. Building specific professional development:

Individual staff members regularly share best practices at faculty meetings. For example, David Xavier, Nancy Horan, Kerri Tracy and Ben Martucci gave the faculty a comprehensive overview of the grade 9 DBT component being piloted in P.E. class and multiple departments presented how their department was imbedding critical thinking activities in their curricula.

In the fall, Greg Bradley, Kurt Lindner, Sue Dudman and the principal attended a two-day workshop about Explicit Direct Instruction. Explicit Direct Instruction, is a research-based framework for developing and delivering classroom lessons to students of all abilities which has proven to be especially effective for students with disabilities. The presenter provided numerous specific strategies that teachers can immediately implement in their classrooms, as well as the tools for creating lessons across all content areas that are engaging, rigorous and effective. The math teachers shared their 'take-aways' during curriculum and faculty meetings.

Science teachers received targeted professional development that centered on the new science standards.

The social studies department requested and received targeted professional development on the Nureva Span System. As a result, multiple, collaborative, technology-rich lessons were developed and used in social studies classes throughout the year.

Curriculum coordinators and the principal received a half day workshop on the scoring of the CAT test. The principal spent an additional half-day at EdAdvance helping to score Croton's exams.

The high school's BERT (Building Emergency Response Team) met with representatives from the Altaris Group for training in the fall and the spring. During the training, various scenarios were presented and the team decided how it should respond. After each, the Altaris representative debriefed with the team pointing out strengths and weaknesses of the team's planned response. The team used this training and discussed various aspects of the scenarios with the entire faculty so that faculty members would know what their individual role(s) would be in a given situation.

Members of the various departments attended workshops at PNW Boces that focused on instruction and assessment in their specific content areas. The principal attended workshops including one on the revised options for graduation.

Curriculum coordinators, the principal and assistant principal regularly attended regional meetings with their counterparts from the area.

6. Building specific programs and committees:

Major changes were made to the CHOOSE program. This year the program began after A.P. testing which allowed greater consistency along with a more realistic, concentrated experience for students. Given that 77% of this year's seniors take at least one A.P. course, it is also an improvement instructionally. Greater accountability was incorporated in all aspects of the program. In the fall, the principal and CHOOSE advisors held a special senior class meeting to review and explain the changes. An evening parent meeting was also held to do the same and then posted the parent presentation slides on the high school website. CHOOSE awards are now being presented during Senior Awards Night instead of during the graduation ceremony.

An online scholarship application process was implemented. This provided far greater transparency and greater equality in the committee's awarding of scholarships. A special senior class meeting was held to inform students and to go over the all aspects of the application process. A K-12 Alert was sent home to parents explaining the new system.

NHS criteria was modified to reflect the fact that current NHS candidates (juniors) have been receiving letter grades during their entire time at CHHS. The principal responded to various parents and sent a K-12 Alert to junior parents outlining the modifications and explaining the thinking behind the new academic criteria. The principal also held a special senior class meeting to describe and explain the changes.

The senior class "fee" was eliminated.

This year CHHS was one of 800 schools chosen nationally to implement new AP resources and processes.

Over three hundred Westchester first year science research students competed at the Somers Science Fair in June. In this highly competitive field, six Croton students won awards.

Melissa Stok was named one of the top 300 young scientists in the 78th annual Regeneron Science Talent Search. As a result, the school received a \$2000 award "to further support excellence in science, math and/or engineering education."

In January, CHHS hosted a week-long visit for a delegation of thirty-two students from Jiang Ping High School in Shanghai, China. The students stayed with Croton host families. In the spring, twenty-one Croton students visited China and stayed with many of the families of the students that they had hosted.

This year it was CHHS' turn to host a group from La Rochelle, France. As usual, it was a rewarding learning experience for all students involved.

In February, thirty-eight students went on a cultural exchange trip to Spain.

Again this year all grade 9 students, as well as non-freshmen enrolled in either Algebra 1 or Intro to Algebra, took the Renaissance Star Assessments three times throughout the year. The Star data was reviewed to determine the amount of growth made. Based on results on the assessment, along with other data, students in need of academic support were referred to the RTI committee for possible assignment to Learning Center.

The Big Buddy orientation program for incoming ninth graders included student mentors from both 11th and 12th grade. In addition to 'getting to know the building' sessions, an additional orientation session was held in late June to address academic concerns the eighth graders had expressed through a survey they had taken the previous year. During this session curriculum coordinators met with the incoming ninth graders and described the various courses in their respective departments along with the typical course demands. Interscholastic sports, school clubs and the lunch program were also explained. The big buddies also attended these academic presentations which allowed the younger students to ask questions about what they had heard when they meet with their big buddies afterwards. The morning ended with the eighth graders and their big buddies having a pizza lunch together in cafeteria.

During the fourth marking period sophomores in good academic standing (passing all courses); clean discipline records (no discipline referrals); and good attendance (no class cuts and no referrals for tardies), were again released from study halls (with parent permission). This was done to reward students who have demonstrated a high degree of responsibility. It also was a tangible, positive result for students who demonstrated responsibility for their own learning and behavior.

Congratulations to all of the Croton-Harmon Science Research students who competed in the Westchester Science & Engineering Fair (WESEF) on Saturday, March 16. Close to 700 students competed in this regional competition for the INTEL International Science & Engineering Fair (ISEF), which is one of the most challenging in the world. 4 of our students received recognition for their work in various categories.

Video production students regularly augmented CHAP topics. For example, students created a video about the Profile of the Graduate this year.

The principal, assistant principal and the dean of students ran grade level meetings at the start of the school year to review the Code of Conduct with students. Building administrators highlighted such items as "remaining in the presence of" alcohol or illegal drug use. They also discussed the potential repercussions of being suspended out-of-school. In the discussion, the alignment with the mission statement "independent learners and assume responsibility for their own learning and behavior" was emphasized.

The annual Science Research Symposium was held in June. Third year students gave slide show presentations of their completed projects to an audience of students and parents. This was followed

by poster sessions; second year students presented posters of their work-in-progress and first year students presented posters of their proposed projects.

The TAP Awards Ceremony was held at the Croton Yacht Club in June. This annual event recognizes the accomplishments of each TAP student.

This year 82 seniors (73% of the class) participated in CHOOSE.

7. Communication and parent involvement:

Principal's Coffees were held throughout the year. Additionally, in December the PTSA hosted a principal's coffee that was targeted towards freshmen parents. This meeting was very well attended; we had close to 40 parents there. Linda Russell, a freshman parent who serves as a PTSA liaison to all freshmen parents, helped coordinate the evening and Mark Maxam was the co-presenter. Prior to the meeting Linda solicited the freshman parents for presentation/discussion topics. Items presented and discussed include: notifying the school about student absences and early dismissals, the grading system used at the high school, the overall guidance program grades 9 -12, Regents testing and the requirements for a Regents diploma, student use of cell phones, student self-advocacy, and vaping.

An evening orientation for parents of incoming freshmen was held in February. It was well attended with the vast majority of parents being 'first-timers' to the high school. The principal began the presentation by reviewing the mission statement, the school's focus on critical thinking of and reviewing the profile of a CHHS graduate. He then talked about the high school's philosophy of freedom with responsibility. Next he talked about some of the high school's strengths such as the wide array of course offerings for a school our size, our excellent staff and supportive parents, and some of the unique programs at CHHS such as helping period, CHAP and CHOOSE. Mark Maxam then provided a quick overview of our daily schedule (single and double days), explained the school's attendance policy, described the scheduling process/timetable, and described the many school-wide and freshman-specific student supports. The high school's extracurricular options, both interscholastic sports and school-based clubs were presented. Each curriculum coordinator provided parents with an overview of their department's offerings open to freshmen. After the formal presentation, curriculum coordinators went to different areas of the auditorium so that parents could ask subject specific questions about a course or about their child.

Mr. Robert Kerr, Croton resident and distinguished CHHS graduate (class of 1977), attended a meeting of Ms. Lim's Pi Squad. A master bridge player, Mr. Kerr presented the game of Bridge to students. Over twenty students attended the presentation and enjoyed themselves while learning & playing the game. Students were able to discover mathematical ideas that are integrated into the game, especially the concept of probability.

In December, SFC hosted a 'town hall meeting' with NYS Assemblywoman Sandy Galef.

Teachers arrange to have outside experts in their fields speak to their classes. A couple of examples include: Guy Cohen, a retired pharmaceutical statistician spoke multiple times in Statistics and A.P.

Statistics classes and Ed Clark, a Croton resident and stock investor spoke about investing and served on “Shark Tank” panels in Business Math.

In March, a CHAP was held that focused on the career of Lorraine Hansberry, author of *A Raisin in the Sun*, and her connection to Croton-on-Hudson. The CHAP was coordinated with a series of events put on by the Croton Free Library to honor this acclaimed artist.

The high school again hosted a Sex Ed presentation for CHHS and PVC parents and caregivers. The purpose of the presentation was to provide strategies and tips that can assist parents with discussions about sexual health, relationships and consent. Kerri Tracy and Jessica Butts organized this informative event.

The principal regularly attended the CHHS PTSA executive board meetings.

The PTSA again sponsored SAT prep classes and college essay writing workshops. Plans were made to host a series of interviewing workshops next fall as well.

The Guidance Department offered multiple evening programs this year for parents and students, These included Financial Aid nights, Senior Parent Night; Grade 9/10 parent night; Grade 8 Parent Night; and the College Symposium.

8. Building Planning Council:

As is done every year, BPC began by reviewing the consensus model for decision-making. The group then brainstormed items for discussion/review during the upcoming year.

Topics discussed this year by BPC include a review of the Code of Conduct; BOE policies governing the use of cell phones and social media; weighting AP courses for the purpose of determining the valedictorian and salutatorian and academic eligibility for National Honor Society; the deadline for the return of signed, acceptable use policy before a student is barred from the network; the high school’s building goal; the new lunch program, and how long a major code of conduct violation should impact a student’s ability to participate in overnight field trips, be a member of NHS, etc. The BPC Selected distinguished graduates that will be honored in the fall.

9. Growth Opportunities for the 2019-2020 School Year (please include areas that need improvement):

A major focus will continue to support the implementation of the Strategic Coherence Plan that emphasizes critical thinking and creativity for problem solving.

We will be having Tri-States visit in February related to critical thinking K-12. A focus for the high school next year will be analyzing opportunities for critical thinking that exist in the curriculum and ensuring that each course has one additional/revised unit of study that emphasizes a critical thinking task that is project or performance based.

Continuing to promote a welcoming environment to all students regards of race or culture and to ensure that CHHS is safe space for all students.

Continue to provide oversight and support for the parent portal and the use of letter grades.

The high school will continue to work on common assessment with an emphasis on formative and summative assessments that require critical thinking and problem solving.

The high school will continue its work with the Culture of Respect. The year will begin with a poster campaign and a reflection and communication campaign.

Expand the number of teachers that are trained and make use of the Nuerva Span system in the library. Work with Deba August, John Griffiths, and Pam Morrison to revise the furniture in the space and to consider how we can have a teacher “own” the space for a portion of time to push the use of the technology and flexibility further.



Croton-Harmon

Union Free School District

Curriculum Coordinator Reports

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building CET	Department: ELA	Coordinator: Stefanie Liss
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? - STEM projects connected to read aloud- grade 4 (Critical Thinking/Problem Solving, Communication/Collaboration and Creativity/Innovation) - Smile Train fundraiser for empathy based on read aloud- 4th (Empathy) - Great deal of inference work through read alouds at all grade levels (Critical Thinking/Problem Solving) - Inferencing through story works in grades 3-4 (Critical Thinking/Problem Solving) - Reading Enhancement did a lot of change the endings of the stories or write new solutions (Critical Thinking/Problem Solving and Creativity) - Choice Board activities and/or Literacy Center activities (Initiative/Self-Direction and Flexibility/Adaptability) - Communication through Google classroom in 3rd and 4th (Communication/Collaboration) - Use of QFT- <u>Q</u>uestion <u>F</u>ocus <u>T</u>echnique where you put up statement and generate a question (Critical Thinking/Problem Solving) - Empathy was taught through read alouds (Empathy) - First grade focused on identifying feelings of characters and giving reasons why the characters felt that way. (Empathy and Critical Thinking/Problem Solving) - First grade focused thinking on wondering and asking questions while reading nonfiction (Critical Thinking/Problem Solving) - K-2 does a lot of problem solving with decoding and using strategies (Critical Thinking/Problem Solving and Flexibility and Adaptability) - Character Clubs and Book Clubs across grade levels (Critical Thinking/Problem Solving and Communication/Collaboration)		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? A lot of critical thinking takes place in ELA. K-4 teachers promote critical thinking through teaching the students how to make predictions, synthesize, make inferences, and apply prior knowledge in order to help them better understand a text. This is done through character work as well as our Nonfiction units of study in reading. Students also need to think critically in understanding cause and effect (ie: understanding how a character's actions affect events that come later in the story). Students are often asked to provide text evidence to explain their thinking. Commonly asked questions may be "How do you know that?" or "What happened in the book to make you think that way?" In addition, all grade levels teach an opinion or persuasive writing unit of study. Students need to think critically when coming up with ideas and reasons to support their thinking. First Grade students think critically in identifying characters, problem and solutions when writing fiction stories. Other narrative areas of writing involve critical thinking amongst all grades, especially in the area of idea development. Students also think critically when researching (synthesizing information) to write nonfiction.		
CURRICULUM MAPPING		

What work was accomplished on curriculum mapping?

4th grade has revised the standards section only, to reflect the new Next Generation ELA standards.

3rd grade made revisions and now needs to add story works as a resource and add in skills (scope and sequence).

2nd grade mapped most of their units of study.

1st made a few revisions to the first three units of study to incorporate new standards and skills for Teacher's College.

K made revisions to and mapped unit 1 in Teacher's College

FUTURE PLANS

What are your goals for 2019-2020?

1. Continue with curriculum mapping across all grade levels:

- 4th grade will map all of their units of study in writing now that they have revised the standards to reflect the new Next Gen ELA standards
- 3rd grade will add in specific skills into their maps. They will also incorporate storyworks in their maps.
- 1st and 2nd grade will revise the maps for the new Teachers College Units of Study that they have mapped thus far. In addition, first and second grade teachers will map Units of Study they have not yet mapped.
- Kindergarten will map Teachers College Units of Study that have not yet been mapped.

*Now that teachers in grades K-2 have taught all new Teacher's College Units of Study, they will be better able to revise and write maps in regard to this new curriculum

2. Looking into word work/spelling for grade 3

3. Look at how we are teaching grammar across the grades. We would like to find either a program, workbook or a way to embed more rigorous teaching to what we are already doing. The purpose of this would be to instruct our students better in this area and to strengthen students' skills.

Croton Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CET	Department: Math	Coordinator: Patricia Lynch
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? The Profile of a Graduate was evidenced in the emphasis we placed on problem solving, student led math discussions (number talks/Math talks), high quality professional development, curriculum updates, and seeking ways to incorporate more purposeful play (student exploration, math connections, reasoning). Students had opportunities to be flexible problem solvers and to engage in math discussions where ideas and theories grew. Critical thinking, flexibility, innovation, communication, and initiative goals guided our lessons. We articulated that we value a high level student engagement during our math lessons. Our efforts increased students' stamina for more complex math tasks and building number sense while giving them a voice during the math block. Empathy was seen when students' value the thought processes and work of others.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? We discussed at length ways to have students articulate and justify their reasoning behind math procedures and concepts. As a result, our students engaged in math games, novel tasks, 'math talks' and module work that elicited critical thinking and problem solving skills. We are pursuing professional development, summer curriculum work, and grants to strengthen student critical thinking further. During our K-12 cross-building meetings, teachers met in small groups to share student data and strategies. Best practices were discussed as well as student strengths and weaknesses. As a group we discussed how we utilize our math blocks, math modeling and homework policies. Expectations of 'showing your work' and how students approach application problems were shared.		
CURRICULUM MAPPING		
What work was accomplished on curriculum mapping? The NextGen standards have been rolled into our existing maps. The next step is to streamline and align them to the updated format. Kindergarten teachers are working to align the maps to the standards. We should be completely finished before September.		
FUTURE PLANS		
What are your goals for 2019-2020? Our elementary Standards-Based Mathematics Curriculum is carried out mainly through the EngageNY platform, which has been repeatedly recognized as a top program nationwide. We are utilizing the EngageNY Modules with fidelity. We understand that although the modules are gaining traction throughout the country as the top math program we need to ensure we are always reflecting		

on our district's values, mission and 'Profile of a Graduate'. Our goal is to make our math block more fun, efficient, and memorable.

We want to create more opportunities for our students to explore mathematical ideas in interactive and playful ways that directly enhance mathematical reasoning, number sense, application. Our 'Croton-Harmon Profile of a Graduate', and critical thinking in particular, is a dynamic framework to examine our practices, student understanding and application. We are keenly aware that math is much more than learning procedures and memorizing rules and that instruction on the elementary level should not resemble a cyclical lecture/worksheet format.

Our vision:

Greg Tang Jr. Math Guru visit on November 14

Assemblies for each grade-level

Professional Development Sessions for teachers at each grade-level which delves deeply into number sense and reasoning as applied to problem solving

Family Math Night Nov 14 - All C.E.T. families invited to hear Greg Tang's presentation and engage in math games.

Incorporate more 'Math Talks', reasoning, problem solving, number sense, math routines as part of our district 'Critical Thinking' initiatives. We want to differentiate math instruction further to support all learners yet engage students together in math tasks that require critical thinking. Teachers will engage in professional development and will receive math games, resources and support.

Provide families with strategies for math dialogue through play as well as to increase engagement and lift the level of interest and wonderment surrounding math.

Games and activities are part of Greg Tang's approach and aside from the application in the classroom, families will engage in math games during the Family Math Night and learn about our philosophical approach to math.

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CET	Department: Science	Coordinator: Renoir McManus
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? For Creativity and Innovation, students are asked to invent solutions to problems. This happens in first grade with biomimicry and with all grades during the Hudson River units. Stem challenges also come into play as students have to find situations and make something from the materials they have at hand. Many Science 21 units have students inventing, building and creating something new. Students Communicate and Collaborate when working together on labs and science projects and when learning in small groups. Students are taught that failure is just the first attempt at learning. This is a common saying throughout CET (Flexibility/Adaptability) . Exploring and experimenting are encouraged in science, and improving upon a solution is part of the engineering design process. There are multiple places in the Science 21 curriculum where students have to put themselves in someone (or something) else's shoes (Empathy). They must use empathy to design solutions to human problems. Students learn about sustainability and how we should care for the earth. In science, students want to learn more about the world around them, so they are very motivated. They learn how to use different resources to gather information and how to find appropriate resources in grades 1-4. (Initiative/Self Direction)		
		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? In science, there is a lot of critical thinking embedded in our units as students are asked to work together to solve problems relating to our units of study. Kindergarten teachers had students building an umbrella out of a variety of materials to shield an ice cube from the sun's rays. In their push-pull unit, students must work together to manipulate a single rubber band to pick up a cup and put it down (without spilling) and without touching the cup and only touching the rubber band! First graders went outside and observed how shadows change throughout the day. Our students made accurate predictions about the path of the sun and shadows based on their observations. First grade's last unit has students building solutions to human problems using biomimicry as inspiration.		

Second graders learned about properties of objects. Students were challenged to work together to build a bridge out of these materials that will hold a certain number of plastic bears. Their culminating task for this unit is to use their knowledge of properties to design a piece of playground equipment.

Third grade students have to think critically when working with circuits. There are challenges to complete where students have to figure out how to make the bulb light given different materials. Making different types of circuits and figuring out why bulbs are brighter or dimmer in certain sequences involves teamwork and critical thinking.

Fourth graders weigh items with scales and grams. The more items the students weigh, the more accurate their predictions become. These students also do a hands-on science project where they must find a way to present and explain changes in the earth to classmates. (Tectonic plates, volcanoes, tsunamis, etc.)

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

- We updated the K-2 maps to reflect the new Science 21 curriculum. Teachers went through and made revisions as needed. This will need to continue to be done each year as modifications are made.
- Third and fourth grade maps will be updated when Science 21 shares the new units for these grades. We expect the third grade units to be shared next school year.

FUTURE PLANS

What are your goals for 2019-2020?

- Teachers plan to include more Discovery Streaming Videos to create an online library for each grade level and unit.
- Teachers will continue to revise the Science 21 units to make them more engaging for students, possibly adding in more STEM type challenges.

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CET	Department: Social Studies	Coordinator: Ruth Sullivan
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? Our team collaborated with the physical education department to coordinate a school-wide voting activity. This is in response to the state's request to have elementary schools focus on civic engagement and cultural responsiveness. We wanted the students to vote on an issue that affected life at CET. We wanted to avoid a situation where students merely mimic their parent's voting preferences (i.e. presidential elections). We decided to have the students vote on a new field day activity and coordinated choices with physical education. Voting involves Critical Thinking/Problem Solving as individuals need to weigh the pros and cons of each choice. It also involves Empathy as students were coached to make a selection that would benefit the entire school as opposed to just them as an individual. Students will need to show Flexibility/ Adaptation as their selection may not be chosen and/or their class may not have the opportunity to participate in the new field day activity. This was discussed in classes because as adults we often need to vote on issues or policies that may not benefit us as individuals but are good for society at large. An example of people who don't have children, but vote for the school budget, was shared. This work was augmented by the ordering of Eleanor Roosevelt's <i>When You Grow Up to Vote</i>, which was shared in third and fourth grade classes. This book is a call to arms for students to Communicate/Collaborate with all of our society to build a government that makes the lives of all Americans better. Students were also asked to create patriotic signs for Hoops for Heroes, an event at CHHS, that raises money for veterans. They wrote poems and designed cards for a Mother's Day luncheon for senior citizens in our community. These school-wide efforts foster Creativity and Empathy.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? Our department designed the Critical Thinking FEBA assessment that will be implemented in third grade. The FEBA involves an inquiry into "How CET Got Its Name..." with a discussion and examination of authentic primary documents. This connects to our voting/civics participation work because ballots, voting tallies, and letters from an advocacy campaign will be explored. Students will be asked to think critically about if CET was the best choice for our school name and they will need to provide evidence as to their choice for a name for our school. In Kindergarten, students participate in lessons and activities that focus on needs and wants. This involves critical thinking and decision making and is work that is recommended by the National Council for Economic Education to provide an early foundation for economic understanding. In first grade, students spend their community unit participating in various activities around the Croton community. Each class visits a local business and is asked to use critical thinking to develop interview questions for the business owner or employees.		

In second grade, students study rural, urban, and suburban communities. As a critical thinking culmination of this study, students are asked to design a business that would be successful in a specific type of community. They need to provide evidence as to why this business would be successful in this type of community. An example of this might be to open a tractor repair shop or an agricultural feed store in a rural area with many farms. This encourages students to use what they learned about different types of communities so that different types of communities have different needs and ways to fulfill these needs.

Third grade explores cultures all around the world. Students design a “Hand in Hand” project with various symbols of their family culture. After the hand is complete, they are asked to think critically to select one symbol that most reflects their family culture and write a paragraph with evidence explaining why they selected this particular symbol.

Fourth graders study the Revolutionary War. During this unit, students examine political cartoons. Students then think critically to create their own political cartoon. They must use and explain at least four symbols to reflect their message. This work reflects their understanding of both the Revolutionary War and the conventions of political cartoons.

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

- Standards were updated to reflect the new Social Studies Practices
- Deletions were made for outdated projects/ assignments
- Currently in the process of reading maps and updating resources/projects

FUTURE PLANS

What are your goals for 2019-2020?

- Continue curriculum mapping
- Continue voter registration and have a school-wide vote about a new topic/ issue that impacts the CET community
- Outreach to veterans and/or members of the Armed Forces as part of civic participation

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CET	Department: Support Staff	Coordinator: Debra Gagliano
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? Our department focused on several domains of the <i>Croton Harmon Portrait of a Graduate</i>. In the area of "Flexibility and Adaptability", we continued our work in individualizing educational programs to meet each child's specific needs. We developed goals unique to each student, developed programs based on their needs and provided differentiated instruction within our classrooms. Embedded in this work is "Communication/Collaboration", which is demonstrated in the co-teaching and multidisciplinary approach that we practice each day. Our work promoted "Critical Thinking and Problem Solving" as we tailored our teaching and therapeutic interventions to achieve the goals of each student. "Empathy" is an area that cannot be overlooked as we modeled acceptance to our students, teaching children of varying levels and abilities.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? As a department, we all work closely with our grade level counterparts and colleagues modifying and differentiating content, previewing and reviewing skills, scaffolding skills and improving language, communication, motor and social skills. Students are encouraged to identify and solve their problems as well as select and use tools and strategies that will help them. Engaging students in dialogue about what they need to help them succeed exercises their metacognition and self-advocacy skills. We initiated ways to identify Dyslexia in students through standardized measures, created a checklist of redflags to help identify Dyslexia in the classroom and participated in staff development regarding this topic. Participation in the Critical Thinking Cohorts also helped promote critical thinking within our department.		
CURRICULUM MAPPING		
What work was accomplished on curriculum mapping? Curriculum mapping was focused on through our grade level departments. We worked with our grade level colleagues during this process to document and update our ELA, Math, Science and Social Studies curriculum maps on Rubicon Atlas.		
FUTURE PLANS		
What are your goals for 2019-2020? During the next school year, our department plans to continue the important work of curriculum mapping. Working with our grade levels, we will continue to develop the scope and sequence of each content area on Rubicon Atlas. Additionally, we plan to look critically at our Special Education programs and therapeutic services to ensure that we are providing intervention at the most effective levels and meeting the needs of our students. This includes developing IEPs, preparing for CSE meetings, progress monitoring, developing programs and evaluating students.		

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: PVC	Department: English	Coordinator: Maryann Zabbia
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? We examined the characteristics of POG, studied our units to determine where we are teaching and assessing them, designed new units or modifications to units to develop the skills further, and modified rubrics to be sure that they clearly reflect rigor and POG language. We also used Rubicon Atlas as a way to check alignment of these skills across the grade levels.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? • Shared how we promote, instruct and assess critical thinking/problem solving in different grades • Studied the district rubrics and how we assess skills in our grade level and content area rubrics • Modified or tweaked current tasks in order to promote critical thinking/problem solving • Designed new tasks that better encourage critical thinking/problem solving • Aligned our instruction, tasks, units of study and assessments to the required skills • Collected examples from student work to use as exemplars and models of critical thinking/problem solving		
CURRICULUM MAPPING		
What work was accomplished on curriculum mapping? Teams worked to update ELA maps, including: • Priority Next Gen learning standards • Essential Questions • Content and Skills that reflect what the students "will do" • Updated rubrics to reflect any changes made with regard to Critical Thinking/Problem Solving, Metacognition and Presentation		
FUTURE PLANS		
What are your goals for 2019-2020? Continue to study the Next Gen learning standards - we have revised our report card to reflect the new changes and language of the standards. We are going to be assessing new skills and standards, so we will need to examine our current tasks, study units, assessments and rubrics in order to align them to the revised standards. We will continue planning and sharing our instructional units using <i>The Writing Revolution</i> strategies by Judith Hochman. We will continue to use the district rubrics further (Critical Thinking, Metacognition and Presentation) to inform our classroom practice, and align our instruction, tasks, units of study and assessments to the required skills. This will be our ongoing work and we need time for it next year.		

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: PVC	Department: Math	Coordinator: Jenny Rescigno
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? ★ Continued Implementation of District-Created Rubrics Teachers updated and refined rubrics used in the classrooms, using the district-wide rubrics holistically or specific columns that applied to the assignment task. The implementation of the rubrics clearly addresses the profile of a graduate, as it focuses on metacognition, presentation and critical thinking. ★ Support Program - Imagine Math This program allows students to have differentiated instruction that is directly tied to data, but also allows teachers the flexibility of creating and assigning their own work to students. Through the flexibility and adaptability of the program, students are able to take initiative and have self-direction with math concepts at their own level. The way the program breaks down problems into procedures and steps allows students to think critically and problem solve more effectively. Even a "simple task" like making sure units are written as part of the answer allows students to make sense of the problem and ensure accuracy. As a department, we wrote and shared letters to parents to inform them about the online program and any new updates along the way. This is an example of communication and collaboration among the district with community members to ensure transparency. ★ Continuation of Summer Programs Based on analysis of student work this year, we plan to keep the 3 summer programs that were offered last year: Math Skills Camp, Math Think Camp and Enrichment Camp. All summer camps encourage critical and creative thinking skills, communication and collaboration (especially the enrichment camp) and the ability to think flexibly and adapt to new ways of thinking/problem solving. ★ Daily lessons/on-going unit plans Teachers incorporate critical thinking/problem solving, creativity/innovation, communication/collaboration, flexibility/adaptability, empathy and initiative/self-direction whenever possible in their own classrooms. The math department encourages students to be reflective learners, advocating for themselves when the need arises in an inclusive and diverse environment (the whole basis for Math at Your Own Depth). Students learn from each other as well as through teachers and resources available within the school. ★ Informing Community about Math at Your Own Depth The department continues to share information with the Croton-Harmon community regarding the Math at Your Own Depth program at PVC. In addition, PVC teachers and administrators held an "Evening Exploring Math Education," where parents were invited to attend a world cafe setting discussing vital questions that get to the heart of why we have Math at Your Own Depth. The questions and discussions at each station incorporated key components of the Profile of a Graduate. ★ Celebrating Successes - Math Madness Month During the month of March, students at PVC engaged in a friendly competition during our first annual Imagine Math Madness Month of March, which was a school-wide math competition. The purpose of this competition was to inspire students to strengthen their mathematical knowledge and increase achievement, using the		

excitement around the NCAA's College Basketball competition to spike interest. We were proud to announce the Romm homeroom as the first winner of this annual competition. This class received a trophy to keep in their math classroom for the remainder of the year, personal medals were given to each individual in the class, and a huge celebration happened at the end of the day!

CRITICAL THINKING AND PROBLEM SOLVING

What are some things you and your department did to promote critical thinking?

- ★ The department has continued our discussion on ways to develop critical thinking and problem solving in our classrooms and in our content area.
- ★ Many members of the math department attended the critical thinking workshop held by Angela Lalor (or John Griffiths) throughout the year to gain a better sense of critical thinking in our own classrooms.
- ★ The assessments and rubrics are varied at each grade level, as they include both formative, summative and performance based ways to evaluate student learning and critical thinking.
- ★ We use backwards design when creating assessments and use our knowledge of critical thinking to determine what assessment methods would effectively measure these standards.
- ★ We embed aspects of innovation, creativity, flexible thinking and open-ended problems as a part of our curriculum.
- ★ As a department, we use district definitions and language directly from the district-wide rubrics.
- ★ Math projects integrate critical thinking and problem solving skills.
- ★ Students self-assess/reflect on their progress throughout each unit to gain a better understanding of how they learn and how they can improve moving forward.
- ★ Teachers provide specific, thoughtful and timely feedback to help students grow during each unit.

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

- ★ Each of us has a different level of completeness on Rubicon Atlas.
- ★ As a department, we have identified the skills and content for each of our units and this is reflected in our maps.
- ★ The priority standards for each unit have been selected on Rubicon.

FUTURE PLANS

What are your goals for 2019-2020?

- ★ To work on transitioning to the Next Generation Math Standards.
- ★ Continue Rubicon-Atlas mapping goals - collect and upload rubrics, student work samples, assessments, etc.
- ★ Plan another March Madness Month.
- ★ Continue to communicate with the community about Math at Your Own Depth program.

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: PVC	Department: Science	Coordinator: Noah Gallagher
CROTON-HARMON PROFILE OF THE GRADUATE		
One important characteristic of “The Profile of a Graduate” is the ability to think critically and problem solve. I know with respect to the science department in PVC, we spent time this year discussing things that we already do that foster critical thinking in the classroom. We also discussed new ways we could incorporate more critical thinking in our curriculum and decided the best way to approach that would be through a PD focused around cross-curricular Critical Thinking. We also agreed that the NGSS do a nice job of framing our work to include higher order thinking skills and critical thinking and problem solving skills through labs and learning experiences. We also felt that science does a great job of fostering communication and collaboration between students. On labs, experiments, and activities students are constantly forced to work as a cooperative unit and exercise interdependence and accountability.		
CRITICAL THINKING AND PROBLEM SOLVING		
From above: One important characteristic of “The Profile of a Graduate” is the ability to think critically and problem solve. I know with respect to the science department in PVC, we spent time this year discussing things that we already do that foster critical thinking in the classroom. We also discussed new ways we could incorporate more critical thinking in our curriculum and decided the best way to approach that would be through a PD focused around cross-curricular Critical Thinking. We also feel that much of the science curriculum should be focused around innovation and solving real-world issues. This would require revisions at the 7th grade level as much of the course is focused around the scientific method. This change was discussed and recognized by both the teachers in 7th grade science and the INDE Lab Teacher Katie Brennan. We discussed how 7th grade science should play a bigger part in teaching students how to think critically “in the real-world”.		
CURRICULUM MAPPING		
During the time allotted for curriculum mapping, our department was able to: ● Copy and paste topical EQs + Student Engagement + Differentiation ○ Lesson Collaboration (a messy box of all three) ● Revise Skills: **Science Dept decided this was to be done first ● Identify and revise Priority Standards (ongoing) ● Revise Big Ideas/Enduring Understandings + Overarching EQs? ● Revise Content (ongoing) ● Upload assessments / projects / student work (ongoing) One thing that remains unclear, particularly for the REGENTS courses, is what they should be selected as standards, assessments, skills considering NYS has not released their version of the NGSS.		
FUTURE PLANS		
What are your goals for 2019-2020?		

Our goals for the next school year include:

- Finish up selecting standards, skills, EQ's, Topical Questions etc
- Update Lesson Collaboration Section
 - Go more into detail including examples of differentiated lessons, etc...
- Upload and locate student Assessments, Rubrics
- Find and upload Student Exemplars
 - Provide examples of each performance level - 1,2,3 and 4's

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: PVC	Department: Social Studies	Coordinator: Sarah Wellman
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? Our team spent time this year reviewing and revising rubrics, and integrating critical thinking dimensions into current rubrics. In this way we assured we were supporting elements of the Profile of the Graduate. In particular our work most related to critical thinking and problem solving, and creativity and innovation.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? We reviewed rubrics, participated in the critical thinking cohorts and participated in other professional development opportunities to refine our lessons, rubrics and assessments to support critical thinking and problem solving. We revised essential questions, content and skills of units within the context of critical thinking and problem solving. We also collaborated with the high school about gaps between 8th and 9th grade and how best to begin to support the expectations of 10th grade.		
CURRICULUM MAPPING		
What work was accomplished on curriculum mapping? We completed the goals for this year in regards to moving sections to unit planning. We revised the essential questions, content and skills and standards for units. We started to identify assessments that we will gather student work from next year and rubrics that need to be included in the maps.		
FUTURE PLANS		
What are your goals for 2019-2020? In the next school year we will continue our work with the curriculum maps-especially in regards to ensuring the rubrics are added to the maps, assessments and exemplars of student work. We would also like to focus on certain historical skills, especially evaluation of sources and inquiry based units revolving around primary sources, writing and research (this will also support the continued development of critical thinking lessons, units and classwork). This will support the work of the high school with the changes to the 10th grade curriculum and assessment practices of the NY Regents Boards for Global History. WE would also like to work with ELA teachers to create more common language between the two disciplines in relation to writing and research.		

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: PVC	Department: Support Staff	Coordinator: Marisa Gendron
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? Our department's focus is generally in the area of collaboration and communication. We worked closely with content area teachers at our specific grade-levels. Together, we were able to differentiate instruction to meet the needs of all students. We constantly communicate student need to our colleagues, but also work closely with our students, so they can better understand their learning styles and abilities and become advocates for their own education. This work also promoted a focus on flexibility and adaptability, as it allowed for student choice. In addition, our department is constantly promoting empathy through acceptance of differing needs and abilities.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? Our department continued to work closely with grade-level and content area professionals. Most of us are able to attend grade level team meetings, which allowed us to collaborate across content areas. In addition, we all work in a CTS classroom to some degree, so we supported the general education teachers in their endeavors and worked on ways to differentiate assignments and assessments to support the critical thinking needs of all students. Students examined Bloom's Taxonomy to reflect upon their learning and gain a deeper understanding within their content area classes. Many members participated in the Critical Thinking Cohorts offered within the district.		
CURRICULUM MAPPING		
What work was accomplished on curriculum mapping? This year, our department discussed which would be the curriculum maps of focus for each of us. For example, many of us work across grade-levels, so we realized we needed access to multiple grade level and content areas. In addition, many of us spent numerous years in grade levels that we may not be working in currently. We felt we'd also benefit from access to these maps, as we have modified/differentiated assignments that can be utilized.		
FUTURE PLANS		
What are your goals for 2019-2020? A goal regarding curriculum mapping is for our department to become more familiar with Rubicon Atlas, as we were not required to utilize it much in the past. In addition, our department is going through modifications and differentiated assignments that we can link and connect to the content area maps. Many of us work within a CTS classroom and have these assignments on hand, so we will collaborate with and connect to their maps. Upon the completion of content area curriculum maps, support services plan to upload and attach pertinent documents. In addition, our department's future plans always including ensuring that we are meeting the needs of all of our students and utilizing our programming to the best of our ability. We spend a portion of our year preparing for annual reviews/CSEs and making projections as to where students may fall in the next year, so we can better plan programming and staffing needs for the future.		

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: PVC	Department: World Language	Coordinator: Maria Ault (D'Amato)
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? Many of the components of the Profile of the Graduate are inherent in World Language. Since Critical Thinking/Problem Solving will be discussed in the next section of this report, I will focus on the other aspects of the Profile. Learning a new language requires a great deal of flexibility. Since our students are used to communicating with quite impressive English vocabularies, they learn to circumlocute and use words they currently know to describe the words that they have not yet learned. While they begin language learning with simple words, phrases and even formulas for constructing sentences, as they progress they are able to move beyond simple flexibility in order to be creative and innovative with language. We ask our students to apply language in authentic scenarios in order to learn communication skills that can be applied outside of the classroom. Students sometimes work individually, but often they work in pairs or groups that promote communication and collaboration. Working with others is a skill that we practice with our students on a daily basis and we encourage them to take initiative and direct their own learning. We integrate technology as well. Another aspect of the Profile of the Graduate that is present in our classrooms is empathy. In order to be successful in the World Language classroom, students must feel safe and comfortable. Participation is essential and students must not feel vulnerable or be criticized by their peers. In the World Language classroom, students learn to support their peers and celebrate their victories, not emphasize their mistakes. They understand that producing language is about practice, not perfection. We also promote tolerance, acceptance and appreciation of cultures, through visits with students from other countries, trips to restaurants and abroad, and more.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? We discussed that critical thinking in World Language might differ from critical thinking in other disciplines. Though students may be asked to identify a picture, or give a yes/no response, these seemingly simple choices require great thought and decision-making. Students are listening and reading input that is unfamiliar and using it to decipher meaning. They are also asking questions, not just responding, in the target language. This is definitely critical thinking. That being said, we also identified some activities that directly promote critical thinking. These include: Reading and listening comprehension activities - students read/listen to a passage that includes unfamiliar content and answer questions or respond to what they have read/heard Hot seat - one student sits in front of the board, a clue/picture is presented and the other students have to help the student figure out what is on the board Sentence strips - students receive pieces of sentences and are asked to construct their own		

Video sequencing - students are asked to sequence the parts of a video short

In terms of assessment, we also promote critical thinking. We are using ongoing assessment that is standards-based. Students know what is expected of them and can think deeply about their own work and what is necessary to reach the desired outcomes. Frequent and timely feedback also helps promote this goal.

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

As directed, we moved the necessary content to the “Lesson Collaboration” tab. At a cross-building meeting, we compared and contrasted our maps and discussed what needs to be done to make them more user-friendly and consistent. We discussed using Essential Questions versus Big Ideas and decided to use Essential Questions in our maps. We intend to revise the Essential Questions that are currently present in our maps.

At the elementary level, Lisa Percoco has been recording her curriculum in Rubicon Atlas. This summer, we plan to revise the PVC curriculum to reflect the prior knowledge and language learning experiences that our 5th grade students have.

FUTURE PLANS

What are your goals for 2019-2020?

We plan to:

Revise our 5th grade curriculum

Rewrite our Essential Questions

Continue our close examination of the curriculum maps and revise them as necessary

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CHHS	Department: English	Coordinator: Noel Schoenleber
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate?		
Flexibility/Adaptation - The English Alt 9-10 and English 11 Escape Room activities require students to think on their feet and change course in response to clues. - English 9-12 Research Papers start with a proposal that includes a working thesis and an annotated bibliography. Students must revise the working thesis as they continue the process of their research.		
Initiative/Self Direction - Summer Reading for our courses involves student choice from a range of options. - Students generate their own critical thinking questions for AP Language fishbowl discussions, such as the analysis of McCarthy-era texts that provide context for <i>The Crucible</i>. In addition, students facilitate these discussions.		
Critical Thinking/Problem Solving - English 9-12 Research Papers demand critical thinking. - Synthesis essays, such as the English 10 <i>Animal Farm</i> essay on the effectiveness of peaceful protest, require students to develop a position on an issue based on multiple texts, as well as to acknowledge and refute a counter-argument.		
Empathy - English 9 unit on <i>Of Mice and Men</i> explores the theme of how misfits are often unfairly shunned by society. - We have added literature by American authors of color, as well as global literature, to our curricula in order to foster cultural understanding.		
Creativity/Innovation - English 11 facilitations require students to engage in performances to teach their peers. They must choose a medium that best suits their purpose and consider how to help others learn. - Students in English Alt. 11 work together on "Whodunnit"- style puzzles to develop a persuasive tone and organize a thesis statement.		
Communication/Collaboration - English 12 Heritage Project includes a presentation on a book students read independently; it focuses on the themes the texts develops and what is revealed about a culture. - The English 9 <i>Of Mice and Men</i> essay involves students collaborating on the Nureva Span system to identify significant effects of the Great Depression and Dust Bowl based on assigned nonfiction texts. They also work together to extract and organize evidence to illustrate these effects.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking?		
English 9 - For the Research Paper, we require students to take and develop a position on an issue, but also to engage critically with different perspectives by rebutting a counterargument. - For the synthesis essay in the <i>Of Mice and Men</i> unit, students read and annotated four texts. Then they collaborated on the Nureva Span system to identify significant effects of the Great Depression and Dust Bowl, as well as to extract and organize evidence to illustrate these effects.		
English 10		

- Prior to reading *Oedipus the King*, students engaged in a pre-assessment activity that prepared them to anticipate possible themes. Students were given five questions and were asked to answer by circling whether they agree or disagree. After selecting a choice, students needed to provide a distinct reason as to why they agree or disagree with that statement. Students broken into three different groups engage in a “Speed Dating” activity where they will have a chance to speak with five different people about a different topic. Throughout their discussions, after they have stated their stance/reasoning on the topic, they must pose a critical thinking question to their peer. Five examples of questions are provided to students (Honors students must come up with their own critical thinking questions and have them approved by the teacher the night before). Questions surrounded the main idea of how the topic at hand has impacted or may impact society. Based off of discussions, students in the end will come together to brainstorm possible ideas of themes they may anticipate throughout the tragedy.
- After completion of the *Animal Farm* unit, students in English 10 are asked to write a synthesis essay responding to the question, “Is peaceful protest the best way to achieve freedom?” Prior to writing the essay, students will engage in a close reading of six different texts. During each close reading activity, students engage in a variety of small group, as well as large group discussions about the power of protest and which tactics are most effective in achieving the goal of freedom. With the information gathered from a variety of different texts, students must form and draft a well-developed claim while distinguishing their thoughts from opposing claims.

English 11

- Students in English 11 worked on a research paper that asked them to compare the content of their text to a related issue. For instance, a student wrote about how hysteria has impacted people at different times in history in different parts of the world. Students also compared the experiences of black soldiers during the Vietnam era to those of the Civil War era.
- Escape Rooms foster critical and creative thinking. Through their investigation of various text types and puzzles, students had to navigate a series of tasks by thinking “outside the box” in order to determine solutions. Students in this class also engaged in a series of performances/ facilitations during which time they taught their peers. Rather than presenting, this required that they consider how to help others learn.

English 12

- At the conclusion of our reading of *Dawn*, by Elie Wiesel, students examined how literary elements come together to create a theme. Students were responsible for tracking the literary elements of internal conflict, external conflict, foreshadowing, symbolism, flashback, and point of view as they read. Students used the Nureva Span system to add and organize their information. Then students had to figure out what themes the novel conveyed using evidence from each of the literary elements. Students demonstrated their learning by creating a poster and presenting it to the class.
- As a final project for the English 12 course, students selected a work of fiction or a memoir to read that gives insight into another culture. Each student in the class read a different book and they chose a presentation date in April. Students were responsible for reading the work on their own and creating a 10-15 minute presentation based on their reading and their research. Students also wrote a 6-8 page paper researching how the culture in the novel impacts the characters. They had to find a minimum of four sources in addition to the book. Students were able to choose a book that was interesting and challenging based on their reading level.

TAP English

- Students in English 11 Alt. wrote a research paper in which they had to take a position and distinguish their claim from an alternate/ opposing claim. Students in English 11 also worked together on “Whodunnit” - style puzzles to think further about persuasive tone and organizing a thesis statement.
- Students in English 9/10 Alt wrote a research paper in which they had to take a position and distinguish their claim from an alternate/ opposing claim. In our unit on *Romeo and Juliet*, they also debated on

the significance of a character's actions and if anyone was "to blame" for the outcome of the play's plot.

AP English Language and Composition

- For timed Rhetorical Analysis Essays, students are taught to apply the critical vocabulary they learn by annotating a text with appeals, modes, and devices. This helps them to recognize rhetorical patterns an author employs and to identify textual evidence to support the strategies they choose to analyze. To introduce the Synthesis Essay, students read and annotate seven texts on an issue. They collaborate in small groups to identify an assigned text's position on the issue and to identify strong evidence to support it. Then they engage in a discussion about the issue in which they adopt the persona and viewpoint of their assigned text's author; they have to enter the conversation with other groups/authors and respond to different perspectives persuasively.

AP English Literature and Composition

- In order to prepare them for timed Question 1 and Question 2 essays, students are taught to annotate texts, looking for such elements as figurative language, specific types of diction, and tone. This inculcates the habit of thinking critically about a source as it's read, thus preparing students to support their written analysis of a source with specific references to textual elements.
- As a part of our analysis of Toni Morrison's *Beloved*, students work in groups to analyze motifs in the novel such as color, scars, and the significance of naming. Using specific evidence they have selected from the novel, they determine the significance of both the individual pieces of evidence and the importance of the motif in the novel overall. They then present their information to the rest of the class.

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

- The English 9 and English 11 maps will be completed by the end of this school year.
- We have made significant progress on English 10, English 12, AP Language and Composition, and TAP English maps. We have aligned to Next Generation Standards and updated units in each course to reflect the texts and assessments we currently do. We still have units to finish in each of these courses, as well as in AP Literature. (The AP English assessments will change in 2020; the College Board is making materials available to teachers in June to explain these changes fully.)

FUTURE PLANS

What are your goals for 2019-2020?

- To continue our work related to critical thinking in order to support our students' needs and the Tri-States process.
- To propose another pair of English electives.
- To finish mapping our courses.
- To continue to learn about the NYS Next Generation Learning Standards and make curricular and instructional adjustments, as necessary to meet these standards.
- To learn about and make curricular and instructional adjustments to adapt to the changes in the 2020 AP English Language and Composition and AP Literature and Composition exams.

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: High School	Department: Mathematics	Coordinator: Susan Dudman
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate?		
Flexibility/Adaptation • In math classes students are asked to approach problems in several unique ways. They are to use logic and reasoning to solve problems whether it is algebraically, graphically or logically. • In our electives of Statistics, Business Math and computer science students are given situations in which they are required to determine the accuracy of their data/program and then change to improve the outcome. • The math department works with the science and social studies departments in the cross collaboration of certain concepts. Initiative/Self Direction • The math department has been working with students in finding assistance in math when a teacher is not available through the use of videos, prior notes and technology. • In Intro to Algebra students are given a project in which they need to plan a trip around the world choosing a variety of countries all while staying on a budget and completing tasks. • Students are taught across the curriculum various ways to solve math problems and, based on their learning style, are able to choose which method best suits them. Critical Thinking/Problem solving • Critical thinking and problem solving is an integral part of math. Students are presented with situations and questions that require them to "think outside the box" to arrive at possible solutions. • Students are encouraged to think critically and provide different methods to solve given situations. • Students are not only asked to solve problems, but are asked to justify, explain and apply what they have found. Empathy • Students are put in situations that sometimes require them to ask for assistance as well as give assistance. The ability to ask and help others in a meaningful way is important to the growth of our school community. • Many of the problems/situations that we present students are real life applications that talk about global warming, population issues, and financial issues. • In Business Math students worked on a project in which they needed to write a business plan to address the damage to our environment due to plastic waste. Creativity/Innovation • In many of our electives, students are asked to create technology, financial plans and solutions to problems that they might encounter in the real world.		

- In core classes, students are asked to create their own study guides as a way to transition them to become independent learners taking responsibility for their own learning.

Communication/Collaboration

- Students are taught and encouraged to use study groups for studying and brainstorming.
- Teachers are constantly using technology that encourages the flow of ideas and information for the student, the parent and the teacher.

CRITICAL THINKING AND PROBLEM SOLVING

What are some things you and your department did to promote critical thinking?

In the math department we have 18 classes and many of these classes do similar critical thinking and problem solving

Classes based in Algebra

- In Intro to Algebra the students are presented with the “Granny Problem” which is an open ended problem where students are required to determine “the strength value of each participant of a tug of war” and then use that information to make decisions which will help figure out who will win the war.
- The intro to Algebra class also does a project where students travel around the world and learn about finances as well as converting money and keeping to a set budget.
- In Algebra 2/trig students look at exponential equations with the application of interest and its effects on a student’s personal finances.
- In Trigonometry and Pre-calculus we use trigonometry to determine where objects could be as well as how much force it would take to move an object.
- In Calculus and AP Calculus students are presented with multiple real life situations in which they must come up with a “realistic” solution.

Geometry Based Classes

- Students are asked to prove geometric statements using theorems, postulates and definitions using a logical sequence.
- Students are asked when given situations to give reasonable and clearly thought out conclusions based on mathematical facts.
- In Geometry students are asked to create their own study guides as a way to transition them to be independent learners who take responsibility for their own learning.

Elective Classes

- Students are offered the opportunity to become certified JAVA programmers (This year 12 students were fully certified to go into the workforce as programmers of JAVA).
- In AP Statistics students take an oral exam where they solve problems and answer questions that are given to them in the moment.
- In Business Math students must research, evaluate and choose a variety of investments that they predict will be the most profitable.
- In Computer Science students develop efficient algorithms to solve real world problems ex: creating seating charts, lunch menu programs and a calculator.

As a department

- Several of our members have taken the district workshops on Critical Thinking, Assessment Development with critical thinking and rubrics with critical thinking as a main component
- We adopted the Webassign and Delta Math programs for students to use
- As a department we worked on rephrasing questions that required students to think more critically
- Students were encouraged to think and provide different methods to solve given situations
- Students used peer review to learn how to critique and accept constructive criticism
- Students were provided with more open ended questions

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

- All maps for courses currently not taught have been archived
- All required data has been moved to the lesson plan section for all active 18 math department maps
- Skills sections are complete for all active 18 math department maps
- Content sections are complete for all active 18 math department maps
- The re-alignment of standards are complete in Algebra 2/Trig, Business Math, Statistics , AP Statistics, AP Calculus AB, AP Calculus BC , Computer Science, Computer Science 1 and 2
- We are currently working on Intro to Algebra , Algebra 1, Geometry , Pre-Calculus and Calculus

FUTURE PLANS

What are your goals for 2019-2020?

- Complete all standards in Rubicon
- Create a map for the new 2 year Intro to Algebra course
- Work on more cross building alignment of vocabulary and methods
- Develop more common assessments

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: High School	Department: Science	Coordinator: Jamie Rooney
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? Taught critical thinking and problem solving skills through hands-on labs, inquiry based learning, and student choice Communication skills enhanced through presentations and collaborative assignments with use of the Google ecosystem Empathy-Taking perspectives of different cultures		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? Taught critical thinking and problem-solving skills through hands-on labs, open-ended/free response questions Process Oriented Guided Inquiry Learning- a student-centered, group-learning instructional strategy and philosophy developed through research on how students learn best		
CURRICULUM MAPPING		
What work was accomplished on curriculum mapping? Revised and reflected on curriculum maps From the cross-building meetings, K-12 science decided to focus on the skills box of the maps first because the standards are changing		
FUTURE PLANS		
What are your goals for 2019-2020? Adapting to the new NY science learning standards		

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CHHS	Department: Social Studies	Coordinator: Lauren Maiolo
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate?		
Critical Thinking/ Problem Solving: - We believe that a large part of our discipline's purpose is to promote critical thinking in social studies. Through LCI trainings, department wide Nureva Span training, Critical Friends participation, workshops on supporting ELL students, department meetings, and collaborative work done during common preparatory periods, we have continued to work on increased standardization of critical thinking understandings, assignments and assessments for our students, over the course of this school year. Please see the section on critical thinking for 2018-2019 specific examples.		
Flexibility/ Adaptability: - The SS department has been at the forefront of the state changes to curriculum. Members have been attending professional development workshops and meeting with state social studies representatives for the last 3 years in order to prepare for the state exam changes that will be implemented for the first time in June 2019. From the start, we have agreed that we did not want to postpone the inevitable and volunteered to prepare our programs earlier than other districts in the state (in some cases by two school years). During this school year, two members of the department (McConville and Maiolo) attended the Social Studies Annual Conference in order to obtain more guidance and additional classroom resources. The flexible spirit of our department impacts the students in our classrooms. In some cases, they are aware that we are in a partial state of flux and they adapt along with us. For example, when the state has released new, or updated, materials, 9th and 10th grade teachers have adapted resources and presented them to students as new ways to approach the course content and themes. We promote an open dialogue with our students, beginning from 9th grade, and strive to be transparent in our planning and purpose, which in turn helps to facilitate their own flexibility and adaptability. - Students must participate in writing workshops in each course. For example, there is a step-by-step process in the research paper assignments. This includes reflection and revision, which often requires students to adapt to standards or consider alternative perspectives. - Students are taught civil discourse in our classes and must discuss social studies content, sometimes controversial, according to a required standard of respect and understanding. - Students in Global 9 develop argumentation skills by being assigned a position to defend in a class debate or discussion, regardless of their personal opinion in the moment.		
Creativity/ Innovation: - Global 9 "Belief Systems" project allows students to create a visual to present to classmates. Some students decided to create videos. - Students create original political cartoons in all social studies courses.		

- AP World student use of the Nureva Span allows students to come up with new ways to organize and classify content.

Empathy:

- Global 10 Regents courses complete a unit and research paper assessment on human rights and global human rights violations. They explore and evaluate the levels of “justice” served and preventative measures for the future. Similarly, AP World students study the “10 Stages of Genocide” and review global examples. They evaluate the United Nation’s actions and global responses and discuss what it means to be an “upstander” and a “bystander”.
- Some 10th grade students attended the “Holocaust and Human Rights Center Institute” where they participated in student workshops focused on human rights. They were able to hear a Holocaust survivor speak and heard from Carl Wilkens, the only American present during the Rwandan Genocide. Students came back to school the following day and informally presented their experiences to their social studies classes.
- There is a Global 10 assignment on the lasting legacy of imperialism around the world.
- United States and Government courses in the 11th & 12th grades teach students about the diverse socio-economic realities that exist around our country.

Communication/ Collaboration:

- Students participate in small- and large-scale collaborative projects in all social studies courses. For example; the 9th grade belief systems project, class debate on the Mongols in Global 9, AP World lesson on the “world in 1450” where they worked as a whole class to collaborate on the Nureva Span (this lesson was presented at the faculty meeting on “critical thinking”).
- Presentations that are evaluated using the district-wide rubric.
- Interdisciplinary assignment with Health classes on “Enduring Issues” in society. Completed by 10th grade students.

Initiative/ Self Direction

- Student choice is offered in almost all major assignments or projects. This includes, choice of research paper topics in grades 9-12.
- Global 9 Honors program, in its second year, offers students the ability to self-enroll. Assignment options are presented and the students decide whether they would like to participate. This requires students to maintain an A- in both course work and honors assignment work.
- Digital access to course materials like assignments and review documents, are offered to students. While vital materials would be presented in class, there are many other digital tools in place for students to help better prepare themselves regarding content, skills, and assessments.

CRITICAL THINKING AND PROBLEM SOLVING

What are some things you and your department did to promote critical thinking?

- The department participated in the professional development opportunities listed above.
- Lessons and assessments were reviewed and sometimes adapted to facilitate better critical thinking.
- Worked together to create document based resources for students to develop their skills in recognizing “enduring issues”. These are issues that the students themselves need to generate out of the provided documents or materials.

- Recurring current events assignments require students to reflect on issues using course reasoning skills and themes. Skills include argument development and analysis of causation, comparison, and change and continuity over time.
- Analyzing documents to determine point of view, purpose, occasion, and intended audience, and what those things have to do with a broader claim or argument.
- Continued to implement LATIC themed lessons.
- Performance based assessments have been used this year. For example, 11th grade Progressive Era project and APUSH Capstone Civics project.
- Capitalism vs Social Democracy Research Project in Senior Economics & Civics.

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

- 11th grade courses are finished.
- AP Macroeconomics, Economics, Participation in Government, 9th & 10th grade Global Regents have been reviewed, edited, and organized but are still in progress.
- AP World and AP Comparative Government are in progress however the curriculum is changing next year. College Board has not yet identified all of those changes and will release necessary materials in both May and August of 2019.

FUTURE PLANS

What are your goals for 2019-2020?

- We will continue to work on mapping our courses, specifically the AP courses with new curriculum and the department electives.
- We will continue to learn about the new 9th grade “enduring issues” standards. With the release of the first state exam in June 2019, we will be able to adjust our curriculum and unit assessments better. Additionally, with the release of the first formal scoring guides and student anchor papers, we hope to strengthen our common understanding of evaluating student work based on the new standards.
- The department will participate in the district-wide Tri States initiative.
- We will continue to develop critical thinking skills in our students.

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CHHS	Department: Support Services	Coordinator: Stephen Palencsar
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? <u>Critical Thinking and Problem Solving:</u> Attended COHORT workshops to gain insight into what critical Thinking and Problem-Solving looks like in the classroom. In the resource room setting, we try to foster this skill in terms of time management, prioritization, and making good decisions. <u>Initiative/Self Direction:</u> This is a large part of the work that we do with our students. As they come to understand their abilities and disabilities, they begin to know themselves better as learners. As their confidence grows, they are better able to communicate their needs and are more willing to take an academic risk. We ask our resource room students to manage academic calendars and set targets for themselves while working on assignments or assessment preparation. <u>Communication/Collaboration:</u> Our department is consistently communicating and collaborating with our students' content area teachers to track student progress, ensure that students are working to their potential, and make any modifications that may be necessary for students to achieve success. We also encourage our students to communicate with their teachers and advocate for themselves as they work toward becoming more independent learners. In resource room, students will often work collaboratively to study for tests and quizzes and will often share study strategies with their peers. In RISE, we've worked with County Agencies on Guardianship and ETP (Employee Training Program) Applications. These agencies work collaboratively with our families and school, while preparing our students for the future. This will ease the transition from school to post-secondary opportunities. <u>Flexibility/Adaptability:</u> Our students are also learning this skill. We live in a world of growth mindset. Being able to be flexible and adapt to situations, and setbacks, is critical. In the resource room, we have guided discussions with students asking them to reflect on their academic successes and setbacks. Students use this information to adapt and revise their strategies as they move forward. Our FLEX support program has provided students with a safe place to vent frustrations, share their feelings, and complete work in an environment that suits their needs. <u>Empathy:</u> In both resource room and CTS classes, special education teachers work to create an environment that is respectful of students' various learning differences and individual needs. We also make every effort to be mindful of our students' individual feelings about their needs, modifications, and accommodations. By modeling this behavior, we are also able to foster empathy in our students.		

Creativity/Innovation:

In the RISE Program, the students had opportunities to go out to the community more and for longer periods of time. We were able to embed more time into their schedule and had strong community interest. With the help of classroom support and a Job Coach, we were able to develop our job training program and continue to build off of it. The students complete weekly journal entries and on-site evaluations, which we use for reflection and data collection.

We also have students that go to the Tech Center to take CTE courses and correlate them with our Vocational Class. Students take various classes based on interests and work on independence and self-advocating skills needed for post-secondary employment.

CRITICAL THINKING AND PROBLEM SOLVING**What are some things you and your department did to promote critical thinking?**

CTSD/I services allows us to foster and support critical thinking in the classroom, with scaffolding and modifications; as opposed to working solely in the Resource Room where our work is driven by students' IEP goals.

Members of our department attended the Critical Thinking and Problem-Solving COHORT workshops scheduled throughout the school year.

CURRICULUM MAPPING**What work was accomplished on curriculum mapping?**

We collaborated with content teachers and provided assistance in developing scaffolding, accommodations, and modifications as per student needs.

Continued development and implementation of CDOS Standards for students in RISE Program.
We worked in collaboration with the MATH department to identify student needs for current and future CHHS students and advocated for a course that is modified to meet students at their levels.

FUTURE PLANS**What are your goals for 2019-2020?**

Continued vocational opportunities for our students within the community.
Establish a more active role or even a small committee to discuss the transition needs of students as they enter CHHS and move through grade levels.

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CHHS	Department: World Languages	Coordinator: Susan Bree
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? The National (ACTFL) standards of World Language learning (the "5 C's": Communication, Cultures, Connections, Comparisons, Communities) can be tied to many aspects of the Profile of a Croton-Harmon Graduate. Most obviously, almost all work done in all levels of learning are oriented towards developing the skills of effective communication and collaboration in the target language. In developing the skills necessary to move from Novice level (level 1) courses up into Intermediate (levels 2 and 3) and pre-advanced (levels 4, 5 and AP), students must demonstrate an ability to "create with language", that is to say use the target language to communicate on familiar topics without relying on memorized formulas or phrases. Productive skills (writing and speaking) as well as interpretive skills (reading and listening) are addressed through a variety of projects and tasks that allow students a wide scope to practice their creativity and, at times, to explore their particular interests within the context of the target language. Critical thinking is used as students practice their interpretive skills (students understand, interpret, and analyze what is heard, read, or viewed) and as they practice their interpersonal skills (students interact and negotiate meaning in spoken and written exchanges); when they make comparisons (students investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own); and when they make connections (students evaluate information and diverse perspectives that are available through the target language and its cultures). Through the study of culture and by working with each other--but most notably when interacting with students from other countries (in the context of our exchange and travel programs)-- students develop flexibility, adaptability and empathy. They have to adapt their own personal schedules around and be flexible and empathetic in accommodating the needs, the problems and the wishes of students who stay with them during exchange programs. These skills are also developed as students research and learn about practices and events that occur in other cultures and other countries, but they are most immediately felt when students have actual contact with people from the target cultures.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? During curriculum meetings, both building and cross-building, we had conversations about what critical thinking looks like in the World Language classroom, and discussed how the different dimensions and levels of the district critical thinking rubric apply to the work students do in language learning. Several members of the department attended the Critical Thinking and Problem Solving Cohorts throughout this academic year. With Angela Laylor and John Griffiths, attendees discussed what critical thinking and problem solving looks like in the classroom and developed activities and assessments to practice and measure students' critical thinking and problem solving skills.		

The Critical Thinking LCI cohort was helpful in modeling different ways critical thinking can be fostered in students, and the role that conversation between students plays in the process. As a result, teachers were encouraged to create activities that allowed students to practice ways of articulating their thinking process, comparing, evaluating, and selecting different pieces of evidence, and giving feedback or peer editing work. Some examples of activities done in language classrooms (some as a result of these workshops) include

1. Students practice the skill of working out the meaning of unfamiliar words in context using different techniques that have been taught
2. Students compare actual answers given to reading test questions (vocabulary in context as discussed above) and discuss why some answers are better than others
3. Students use a rubric to assess and compare 4 pieces of writing (find evidence in each text to justify rating it at a given level)
4. Students evaluate a short writing sample based on criteria given in a writing rubric, and discuss ways of improving it
5. Students practice circumlocution exercises, in which they have to describe an object for a partner without naming the object
6. Students explicitly practice incorporating transitional formulas they are learning into spontaneous conversations to practice more clearly articulating their thinking

Department members have noted that work done in the World Language classroom and for World Language assessments (up to and including AP level work) rarely, if ever, gives students opportunities to rise to the “excelling” level of the critical thinking rubric. This issue was raised and discussed with Angela Laylor during the cohort sessions. In language learning up to the pre-advanced level of proficiency, at least in terms of critical thinking, the demands are on solving an immediate problem or identifying relevant evidence, rather than on providing a unique or original solution to a problem, identifying bias or showing a deep understanding of different points of view. The skills associated with the “excelling” level of critical thinking as outlined on our rubrics tend to be demonstrated ***in the target language*** at a superior or higher level of language proficiency.

At our final Cross-Building meeting, teachers began to discuss the kinds of evidence we plan to present at next year’s Tri-State Visit which will be centred around Critical Thinking. We briefly reviewed the 8 indicators and discussed the kinds of evidence that might be put into each bin.

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

World Languages standards for NYS are about to undergo a revision process: as a result, we did not spend much time looking at our standards and attempting to identify priority standards.

1. We moved information contained in obsolete boxes (topical essential questions, student engagement, differentiation, etc.) over to the lesson planning tab, as requested.
2. We compared maps written by different groups of teachers to see how different teachers had entered information into the rubicon forms.
3. We had a conversation about how “aligned” to be in terms of vocabulary used to refer to different themes studied (leisure vs pastimes; school vs education, etc.) and use of the target language for unit titles, etc. This may be most important in terms of making the maps more “searchable”. (We need to

inform ourselves RE how the search function works, to make searching more efficient by using equivalent terminology in the most important search areas).

4. We have decided that couching Enduring Understandings as Essential Questions will better promote critical thinking in students (i.e. a statement tells students what they will be learning, whereas an essential question requires the student to come to their own conclusions). We would like to use the ACTFL “Can Do Statements” to begin to revise our original Essential Questions, which are too broad to be very useful in the context of these maps.
5. Individual department members have continued revising specific maps, as time permits.

FUTURE PLANS

What are your goals for 2019-2020?

The department will continue its work with updating maps, and participate in the district-wide Tri-State visit on Critical Thinking.

The second half of the La Rochelle exchange is tentatively scheduled for Spring, 2020, and a pilot Spanish exchange is being tentatively planned for February/April of 2020.

We have continued (and will continue) to tweak the NYS Seal of Biliteracy process. This year we requested that students who earned the Seal be honored at the senior awards night and ordered a medal to be awarded. We also created a draft release form for students/parents to sign, since student work that is put into digital portfolios may include identifying information (photos, videos, voice recordings).

We piloted a few “Language week” activities this year, with the goal of trying to expand this further next year: “identify the language” (14 languages heard this year), Kahoot culture trivia quizzes, a few students tried to speak only their target language all day.

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: All Buildings	Department: ART	Coordinator: Wendy Armstrong
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? ● District Art Show is an amazing example of the POG (Portrait of a Graduate) ideals. ○ Students choose which piece(s) they are most proud of, most successful, most innovative, etc. to put in the show. ○ Helpers-Using our students to curate the District Art Show ■ 7th grade helpers utilized as curators for CET and PVC display ■ CHHS uses high school art students as curators and display ● AP Art Show ○ Student curated ● New lessons-K-12 ○ Help to grow our curriculum ○ Share with team ■ To make sure there is no overlap K-12 ■ To get feedback from colleagues ● Art is a hands-on experience that allows students to be independent and reflective thinkers in an inclusive, diverse environment guided by lessons that engage and encourage creative problem-solving and risk taking. This is established through active engagement in the processes that constitute creation and performance in the arts. ● Students maintain, distribute, collect, and organize art materials and artwork ● Theme based projects use interdisciplinary and or Art curriculum and or NYS Art Standards as inspiration ● Choice in use of tools & materials in order for the students to challenge themselves and become more independent thinkers, problem solvers and creative risk-takers ● Students view artwork from their peers and discuss that artwork within a positive critique atmosphere to clarify directions with a project or to enhance the skills and concepts ● Students learn from each other on how to communicate effectively regarding the artistic choices of that student artist and offer any insightful comments using the Art vocabulary specific to that project. ● Using common vocabulary of the Elements of Art and Principles of Design K-12 ● Transparency with rubrics and assessments via Google Classroom and Rubicon Atlas ● Portfolio assessment ● Display of art in community ● Integrating new 2017 National Visual Arts Standards ● In the sequence of art courses Studio Art, Drawing & Painting, Advanced Drawing & Painting, Advanced Placement-Drawing and 2-D Design, students increasingly develop an independence of subject matter as well as material used to create their art in order to develop a portfolio of artwork. In following the full sequence, students may use this portfolio to apply to art school and pursue art professions ● Advanced classes use a 6 step process for most projects (i.e. "creative visual challenges") in which they brainstorm and thumbnail their ideas, find visual research to inspire their choices, create the artwork,		

present their projects and critique their classmates both online and in class, and finally, make adjustments to their projects based on feedback
CRITICAL THINKING AND PROBLEM SOLVING
What are some things you and your department did to promote critical thinking? • Innovation, creativity and adaptability are a natural part of art curriculum • Began creating grade-level assessments that reflect critical thinking, metacognition and presentation rubrics ◦ Using district definitions and rubric language ▪ We will continue this next year • Art Department uses open-ended problems with room for flexible outcomes • Created project and problem based lessons/LATIC • Students use digital media to create varied imagery • Process-oriented guided-learning • Students self-reflect on rubrics and teacher and student feedback • Students reflect to “find the right tool for the job” • Rubrics used that increase student understanding of learning outcomes • Using specific, immediate, actionable and thoughtful feedback • Worked on new curriculum for the 8th grade Arts and Engineering class • Expand the art curriculum to include the new Stage Crew and Set Design Class
CURRICULUM MAPPING
What work was accomplished on curriculum mapping? • We are each at our own level of completeness with the district mapping goals. • New “New York State Learning Standards for the Arts” ◦ Everyone has either updated or is in the process of updating to the new “New York State Learning Standards for the Arts” ■ The NYS Visual Arts Standards have recently changed and we continue to familiarize ourselves with the new criteria. • New to the Standards is the Media Arts component that we are absorbing into our curricula
FUTURE PLANS
What are your goals for 2019-2020? • Become more familiar with the new New York State Learning Standards for the Arts • Continue Atlas Mapping- district goals ◦ Continue to revise and collect assessments and rubrics • Future plans are to consider the utilization of guest artists to demonstrate and share their work with us as well as our students so that we can increase our own knowledge and increase student knowledge of working artists

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CHHS/CET/PVC	Department: Music	Coordinator: Jazz Zantay
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? Throughout the year the music department as a whole has promoted collaboration, especially within the performing arts and general music classroom. Students are continually asked essential questions that push them to think beyond the notes and rhythms on the page and towards the "bigger picture" in order to gain deeper knowledge and context about music. For example, students must learn how their musical part fits into the role of the entire ensemble. This requires not only collaboration, but non-verbal communication through the leading of audible breaths, head nodding, or volume changes in their performance. The other students then feed off of these non-verbal cues as a whole group, ultimately many becoming one. This only occurs when the students trust one another. They have also shown flexibility when more is asked of a particular member of the group. In the general music classroom, these same characteristics are being developed. Students show empathy for one another when they see a student struggling on learning a dance move to the school show at CET, or relying on one another to help each other when learning a new program like GarageBand on the computer. Of course, in the field of music creativity is exemplified on a daily basis while learning to develop expression and artistry in singing, instrumental playing, or even a second grader's portrayal of a character from the famous classical work, <i>Peter and the Wolf</i>, by Sergei Prokofiev. Many events that are held throughout the year help to strengthen these qualities of the Profile of the Graduate. For example, students showed communication/collaboration as well as initiative/self direction skills when they played after school for the "senior" prom. In addition, this year was the first year that the pep band was "reborn" after being inactive for many years. Many students were nervous about joining and dealing with the unexpected. The students showed initiative to invigorate the program and have a presence in the high school. The unknown of the situation also required the students to have the adaptability possibly to fail and work through difficult situations.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? Self-assessment is a necessary element when performing an instrument. Students must think critically about how they are producing a sound, if they are playing the right notes/rhythms, if they are balancing/blending with others, etc. Students must learn to reflect on the music or their performance without the teacher prompting them. In music the teacher becomes the facilitator when asking essential questions to help guide their higher level learning. During band rehearsals students must overcome what Angela Lalor describes as "the productive struggle." Whether in an instrumental group or a general classroom, students must switch from thinking about music in a passive sense, to joining the conversation in a more active and assertive role. Besides problem solving and interpreting, students must act as observers too. This can happen by watching other people perform, or giving constructive criticism to other group members in order to further the groups' direction. When it comes to music, many students do not realize that they must do multiple activities at once including: reading, breath control and support, working with facial muscles or tactile skills and many more. While this is all happening, students are also expected to create music on a higher level by considering the composer's intent. In the case of Choral music, critical thinking is inherent in preparing a piece for performance. They must first look at their octavo, view it as a map made up of various symbols and "lanes" where 3 or more parts are moving simultaneously and discern which ones are Soprano, Alto, Tenor and Bass. They then must attempt to sight		

sing the notes, pair them with the lyrics which might be in English, Spanish, Latin etc. We then have to determine what the quality of tone should be. Should it be a gospel sort of chest voice tone or a light forward head voice tone for classical? Is vibrato appropriate? Then we listen for blending of voices to make a unified whole.

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

Outdated standards were aligned to the 2017 Arts Standards. Entries from previous employees were eliminated and new standards, texts, and assignments were added. A streamlined version of our band and string program was aligned. The music department is continuing to update the programs across the district.

FUTURE PLANS

What are your goals for 2019-2020?

Offer before and after school lessons at CET in order to have smaller and more individualized lessons for all types of learners.

The High School Band/Jazz Band will focus on fundraising and having a successful trip to Walt Disney World. They will be working towards performing at the highest level possible.

The high school's goal is to compile a library of level-appropriate chamber music for students who would like to perform at events for the school as well as community.

The Music Department is hoping to have a Fall Musical rather than Spring for the next year.

******The music department would like to continue the work that is done each year in serving our community with the gift of music. This year there were many accomplishments in performances through the Tri-M Music Honor Society, the start of a Pep Band program, PVC/CHHS students performing at the "senior prom." In addition, we had a fair amount of students participating in NYSSMA including piano students. The PVC string program also performed on a nursing home "tour" to three different homes in the area.

The CET chorus performed at the Westchester Winter Wonderland and for the NY Liberty Basketball game.

CET students continued their study of different cultures by researching and presenting grade level performances from around the world. The music department continues to promote cultural awareness in the study of different genres of music around the world.

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: CHUFSD	Department: Health, PE, Home & Careers & Media	Coordinator: Kerri Tracy
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? As a department we have been working towards the district's initiative of focusing on <i>critical thinking</i>. While doing that we make sure to include the other skills of the profile of a graduate. As a K-12 department we have been looking into ways we can incorporate more mindfulness and social-emotional skills into our curriculum. We begin every department meeting with someone sharing an effective mindfulness activity. We also have members of the department dedicating time to incorporating YALE Ruler and DBT STEPS-A curriculum not only into our own department but for the entire district. Members of the department presented at faculty meetings to highlight these skills and help other departments include them in their content areas. Across our department there is a tremendous amount of collaboration taking place that is also helping to further the work of the PoG (Profile of the Graduate). In PVC our Health and PE teachers are collaborating on multiple projects that focus on overall wellness. These lessons require students to develop their <i>creativity, collaboration and empathy skills</i>. In our PVC Health program some examples of PoG in their coursework are their communicable diseases project where they examine what it would be like to live with the disease therefore working on their <i>empathy</i> skills. A collaborative project between Health and PE focuses on self-direction in their Walk Across America project. In Media and Communications students focus on <i>creativity & innovation</i> in their sixth grade animation project on digital citizenship. In seventh grade they focus on <i>communication & collaboration</i> with their PSA video production project to raise awareness about media's influence on culture. In eighth grade they focus on <i>empathy</i> in their cyber crime court case projects. In Family & Consumer Science, Ms. Fontana showed her students the video of Dr. O'Connell explaining the Profile of a Graduate and had a rich discussion and lesson on what it means to be a learner. Down at CET our PE teachers continue to develop lessons that challenge students in ways that continue to develop these skills, from their Drumming for Fitness unit to their Adventure Education. Throughout their curriculum they use student assessments as a way to provide feedback and also develop their <i>empathy</i> skills. They teach them how to provide constructive feedback and how to use the feedback to develop or correct their skills. At CHHS this year our biggest achievement has been beginning to use the DBT STEPS-A curriculum. In that course students learn four modules: mindfulness, distress tolerance, emotion regulation and interpersonal effectiveness. All of these skills directly correlate to the PoG, especially <i>communication, flexibility/adaptability, empathy and self-direction</i>. We are excited for the new PASS course next year that will provide incoming freshmen with the social-emotional and academic skills needed to be successful not only in high school, but in life.		

CRITICAL THINKING AND PROBLEM SOLVING

What are some things you and your department did to promote critical thinking?

1. Angela Lalor Critical Thinking Workshops:

- a. Johanna, Jocelyn and Kerri attended the workshops.
- b. We discussed the Rigor/Relevance Framework and how it is helpful when creating or refining lessons, projects, units, etc.
 - i. Johanna shared how she uses it. She also shared how the list of skills, strategies & dispositions were helpful in creating a rubric for a new project she is currently doing.
- c. We discussed grading practices and what a letter grade signifies. We also discussed the importance of students self-assessing and reflecting on their work.
 - i. As a department we discussed the importance of “productive struggle” and providing opportunities for our students to do this. We also talked about how things like cell phones produce instant gratification so the more we can counter that, the better.

2. CET PE

- a. Drumming for fitness - uses the LATIC model, students create their own routine
- b. Outdoor Education/Project Adventure - students work individually, in small groups or large groups to solve tasks
- c. Almost all of our units have some type of critical thinking (for example: parachute - we place gator balls and other items on the parachute and have them find a way as an entire class to get the balls off. We individually pick students to become leaders of the group and attempt their strategy).

3. PVC PE

- a. Orienteering unit - students will problem solve, read maps, use a compass, make calculations & estimates. It combines all of this with cooperation & fitness. Concluding activity will be using a map of school grounds to complete the challenge.

4. PVC Health

- a. Where do you stand? Students make a speech to the class where they need a claim, evidence, a decision and reflection of a common risk behavior (examples: skipping meals, vaping, etc.)

5. PVC Media and Communications

- a. 8th grade Cyber Crime Court Cases - research project, students pick a side, analyze what happened, put together a strategy, ½ of the classes’ role is to act out one of the trials with the other ½ as the jury; then the “jury” students act out their trial with the other ½ of the class acting as their jury. We do several rounds, using real court cases: a cyber harassment case; a sexting case; a privacy lawsuit; and a piracy lawsuit.

6. PVC HACS/FACS

- a. Tower Garden - collaborative project with 8th grade science teacher, students look at the plant life cycle, growth, identification, nutrition, harvesting & cooking.

7. CHHS PE

- a. Biomechanics Unit - The students explore force & momentum while using the Fitness/Weight Room (“push/pull” exercises including, but not limited to, body weight activities and barbell and dumbbell)
- b. Fitness-Based Pathway/Program - Students design a personalized fitness program based on their individual goals and needs and adhere to this in class

8. CHHS Health

- a. Critical Consumer Unit - Students explore the opioid, marijuana, vaping and food industry marketing practices. They conclude by watching the documentary Food Inc and looking for

Enduring Issues from their Global Studies Course. They prepare a 3 page paper looking at the enduring issue, its origin and where it is today. Students then discuss their findings in a Socratic seminar.

CURRICULUM MAPPING

What work was accomplished on curriculum mapping?

As a department we first made a plan for how we would work on our curriculum mapping to streamline them. We began by working on our “Standards & Skills” and are now focusing on “Enduring Understandings & Content.” Our plan is to be completed with this by the end of the year.

For mapping we had some meetings where we met K-12 and others where we met in our respective buildings. These meetings allowed for rich conversation and further alignment of our curriculum. For example, in Health, we staggered out our guest speakers so they are not too repetitive for the students and they receive their presentations at key points in their developmental process. In PE, teachers were all using the New York State Physical Education Guidance Document to align their curriculum K-12. Also, new for this year, the high school PE department began and will continue to implement and map the new sports-based and fitness-based pathways.

FUTURE PLANS

What are your goals for 2019-2020?

As a department we would like to continue aligning our maps and developing our curriculum(s). We also would like to showcase our talents & skills more (both teachers & students). We did that this year with our Staff Wellness Day for the last Superintendent’s Conference Day. We would like to continue doing more of this and branching out to the students and involving the students. Jessica Butts, Robin Woolley and Kerri Tracy are also continuing the Parent Sex Ed Workshop the end of May and plan on continuing that next year as well. Over the past few years our department has really taken on and is leading the way on topics related to relationship management, consent and sexual violence. Our hope is to implement self-defense into the high school PE course choices for the 2020-2021 school year and will begin pursuing that in the fall of this upcoming school year. This year Martin McDonald came into Kerri Tracy’s PE9 classes and did an introduction to self-defense lesson with her students. We received amazing feedback from the students and how they would like more in the future. We would like to consider a high school PE elective for self-defense.

We would also like to continue our passion for professional development. This year, not only did we have multiple staff members attend state and local workshops but four of our department members presented at state conferences and regional workshops. Suzanne Leslie presented Drumming for Fitness at the NYSAHPERD Conference and SWBOCES workshop. Jessica Butts presented Health Heroes Part 1 at SWBOCES and NYSAHPERD and Health Heroes Part 2 at SWBOCES. Jocelyn Fontana presented her Tower Garden Unit with Amanda Birdsall at the NYSAFCSE Conference. Johanna Mustacchi received The Leadership Award from GLSEN Hudson Valley and shared in her speech about the need to support LGBTQ youth in our schools. She also received the Media Literacy Educator Certification from PBS earlier this month.

We are very proud to have members who are leading the way not only for CHUFSD but throughout the state as well. Thanks to the leadership of these three teachers, more teachers from the department have signed up to present at these workshops next year.

Croton-Harmon Union Free School District
Curriculum Coordinator 2019 Year End Report

Building: District-Level	Department: Special Education	Coordinator: Nancy Horan
CROTON-HARMON PROFILE OF THE GRADUATE		
How did your team's efforts further the work of the Croton-Harmon Profile of the Graduate? Critical Thinking/Problem Solving & Creativity/Innovation: : During Committee on Special Education meetings, the team members work together to plan how best to address a student's unique learning and social-emotional needs. When supports put in place are no longer effective, the team members often have to think outside of the box to develop alternative strategies. Initiative/ Self Direction: At the high school level, students are strongly encouraged to have a voice in the development of their Individualized Educational Programs (IEPs). Before Committee on Special Education annual review meetings students often conference with their teachers and related service providers to discuss progress towards goals, effectiveness of programs and accommodations, and plans for the future. Student input is invaluable and provides an essential perspective of student's strengths, weaknesses, and needs. Communication/Collaboration: The Committee on Special Education maintains ongoing and frequent communication with staff in out of district placements as well as with other relevant community agencies, such as: the Westchester County Department of Mental Health, Westchester Institute for Human Development, and Adult Career and Continuing Education Education Services-Vocational Rehabilitation (ACCESS-VR). These agencies work collaboratively with the school and family to help prepare students for the future. Flexibility/Adaptability: When working with team members from out of district placements such as therapeutic and residential schools, it is crucial that all stakeholders can adapt to situations and behaviors that are constantly changing. In therapeutic programs, students are encouraged to discuss situations and experiences openly and work with staff members and other peers to learn how to cope and adjust to changes in their environment and routines. Empathy: Members of the Committee on Special Education are respectful and understanding of student's learning differences and unique needs. Supports capitalize on students' strengths. When meeting collectively as a group, the goal is to make the students and families feel like the team will do everything they can to create a safe, supportive, and successful environment for the student.		
CRITICAL THINKING AND PROBLEM SOLVING		
What are some things you and your department did to promote critical thinking? In CSE meetings with providers from out of district placements, we collaboratively discuss and propose appropriate goals, programs, supplementary aids and classroom modifications and accommodations. These allow students to receive additional support without having to be pulled out for special education services. We utilize supports from outside organizations and agencies to respond to various student needs.		
CURRICULUM MAPPING		

What work was accomplished on curriculum mapping?

N/A

FUTURE PLANS

What are your goals for 2019-2020?

To continue to engage in collaborative, proactive communication between staff from out of district placements as well as with parents, teachers, related service providers, and outside agencies.



Croton-Harmon

Union Free School District

Co-Curricular Activity Reports

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CET	Name of Club: Broadway Kids	Advisor: Marlena Horton Paul Conners Kaleena Garcia
Frequency and Duration of Meetings: Throughout the entire year, culminating with a performance on 5/11/19		# of participants: All 4th grade students
1. Description/Purpose/Goal of This Club: Broadway Kids was designed to teach the students all the facets that go into putting together a show. Each class learns two songs from a Broadway show that they sing and dance to. The students create a stage flat in Art class, create choreography, and determine their props and costumes. The students also learned an opening and closing number to perform as a large group.		
2. Bullet point list of achievements, highlights, events & activities. ● Worked as a team to create a performance ● Performed in a small group as a class and a large group as a grade ● Worked with professional musicians ● Created a stage flat ● Created choreography ● Designed a costume ● Participated in two after school rehearsals ● Performed for the school ● Performed for their families Thanks to a grant from our PTA, the students are able to perform with professional musicians and have some costume pieces purchased for them, to create a more authentic Broadway experience.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CET	Name of Club: 4th Grade Chorus	Advisor: Marlena Peters
Frequency and Duration of Meetings: Every Tuesday: 7:40-8:10 am		# of participants: 49
1. Description/Purpose/Goal of This Club: Rehearsal and performances of Choral literature. Learning how to sing in an ensemble.		
2. Bullet point list of achievements, highlights, events & activities. • Read choral music • Worked as a team • Built an Ensemble • Performed in two concerts-one in the winter, one in the spring(2 school concerts, 2 for parents, 1 evening) • Performed the National Anthem for the NY Liberty Basketball Game • Performed at Westchester Winter Wonderland • Caroled at the holiday time as students got off the buses The 4th grade chorus members have learned how to sing in tune, blending their voices with the other members. They have learned to read choral music, sing in two-part harmony while singing in the soprano and alto voicing. We have worked on concert etiquette from what to wear, how to stand and appropriate behavior. They learned about working in a large ensemble to produce a product we are all proud of.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CET	Name of Club: Hands on Equations	Advisor: Debbie Liebert
Frequency and Duration of Meetings: 20 weeks every Friday morning 7:30-8:00 am		# of participants: 30-40
1. Description/Purpose/Goal of This Club: This class was open to all second graders who wanted math enrichment.		
2. Bullet point list of achievements, highlights, events & activities. ● This was an engaging method to learn basic algebra. It is a whole-brain “hands on” approach to algebraic equations and word problems. ● The first class began with explaining the definition of Algebra and how letters and other general symbols are used to represent numbers in equations. Each student had his or her own balance scale, pawns and worksheet to follow along. We then started with lesson one which I took directly from the Hands on Equation workbook. ● I used the Smartboard to teach the lesson and we did each problem together. The students really enjoyed this class and were always engaged. Towards the end of the program several students were working on their own solving higher-level algebra equations. Hands-On Equations is a supplementary program that can be used with any math curriculum to provide students with a concrete foundation for algebra.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CET	Name of Club: Early Morning Math aka. EM ²	Advisor(s): Linda Reich
Frequency and Duration of Meetings: Thursday mornings for 20 weeks		Number of Students in Core Group: 30-35
1. Description/Purpose/Goal of This Club: Third Grade Mathematicians, who wanted more time enjoying math work, joined the EM ² class. Some students participated to work on topics that were not part of the regular Grade Three Curriculum; some students participated to polish up on their skills; some students participated simply because they love Math.		
2. Bullet point list of achievements, highlights, events & activities. • Study of Roman Numerals • Egyptian Numeral System • Mayan Numeral System • Place Value in the Base 10 System • Place Value in Base 20 • Exponents and powers • Multiplication skills • Enjoyed an app called “Mayan Math” • Students created books illustrating and describing the ancient numeral systems • Created a numeral system of their own		
Comments: The enthusiasm and dedication that were exhibited by the EM ² mathematicians was motivating and created a truly positive experience for the instructor and participants alike.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CET	Name of Club: Math Olympiad (4th grade only)	Advisor: Patricia Lynch
Frequency and Duration of Meetings: Every Wednesday morning from October to March 40 minute sessions		# of participants: 18
1. Description/Purpose/Goal of This Club: This program is linked to a national ranking system called MOEMS. Every 4th meeting is a 'challenge' (test day). I score the tests and upload the results to the national website. Awards and rankings are given each year.		
2. Bullet point list of achievements, highlights, events & activities. ● To stimulate enthusiasm and a love for Mathematics ● To introduce important Mathematical concepts ● To teach major strategies for problem solving ● To develop Mathematical flexibility in solving problems ● To strengthen Mathematical intuition ● To foster Mathematical creativity and ingenuity ● To provide for the satisfaction, joy, and thrill of meeting challenges		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CET	Name of Club: CET Memory Book	Advisor: Kara Shilling Jean Flandreau
Frequency and Duration of Meetings: Various, as needed (see comments below)		# of participants: N/A (see comments below)
1. Description/Purpose/Goal of This Club: The reason of this club is to create the annual CET Memory Book. Our goal is to capture, collect and portray as many CET memories as possible in the 2018-2019 book.		
2. Bullet point list of achievements, highlights, events & activities. We were able to include the following events and activities in the 2018-2019 Memory Book: ● All grade level performances ● 2nd grade Biography Day ● Halloween Parade ● Thanksgiving celebrations ● Individual staff pictures ● Winter Concert ● Holiday Sing-a-long ● Candy House Making ● Colonial Fair ● Pillow Making ● Broadway Kids ● 100th Day of School ● School Spirit Days ● All class and individual portraits and names ● Special areas		
Comments: While we did not have scheduled meetings, we met as needed throughout the year to discuss any issues and to ensure that all ads placed by parents were represented in the Memory Book. Students are not included in any meetings. Students were randomly photographed at CET events and performances. The 4th graders submitted cover designs. Six designs were chosen again this year: a front cover, a back cover and four additional designs highlighted on the first page of the book.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Art Club Sessions 1 and 2	Advisor: Maria (D'Amato) Ault
Frequency and Duration of Meetings: 12 Tuesdays per session, 3:00-4:00		# of participants: Session 1: 11 students (core) Session 2: 9 students (core) 21 total members
1. Description/Purpose/Goal of This Club: The Art Club provides students with an extracurricular opportunity to learn about and create art. Since some students only have art for a trimester, it gives them additional time in the art room in a small group setting. I plan projects based on student input, using a variety of techniques, skills, and materials. I also try to accommodate students who prefer to work with specific media. Each student works at his/her own pace and is able to bring home projects to share with friends and family.		
2. Bullet point list of achievements, highlights, events & activities. ● Drawing ● Painting ● Hand drawing project ● PVC Planner Contest ● Friendship Bracelets ● Watercolor ● Punny Valentines ● Giant Snowflakes ● Paper Mache Animals ● Decorations for the "Senior Prom"		

**Croton-Harmon Union Free School District
Co-Curricular Year End Report Form**

Building: PVC	Name of Club: Chess Club	Advisor(s): Matt Zinman
Frequency and Duration of Meetings: Weekly: every Tuesday from 3-4pm		Number of Students in Core Group: 15
1. Description/Purpose/Goal: Students meet once a week to solve chess problems and play games of chess. Students have an opportunity to learn the basics of the game through simple strategies. Chess problems also challenge them, forcing them to think of multi-step solutions. In a version of chess, known as "Anti-Chess" or "Loser's Chess," the goal of the player is to be the first to lose all their pieces. This requires a different way of looking at the chessboard and improving overall skills. Students also play larger, 4-player games known as "Bug House Chess." Here, children are able to develop other strategies and skills. Other variations of the game, such as "Opposite End" and "Genesis" Chess help the students think about the game from a different perspective. Finally, students across grades 5-8 have the chance to interact with one another in an authentic forum.		
2. Bulletin point list of achievements, highlights, events & activities: - Students meet weekly for chess club. This year showed a lot of support from the 5th and 6th grade class. Understandably, students in the upper grades are often involved in other after-school activities such as modified sports. However, a few of the 7th and 8th graders did make frequent visits. Again, Peter Barkman made a few visits to the chess club. He was able to conduct a simultaneous game (playing several students at once). I look forward to getting Peter even more involved in the chess club.		
3. Please write a narrative about student learning, skills & experience: - Students gain a great sense of problem-solving strategies. By figuring out chess problems, the children must work through many different possibilities for a solution. - Playing longer games of chess also helps to improve students' level of focus and attention. To maintain focus on one activity builds stamina for other tasks. - Students have been able to express their creativity by exploring different ways to play the game of chess. An 8th grader, along with a group of 6th graders, developed a version called Leap Frog Chess, where pieces make slightly different moves. In playing trial games, they encountered problems and developed rules to deal with any future issues.		
4. Goals for Next Year: Schedule visits from a professional chess teacher to engage more students and improve their skills. Participate in an out-of-school chess tournament to display achievements. As Phil Ranieri and I ran an additional chess tournament, with much success, I hope to run more competitions within the club.		
Comments:		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Coding Club	Advisor: Katie Brennan
Frequency and Duration of Meetings: Wednesdays - 50 minutes		# of participants: 20
1. Description/Purpose/Goal of This Club: Give students the opportunity to create programs using a kid friendly program - scratch		
2. Bullet point list of achievements, highlights, events & activities. ● Students used the Scratch Program created by MIT using Javascript ● Students exposed to html and Javascript ● Every child completed at least one project ● Students shared projects with other students which increased everyone's understanding and encouraged creativity ● Problem solving throughout ● These students tutored students in other classes ● Collaboration and communication at their finest ● Every class involved Think, Create, Reflect and Respect		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Chorus and Select	Advisor: Michael Katzman
Frequency and Duration of Meetings: Tuesday and Thursday during x periods/ Select Chorus meets Thursday from 3-4		# of participants: 150 students
1. Description/Purpose/Goal of This Club: Students learn to sing with good intonation, pitch, harmony and rhythmic accuracy. Students sing several different genres of music with the objective of singing at various performances throughout the year		
2. Bullet point list of achievements, highlights, events & activities. ● PVC 5th-8th choruses performed at both the Winter and Spring Concerts to acclaim. Additionally, they performed at two in-school concerts for the students at PVC ● PVC Select Chorus performed at the same concerts as above with the addition of performances for the community at Vassallo Park for the annual Croton Tree Lighting in December ● PVC Select Chorus will be performing at the Volunteer Recognition evening on June 13th in the CHHS Rotunda		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building:	Name of Club:	Advisor:
CHHS	CACTI	Brett H. Bowden
Frequency and Duration of Meetings:		# of participants:
Tuesdays from September through June; One Saturday monthly		28-30
1. Description/Purpose/Goal of This Club: The first purely academic team/club at Croton-Harmon High School, C.A.C.T.I. (Croton Academic Challenge Team Intelligentsia) is an engaging way to maximize student interest and differentiate instruction/learning utilizing user-friendly technology fully aligned with Common Core and Croton Core standards. Academic Challenge teams compete in a multi-media setting throughout the local region. Our mission/goal is to create an innovative and fun educational setting for ANY student interested in enriching their learning experience at CHHS. All competitive quality academic challenge programs in our County operate not unlike an athletic team might with regard to practice, competition, and funding.		
2. Bullet point list of achievements, highlights, events & activities. • Competed in two separate local leagues: <i>W.A.C.K.O.</i> (Westchester Academic Challenge Knowledge Organization) at White Plains High School AND <i>M.A.C.C.</i> Metropolitan Academic Challenge Competition at Seven Bridges Middle School; • Participated in the prestigious Omar Q. Beckins Tournament at White Plains H.S.; • Continued to recruit several new Freshmen Members while maintaining our seasoned Upperclassmen; • Recruited 9-12 graders at CHHS and 8th Graders at PVC for 2019-2020 team; • Competed in the “<i>Golden Cactus Academic Challenge</i>” tournament (students vs. teachers) – teachers defended their title for the 1st time in the past 6 years; • Presented CACTI Award to Maya Gardos; On another note, I truly enjoy CACTI and am exceedingly proud of its academic, social, and intellectual stature both in Croton and the region - and look forward to advising for years to come.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Homework Club	Advisor(s): Linda Jamison, Christina Carmosino, Amanda Birdsall
Frequency and Duration of Meetings: Monday (Birdsall), Tuesday (Carmosino) and Thursday (Jamison) after school (appx.2:55) until 3:45		Number of Students in Core Group: Varying numbers each meeting
1. Description/Purpose/Goal of This Club: Homework Club provides students with the opportunity to complete their homework with the assistance of both a teacher and technological supports (as needed), that may not otherwise be available to them after the conclusion of the regular school day.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: · Student goal setting · Prioritizing · Organization/Materials management · Completion of assignments, projects and assessments · Access to research database and research support · Access to support from a teacher · Facilitation of AIS support programs (Achieve 3000 and Imagine Math) Students enter Homework Club in the library after dismissal. By this time of year, many of the students who attend have mastered the ability to self-select and prioritize their goals for the session and record them on homework goal sheets. These goal sheets are used to ensure that students utilize their time productively. It also assists teachers in developing an awareness of how students are spending their time. After each session, the information is disseminated to the faculty so that teachers can review it and determine their next steps. At times, teachers may also forward assignments, as well as long term projects, to the advisors so that we can better understand the requirements, background and ultimate goal of the assignment. This really helps the advisors to provide the students with support that is specific to their focus. The initial goal setting also helps students to actively engage in time management as they try to get as much of their homework completed as possible. Students are asked to record the time they enter and exit the session (if they leave early). In some instances, students are required by faculty members to attend Homework Club in order to		

complete late or missing assignments. Homework Club has also been recommended to parents by teachers and guidance counselors, as an additional support for struggling learners.

Homework Club provides a safe, structured and supportive learning environment for students across all grade levels, as well as a great opportunity for students to accomplish their work and develop a sense of independence and pride.

Comments:

Homework Club continues to be a success! We have a core group of “regulars” that attend on given days and we enjoy getting to know them outside of the typical classroom environment. Students on all grades utilize the support and we sincerely hope that the club will continue in the future, as it has become integral to the development of time management, study strategies, organizational techniques and overall increased academic success for many students.

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: InDe Club	Advisor: Katie Brennan
Frequency and Duration of Meetings: Tuesday - 50 minutes		# of participants: 15
1. Description/Purpose/Goal of This Club: Teach students skills that will help create amazing innovators Exposure to different creative outlets Introduce correct tool usage		
2. Bullet point list of achievements, highlights, events & activities. ● Helped set up InDe Lab once it opened ● Many community guest experts ● Students helped each other troubleshoot ● Learned how to use many different tools and computer programs ● Worked cooperatively on long term projects based on interest ● Determined materials that would benefit the entire student body		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: International Club	Advisor: Charlene Sirlin
Frequency and Duration of Meetings: Every Thursday: 7:20am to -7:50 am Or Thursday 3:00 pm to 4:00 pm		# of participants: 15 students 6 on a regular basis
1. Description/Purpose/Goal of This Club: This club encourages students to explore countries and cultures of individual and group interest to share among the club members.		
2. Club members expanded their interests to include a more global perspective. ● Students researched countries and created presentations or posters. ● If students had personal/family artifacts, these were shared with the members. ● Occasionally, the club was able to sample a food or recipe from the country/culture. ● As an Advisor, I shared my personal experiences and artifacts from Morocco, Jordan, and Israel. ● Members discussed similarities and differences observed within cultures and countries. ● Members compared and contrasted why these similarities and differences exist. ● Interests expanded to inquiries about sustainability or Global Goals. ● I introduced students to The Global Goals for Sustainable Development that we look forward to undertaking in September 2019. ● https://www.globalgoals.org/		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: PVC Band	Advisor: Lisa Dwyer
Frequency and Duration of Meetings: Band - Every Tuesday and Thursday for 37 or 42 minutes, during and after school/weekend performances. Jazz Band meets every Tuesday 3-4 PM.		# of participants: 175 total
1. Description/Purpose/Goal of This Club: Band - To rehearse and perform a wide array of Concert Band literature. Jazz Band - To rehearse and perform various styles of music such as swing, latin, rock, etc.		
2. Bullet point list of achievements, highlights, events & activities. • Winter and Spring Concerts (2 days and 2 nights) • Recruitment concert for CET students • Performance at PVC graduation • Preparation/participation on Memorial Day for 5 Corners ceremony (PVC/CHHS) • Planning/prep/rehearsals for Rivertowns Honor Band (collaboration concert with Briarcliff Manor, Ossining and Sleepy Hollow School Districts) • NYSSMA evaluations – help to prepare students for auditions, working at NYSSMA auditions • WCSMA participation at events and adjudication for auditions • General extra-curricular help for students • Students experience small group as well as large ensemble performances. They also experience a sense of community by playing with the high school students. Participation in the band is required for them to audition for the All-County Bands. We had three PVC students make the All-County Bands this year. • In the Jazz Band, students learn how to play as a small ensemble focusing on the genre of Jazz. Rhythms and notes are typically more complicated than found in the Concert Band literature.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Math Club I/Olympiads	Advisor: Eric Schmidt
Frequency and Duration of Meetings: 3-4pm most Mondays September - April		# of participants: 11 students
1. Description/Purpose/Goal of This Club: ● To stimulate enthusiasm and a love for Mathematics ● To introduce important Mathematical concepts ● To teach major strategies for problem solving ● To develop Mathematical flexibility in solving problems ● To strengthen Mathematical intuition ● To foster Mathematical creativity and ingenuity ● To provide for the satisfaction, joy, and thrill of meeting challenges		
2. Bullet point list of achievements, highlights, events & activities. ● We had participants competing in all of the 5 contests throughout the year. ● Many of the students are easily performing at grade level during their normal school day. During Math Olympiads all the students were challenged with problems that tested their abilities and skills. ● We used more math games to understand concepts. We also implemented some computer programming activities, which the students enjoyed. ● It was an opportunity to teach 5th and 6th graders algebraic solutions to complex math problems that were normally solved by them using an arithmetic computation, as opposed to algebraic.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building:	Name of Club:	Advisor:
PVC	Math Club II	Philip Ranieri
Frequency and Duration of Meetings:		# of participants:
Every Monday from 3-4 in room 316. Some Mondays had to be rescheduled during Girls Modified Basketball season.		8-12
1. Description/Purpose/Goal of This Club: • The purpose of the club is to take a holistic approach to finding math in everything, but especially board games, chess, phone apps, card games, card tricks, debate, and marketing. • We have also, in the past, connected this to an escape the room theme and have created such a thing for students, parents, and faculty to participate in. This option is discussed openly in the beginning of the year and the club decides if that is what they want to put their efforts towards. • We do allow a burning question opportunity for students to bring their challenging questions through AMC, SAT prep, or other math and logic questions posted from other assessments or people internationally. We direct our focus on those questions in the process of playing games, etc. • During this time, those who participate that are high schoolers have a priority of being a peer tutor for any students who need math help. Any 5th through 8th grader who either comes from Homework Club or just needs help, gets immediate attention from one of these peer tutors.		
2. Bullet point list of achievements, highlights, events & activities. • This year, compared to many past years, we have seen an increase in students coming for math help, receiving it and found themselves intrigued by what the club offers. This is tempered with some students being hesitant with high schoolers in the room, but as friends and teachers have encouraged it, the attendance of students receiving help has been increasing steadily. • We did not do “Sherlocked In Croton” (escape room) this year but this was an accomplishment that will be revisited from year to year. • A highlight has been an increase in challenge questions which get left on the board for any other student in math class to persevere through and ask more questions. • This year our goal was to find the math in games that could spread to friends, family, and community to foster more interpersonal skills and counteract the massive amount of time spent on video games. This year I had taught the members pinochle		

and euchre through the connection of hearts and spades. I showed them that the same connection they used and applied theories of a simpler game to a harder game is the Big Idea in math where you use old strategies to master new concepts..

- We also hold the Croton-Harmon District Annual Chess Tournament. This will be done at the end of May, as usual, to attract those students who are finishing up with their athletic obligations.

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: PACT (PVC Academic Challenge Team)	Advisor: Brett H. Bowden
Frequency and Duration of Meetings: Bi-Weekly Thursdays from September through June		# of participants: 10-15
1. Description/Purpose/Goal of This Club: One of a few purely academic teams/clubs emerging at PVC (or in the region), P.A.C.T. is an engaging way to maximize student interest and differentiate instruction/learning utilizing user-friendly technology fully aligned with Common Core and Croton Core standards. Academic Challenge teams compete in a multi-media setting throughout the local region. Our mission/goal is to build an innovative and fun educational setting for 7th and 8th grade students interested in enriching their learning experience at PVC. All competitive quality academic challenge programs in our County operate not unlike an athletic team might with regard to practice, competition, and funding.		
2. Bullet point list of achievements, highlights, events & activities. ● In our second year of operation, PACT continues to draw interest across the 7th and 8th grade and community and... perform at a very high level – many years after our inception. ● On a regular basis <u>during the entire school-year</u>, participants learn a great deal about: ○ <i>content</i> (across the full spectrum of academic and cultural disciplines); ○ <i>teamwork</i> (how to get along with others in pursuit of a common goal, how to succeed as an individual within a team framework); ○ <i>respect and sportsmanship</i> (for themselves, their team, and competitors); ○ <i>challenge and adversity</i> (specifically dealing with high expectations, addressing learning gaps, and bouncing back from mistakes); among other things. ● Each meeting, we practice answering academic content questions across disciplines. ● On all occasions, students interact with and learn from their peers – it is the epitome of camaraderie. ● P.A.C.T. does its best to work hard, and attract bright and interesting students to this totally academic co-curricular activity. ● We truly represent the Croton-Harmon Mission Statement: <i>challenging all students... developing skills that enable students to become effective communicators, problem</i>		

solvers, and researchers who are independent learners responsible for their own learning. It's no surprise that we're very proud of our team! And it is a team, open to any interested student in good academic standing.

- Moving forward we look to continued success in recruitment;

On a personal note, I truly enjoy **P.A.C.T.** and am proud of its impressive academic, social, and intellectual legacy here at PVC - and hope to advise for years to come.

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: PRIDE Club	Advisor: Johanna Mustacchi
Frequency and Duration of Meetings: Every Wednesday: 7:15-7:55 am		# of participants: 10-20 students
1. Description/Purpose/Goal of This Club: Description: The PVC PRIDE Club (People Respecting Individuality, Diversity, Equality) is safe space for LGBTQ+ students and their allies - for people of all identities and their supporters to express themselves with no judgment or fear of discrimination. Purpose: The PRIDE Club provides a supportive and confidential environment for students to share their stories, experiences and feelings about either being a part of the LGBTQ+ community, or being an ally of that community. It also provides an opportunity for students to help and guide each other through what can be a confusing and isolated time of their lives. As the PRIDE acronym indicates, this is also a club that promotes diversity and equality through active engagement and outreach. Goal: As stated above, the primary goals of this club are to provide a safe space for our LGBTQ+ identified youth and their allies as well as actively engage in creating a school environment free of discrimination, harassment, and intolerance.		
2. Bullet point list of achievements, highlights, events & activities. • Membership grew to 20 students • Club hosted Ally Week with morning games in the grade level waiting areas that helped students learn about the various spectra, gave all students and staff the opportunity to sign the Ally Pledge, as well as made a video that was displayed on the main lobby screen daily, that included a slide-show explaining Ally Week and other ally related information, as well as talking head interviews with some of the PRIDE Club members • Had a PRIDE Club bake sale fundraiser at a weekend concert given by QUO (The Queer Urban Orchestra) at our high school auditorium. Raised over \$380 to start a • PRIDE Club library of LGBTQ+-themed books, housed in the PRIDE Club headquarters classroom, which now numbers 34 books. Students started borrowing books immediately. • Members painted a new rainbow Pride-themed mural in classroom • Students developed a PRIDE Club confidentiality contract, which all members signed		

- We ran a PRIDE Club workshop on “Difficult Conversations” using a technique learned at last year’s PRIDEWORKS conference called PTARR (Pause, Think, Acknowledge, Reframe, Respond)
- Took 8th grade students to PRIDEWORKS conference in March
- Took part in GLSEN’s National Day of Silence at PVC
- Met with a representative from the WNBA’s New York Liberty basketball team to discuss possible participation in their Pride game on June 28th
- Advisor awarded a GLSEN 2019 Leadership Award and education grant of \$500, which will be donated to the PRIDE Club’s activity fund.

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Quebec Club	Advisor: Sally Barnes
Frequency and Duration of Meetings: once a month for 20 minutes plus Fundraising Activities (30 minutes)		# of participants: 13
1. Description/Purpose/Goal of This Club: The goal of the Quebec Club is to learn and appreciate the language and culture of the beautiful province of Quebec. This is accomplished through a four day/three night trip to Quebec City over Winter Break. Scholarship money is raised through various fundraising events coordinated by club members. All monies are used to defray costs for the trip and applied toward partial student scholarships.		
2. Bullet point list of achievements, highlights, events & activities. ● Bi-monthly Breakfast Bake Sale Fundraisers ● Discussion and exploration of travel to Quebec City including: customs, geography, shopping, currency exchange, food, music, traditions and culture ● Four-day, Three-night guided tour of Quebec City with bilingual guide ● PVC Quebec Trip 2019		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Ski Club	Advisor: Noah Gallagher
Frequency and Duration of Meetings: 2 Day Trips every winter		# of participants: Avg of 33 students per trip
1. Description/Purpose/Goal of This Club: The PVC Ski Club was created to provide students with a safe and supportive environment in which they can learn to ski or snowboard.		
2. Bullet point list of achievements, highlights, events & activities. • The ski club was able to provide several students with a first time opportunity to learn how to ski and snowboard. • Experienced skiers and snowboarders were given the freedom to practice their discipline and navigate the mountain on their own. • Feedback from students on both trips was extremely positive. About ¾ of the students attended both trips. • Both trips included a full roster of interested students. • First time skiers and snowboarders were able to participate in group lessons to help build foundational skills.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Social Action Club	Advisor: Alison Romm
Frequency and Duration of Meetings: Every Monday: 3:10-4:00 pm		# of participants: 7 students
1. Description/Purpose/Goal of This Club: Social Action Club works on projects that help causes in our school, local community and global community. We also raise awareness about important issues.		
2. Bullet point list of achievements, highlights, events & activities. ● UNICEF: Students prepared and distributed Trick-or-Treat boxes to the students of PVC, posted flyers around the school about the collection and made announcements to promote the cause. Then they collected the boxes, counted the monetary donations and made the donation to UNICEF. Students researched UNICEF and learned about the people who would benefit from our donation. They also gained awareness of many current global issues. ● Holiday Cards for Service Members: Students made cards for service members overseas who couldn't come home for the holidays to see their families. ● Winter Clothing Drive: Students posted flyers around the school and made daily announcements to promote the clothing drive. They collected winter clothing for the Sharing Shelf, a Westchester-based clothing bank for children. ● Earth Day Designs: The club designed an earth-friendly design for the town to feature on reusable bags for Earth Day. ● SPCA Donations: Students researched local animal shelters and decided they would like to collect donations for the Briarcliff SPCA. They created posters, presentations and wrote announcements for the drive. The club donated many pet supplies for the animals at the SPCA. ● Summer Volunteering Opportunities: Students researched different opportunities available to students locally. The club spread awareness for summer volunteering opportunities for students through announcements, posters and presentations.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: SPRING MUSICAL	Advisor: Daniel Large/Sally Barnes
Frequency and Duration of Meetings: December-March 3 days a week, 2 hours a day.		# of participants: 70+
1. Description/Purpose/Goal of This Club: Performing in a musical is an experience that young people will remember for the rest of their lives, and it is truly our pleasure to work with your child on this exciting project. We want everyone involved to understand both the benefits and responsibilities that go along with being in a musical, so we have detailed some of the basics here. First off, there are a number of great benefits to being in a musical, including: Active Participation in the Arts: Participating in the arts provides young people with a chance to explore their creativity and imagination in a structured and safe environment. Musical theater is specifically remarkable because it is the only art form that combines all areas of the fine arts: acting, singing, dancing, and visual arts. Improving Literacy Skills: From reading scripts to memorizing lines to learning to tell a story, young people continually improve their literacy skills while rehearsing and performing in a musical. Becoming a Confident Public Speaker: It takes a lot of guts to stand up and sing and dance in front of your family, peers, and what may seem like the entire community. Experience with public speaking at a young age gives students confidence that will be important to them for the rest of their lives. Gaining Critical Thinking & Problem Solving Skills: Putting on a musical is a group effort and every member of the team must work together to make it happen. Throughout the rehearsal process, the students will learn to solve challenges as they arise. Students will learn to trust and depend on themselves and their cast mates. As with any group activity, every participating has responsibilities. Please look over the following items to make sure you and your child feel you can honor the commitment to being a part of a show.		
2. Bullet point list of achievements, highlights, events & activities. ● 2 Sold out performances. One mini performance for CET 2nd Graders.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC Middle School	Name of Club: Student Council	Advisor: Rachel Bonilla & Carrie Beja
Frequency and Duration of Meetings: Every Friday: 7:15-8:00 am		# of participants: 15 students
1. Description/Purpose/Goal of This Club: ● Organized & held school elections ● Develop and promote student participation and leadership ● Foster and support school spirit and pride ● Promote unity and respect among students ● Give a voice to the student body ● Engage in school service at PVC and within the Croton community		
2. Bullet point list of achievements, highlights, events & activities. ● Student Council members learned to share ideas with one another about how to create a positive school culture and community and to improve student life in general. Students were elected to leadership positions (President, Vice President, Treasurer, and Secretary) by way of school wide elections. Student Council members interacted and interfaced not only with their peers, but with teachers, administrators and parent representatives throughout the school year. They learned how to establish group rules, plan special events, fundraise, and most importantly encouraged students to think critically. ● Student Council Representatives met with Administration and successfully secured Gaga Pit for School Year 2019-2020. ● Student Council organized school wide PVC Club Fair during all grade level lunch periods in September 2019. ● Organized several school-wide Spirit weeks throughout the year ● Facilitated "Penny Wars" fundraiser with all proceeds benefiting the <i>Dancing with Animals</i> charity ● Considered and provided student input about school policy (Advisory program, Code of Conduct, Dress Code, etc.)		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC	Name of Club: Yearbook Club	Advisor: Linda Jamison & Suzanne Lewis
Frequency and Duration of Meetings: Every Monday (September through March) Then in June Advisors meet with students who cannot attend the regular meetings during lunch, or digitally		# of participants: 15 students 1-3* on a regular basis, fluctuated by sport, season, other clubs and grade throughout the year. (Many of the 5th and 6th graders are involved in more than one club)
1. Description/Purpose/Goal of This Club: The primary goal of the PVC Yearbook Club is to organize, manage, create, order, and disseminate the PVC Yearbook. Additionally, the students learn how to work with each other and take responsibility to make appointments, follow through to reach deadlines.		
2. Bullet point list of achievements, highlights, events & activities. The students learn: ● To utilize Yearbook Avenue program ● What is visibly pleasing and when there is too much ● What makes for an interesting page rather than just laying photos on ● To take on leadership roles/goals ● How to use various cameras and lighting ● Take suggestions and be able to adapt to needed changes ● How to crop and edit photos ● How much responsibility it takes to produce something that will be a public memory forever.		
Comments: * This year, we found ourselves with just a few members of the yearbook staff consistently coming to meetings. This brought on new challenges. How to create a student yearbook with only a few students participating. We had to reach out to the building; we saw new group dynamics and greater participation from staff members, coaches, as well as students who didn't have enough after school time to devote to a club, but still wanted to be a part of yearbook.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Band/Jazz Band	Advisor: Jazz Zantay
Frequency and Duration of Meetings: Meets weekly for classes Extra rehearsals usually 2x a week		# of participants: 51 students 51 on a regular basis
1. Description/Purpose/Goal of This Club: The Band/Jazz Band Club is designed to provide students with an enriching musical experience, with a focus on the technical and artistic/expressive aspects of musical performance. Students will explore diverse musical genres within the concert band and jazz band literature. As a member of the band, group collaboration is necessary. Each member is needed in order for the band to be successful as a whole. There is a significant emphasis on bringing music to the community in a variety of ways and events.		
2. Bullet point list of achievements, highlights, events & activities. ● 10/31: CET Halloween Parade: The HS Band/Jazz Band brings the Halloween spirit to the parade while our CET students enjoy walking to the beat! ● 11/1: Board of Ed Recognition Night: The HS Jazz Band plays a special performance at a BOE meeting in order to recognize the hard work that the BOE does for our school district. ● 4/29: The Jazz Band performed at the Croton Realtor Forum held in the auditorium this April as a way of welcoming the realtors to the school. ● 5/17: Senior Citizen Prom Night: The HS Jazz Band performed for the senior citizens in the community at PVC. ● *Upcoming: 5/27: Memorial Day Ceremony: Members of the Band and Jazz Band will be performing patriotic tunes at the Memorial Day service at Five Corners in order to honor those who have served our country. ● *Upcoming 6/2: Summerfest: The HS Jazz Band will be providing entertainment at Summerfest with an upbeat set-list ● *Upcoming: 6/25: Graduation: Senior members of the Band/Jazz band will be performing with vocalists in an arrangement of a Broadway show tune **New this year: An exciting addition this year was the CHHS Pep Band. The Pep Band rehearsed weekly in order to prepare new materials for games and events. ● 1/22, 1/26, 2/6: Basketball Game: The Pep Band performed in the stands at the Basketball Game and Hoops for Heroes event		

- 3/6: ShopRite: The Pep Band performed at ShopRite's ceremony celebrating their achievements in Hunger Awareness. The band marched through the aisles while playing to the surprise and delight of the customers
- **Upcoming: Tiger Night: The Pep Band will be performing at the "Tiger Night" held by the Athletic Booster Club during the awards ceremony.

In addition to the Band/Jazz Band's achievements this year and community involvement, they have begun fundraising for their exciting performance/trip to Disney World next year in February 2020. The group held a "CET DISNEY NIGHT" which helped kickstart their fundraising efforts by raising about \$5,000 dollars and concluded with a Disney Pops Concert. They will be continuing their fundraising efforts this spring and this coming fall.

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Big Buddies	Advisor: Kirby Mosenthal and Nancy Horan
Frequency and Duration of Meetings: First day of school- Assist with high school transition Fall- a couple of meetings in the beginning of the school year and a “reunion” activity during CHAP Winter- Big Buddy mandatory interest meeting Early spring- Application/Interview process, meet with Big Buddies to prepare for 8 th grade orientation Late spring- 8 th grade orientation (over the course of several days)		# of participants: 41 seniors in the fall, 53 juniors in the spring
1. Description/Purpose/Goal of This Club: The Big Buddies assist incoming freshmen with the transition to CHHS. They help with the 8 th grade orientation in the spring and reach out to students during the summer to answer any questions about schedules, the high school, and to ease the anxiety of beginning high school. They then help out with the first day of school by making sure the 9 th grade students know where to go for their classes. They continue to be resources for the students throughout the year. The new group of Big Buddies is selected in the spring.		
2. Bullet point list of achievements, highlights, events & activities. • We continued with the thorough application process for the Big Buddy Program. All applicants had to meet a specific set of criteria (e.g., maximum number of absences, discipline referrals, etc.), write a cover letter, and attend a group interview. The interviews addressed topics such as why the students want to be Big Buddies, what strengths they bring to the program, and how they would address certain scenarios that could arise while being a Big Buddy. The interviews gave us a better indication of which students are a good fit for the program, and gave the students a better understanding of the expectations of being a Big Buddy. • We have Big Buddies and Little Buddies complete a survey and we try to pair students together with similar interests • We meet with the Big Buddies so that they can assist us with planning the spring orientations • We coordinate with PVC to bring the 8th grade students to the high school for orientation in the spring. This year we did two orientation activities, one included icebreaker activities and a tour of the school, the other included a “round robin” run by CHHS faculty to help students learn about academics at the high school • Big Buddies send a letter home to their little buddies over the summer introducing		

themselves

- Big Buddies assist with the activities on the first day of school
- For the first time this year we had a “reunion” activity in CHAP during which the Big and Little Buddies did a check-in activity
- These activities allow the Big Buddies to learn how to be positive role models and leaders, while the Little Buddies develop positive peer relationships and support

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: Croton-Harmon HS	Name of Club: Book Club	Advisor: Susan Ardolino Pamela Morrison
Frequency and Duration of Meetings: Once or twice a month from 3:00-4:00 PM		# of participants: 27 students 8 on a regular basis
1. Description/Purpose/Goal of This Club: Our goal is to encourage CHHS students to read for enjoyment outside of the classroom, as well as to learn how to discuss books and films based on books. It is also to create a rich reading and discussion environment for the CHHS community.		
2. Bullet point list of achievements, highlights, events & activities. ● Books read and discussed this year include: ○ The Princess Bride (Goldman) ○ The Book Thief (Zusak) ○ The Nightingale (Hannah) ○ Snow Flower and the Secret Fan (See) ○ The Hitchhiker's Guide to the Galaxy (Adams) ○ The Great Alone (Hannah) ○ Never Let Me Go (Ishiguro) ● Discussed film and fan culture surrounding these as well as other books ● Maintained a Book Club "journal" for reading, questions and responses to be passed on to future groups		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: CARE CLUB (Croton Awareness + Research Education)	Advisor: ILANA MCCONVILLE
Frequency and Duration of Meetings: CARE Club meets every other Tuesday at 3pm in Room 221 at CHHS. CARE Club meetings range from 45 minutes to 1 hour in duration, depending on meeting topic and activities.		# of participants: 17 members
1. Description/Purpose/Goal of This Club: As a club, we hope to promote awareness of idiopathic diseases that may impact our local community. We hope to not just acknowledge that disease exists but to provide the opportunity to facilitate discussions on the causes of these diseases, who is commonly affected, and evaluating preventive measures that can be taken. Club members spend meetings researching issues that are directly impacting our school community, such as mental health issues like stress and anxiety, and collaborate on ways to end stigma that may shadow individuals' desire to speak out or search for support - we want our peers to be informed, sensitive, and empathetic - not intolerant. We encourage advocacy through discussions on current legislation and regulations within the medical community that may improve local, state, and federal funding to programs that support common interests. Our goal is to provide outreach to our community and school through events and fundraisers which will allow a more fluid dialogue to be opened. CARE Club pushes to provide an inclusive environment for all to learn, discuss, and grow, individually and collectively.		
2. Bullet point list of achievements, highlights, events & activities. • This year, CARE club members held two bake sale fundraisers during their lunch period to raise money for the non-profit organization, NAMI, otherwise known as National Alliance on Mental Health. CARE club members raised \$250 dollars which were donated on behalf of the club. The club has also reached out to NAMI to participate in a walk for mental health awareness over the summer and pair actively searching for opportunities next year to work with the organization to further the cause. • We engaged in a discussion with a presenter the club brought in last year, Thomas DesMarais, who has just finished his Ph. D. in Toxicology from the Environmental Medicine division of the NYU Langone Health Medical Complex. During this discussion, we discussed with Mr. DesMarais about the progress he has made in evaluating the cancer treatment drug, Vidaza, and the undesirable side effects it has caused in leukemia patients. As a result, the club asked questions in regards to the continuation of the Ph.D. program, requirements, and activities taken during the		

research process. Mr. DesMarais also shared some additional projects that he is a part of such as research into the genetic changes in lungs due to prolonged use of e-cigarettes. This may be a topic of interest for next year's clubs objectives.

- During two club meetings, club members viewed trailers to four movies based on mental health issues and led discussions based on their interpretations, major themes of the movies, and the intended audiences. Club members generated thought-provoking questions prior to watching. Students watched trailers of *"Perks of Being a Wallflower," "Inside Out," "Saving Alice,"* and *"Silver Linings Playbook."* After viewing, club members engaged in small group discussions using the questions generated, calling them task cards. Students reflected on how individuals without similar issues can provide support without creating animosity or pressuring the individual to share out, how we can learn what it is like to live with a certain condition, and how to eliminate judgement and possible bias. Students then finished their discussion by evaluating how prejudice and discrimination may impact the support and guidance individuals receive.

**Croton-Harmon Union Free School District
2019 Co-Curricular Year End Report**

Building: CHHS	Name of Club: CHAP Steering Committee	Advisor(s): Tanya Thibideau /Ashley Valentine
Frequency and Duration of Meetings: Planning meetings occur as often as needed. CHAPs occur once per cycle.		Number of Students in Core Group: This group does not involve students. It is faculty- and administrator-led. However, this year the CHAP steering committee did work more closely with CHTV, a student-led group.
1. Description/Purpose/Goal of This Club: All students and faculty participate in the Croton-Harmon Advisory Program one period per cycle. Groups of 12-15 students meet with a staff member to discuss individual and/or school wide issues. Occasionally, class meetings and special assemblies are held during this time. The CHAP program is designed to: ● Be a consistent home base for students. The advisory program allows students to form a relationship with a faculty member in a non-traditional fashion. Students remain with their CHAP teacher throughout their entire high school career. ● Help students adjust to school by addressing any grade level issues that may arise during the course of the year. ● Build community among students and faculty. This is accomplished by encouraging a sense of belonging and mutual respect among students and faculty alike. The program allows advisors to support students in a proactive, organized way. Teachers play a strategic role in the students' education; helping them to develop skills that will enable them to meet the responsibilities and challenges that lie ahead of them.		
2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: The CHAP Steering Committee focused on current events, topics that concern our local community, and topics that impact students at school. These include: ● Local/Current Event Topics: Harry Chapin Run, Lorraine Hansberry Author Spotlight (for Croton Free Library event promotion) ● School Topics: CHTV (parking safety, athletics accomplishments, etc.), club offerings, BOCES Tech Presentation, the Profile of a Croton-Harmon Graduate, security protocols in our building, critical and creative thinking activities (riddles/ paradoxes by TED Ed), Big Buddy Meet-Ups, class elections, getting reading for final exams, and more!		
Comments: This year, the CHAP Steering Committee also partnered with CHTV in order to create a stronger connection between those broadcasts and CHAP activities.		

**Croton-Harmon Union Free School District
2019 Co-Curricular Year End Report**

Building: CHHS	Name of Club: CHINESE	Advisor(s): SOPHIE WANG-PAOLICELLI
Frequency and Duration of Meetings: Every other week unless there are school holidays		Number of Students in Core Group: About 20
1. Description/Purpose/Goal of This Club: Students come to Chinese club to experience different Chinese cultural aspects, such as food, language, movies about Chinese history and culture, traveling in China, and traditional games.....		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: Students learn to ● Make Chinese food, such as dumplings, fried rice, seaweed rice..... ● Watch Chinese movies that related to Chinese culture, history..... ● Play Chinese traditional games ● Practice Chinese language skills ● Discussions about China exchange trips ● Many other topic discussions that related to Chinese Culture ● Participated in CET Cultural Night for the second year.		
Comments: Club members always try their best to attend and experience Chinese culture through various club activities. This year, the club leaders have come up with many creative ideas for the club activities.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: China Exchange	Advisor: Greg Bradley Sophie Wang
Frequency and Duration of Meetings: Monthly Meetings up until departure for China (4/11/19)		# of participants: 21 Students 2 Chaperones
1. Description/Purpose/Goal of This Club: To enhance the cultural education of students by hosting a student from Jianping High School and traveling to China on a 12-day tour which included a hosting experience in Shanghai and touring experience in Beijing.		
2. Bullet point list of achievements, highlights, events & activities. ● CHHS students hosting visiting students from Jianping High School in late January for 5 days and nights. Chinese students experienced the daily life of an American family. ● The night before our guests flew back to China we had a very well-attended farewell dinner for all in a restaurant in Yorktown. ● CHHS students travelled to China on a 12-day excursion. 90% of the CHHS students ended up staying with the Jianping students they hosted in January. ● CHHS students spent 5 days and nights with their host families. They enjoyed home cooked Chinese meals, visited classrooms in the morning and went on afternoon tours of Shanghai. ● The trip included a high speed train ride to Beijing and four full days of touring. ● Sites in Beijing included the Great Wall, Tiananmen Square, Forbidden City, Kung Fu Theater, Summer Palace, Pearl Market, Peking Duck Dinner, Olympic Village, Temple of Heaven and Ming Tomb.		

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2018-2019

Building: CHHS	Name of Club: Critical Friends Group (CFG)	Facilitator(s): Joe Merriam & Jen Moore
Frequency and Duration of Meetings: 10 Monthly (or bi-monthly) (a minimum of 9 meetings)		Number of Teachers in Core Group: 13 (including facilitators)
1. Description/Purpose/Goal: The purpose of a CFG is to behave as a professional learning community and discuss different educational topics in order to improve instruction and teaching methods. As stated by the National School Reform Faculty (http://www.nsrffharmony.org/faq.html#1), our goals are as follows: · Create a professional learning community · Make teaching practice explicit and public by "talking about teaching" · Help people involved in schools to work collaboratively in democratic, reflective communities (Bambino) · Establish a foundation for sustained professional development based on a spirit of inquiry (Silva) · Provide a context to understand our work with students, our relationships with peers, and our thoughts, assumptions, and beliefs about teaching and learning · Help educators help each other turn theories into practice and standards into actual student learning · Improve teaching and learning		

2. Bulletin point list of achievements, highlights, events & activities:

This year Critical Friends discussed a range of topics and used several CFG protocols to facilitate conversations. Each member had an opportunity to present and/or facilitate a protocol discussion. These discussions included but were not limited to:

- How Critical Thinking looks in the classroom (Art)
- Using optional assignments/activities to make connections with real-time events (Social Studies)
- Developing new curriculum through collaboration (Foreign Language)
- Encouraging initiative and self-direction in the freshmen class (all disciplines)
- Modifying curriculum for IEP students (Social Studies)
- NYSED standards changes (Guidance)
- Using notebook checks as informative assessment (Science)
- Textbooks vs. online texts (Library Sciences & English)
- Encouraging students in academic risk-taking (all disciplines)

3. Please write a narrative about teacher learning, skills & experience:

An essential element of the CFG experience is to treat each other's concerns or teaching challenges as our own. This approach fosters a collaborative environment, so that teachers are not isolated in their classrooms but are sharing their experiences and knowledge for each other's, and ultimately the students' benefit.

Observations

Although observations are only required for those receiving in-service credit, typically all members participate in this activity. Observations follow a typical clinical format of the pre-observation meeting, the observation itself, and the post-observation meeting.

Protocols

For each meeting, members take turns facilitating discussions through the use of various protocols (as provided by the National School Reform Faculty). These protocols are intended to focus discussion and isolate the essential question of the issue or topic under consideration. All topics discussed are provided by different members of the group in turn, and cover everything from developing new projects and assessments to improving student performance to exploring new trends in pedagogy. Not only do we solve the issue presented by each member, but also we all learn new ideas and approaches for our own teaching.

Comments:

Individual members wishing to receive in-service credit will submit their observation logs to co-facilitators who will confirm members' participation.

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: DEBATE CLUB	Advisor: ILANA MCCONVILLE
Frequency and Duration of Meetings: Debate Club meets every Thursday at 3pm in Room 221 at CHHS. Debate Club meetings range from 1 ½ -1 ¾ hours in duration, depending on topics and activities.		# of participants: 9 members
1. Description/Purpose/Goal of This Club: Debate Club's mission is to encourage our students to express their opinions through the use of strategic argumentation- clearly and concisely. Club members are encouraged to explore multiple perspectives on various topics in order to broaden their own comprehension. It is our objective to provide students an inclusive, formal environment to develop and strengthen public speaking and effective communication skills. Debate club focuses on discussing and evaluating current topics and events that are impacting our local, federal, and international community.		
2. Bullet point list of achievements, highlights, events & activities. ● Students engaged in multiple debates throughout the year based on topics of student interest ○ Topics ranged from: social network's responsibility to thwart fake news, voting rights of convicted persons, legality of unpaid internships, effect of curfews on teen behavior, usefulness of homework, ethical use of euthanasia, open campus policy, impact of social media on teenagers, purpose and effectiveness of zoos, voting interference, juul usage, and more. ● Students participated in mock debates and informal discussions regarding the above topics, but not limited to. In these discussions and debates, students work on diction, body language, articulation, and overall performance. ● Students analyzed presidential debates and identified ways that speakers evoke emotion or response from the audience, how individuals use space to command and connect. ● Students took part in researching topics of their choosing and crafting an argumentative claim based on their understanding. Students then evaluated counter-arguments from other club members and from their research. They then worked to draft rebuttals ● Students also engaged in many games to work on syntax and diction such as rebuttal tennis, four corners, inner circle outer circle, impromptu speeches, word scramble ● Students analyzed the purpose and objective of Regents exams and then evaluated arguments drafted in the 1940s on the same topic. They then completed a comparison of these arguments from then to arguments drafted today and looked at the continuity of issues students in New York have faced, currently face, and will face.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: PVC / CHHS	Name of Club: Destination Imagination	Advisor: PVC: Suzanne Gardos, Shannon Hunt CHHS: Zhanna Glazenburg								
Frequency and Duration of Meetings: Sep – December: 1 meeting per week January – March: 2 meetings per week A week before regional completion in March: Daily March-May: 2 meetings per week		# of participants: PVC: 55 (all competing, 8 teams) CHHS: 24 (17 competing, 3 teams)								
1. Description/Purpose/Goal of This Club: DI is the world’s largest non-profit, volunteer-driven organization devoted to creating educational programs in which student teams gain practical life skills through solving complex open-ended Challenges and presenting their solutions at Tournaments.										
2. Bullet point list of achievements, highlights, events & activities. This was another successful year for Croton DI. CHHS students worked hard to help run PVC Instant Challenge Fridays and to assist the younger teams. While none of our PVC teams advanced to Global Finals, the students learned a lot of new skills and developed new strong friendships. This was our first year at the new Global Finals location (the event moved from Knoxville, TN to Kansas City, MO). This move presented new challenges such as learning how to ship our props to the competition site and arranging our own flights and hotels. We have been successful at negotiating these challenges & CHHS had a very strong showing during Global Finals. Below is the summary of team’s rankings at the end of the season.										
<table><tr><td>Tea m</td><td>Regi onal Tour nam ent</td><td>Affili ate Tour nam ent</td><td>Glob al Final s</td></tr><tr><td>CHHS: SL Techn ical</td><td>1st place</td><td>1st place</td><td>ranke d 30th out of 50 teams</td></tr></table>			Tea m	Regi onal Tour nam ent	Affili ate Tour nam ent	Glob al Final s	CHHS: SL Techn ical	1st place	1st place	ranke d 30th out of 50 teams
Tea m	Regi onal Tour nam ent	Affili ate Tour nam ent	Glob al Final s							
CHHS: SL Techn ical	1st place	1st place	ranke d 30th out of 50 teams							

	CHHS: SL Scientific	1st place	2nd place	ranked 16 out of 64 teams	
	CHHS: SL Fine Arts	1st place	2nd place	Ranked 15 out of 50 teams	
	PVC: ML Technical	4th place	did not advance	did not advance	
	PVC: EL Technical	4th place	did not advance	did not advance	
	PVC: ML Scientific	4th place	did not advance	did not advance	
	PVC: EL Fine Arts	1st place	5th place	did not advance	
	PVC: ML Fine arts	3rd place	did not advance	did not advance	
	PVC: EL Improvisational	3rd place	did not advance	did not advance	
	PVC: ML Improvisational	5th place	did not advance	did not advance	
	PVC: EL Engineering	5th place	did not advance	did not advance	

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Drama Club	Advisor: Myrlin Valerio
Frequency and Duration of Meetings: 2-3 hours daily, Monday thru Thursdays September - October		# of participants: 22
1. Description/Purpose/Goal of This Club: Introduce students to traditional or contemporary drama/comedy, foundations of acting and components of theater production.		
2. Bullet point list of achievements, highlights, events & activities. ● Theatrical play: introduces students to different genres of theatre ● Audition Process: Highlights students ability, versatility, working with other actors. ● Rehearsal Process: Development of character(s) through physical and vocal acting practices, memorization, collaboration, listening. ● Two one act plays were performed on Oct. 19 and 20: The Lottery, and The Monsters are Due on Main Street.		

Croton-Harmon Union Free School District

2019 Co-Curricular Year-End Summary: Winter Drama

Building: CHHS	Name of Club: Winter Drama (Shakespeare)	Advisor: Joseph Merriam
Frequency and Duration of Meetings: December: auditions & 3 rehearsals, 6:00-9:00 January 2-31: 4 rehearsals/week, 6:00-9:00 February 1-7: 4 rehearsals/week, 6:00-9:00 February 8 & 9: 2 performances, 5:30-10:00		# of participants: 12 students
1. Description/Purpose/Goal of This Club: - To give students the experience of putting on a complete Shakespeare play with as much student ownership as possible - To expose students to Shakespeare through a hands-on rather than an academic approach - To develop and showcase students' acting talents and skills		
2. Bullet point list of achievements, highlights, events & activities. - Rehearsed <i>Two Gentlemen of Verona</i> from December 2018-February 2019 - Performed <i>Two Gentlemen of Verona</i> in February 2019 - Created costume and set design under student direction (they chose a 70s theme, worked with Mr. Itter on the set, and took entire control of selecting/creating the costumes) - Directed the play with the help of a student in the role of Assistant Director Paige Varekamp, my student Assistant Director; She helped stage the show, took blocking notes, and gave acting notes to student actors		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Explorers Club	Advisor: Kurt Lindner
Frequency and Duration of Meetings: 4-30 minute meetings per year. 8-15 minute meetings per year. 5-8 outings ranging from 3-24 hours in length.		# of participants: 40
1. Description/Purpose/Goal of This Club: The Croton-Harmon Explorers Club is committed to... -Challenging the fitness and cognitive skills of all members with high expectations through exploration of our natural world. -Including parents and the wider community as partners in this endeavor. -Fostering a climate of respect for each other and the environment. -Developing student skills that will enable them to explore their natural world in a safe manner. -CHEC alumni will develop into team players, problem solvers, and lifelong learners who continue to explore their natural world and educate others how to do so in a safe manner.		
2. Bullet point list of achievements, highlights, events & activities. ● Fall overnight backpack in Harriman State Park– Students learned the skills of route finding, shelter erection, outdoor cooking, camp etiquette, low etiquette hiking, and fire starting. Through learning these skills students learned self-reliance, consequence/reward of decisions, collaboration, argument resolution techniques, time management and stress management. ● 2 hour Croton River paddle – Students kayaked the Croton River. They explored the local environment from a different perspective while challenging their physical and mental stamina. Students learned self-reliance, peer assistance, collaboration skills, consequence/reward of decisions, appreciation of natural beauty, time and stress management. ● 9 hour Ski/snowboard trip at Hunter Mountain. – Students learned and practiced the skills of skiing and/or snowboarding. Through learning/practicing these skills students established time management , collaboration, and organization skills. ● 4 hours on Catamount High Ropes Course – Students learned teamwork, safety procedures, and climbing technique all while pushing their mental and physical limits. ● 2 hour Constitution Marsh paddle - Students kayaked the marsh in the Hudson River. They explored the local environment from a different perspective while challenging their physical and mental stamina. Students learned self-reliance, peer assistance,		

collaboration skills, consequence/reward of decisions, appreciation of natural beauty, time and stress management.

- Clothing Drive Fundraiser in support of the Matthew Potel Foundation. Matt Potel is a Croton Alum who died guiding others in exploring the Adirondacks. The foundation supports getting underprivileged youth out exploring the Hudson Valley. Over a period of 2 months students advertised via social media, gathered donations from PVC and CHHS, sorted clothing, created posters, and worked with the fundraiser coordinator.
- 8 hour Day-hike planned for 4/27. Canceled due to low enrollment
- Spring overnight backpack in Harriman State Park(scheduled for 6/8-6/9)– Students will learn the skills of route finding, shelter erection, outdoor cooking, camp etiquette, low etiquette hiking, and fire starting. Through learning these skills students will learn self-reliance, consequence/reward of decisions, collaboration, argument resolution techniques, time management and stress management.
- 9 students will be attending a 9-day trip to Greece this summer

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club:Filmmaking Club	Advisor: Weinstein
Frequency and Duration of Meetings: E/O Thursday, helping period, G-day mornings, and throughout every school day at anytime		# of participants: 21
1. Description/Purpose/Goal of This Club: The Television Studio, the video production room, the equipment, and I will all be available to students who wish to work on their own or group productions. Students not enrolled in the class need more guidance with equipment use and learning the editing software. Students already taking video production will be taught to experiment with techniques that aren't taught in their respective courses. Students can also team up with students of their choice...some of which may be above or below their course level. This creates projects which helps the younger student learn new techniques while reinforcing the higher-level students' grasp of the material. 2. Bullet point list of achievements, highlights, events & activities. ● Student Project - English 12 Video Project on '<i>Fences</i>' for Ms. Ardolino ● Student Project - English 12 Video Project on '<i>Fences</i>' for Ms. Ardolino ● Student Project - English 12 Video Project on '<i>Fences</i>' for Ms. Ardolino ● Student Project - English 12 Video Project on '<i>Fences</i>' for Ms. Ardolino ● CHTV Seminar with NBC Sportscaster, Bruce Beck ● CHTV Seminar with NBC Morning Anchor, Darlene Rodriguez ● Student Project - Solar Energy Video Contest Submission ● Student Project - Spanish Video Project The CHOOSE documentary is about the class of 2019. A graduating senior used the CHOOSE time to interview the seniors about their experiences while in the Croton-Harmon school district and showing clips from their many years together. 10 CHTV Broadcasts will air this year which included school, local, and national news, school sports, music and national news, school sports, music and movie reviews, food reviews, and student-opinion interviews Additional students spent time working on their current and/or year-long projects, trailers, and test-audience viewings. Most students worked on their VP class group projects during		

free periods, helping periods, and after school. Some students have borrowed equipment overnight for their VP, personal, and other core subject projects.

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Finance Club	Advisor: Zhanna Glazenburg
Frequency and Duration of Meetings: Twice a month. Specific dates are flexible to adjust to kids' schedules		# of participants: 13 (5 regulars)
1. Description/Purpose/Goal of This Club: The objective of the Club is to develop the knowledge of its members in the fields relevant to microeconomics, finance, investment, financial planning and risk management, etc. In addition to the above, this Club members look for opportunities to promote awareness of the current developments within the financial industry, educate their classmates and friends on this topic.		
2. Bullet point list of achievements, highlights, events & activities. During the club activities we covered the following topics: ● Stocks vs. Bonds, Mutual Funds vs. ETFs, and other financial instruments ● Risk and risk diversification ● 401Ks and IRAs ● Taxes and tax implications on investments and savings ● Personal finance tools The students explored the possibility of completing the Fed Challenge but decided to leave this project for the future years. We have also looked into psychology-driven investment & negotiation skills. The club is working on activities focused on these topics for next school year. Students applied content and strategies discussed to an online virtual stock market trading game. Each student started with \$100,000 and was asked to wisely invest that money. The game rules are listed below: 1. Each player starts the game with \$100K. All (99% or more) of your money must be invested in stock. You cannot hold your money in cash. 2. A Player may not trade penny stocks and sell short. 3. Tax will be assessed against all of the realized profits		

- a. Short term gains will be taxed as income (the way IRS does it) at the 35% tax bracket.
 - b. Long term capital gains will be taxed at the 20%
4. For a player who purchased and held stock, the value of the portfolio will be calculated based on the value of the stock held at the end of the game.
5. If a player sold stock during the game, the total value of the portfolio will be calculated based on the total value of the stock held at the end of the game *minus* the amount of tax the player owes the IRS.

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: CHHS French Club	Advisor: Alison Rhoades Susan Bree
Frequency and Duration of Meetings: Every other/ every third Friday: 3:00-4:00pm		# of participants: Approx. 12
1. Description/Purpose/Goal of This Club: This club exists to give all CHHS students the opportunity to enjoy French cultural experiences outside of the classroom.		
2. Bullet point list of achievements, highlights, events & activities. ● Film Screenings ● St Nicholas Celebration ● French Games ● Food Tasting ● Crepe Sale to benefit francophone school in need ● Participation at CET International Night		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Freshmen Class	Advisor: Kym Garrett
Frequency and Duration of Meetings: Wednesdays from 2:30-3:00		# of participants: Open to entire freshman class Elected officers attended each week
1. Description/Purpose/Goal of This Club: The freshmen class met several times to discuss ways to make them feel more included at CHHS		
2. Bullet point list of achievements, highlights, events & activities. • Weekly meetings to discuss ways the freshmen class could have a “voice” in the CHHS school community • Class representatives brought ideas back to Student Faculty Congress, which were well received by the upperclassmen • Brainstorm sessions to help decide ways to raise funds • Worked closely with class officers to “Kick off” our first ever pasta fundraiser • Worked with video production club to make a CHTV clip which plugged our fundraiser • Sent personal email to each freshman asking for 100% participation in fundraiser • Profit from fundraiser totalled approximately \$800 which the officers decided to “roll over” to defray the cost of next year’s sophomore trip to Hershey Park		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: High School	Name of Club: Green Team	Advisor: Jamie Rooney
Frequency and Duration of Meetings: Every other week for about 30-60 minutes		# of participants: 5
1. Description/Purpose/Goal of This Club: The Green Team meets every other week to discuss ideas for making the school more “green”. (Energy efficient, decrease waste, reduce, reuse, and recycle). They also work to raise awareness of environmental issues.		
2. Bullet point list of achievements, highlights, events & activities. • The club just started up again this year. We have been working on promoting the club and getting new members. • Working with SFC’s sustainability committee about their water bottle initiative. They want to get new water bottle filling stations that will have a visual monitor on them. This monitor will inform people the number of water bottles saved from being disposed into landfills. It is hoped that this will encourage people to stop using single use plastic water bottles. • Started to look into ways to reduce the amount of plastics used in the cafeteria • Looking into doing a battery drive • Next year- fundraisers for EPA and other environmental programs		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Interact Community Service	Advisor: David Xavier
Frequency and Duration of Meetings: Bi-weekly and weekly during events/ ~1 hour		# of participants: 18
1. Description/Purpose/Goal of This Club: The Interact Community Service Club is a service club for CHHS students whose goals are to improve the community, develop leadership skills and make a difference in the world. Our members engage in community service events and provide the students at CHHS with information regarding opportunities to participate in community service		
2. Bullet point list of achievements, highlights, events & activities. • Club members organized two separate non-perishable food item collections and made donations to the Croton/Cortlandt Food Pantry • Planned our second annual awareness week during which students at CHHS were made aware of issues that are a concern to our community and to people everywhere. Members staffed a table and handed out information regarding five serious issues of concern to our students, including environmental protection, women's rights, ending racism, the importance of mental health and support for LGBTQ+ rights. Students were presented with opportunities to get involved and volunteer to support each of these causes. • Interact Club members participated in various community based events including the Harry Chapin Run and the Croton Library's Book and Bake Sale.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Junior Class	Advisor: Pamela Daubney Morrison
Frequency and Duration of Meetings: • Monthly (or more, when needed) with class officers • On occasion with the whole class, as needed		# of participants: 135 4 Officers
1. Description/Purpose/Goal of This Club: The Junior Class works together to develop shared decision-making and to help plan class events including Color Wars decorating and the Junior Prom.		
2. Bullet point list of achievements, highlights, events & activities. • Regular meetings of class officers and the advisor • Various bake sales • Junior Prom • Color Wars Decorating/winners		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: La Rochelle	Advisor: Bree/Rhoades
Frequency and Duration of Meetings: Exchange occurred from April 20-May 2, 2019 Parent meetings held : Thursday, March 14, 2019 (7 pm Community Room)		# of participants: 28 hosting Americans 29 visiting French 2 visiting chaperones
1. Description/Purpose/Goal of This Club: An extension of the French classroom; to allow students to use and expand their French in an authentic context; to give students an opportunity to explore French culture and experience French daily life first-hand through their contact with native French speakers. To develop adaptability/flexibility as students welcome another person into their home and adapt their personal schedule around the schedule of the exchange and the presence of their guest; to build communication and empathy skills as they learn to help another student navigate a new culture, language and place.		
2. Bullet point list of achievements, highlights, events & activities. Planning for the 2019 exchange began in September, 2018. We exchanged a series of email messages with our colleagues to establish the best dates for the French students' proposed visit, comparing our vacation schedules for the 2018-2019 school year: the dates chosen for the visit were Saturday, April 20 through Thursday, May 2, 2019. In October-November, 2018, our colleagues at the Lycée Jean Dautet received approval for their trip, and began to collect applications from interested student participants. In December, we solicited applications from interested host families from our French III and IV classes. In January we received 27 applications for 29 possible positions within the program, so we needed to house more than one Rochelais with two Croton families in order to accommodate everyone. Furthermore one Croton family was away during vacation, so we asked one host family to accommodate the extra Rochelais guest during the first weekend of the exchange. The selection and matching process took approximately a month. We took into consideration many different factors while selecting host families, including allergies, tolerance (or not) of pets, student interests and hobbies, and the gender of guests/ hosting students. We spent the next two months planning and organizing the calendar of events. French 3		

students prepared a guide to Croton in French to put into the student welcome folders, and AP French 5 students prepared a “personal scavenger hunt” for students to complete (if interested) to encourage them to speak to different people around Croton and in the 3 schools.

Because the Rochelais arrived during the vacation period, we organized an “optional” event (on Monday, April 22) down in NYC during the vacation period for all students to spend time together and begin to get to know each other. Once classes started again, the formal calendar of events began. The Rochelais spent 4 days in the city, visiting various points of interest. They asked us to make reservations/arrangements for them to visit the United Nations, Metropolitan Museum of Art/ The Museum of Natural History, the Lower East Side Tenement Museum, the Statue of Liberty/Ellis Island, and to help them plan visits to various different neighbourhoods in Manhattan. They traveled to and from the City using Metro North group travel.

For the rest of their visit, the Rochelais spent time in and around Croton. They were warmly welcomed to CHHS by district administrators at a breakfast reception on Tuesday, April 23 and completed a scavenger hunt through Croton to acclimate them to the town and many of the local places to visit.

Since the visit was 4 or 5 days shorter than usual, the Rochelais were not able to visit non-French classes at CHHS, but they completed projects with the advanced level (French 4, 5 and AP) classes. Several of them participated in recorded conversations that will be included in several students’ portfolios for the New York Seal of Biliteracy. They later spent several class periods in the computer lab creating written and audio texts for use in our different French classes, reflecting on differences between French and American cultures and discussing what they had learned from their visit to Croton and the New York area. The group spent an afternoon visiting French classes at PVC thanks to the able coordination of Sally Barnes, and Linda Reich welcomed the group for a morning at CET. We would particularly like to recognize the contributions of Linda Reich over the many years of the Croton-La Rochelle exchange, as she has been coordinating the visit of Rochelais groups to CET for longer than either Alison or I have been teaching in the district, and every time the Rochelais guests compliment her on her warmth and organization. The Rochelais students always look forward to receiving a letter of welcome from their “little buddies” at CET prior to the visit.

French students were also welcomed for dinner into the homes of non-hosting Croton families on Thursday, April 25 for “Dinner on the Town.” On Saturday, April 27, we held our traditional Pot Luck Dinner for all hosting families and our visiting guests, for which American families brought dinner and our Rochelais guests brought dessert. Afterwards, most of the hosting and visiting students attended a Moonlight Bowling evening at Cortlandt Lanes.

Thanks to the generosity and enthusiasm of Jazz Zantay, one of the French students was able to rehearse and perform with the school band for the annual spring concert on Wednesday, May 1, and many of the French students attended this performance.

Many thanks to our custodial and security staff who, throughout the two weeks of the exchange, went above and beyond to provide clean space and support for the many meetings, receptions and events involved in the exchange program. Many thanks as well to our dedicated transportation staff, who got our group to and from the airport and the train station on numerous occasions. We would especially like to recognize the efforts of Ismael Rama, Nick Hughes, Mike Conti, William Tejada, Claudia Martinez, and Lillian Ellis, as well as the leaders of the custodial and transportation staff, Gregory Cicero, Ellen Schultz and Rochelle O'Mara. We are truly fortunate to have such an accommodating and supportive custodial, security and transportation staff in our district: without their help, we could not provide such a pleasant stay for our guests.

Croton families have provided us with a great deal of positive feedback about their experiences. They made meaningful connections with our guests and were very sad to see the French group leave. The French group, too, expressed their appreciation for the many opportunities they were given and the great kindness shown to them during their stay and left thank you letters for many individuals.

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Fourth Floor Literary Magazine	Advisor: Jaclyn Szymanski
Frequency and Duration of Meetings: Every Thursday: 3:00-4:00 pm		# of participants: 10
1. Description/Purpose/Goal of This Club: The Fourth Floor Literary Magazine represents and expresses the creative and artistic abilities of the students (and faculty) of Croton-Harmon High School. Through highlighting these talents, our goal is to bring attention to and foster an appreciation of the arts. The magazine also offers a forum and outlet for students to express their emotions, beliefs and dreams.		
2. Bullet point list of achievements, highlights, events & activities. • Students from the Fourth Floor hosted an open mic night (Forte) • This year we reinvented the club a bit and made it The Fourth Floor Creative Writing Club • Students think of/create writing prompts • They spend time working independently and in groups on their writing • We spent a lot of time discussing how to critique a work of writing and how to give helpful feedback • Monthly writing contests continued to be a success • Attended the AP art show to collect images for the magazine • Collaborated with students who exhibit a wide range of talents and skills (those who write poetry, short stories, fiction, are photographers, painters, drawers, sculptures, etc.) • Created a common forum for students of all grades, skills, views, backgrounds and status to share their work and experience the work of others • Reached out to the school community with posters, Facebook and other social media		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: CHHS Model United Nations	Advisor: John Bohuniek
Frequency and Duration of Meetings: Every Monday: 3-4 PM		# of participants: 25 students 18 on a regular basis
1. Description/Purpose/Goal of This Club: Model UN is a competitive foreign policy simulation where students act as delegates in a United Nations committee to draft resolutions that solve current, historical, and futuristic global problems. The purpose is to engage students in their global community, immerse them in foreign cultures, and develop skills of research, argumentative writing, debate, public speaking, and collaboration.		
2. Bullet point list of achievements, highlights, events & activities. • Returning members helped train, coach, and develop new member skills in the areas of research, drafting position papers, partaking in moderated and unmoderated caucuses during committee meetings, and drafting resolutions. • Students received peer and advisor feedback on argumentative writing, argument development (including rebuttals to counter-points), public speaking skills (diction, syntax, cadence, tone, and body language), as well as on how to collaborate and manage working with difficult delegates. • Members got to collaborate with students in a Model UN at Arlington High School via Skype during mini-Model UN Conference • Senior members designed and facilitated an in-district mini-MUN conference for Junior, Sophomore, and Freshman members around the topic of Gun Violence. • Members took part in a mini-MUN on internal conflict in Myanmar • Members attended EdgeMUN where students prepared for and took part in committees on ocean pollution, cyber terrorism, NFL Concussions & Labor Disputes, the 30 Years War, the Salem Witch Trials, and Gun Control.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: Croton-Harmon HS	Name of Club: National Honor Society	Advisor: Ashley Valentine Pamela Morrison
Frequency and Duration of Meetings: - Once a month - Extra meetings based on need		# of participants: 36 seniors
1. Description/Purpose/Goal of This Club: - To recognize and develop the qualities of service, character, scholarship and leadership required of membership in the NHS - To offer opportunities for students to demonstrate and strengthen the aforementioned qualities - To support the district goal of <i>“Increase interactions and communications between school and community”</i> - To facilitate, monitor and chaperone activities of the National Honor Society at CHHS		
2. Bullet point list of achievements, highlights, events & activities: - Planned and implemented self-designed service project benefiting the local Croton Caring Committee - Placed students in numerous Community Service situations - Croton Rotary Car Show - Harry Chapin Run for Hunger - Lions Club Tree Haul - Library Book & Bake Sale (fall & spring) - Monitored the selection process for new members - Performed induction ceremony on 4/10/19 - Based on conferencing with Mr. Capasso, the academic requirement was modified to reflect the fact that students now earn letter grades (a weighted GPA value was used to assess academic eligibility and reflect Advanced Placement course).		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Newspaper Club	Advisor: Kelsey Malles
Frequency and Duration of Meetings: Every other Tuesday: 3:00-3:45		# of participants: 5 students 2 on a regular basis
1. Description/Purpose/Goal of This Club: Having students express their thoughts, opinions, and creative abilities through written columns/articles.		
2. Bullet point list of achievements, highlights, events & activities. ● Creation of the new style: blog ● Winter Issue was published ○ Five short articles pertaining to holiday traditions, winter activities in Westchester, gift ideas, etc. ● Creation of new name: Black and Orange ● Although low on numbers and low on student commitment to the writing process, as a club we came up with a solid foundation of ideas that can be implemented into next year's club: ○ Creative Student Spotlight: ■ Display of work (creative writing club, art department) & short interview with author/artist ■ Highlighted once a month ○ Athletic Student Spotlight: ■ Short interview with athlete on success/accomplishments ■ Highlighted once a month ○ Interview with new principal ○ Activities in Croton ■ Done by season ○ School event/updates ■ Monthly ○ "Five Tip" Articles ■ Done whenever, as often as possible ● Plan to entice new members next year:		

- Being present at the club fair
- Working with freshmen class teachers in order to prompt to a new group of students
- Possibility of a field trip to a local broadcasting headquarters
- Creation of bulletin board, displaying URL
- Working with CHTV

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Pi Squad	Advisor: Soyoung Lim
Frequency and Duration of Meetings: Three times per month. Monday 3:00-3:50		# of participants: 8-10
1. Description/Purpose/Goal of This Club: The Croton-Harmon High School Math Team, Pi Squad, is a student-led organization that is open to all students who are interested in solving problems and learning advanced math topics that go beyond the classroom learning experience. The goal of Pi Squad is to encourage those students who desire a challenge to push the limits of their abilities in math. Students will enhance their math knowledge while they are enjoying the challenge of problem-solving.		
2. Bullet point list of achievements, highlights, events & activities. • Presentation – students pick a math topic and present their learning to the group • Practice and play Gomoku (abstract strategy board game) – Students develop problem-solving, decision-making, planning and reflective thinking skills. • Invite a guest speaker - Mr. Kerr introduced “Bridge Game” to students. • Practiced Logic Puzzles and Tower of Hanoi • Participated in the district-wide Science Expo – Presented Mathematical Ideas in String Art, Gomoku, and KenKen (5/2/2019)		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: PRIDE Club for LGBTQ Students and their Allies	Advisor: Noel Schoenleber
Frequency and Duration of Meetings: Tuesdays 3:00-4:00pm		# of participants: 8 students
1. Description/Purpose/Goal of This Club: • To encourage a sense of community and pride for lesbian, gay, bisexual, transgender, and questioning students and their allies. • To educate students about LGBTQ issues, including gender identity, gender expression, and sexual orientation. • To foster a safe, inclusive environment for students in our school.		
2. Bullet point list of achievements, highlights, events & activities. • Hosted a presentation by student volunteers at <i>OutCasting</i>, Public Radio's LGBTQ youth program, which is headquartered in Westchester. • Participated in Ally Week: Shared information about allyship and solicited pledges from CHHS students to be LGBT allies • Attended the PrideWorks Conference for LGBTQ Youth and their Allies at Pace University. • Watched and LGBT-themed documentaries, such as <i>Marquise</i> and <i>Torricks Hall: Behind the Curtain</i>, and responded to themes such as intersecting identities and representation • Students shared current events related to LGBT issues and discussed them and their implications for the community		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Programming Club	Advisor: Soyoung Lim
Frequency and Duration of Meetings: Three times per month. Thursday 3:00-3:50		# of participants: 10-15
1. Description/Purpose/Goal of This Club: The Programming Club is a student-led organization that is open to all students who are interested in computer science and programming. This club's goal is to expand our knowledge and interest in the field of computer science and programming. Students explore and develop skills in programming, webpage design and game/app developing using various software tools.		
2. Bullet point list of achievements, highlights, events & activities. • Cyber Squad – Students visited CET on the nation-wide Computer Security Awareness day to educate 4th-grade students on basic computer safety skills. • Study of computer hardware system - Using donated obsolete computer parts, students examined and investigated major parts of the computer hardware system. • Online Terminal.C1Games - Game Based AI Competition • Coding Game, Coding Puzzles, Lightbot, Programming with JS and Python		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Random Acts of Kindness (RAK)	Advisor: M. Ballina-Llosa
Frequency and Duration of Meetings: Every other week. 30 minutes		# of participants: 8 students
1. Description/Purpose/Goal of This Club: Promote kindness among our school community.		
2. Bullet point list of achievements, highlights, events & activities. ● Bake sale to collect funds for animal shelter ● Candy drive to collect candy for the troops overseas. ● Penny drive to collect candy for the troops overseas. ● Received recognition award by Hudson River Financial Federal Credit Union for contributions to "Treats for Troops" Charity Donation Drive.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Senior Class	Advisor: Erica Fiorini
Frequency and Duration of Meetings: Officers met during free periods throughout the year. We communicated via email. We had 3 full class meetings.		# of participants: Senior Class (110 students)
1. Description/Purpose/Goal of This Club: To plan and implement senior year activities.		
2. Bullet point list of achievements, highlights, events & activities. ● Planned Senior Class Group Photo at Croton Gorge. ● Assisted in collecting data for Senior Class Superlatives. ● Planned Class of 2018 Alumni Breakfast ● Planned Senior Luncheon, which will take place on June 7th at Crabtree's Kittlehouse. ● Planned Senior Prom, which will take place on June 20th at Dutchess Manor. ● Worked with PTSA to plan presentation by Dan Lerner, author of U Thrive. ● Coordinated senior class exit survey. ● Measured students and ordered cap and gowns. ● Assisted the Award Committee in planning the new procedure for senior scholarships. ● Participated in Senior Awards Night, which will take place on June 24th. ● Coordinated many pieces of graduation (ie. Val/Sal speeches, rehearsals, musical performances, seating) ● Planning senior class parent night to view the Class of 2019 Video.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Shakespeare Club	Advisor: Joseph Merriam
Frequency and Duration of Meetings: Every Thursday: 3:00-4:00, September-June		# of participants: 8 students
1. Description/Purpose/Goal of This Club: To provide students with a positive, ongoing relationship with Shakespeare's works, both by reading/acting the plays (chosen by the students) and attending professional performances at the Hudson Valley Shakespeare Festival in the summer.		
2. Bullet point list of achievements, highlights, events & activities. ● Performed <i>Two Gentlemen of Verona</i> in February 2019 ● Plays attended at Hudson Valley Shakespeare Festival in summer of 2018: <i>The Taming of the Shrew</i> and <i>Richard II</i> ● Read/studied/acted the following plays throughout 2018-19 to date: ○ <i>Twelfth Night</i> ○ <i>Double Falsehood</i> (this is a little-known play believed to be co-authored by Shakespeare) ○ <i>Two Gentlemen of Verona</i> ○ <i>Cymbeline</i> ○ <i>Much Ado About Nothing</i>		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: SOPHOMORE CLASS 2021	Advisor: ILANA MCCONVILLE
Frequency and Duration of Meetings: Meet twice a month September - March Meet three times each month, March to May		# of participants: 5 Class Officials 3 Class Representatives (Student Faculty Congress members)
1. Description/Purpose/Goal of This Club: To coordinate and facilitate sophomore class activities including fundraising, organization of the Hershey Park trip, and setting up for Color Wars. Students acted as a decision making body, coordinating efforts with the advisor as well as class parents, to ensure that plans and ideas were available to and allow for transparency in their actions.		
2. Bullet point list of achievements, highlights, events & activities. - In October, the sophomore class officials took part in the Activity Fair. They worked at a booth recruiting their classmates to sign up for the Sophomore Class Car Wash as well as for future fundraiser events. - In November, the sophomore class held a car wash and bake sale during the Superintendent's Conference day to raise funds for the end of year trip. During the day, all sophomore students worked different shifts in order for the fundraiser to run smoothly. Some students spent time indoors, selling goods that were donated by class parents, while others conducted the car wash, and some spent time in town gathering donations and also spreading the word about the event. - During the year, we gathered frequently to discuss fundraiser ideas and how to organize and plan for the Hershey Park trip at the conclusion of the school year. During these meetings, class officers brought friends to brainstorm fundraiser ideas and came up with three additional dates to hold bake sales during school hours to raise funds. The sophomore class then hosted the End of Year event at Hershey Park. - Class officers planned and organized the Color Wars hall decoration in which they covered the Language Hallway in pink (their class color) as well as hosted a bake sale during the school day and pep rally - with colored cupcakes to inspire class spirit! - In the final meetings before the Hershey Park trip, the sophomore class officials created a t-shirt competition for designs for the Hershey Trip. After receiving submissions, officers reviewed the balance of the Sophomore account and selected a design based on creativity, cost-effectiveness, and looks. - The sophomore class officials also had one final class meeting after the trip to discuss the trips success, its hiccups, ideas for future fundraisers to lead off junior year, and what they might suggest to the next group of Sophomores.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Spanish Club	Advisor: M. Ballina-Llosa
Frequency and Duration of Meetings: Every 2 weeks. 30 minutes		# of participants: 10-15 students
1. Description/Purpose/Goal of This Club: Promote the Spanish language and Hispanic culture among our school community.		
2. Bullet point list of achievements, highlights, events & activities. ● Presentation about the Day of the Dead and celebration in Mexico. ● Movie afternoon: "Coco" to celebrate the Day of the Dead. ● Spanish Karaoke. ● Comparing carnival in Spanish speaking countries and Halloween in the United States. ● Discussion and comparison about celebrations in Spanish speaking countries and in the United States (Christmas, winter break and spring break.)		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Spain Cultural Experience	Advisor: Montserrat Ballina Zhanna Glazenburg
Frequency and Duration of Meetings: Monthly Sep-Nov, Weekly Dec-Feb, Monthly March-May		# of participants: 38
1. Description/Purpose/Goal of This Club: The purpose of the club is to provide students with a deeper understanding of the culture of Spain and other countries, give students opportunities to practice and improve their Spanish language skills, as well as support students in becoming better informed global citizens.		
2. Bullet point list of achievements, highlights, events & activities. We were able to award two full and one ½ scholarship to the students who demonstrated financial need. As part of the preparation for the trip, students were asked to research and conduct presentations for the group on the following topics: ● History of Spain and its influence on the world ● History of Spanish monarchy ● Contemporary history of Spain and current events ● Spain's role in Europe and the European Union ● Art and artists of Spain and surrounding countries ● Music and dance of Spain and its influences on the global culture ● Food of Spain, its origin and influences ● Spanish literary traditions ● Spanish festivals and cultural traditions ● The sports and Spanish people ● Islamic art compared to western art ● Modern art and architecture The trip left on February 14, 2019 and returned February 24, 2019. The tour started in the south of Spain (Andalusia). It tracked the history of the country from the Nasrid Dynasty rule as we traveled to Granada and Castilian rule while visiting Seville to modern day. From Andalusia we advanced closer to the modern day by visiting Madrid and exploring the rich art and history of the Spanish capital. We took a day trip to Toledo - the city of three cultures where Christians, Muslims & Jews lived together in harmony for generations. Students were able to explore this magical city on their own. Then we took the high speed AVE train to Barcelona (capital of Catalonia).		

Students also learned money management, travel safety, how to navigate in a subway, communicating through a language barrier, packing light, etc. For many of these students, this was the first time “away” from their parents. Students have to make decisions for themselves. This is a good precursor to leaving for college.

2019 Co-Curricular Year End Report Form

Building: CHHS	Name of Club: Spirit Club	Advisor(s): Ashley Valentine
Frequency and Duration of Meetings: Meetings take place on an as-needed basis, but generally occur about once per month. As we prepare for major events, we meet at least two or three times per week. Meetings last 15-30 minutes. We use Google Classroom to communicate.		Number of Students in Core Group: 15+
1. Description/Purpose/Goal: The Club's mission is to foster school spirit at CHHS and to promote a sense of community. The Club hosts events that involve the entire school population, including students, faculty, and staff. The Spirit Club plans two major pep rally events. The first is Homecoming and the second is Color Wars. We also host a Halloween Costume Competition on October 31.		
2. Bulletin point list of achievements, highlights, events & activities: ● Spirit Week (Fall): Students & staff were encouraged to dress in a different theme each day. Students decided on themes. (<i>Pajama Day, Twin Day, Hippie Day, Hat Thursday, and Black and Orange Day</i>) ● Spirit Week Pep Rally ● Spirit Week (Spring): Students & staff were encouraged to dress in a different theme each day. Students decided on themes. (<i>Pajama Day, Twin Day, All-Grey "Groutfit" Day, Decade Day, Class Spirit Day</i>) ● Color Wars Hallway Decorating Contest: All teachers and staff were sent photos of the hallways and a Google Form in order to make the contest outcome more inclusive; in the past, only a few people voted. ● Halloween Costume Contest: Students were awarded in 4 different categories and honored with a photo in the 2018-2019 yearbook ● This year we used bracelets to improve the execution of the spring Color Wars pep rally; bracelets enabled us to more quickly identify student participants and execute the rally more fluidly. This came as a suggestion from Mr. Capasso based on the fall pep rally.		
Comments: We would like to continue these CHHS traditions during the 2019-2020 school year. ● We would like to use the same system of having participant bracelets for each event that takes place during the pep rally. ● We would like to use a trophy case to display winners of the Color Wars competition. This could become a new tradition in our school. ● Instead of doing Musical Chairs during the pep rally, we would like to consider another game that involves less contact-- perhaps a "Hot Potato"-like field event.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club:Spring Musical	Advisor: Sara O'Brien
Frequency and Duration of Meetings: 2/13/19-4/7/19 M-Th 7-10pm		# of participants: 26 students
1. Description/Purpose/Goal of This Club: To learn and perform a musical theater production.		
2. Bullet point list of achievements, highlights, events & activities. ● We had 4 performances of Cole Porter's Anything Goes ● Our Thursday performance was a free performance for Senior Citizens. ● We had two casts, both of whom did a fantastic job! ● We collaborated with the stage crew and the PVC musical team for sets. ● We worked with community members to acquire props.		

Building: CHHS	Name of Club: Student Activism Club	Advisor: Kerri Tracy
Frequency and Duration of Meetings: Every Tuesday 3:00-4:00 Monthly Culture of Respect Task Force Meetings		# of participants: 8
1. Description/Purpose/Goal of This Club: Stemming from the Culture of Respect Task Force, Student Activist Club is a forum for student voices to be heard. Student activists will create change on issues in our community that matter to them. They will learn how to organize protests, create political art, circulate petitions, educate our communities, bring our concerns to the school board, and more! They look to create a culture of respect not only in the school but in society as a whole.		
2. Bullet point list of achievements, highlights, events & activities. • Students met with Culture of Respect in the beginning of the school year to get assistance in developing a clear plan and focus for the school year. • Members of the club attend monthly Culture of Respect Task Force Meetings. Students have become more vocal at these meetings this year. • Students hosted two safe space discussions. The first one was on the Kavanaugh hearings and the second one was on the topic of privilege. • Students created a bulletin board highlighting big ideas from the discussion. • Students organized Take Back the Night. They met with town officials, school administration and recruited various guest speakers for the event. • Students really are finding their voice this year. They have been speaking up more and more about issues they are passionate about.		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building:	Name of Club:	Advisor:
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CHHS	Student Faculty Congress	Pam Morrison/John Bohuniek
Frequency and Duration of Meetings: Each G Day 50 minutes Each E Day Agenda Meeting Individual Committee Meetings as needed		# of participants: 30 students
1. Description/Purpose/Goal of This Club: - To facilitate discussion about student life at CHHS and disseminate information about programs and policies affecting students. Encourage development of leadership skills - Support District Goal: <i>Promote a school environment where everyone including students, parents, and staff members feel valued, respected and safe.</i>		
2. Bullet point list of achievements, highlights, events & activities. - Acceptance Committee helped organize a Town Hall with Assemblywoman Sandy Galef - Organized a voter registration and civic engagement drive - Created a Sub-Committee Report log to track progress of goals - Increased transparency of SFC meetings and sub-committee meetings through actions such as "Bring A Friend To Congress" day and putting sub-committee meetings on the announcements - Sustainability sub-committee made progress on education students and staff about waste contamination - Hosted a successful Ping Pong tournament fundraiser - Continued to work with the Lunch Program Committee to reflect student views on choices and sustainability - Advocated for improved privacy in boys bathrooms and other small building fixes		

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Students Together Against Racism Club	Advisor: Noel Schoenleber and Kerri Tracy
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Frequency and Duration of Meetings: Tuesdays 3:00-3:45 pm	# of participants:
1. Description/Purpose/Goal of This Club: The purpose of Students Together Against Racism (STAR) is to promote diversity, self-growth, and social change, as well as to educate members of our community on issues of race. We welcome people of all genders, races, religions, ethnicities, sexual orientations, or abilities. We encourage new ideas, an open mind, and a positive working atmosphere. As a club, we will serve the Croton community by presenting the various aspects of our cultures as well as supporting all students of different races and ethnicities. STAR Club provides the students with a safe space to express and share their feelings on current events and racial issues within our community and in our society.	
2. Bullet point list of achievements, highlights, events & activities. ● Planned and hosted book club discussion among students and faculty of Ijeoma Oluo's <i>So You Want to Talk about Race</i> ● Organized and participated in an after-school field trip to see the film <i>The Hate U Give</i> ● Created a bulletin board in honor of Dr. Martin Luther King, Jr. ● Hosted a viewing of the film <i>Selma</i>	

Croton-Harmon Union Free School District
 2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Teen Leadership Council	Advisor(s): Kayla Morales
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Frequency and Duration of Meetings: Tuesdays 3:00-4:00	Number of Students in Core Group: 12
1. Description/Purpose/Goal of This Club: Teen Leadership Council is a group of students who organize events and activities to raise awareness and encourage others to make healthy choices. These students act as role models and give their peers positive messages about being healthy and substance free.	
2. Bullet point list of achievements, highlights, events & activities. • Monthly School Awareness Activities: Red Ribbon Week, Great American Smokeout, Drunk/Drugged Driving Awareness, Co-Occurring Disorder Awareness, Stress Relief activities during midterms. • Students worked hard on organizing the Candle Light Vigil with the Coalition, however due to weather the event was cancelled. • December is Impaired Driving Awareness Month and TLC participated in the Tie One On initiative. Students handed out red ribbons at Shoprite and asked the community to tie them to their cars to show their support for safe and sober driving over the holidays. • Attended Westchester Youth Leadership Summit where students had the opportunity to meet with other youth in Westchester County and share prevention ideas and attend various workshops. • Created a vaping PSA with the help of the coalition. This PSA was a finalist in a PSA contest. • Participated in Tiger Friday with a foggle (drunk driving) activity.	
Comments: The Croton Community Coalition helps financially send Croton Teen Leadership Council students to a four day International Leadership Conference in Rhode Island, which students are looking forward to attending. When they return we meet to discuss their experience and how to implement what they learned into our awareness activities during the following school year.	

Croton-Harmon Union Free School District
 2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Tri-M Music Honor Society	Advisor: Jazz Zantay
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Frequency and Duration of Meetings: 1-2 Thursdays a month: 3:00-3:30 pm Occasional rehearsals from 3:00-3:30 pm	# of participants: 19 students 11 on a regular basis
1. Description/Purpose/Goal of This Club: Through performance and community service, students create music awareness in the community, develop confidence, creativity, and other leadership skills. Tri-M is a nationally recognized honor society. Students can be inducted in 9th-12th grade if they have participated in NYSSMA the previous year on a level 4 and are enrolled in Band, Jazz Band, Chorus, or Orchestra with good academic standing. The purpose is to give back to the community and allow opportunities for high-level performing students to perform more frequently throughout the school year.	
2. Bullet point list of achievements, highlights, events & activities. ● 10/30 Induction Ceremony: Inducted freshmen into Tri-M Music Honor Society ● 12/14 Holiday Pops Concert at Atria-on-Hudson: entertained residents at Atria-on-Hudson with some holiday cheer! Students sang and played group pieces with Holiday themes such as the Nutcracker and a medley of popular Christmas and Hanukkah tunes ● 12/12-12/14: Bakesale for Music Education Charity: Tri-M raised about \$150 towards a music charity. The goal for next year is to raise more money in order to send a large donation to a charity that focuses on bringing music education to students who do not have the financial means to obtain instruments or lessons ● 4/29: Realtor Forum: Tri-M students performed in the hallway as administrators greeted the realtors in the Croton-on-Hudson area. ● *Upcoming: 6/14: Volunteer Recognition Night: Members of Tri-M will perform at the Volunteer Recognition Night held in the Rotunda of CHHS. ● Students who have been accepted into the Tri-M Music Honor Society participated in a level 4 or higher NYSSMA solo this spring. Many also perform regularly in outside music groups/ensembles and/or participate in musical theater productions. Next year, the goal is to visit a Children's Hospital to give a performance.	

Croton-Harmon Union Free School District
2019 Co-Curricular Year-End Summary

Building: CHHS	Name of Club: Yearbook: Tiger Tales	Advisor: Jackie Szymanski Chase Stevens
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Frequency and Duration of Meetings: Every Monday: 3-4:00 pm As needed at a variety of school and community functions	# of participants: 10 students 6 on a regular basis
1. Description/Purpose/Goal of This Club: To create the yearbook, facilitate the yearbook photo shoots, and oversee the entire ordering process including payment and distribution.	
2. Bullet point list of achievements, highlights, events & activities. June • Organize the cover competition • Judge the cover competition and coordinate the cover completion over the summer July • Coordinate with the photography company in regards to contacting seniors with the portrait schedule • Communicate between the cover artist and our Josten rep August • Continue email correspondence with parents/students regarding portrait schedule changes • Three full days dedicated to senior portraits in the HS Library • Schedule seniors for retakes according to their schedule and the letter day of the retakes so they don't miss class • Ongoing through October: Monitor phototraker to see which students have/have not scheduled and taken their photo. Email/call parents of students who are not on the schedule. September • Meet with Josten rep for budgeting and calendar • Develop Senior Superlatives list • Oversee Superlative voting • Coordinate the Senior picnic with the photographers ○ Take group shots ○ Take Superlatives ○ Take candid • Digitize and edit the finalized cover for submission • Track down each member of the senior class for the signature page • Scan and edit senior signature page • Design Senior section • Collect all Fall Team rosters • Meet with and photograph all Fall Teams • Photograph SFC retreat • Send out Yearbook Sale Flyer • K12 Alert- yearbook sales and adds October • Set up and oversee seniors retakes • Contact the parents of any senior without a photo for the yearbook • Get quotes and baby pictures for all seniors	

- Take Senior Siblings and Twin Photos
- Email parents about quotes and baby picture
- Coordinate with photographers for underclassmen photos
- Orchestrate underclassmen photos the day of
- Organize and distribute photo packages by CHAP
- Sort ID cards
- Distribute ID cards
- Schedule retakes for underclassmen
- Photograph Fall Drama
- Take Halloween photo
- K12 Alert - YB sale extended

November

- Photograph Spirit Week
- K12 Alert- add reminder
- Photograph SFC Fundraiser
- Collect all Winter Team rosters
- Meet with and photograph all Winter Teams

December

- Proof and Submit: Senior group shots
 - Senior section
 - Senior siblings
 - Senior Signature
 - Senior group shots
 - Halloween
 - Spirit week
 - Fall sports
- K12 Alert - Price hike

January

- Email Admin about staff photos we are missing
- Staff Section
- Winter Teams
- Fall Drama
- Club Photos
- Check underclassman for pictures and name spelling
- Contact the parents of any underclassman without a photo for the yearbook
- Flow underclassman
- Schedule candid Photographer
- Half day escorting candid photographer
- Email request for seniors through the years photos.
- K12 Alert- Add reminder all sales close in March

February

- Intro to underclassman pages
- Proof and Submit: Senior group shots
 - Staff Section, Fall Drama, Winter Teams , Underclassman , Clubs
- Clubs
- Shakespeare
- Underclassman

- Reach out to the Library, Historical Society, and local police for book orders
- Reach out to DO and BOE for book orders
- Final Book Count
- K12 Alert- Ad sales close

March

- K12 Alert- Ad sales open for 2 weeks in school
- Format in school ads
- Create ad for BOE and Superintendents
- Deposit Ad revenue
- Retiree section
- Collect all Spring Team rosters
- Meet with and photograph all Spring Teams
- List camera shy teams
- Meet with the studio to set and review the picture schedule for the following year
- Photograph Color War
- Complete Shakespeare
- Photograph Musical
- Proof and Submit: Senior group shots
 - Staff Section, Fall Drama, Winter Teams , Shakespeare, Spring musical , Color War, Clubs, Retiree section, Spring teams, ADS

Meet with rep from Lifetouch to schedule senior portrait and underclassmen photo dates (including make up and retake dates)

April

- **Print posters for building decoration**

May

- Receive books
- Count and organize Books
- Send letter to senior parents about picture schedule for the following year
- Organize Junior class meeting with representative from Lifetouch to discuss senior portraits

June

- Coordinate senior lunch in with class advisor
- Pack and move books
- Distribute underclassman books
- Sell extra books
- Deposit book revenue
- Post mortem with Josten rep
- Receive and pay final bill

Croton-Harmon Union Free School District

2019 Co-Curricular Year-End Summary

Building:	Name of Club: Strings all three buildings	Advisor: Sara O'Brien
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CET, PVC, CHHS		
Frequency and Duration of Meetings: Various times throughout the school day from Sept-June		# of participants: 130 not including Jane Parkhouse's students
1. Description/Purpose/Goal of This Club: This class is to teach children to play a string instrument Violin, Viola, Cello, or Bass both in small group lessons and ensemble settings.		
2. Bullet point list of achievements, highlights, events & activities. ● CHHS String Quartet performed at 9/11 Memorial Ceremony. ● CET, PVC, and CHHS performed at their winter concerts ● PVC 7th and 8th grade orchestra visited Danish Home, Skyview, and Bethel nursing homes and performed a holiday program. ● CET, PVC and CHHS students participated in the Districtwide String Concert at CHHS		

Croton-Harmon Union Free School District
 2019 Co-Curricular Year-End Summary

Building:	Name of Club: Virtual HS	Advisor: Tanya Thibideau
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CHHS		
Frequency and Duration of Meetings: Weekly online check-ins and in person conferences, when needed, depending on individual progress		# of participants: 2 students taking full year courses 7 students taking fall semester courses 4 students taking spring semester courses
1. Description/Purpose/Goal of This Club: • To give students an opportunity to take courses that CHHS does not offer in an online learning forum. • To oversee and monitor students enrolled in online courses. • To encourage and foster independent learning in a non-traditional classroom environment.		
2. Bullet point list of achievements, highlights, events & activities. • VHS still remains popular with our students. • Course selections varied among students, included AP Psychology, Sociology, Astronomy and Screenwriting, to name a few. • Students shared with me that they felt challenged with the curriculum. They enjoyed taking courses of interest that we do not offer, and they enjoyed the flexibility. • Providing online learning to students is an excellent way for them to learn how to manage their time and learn how to self motivate. • We had fewer students drop this year than in previous years. (These students were not included in numbers above) • Our students' final course grades ranges are as follow: • 65%-79% - 2 students, 80%-89% - 2 students, 90%-100% - 9 students		

Croton-Harmon Union Free School District
 2019 Co-Curricular Year-End Summary

Building: CET, PVC, CHHS	Name of Club: Volunteer Coordinator	Advisor: Joni Randazzo
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Frequency and Duration of Meetings: 15 meetings of 15-30 minutes each	# of participants: Up to 75
1. Description/Purpose/Goal of This Club: Coordination of volunteers within the schools and the community and engaging the senior population.	
2. Bullet point list of achievements, highlights, events & activities. ● Met with Dr. O’Connell several times. ● Met with Joan Wilson to discuss her plan to partnership between our school and local retirees. ● Met with Croton Seniors a few times. Also went with Dr. O’Connell. ● Met with: Temple Israel, Holy Name of Mary Church, Danish Home, and Springvale. ● Met with Denise Cuomo several time to discuss Volunteer Appreciation Night. ● Met with Evelyn McCormack- Article to raise awareness about Croton-Harmon UFSD community partnerships. ● Met with Greg/Evelyn 2 times to discuss/review video for Volunteer Appreciation Night. ● CHHS Winter Concert ● PVC Spring Musical ● CHHS Spring Musical ● Croton Caring 'Senior' Prom ● Volunteer Appreciation Night Senior Citizen - CHHS Spring Musical - Anything Goes According to Sarah O’Brien, we had a record breaking crowd (70), so much so we had to move the meet and greet to the school’s cafeteria. This is a wonderful annual event that the community truly enjoys. To see the young students interact with the seniors is inspiring. I received rave reviews from the senior citizens days after the play. Redesigned the Volunteer Appreciation Night Format Instead of handing out certificates, I suggested designing bookmarks with a significant quote, having a video capturing the events which the volunteers participated in, and having the names of the volunteers run on a loop. Feedback from volunteers and board members were wonderful, they loved the change in venue, and the more “personal” feel. Made new community contacts: Pastor Melissa Hinnen – Asbury United Methodist Church	



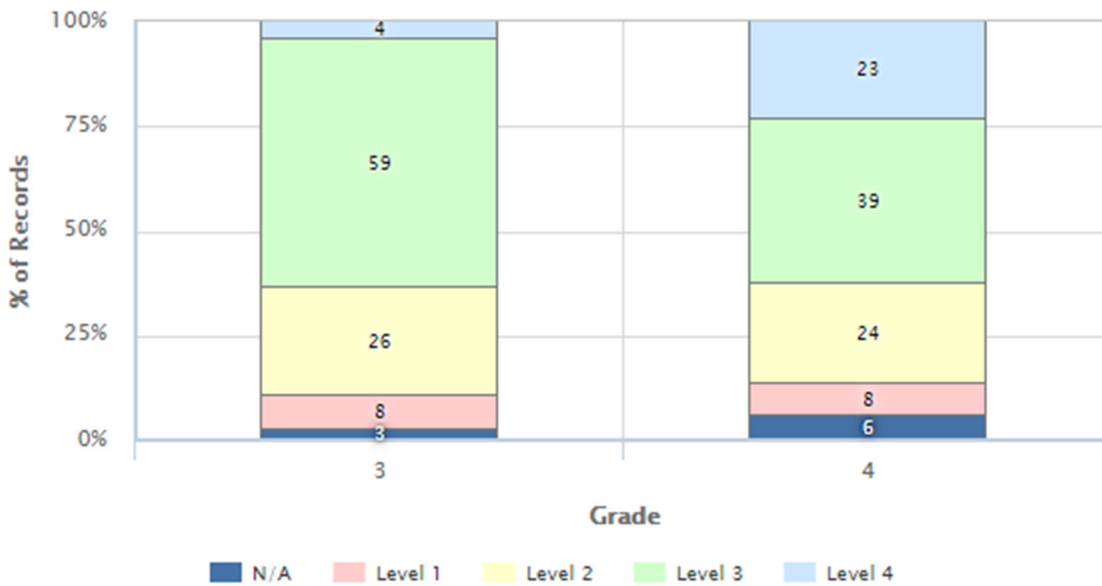
Croton-Harmon

Union Free School District

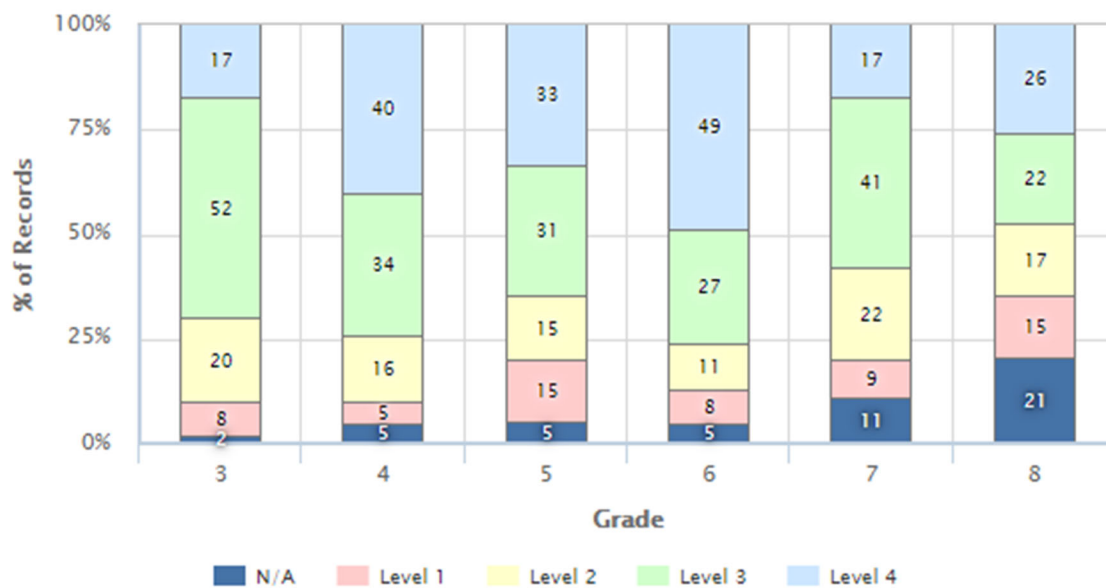
Appendix A1 – Data Review

NYSTP - ELA DATA

CET ELEMENTARY

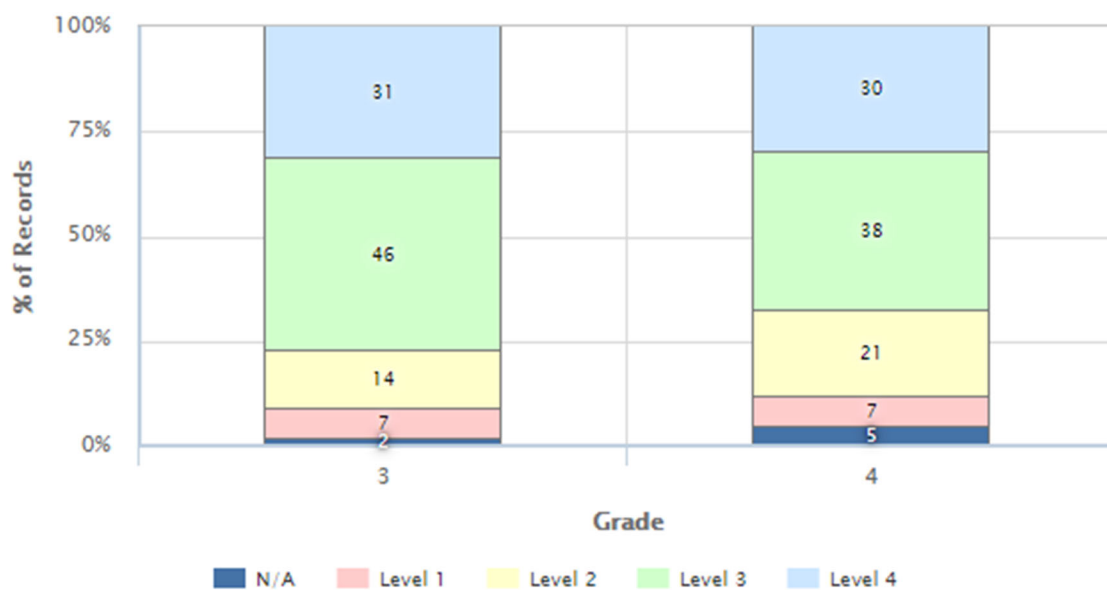


PVC MIDDLE SCHOOL

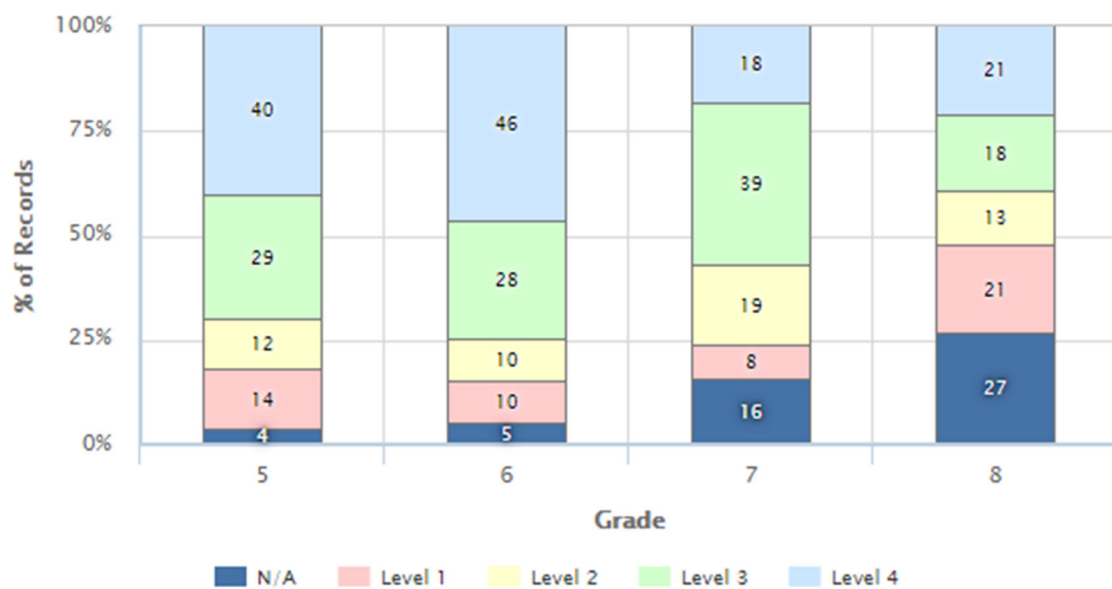


NYSTP - MATH DATA

CET ELEMENTARY



PVC MIDDLE SCHOOL



Assessment Data for Pierre van Cortlandt Middle School for 2018-2019

Algebra 1 Regents, June 2019

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	39	70.9%	Mastery
Scored 75-84	16	29.1%	
Scored 65-74	0	0%	
Scored below 65	0	0%	
Total	55		

Comparison to Previous Years, Algebra I Regents

2018: 70% Mastery Passing Rate 100%

2017: 73% Mastery Passing Rate 100%

2016: 67% Mastery Passing Rate 100%

2015: Passing Rate 98.75%

2014: Passing Rate 86.75%

Regents in Living Environment, June 2019

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	57	61%	Mastery
Scored 75-84	19	20%	
Scored 65-74	9	9.5%	
Scored below 65	9	9.5%	
Total	94	100%	

Comparison to Previous Years, Living Environment Regents

2018: 56% Mastery Passing Rate 96%
 2017: 50% Mastery Passing Rate 91%
 2016: 49.12 % Mastery Passing Rate 98.5%
 2015: 65.16% Mastery Passing Rate 96.50%
 2014: 55.79% Mastery Passing Rate 95.64%

World Languages: End of Year Assessments, June 2019

Assessment	Passing/ Student Count	Mastery (85% or higher)	75-84	65-74	Below 65
8 th Grade Spanish	56/59	43	10	3	3
8 th Grade French	19/19	17	1	1	0
8 th Grade Mandarin	17/17	12	2	3	0
Total Student #	95	72	13	7	3

Imagine Math: Usage and Growth

Grade	Lesson Totals	Pre-test Avg. Scores	Post-Test Avg. Scores	Avg.Student Use of Program Outside of School
5	1,108	69%	78%	7.45 hours
6	524	68%	77%	5.31 hours
7	285	56%	71%	6.80 hours
8	113	69%	81%	0.91 hours
Totals	1,999	65.5%	76.75%	5.11 hours

Achieve 3000: Usage and Growth

1. Usage and Average Lexile Growth*

Student Total	Avg. Activity per Student: Articles per year	Avg. Activity Score	Avg. Lexile Gain	Student Log-in at School	Student Log-in After School Hours
509	66	76%	120L	100%	86.5%

2. Grade Expected Lexile Growth Vs. Actual Lexile Growth*

Grade	Expected Lexile Growth (Avg)**	Actual Lexile Growth (Avg)
5	56 Lexiles	79 Lexiles
6	45 Lexiles	170 Lexiles
7	33 Lexiles	121 Lexiles
8	33 Lexiles	141 Lexiles
Average Total	41.75Lexiles	127.75Lexiles

*From Achieve 3000, Executive Summary Report, May, 2019

**TheLevel Set Pre-Test establishes each student's initialLexile reading level. Each month, Achieve3000's algorithm adjusts students' Lexile measures based on their performance when completing activities within the platform.Their assignments and reading content increase in complexity as students are ready, ensuring they are continually challenged, but not overwhelmed. This chart shows the average Lexile gains compared to the expected gains.

Type To Learn: Usage, Words Per Minute and Accuracy Percentage 2018-2019

Grade	Students Usage	Time Used (hrs)	Words per Minute	Average Accuracy %
5	139	425	19	91%
6	130	29	20	86%
7	132	120	25	87%
8	97	113	29	91%
Totals	498	687	23.25 (avg)	88.75%

Renaissance Star Assessment Data

1. Renaissance Star Math Average Growth by Grade 2018-2019

Grade	Fall 2018 SS*	Spring 2019 SS*	Change in Avg Score
5	718	805	+87
6	788	805	+45
7	800	844	+44
8	846	865	+19
Mean	783	834	+51

*SS-Scaled Score

2. Renaissance Star Reading Average Growth by Grade 2018-2019

Grade	Fall 2018 SS*	Spring 2019 SS*	Change in Avg Score
5	716	834	+118
6	836	957	+121
7	931	1023	+92
8	1021	1046	+25
Mean	863	956	+93

*SS-Scaled Score

3. Renaissance Math & Reading Grade Equivalent (GE) Average Growth 2018-2019

Grade	Fall GE Math	Spring GE Math	Change in GE Math		Fall GE Reading	Spring GE Reading	Change in GE Reading
5	5.9	8.5	+2.6		6.2	6.9	+0.7
6	7.8	10.8	+3.0		7.0	8.4	+1.4
7	8.3	12.0	+3.7		8.9	9.1	+1.0
8	12.2	12.9+	+0.7		9.1	9.4	+0.3
Mean	7.6	11.0	+3.4		7.2	8.4	1.2

CHHS Regents Results - 2018-2019		
Regents Common Core ELA - June 2019		
CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 134)		
PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	90	67.16%
Scored 79 - 84	23	17.16%
Scored 65 - 78	18	13.43%
Scored 55 - 64	1	0.75%
Scored below 55	2	1.49%
Regents Common Core Algebra I - June 2019		
CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 83)		
PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	21	25.30%
Scored 80 - 84	28	33.73%
Scored 65 - 79	29	34.94%
Scored 55 - 64	4	4.82%
Scored below 55	1	1.20%
Regents Common Core Geometry - June 2019		
CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 67)		
PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	45	67.16%
Scored 80 - 84	10	14.93%
Scored 65 - 79	9	13.43%
Scored 55 - 64	1	1.49%
Scored below 55	2	2.99%

Regents Algebra 2 - June 2019 [note: exam now optional]**CROTON HARMON HIGH SCHOOL(# of Tested Building Students: 1)**

PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	1	100.00%
Scored 65 - 84	0	0.00%
Scored 55 - 64	0	0.00%
Scored below 55	0	0.00%

Regents Global History Transition Exam - June 2019 [This exam now replaced by "New Format" Exam]**CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 9)**

PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	1	11.11%
Scored 65 - 84	4	44.44%
Scored 55 - 64	1	11.11%
Scored below 55	3	33.33%

Regents "New Format" Global History - June 2019**CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 118)**

PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	55	46.61%
Scored 80 - 84	24	20.34%
Scored 65 - 79	31	26.27%
Scored 55 - 64	6	5.08%
Scored below 55	2	1.69%

Regents US History&Gov't - June 2019 [Exam now optional unless needed as graduation requirement]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 28)

PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	12	42.86%
Scored 65 - 84	13	46.43%
Scored 55 - 64	3	10.71%
Scored below 55	0	0.00%

Regents Earth Sci - June 2019

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 76)

PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	52	68.42%
Scored 65 - 84	21	27.63%
Scored 55 - 64	2	2.63%
Scored below 55	1	1.32%

Regents Chemistry - June 2019 [note: exam optional for most students]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 44)

PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	23	52.27%
Scored 65 - 84	17	38.64%
Scored 55 - 64	4	9.09%
Scored below 55	0	0.00%

Regents Physics - June 2019 [note: exam optional for all students]**CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 0)**

PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	0	0.00%
Scored 65 - 84	0	0.00%
Scored 55 - 64	0	0.00%
Scored below 55	0	0.00%

Regents Living Environment - June 2019**CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 39)**

PerformanceLevel	Building Count	Building Percent
Scored 85 - 100	22	56.41%
Scored 65 - 84	12	30.77%
Scored 55 - 64	2	5.13%
Scored below 55	3	7.69%

Advanced Placement (AP) Data 2018-2019 School Year

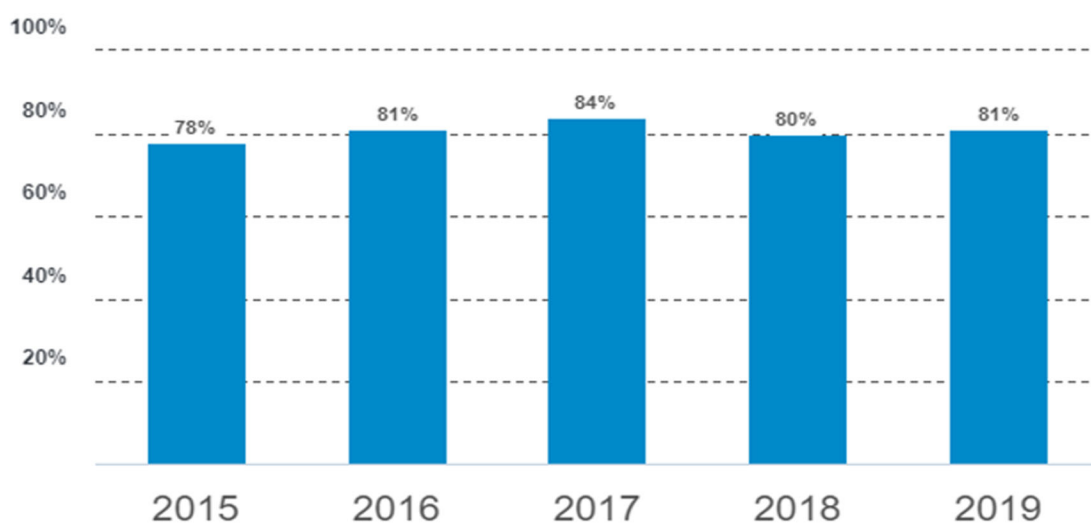
Total AP Students at CHHS: 235

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	121	130	121	75	27	474
Percentage of Total Exams	26%	27%	26%	16%	6%	100%
Number of AP Students	64	101	96	64	25	

Subject Totals	5	4	3	2	1	Total Exams
Studio Art 2-D Design Portfolios	1	1				2
Studio Art Drawing Portfolio	3	2	2			7
English Language and Composition	14	13	11	6		44
English Literature and Composition	5	7	5	5		22
Comparative Government and Politics	5	2	5	1	3	16
Macroeconomics	16	14	12	7	6	55
Psychology	1	1				2
United States History	15	17	24	18	7	81
World History	10	28	22	5		65
Calculus AB	6	5	1	1		13
Calculus BC	9	1				10
Computer Science A	8	3	2		1	14
Statistics	5	4	5	1		15
Biology		7	11	2	1	21
Chemistry	1	3	9	7	1	21
Environmental Science	3	6	4	17	8	38
Physics 1	3	12	6	5		26
Physics C: Mechanics	8					8
French Language and Culture	3	1				4
Spanish Language and Culture	5	3	2			10

5-Year Score Summary

% OF TOTAL AP STUDENTS WITH SCORES 3+



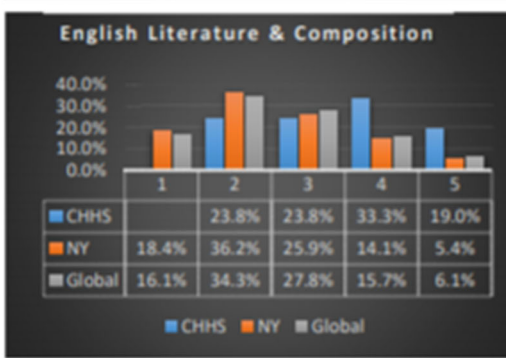
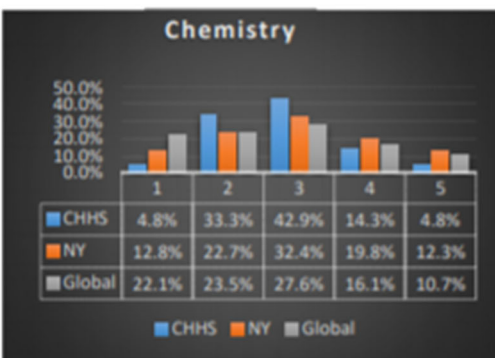
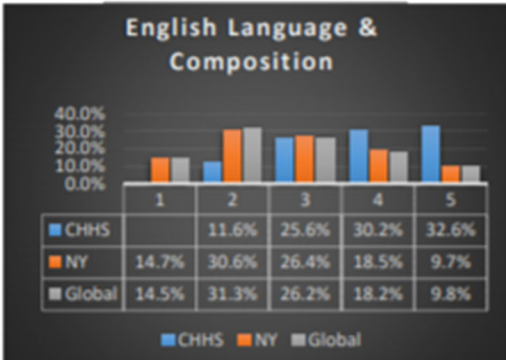
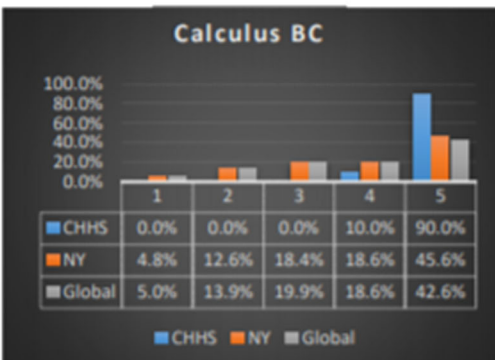
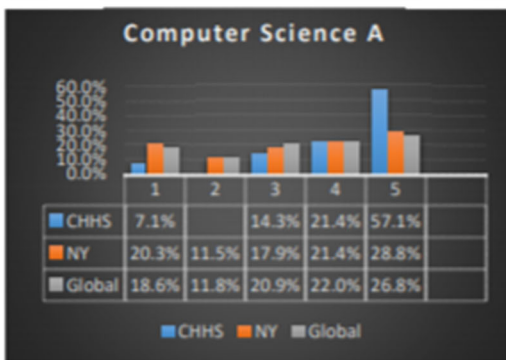
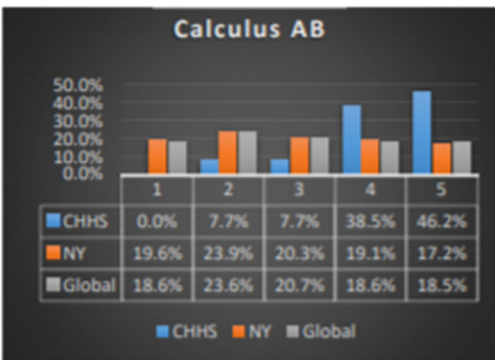
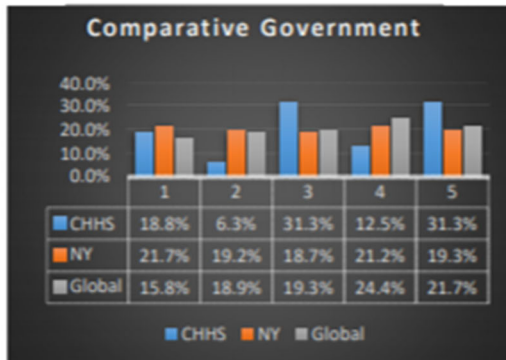
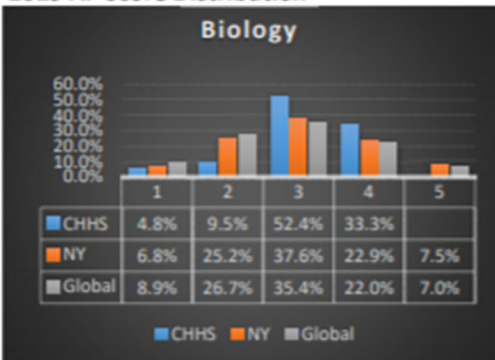
5-Year Score Summary

	2015	2016	2017	2018	2019
Total AP Students	229	238	244	234	235
Number of Exams	403	453	476	467	474
AP Students with Scores 3+	178	192	205	187	191
% of Total AP Students with Scores 3+	78.0	81.0	84.0	80.0	81.0

AP Instructional Planning Report 2019

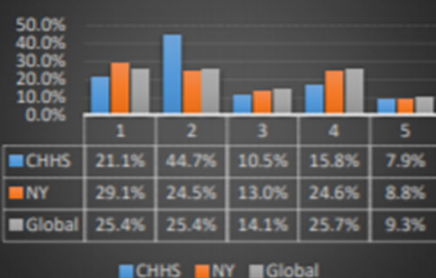
Biology	CHHS	NY	Global
Students taking exam	21	18,901	246,496
Mean Score	3.14	2.99	2.92
% Scores 3 or higher	87.5%	68.0%	64.4%
Calculus AB	CHHS	NY	Global
Students taking exam	13	17,516	280,319
Mean Score	4.23	2.90	2.95
% Scores 3 or higher	92.3%	56.5%	57.9%
Calculus BC	CHHS	NY	Global
Students taking exam	10	6,340	117,922
Mean Score	4.90	3.88	3.80
% Scores 3 or higher	100.0%	82.6%	81.1%
Chemistry	CHHS	NY	Global
Students taking exam	21	8,877	143,168
Mean Score	2.81	2.96	2.70
% Scores 3 or higher	61.9%	64.5%	54.4%
Comparative Government	CHHS	NY	Global
Students taking exam	16	1,090	18,158
Mean Score	3.31	2.97	3.17
% Scores 3 or higher	75.0%	59.2%	65.3%
Computer Science A	CHHS	NY	Global
Students taking exam	14	4,243	63,059
Mean Score	4.21	3.27	3.27
% Scores 3 or higher	92.9%	68.2%	69.6%
English Language & Comp	CHHS	NY	Global
Students taking exam	43	35,543	556,914
Mean Score	3.84	2.78	2.77
% Scores 3 or higher	88.4%	54.7%	54.2%
English Literature & Comp	CHHS	NY	Global
Students taking exam	21	25,095	366,019
Mean Score	3.48	2.52	2.61
% Scores 3 or higher	76.2%	45.4%	49.6%
Environmental Science	CHHS	NY	Global
Students taking exam	38	9,988	167,046
Mean Score	2.45	2.59	2.68
% Scores 3 or higher	34.2%	46.4%	49.2%
French Lang & Culture	CHHS	NY	Global
Students taking exam	4	1,552	21,860
Mean Score	4.75	3.34	3.28
% Scores 3 or higher	100.0%	78.9%	76.6%
Macroeconomics	CHHS	NY	Global
Students taking exam	54	7,589	101,768
Mean Score	3.54	3.11	2.85
% Scores 3 or higher	77.8%	64.7%	56.7%
Physics 1	CHHS	NY	Global
Students taking exam	12	9,494	146,957
Mean Score	3.42	2.89	2.48
% Scores 3 or higher	83.3%	59.0%	44.4%
Physics C	CHHS	NY	Global
Students taking exam	7	2,681	34,562
Mean Score	5.00	3.83	3.69
% Scores 3 or higher	100.0%	82.7%	80.5%
Psychology	CHHS	NY	Global
Students taking exam	2	12,835	227,726
Mean Score	4.50	3.05	3.07
% Scores 3 or higher	100.0%	62.7%	64.1%
Spanish Lang & Culture	CHHS	NY	Global
Students taking exam	10	9,334	182,072
Mean Score	4.30	3.75	3.71
% Scores 3 or higher	100.0%	89.3%	88.9%
Statistics	CHHS	NY	Global
Students taking exam	15	9,694	199,374
Mean Score	3.87	2.86	2.84
% Scores 3 or higher	93.3%	59.0%	59.0%
Studio Art: 2D Design	CHHS	NY	Global
Students taking exam	2	2,312	38,011
Mean Score	4.50	3.60	3.57
% Scores 3 or higher	100.0%	87.1%	86.4%
Studio Art: Drawing	CHHS	NY	Global
Students taking exam	7	1,572	21,931
Mean Score	4.14	3.67	3.65
% Scores 3 or higher	100.0%	91.7%	91.0%
US History	CHHS	NY	Global
Students taking exam	80	38,667	457,100
Mean Score	3.18	2.79	2.71
% Scores 3 or higher	68.8%	56.3%	53.6%
World History	CHHS	NY	Global
Students taking exam	65	27,181	300,685
Mean Score	3.66	3.01	2.75
% Scores 3 or higher	92.3%	64.9%	55.2%

2019 AP Score Distribution

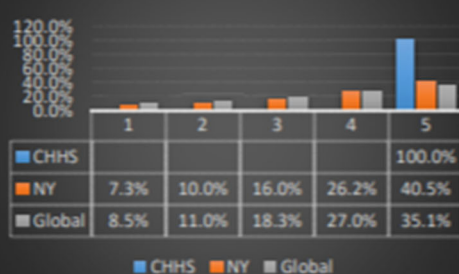


2019 AP Score Distribution

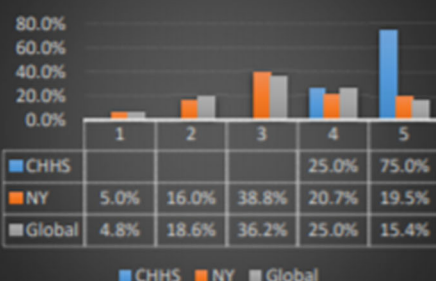
Environmental Science



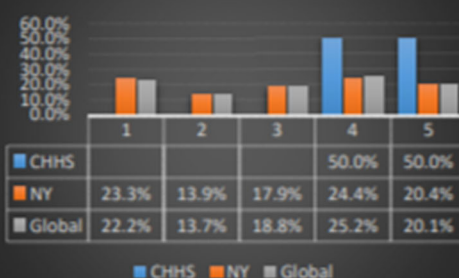
Physics C



French Language & Culture



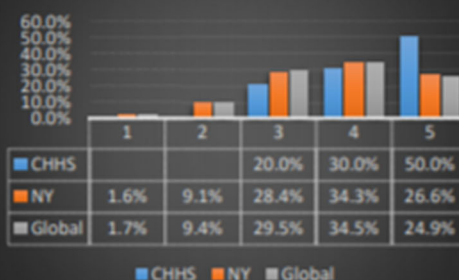
Psychology



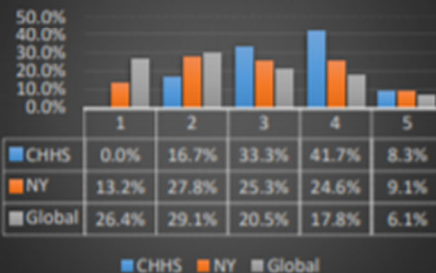
Macroeconomics



Spanish Language & Culture



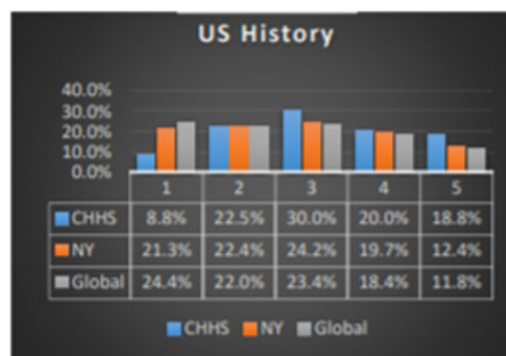
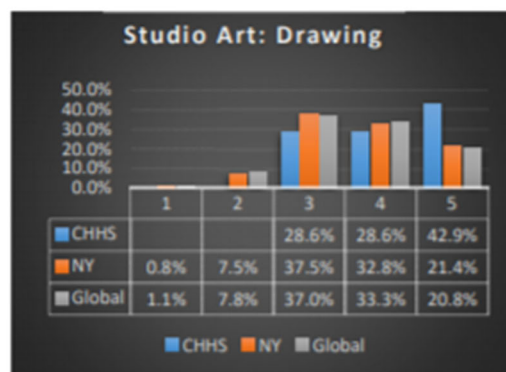
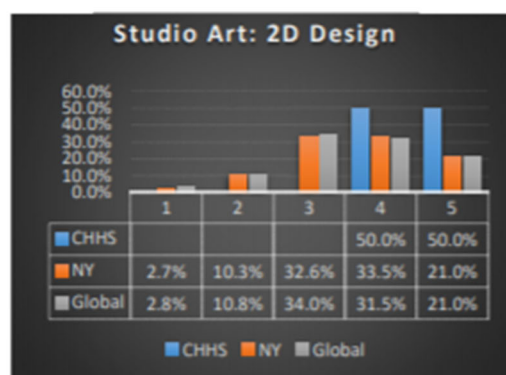
Physics 1



Statistics



2019 AP Score Distribution





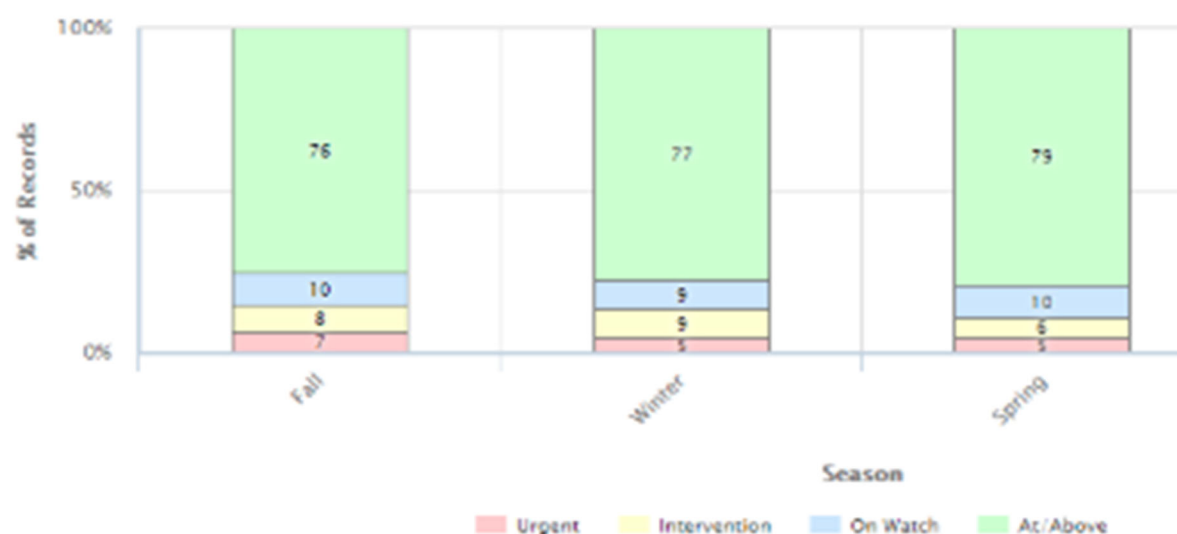
Croton-Harmon

Union Free School District

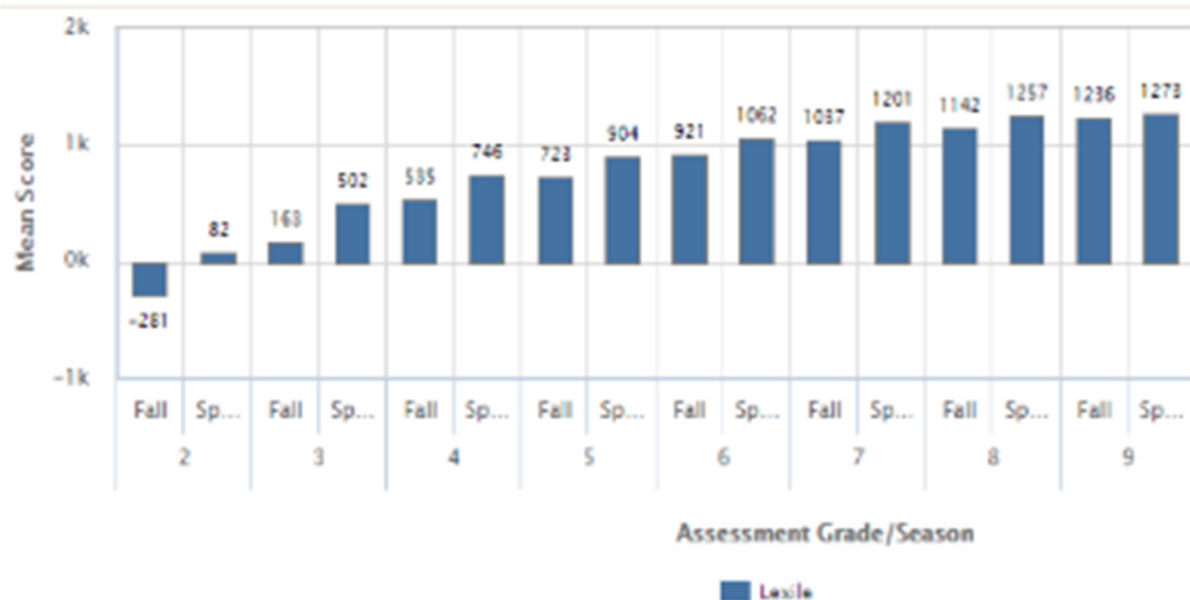
Renaissance Star Data
and
Achieve 3000 Data

Renaissance Star Reading - 2018/19 Results

Star Reading - Screening Category Distribution by Season

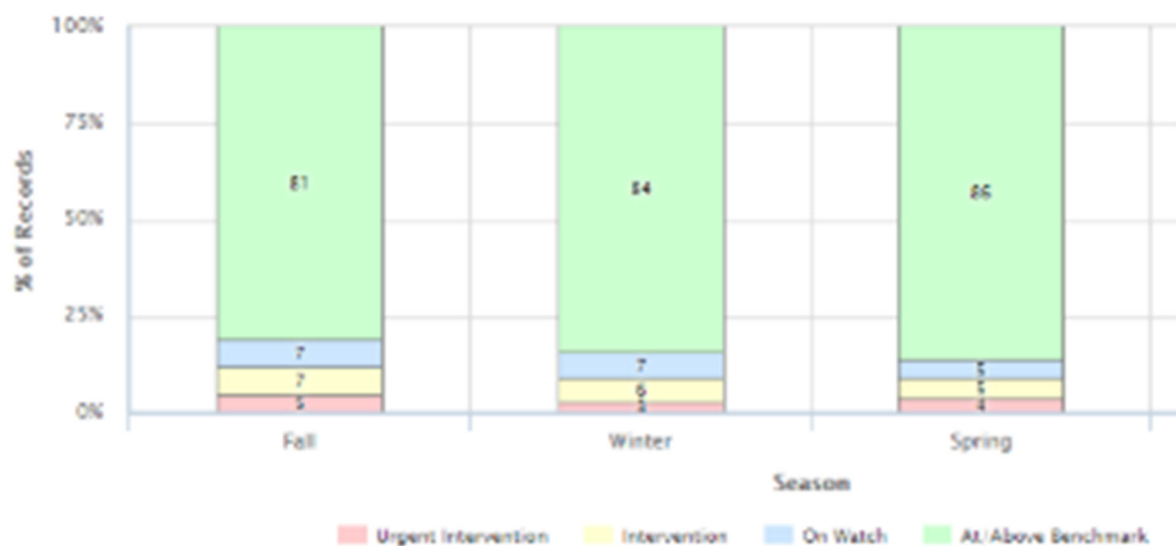


STAR Reading - Lexile Score Growth from Fall to Spring at Each Grade Level

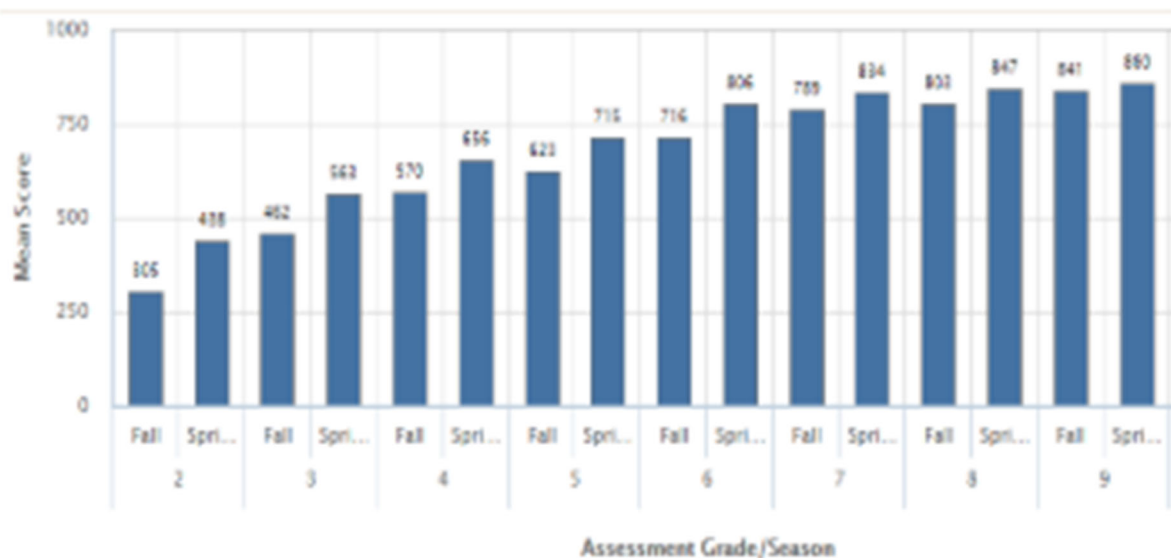


Renaissance Star Math - 2018/2019 Results

STAR Math- Screening Category Distribution by Season



STAR Math - Mean Scale Score Growth from Fall to Spring at Each Grade Level



Achieve 3000 - 2018/2019 Results

Please click this link to see the full [Achive 3000 2018-2019 Results](#)

Top Career Choices for Students Today

Number of Students

1

43,662

What does "college and career readiness" look like from a student's point of view – in other words, what are they actually getting ready for? Students from across the country and around the world have answered this question by selecting a "Top Career" in Achieve3000's Career Center. Here is a look at the top career goals that are motivating today's students on their journeys toward college and career success.



Top career preferences in all districts

About the data

- This chart reflects only those students who have selected a "Top Career" in Achieve3000.
- Larger, darker bubbles represent more students; smaller, lighter bubbles represent fewer.

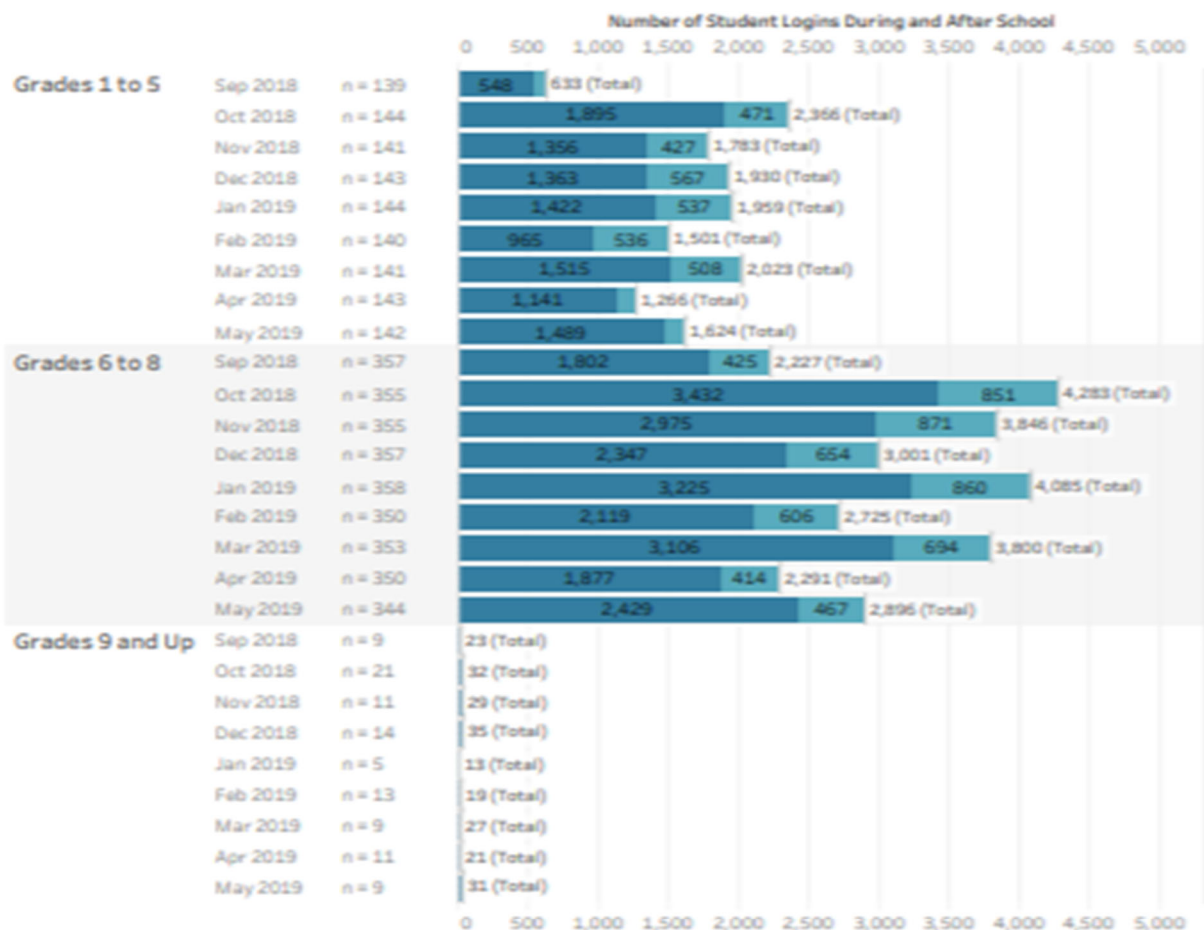
Questions? Call Achieve3000 at 888-968-6822 or email us at account_services@achieve3000.com

6

In-School and After-School Student Logins by Grade Level

■ Total Logins After School ■ Total Logins During School

One way to boost students' reading gains is by providing more opportunities for them to work on their literacy skills. Comparing total logins by grade can help you see which student cohorts are seeing the highest levels of engagement with Achieve3000 as well as identify opportunities to encourage students and teachers to use the platform more frequently, ensuring all students have the opportunity to meet college and career readiness expectations.



In-school and after-school student logins by grade level

About the data

- In the X-axis, n represents the number of students generating the logins.
- "After-school" logins include logins outside of school hours, during weekends and over holidays.
- In the Leadership Edition, this same information is presented as percentages and can be disaggregated by class.

Questions? Call Achieve3000 at 888-968-6822 or email us at account_services@achieve3000.com

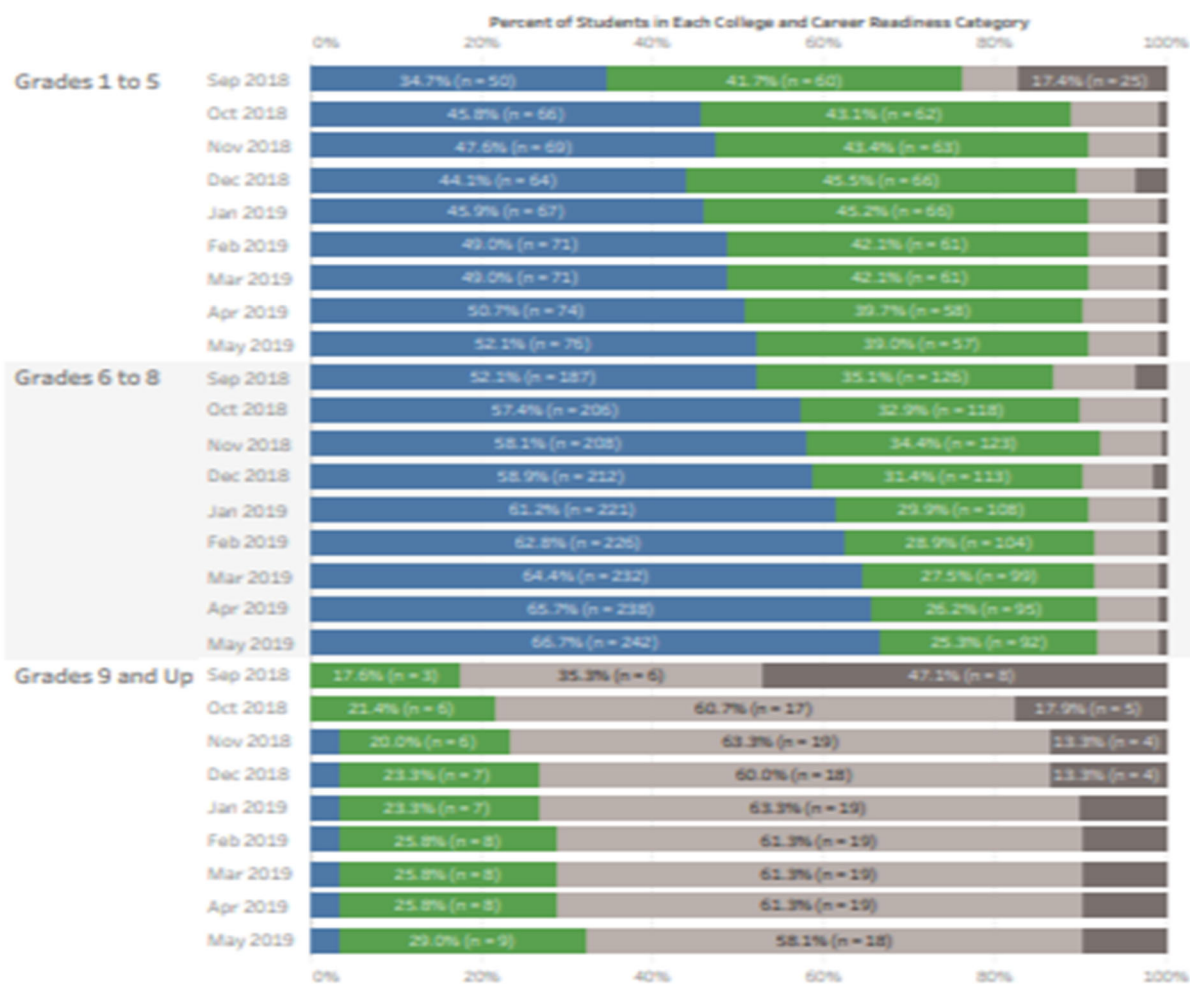
9

College and Career Readiness by Grade Level

College and Career Readiness Performance Categories

Meets or Exceeds Approaches Below Not Assessed

For many students, it may take two to three years – or more – to reach today's ambitious college and career readiness targets. This chart shows how college and career readiness levels have changed over time for different grade levels.



Students' college and career readiness by grade level

About the data

- In Leadership Edition, this information is presented differently: as two metrics (CCR: Students on Track [Initial] and CCR: Students on Track [Current]). The first instance measures students evaluated according to the Pre-Test; the second instance evaluates students according to their current Lexile.



Croton-Harmon

Union Free School District

Appendix A2:

Professional Development Opportunities

Akhondzadeh, Emma	Achieve 3000
	Critical Thinking and Problem-Solving: LCI COHORT 1
	PVC Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Alamprese, Melissa	CHHS Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Ardolino, Susan	CHHS Faculty Meeting
	CHOOSE program redesign
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Armstrong, Wendy	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	PVC Faculty Meeting
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Arturi, Theresa	CET Faculty Meeting
	Making Mathematics Fun, Efficient, and Memorable
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Ault, Maria	Curriculum Coordinators + Fellows Mid-Year Meeting
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day

	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
	World Language Reflection and Next Steps
	World Language Reflection and Next Steps
Baker, Denise	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Ballinallosa, Montserrat	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Seal of Bi-Literacy Mtg.
	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Banas, Kelly	CET Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Barkan, Eve	Achieve 3000
	Critical Thinking and Problem-Solving: LCI COHORT 1
	PVC Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
Barnes, Sally	Critical Thinking and Problem-Solving: COHORT 3
	PVC Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
	World Language Reflection and Next Steps
Barone, Annemarie	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day

	Wellness Session 2 - Zumba on Superintendent's Conference Day
Beja, Carrie	PVC Faculty Meeting
	RULER Emotional Intelligence Curriculum Work
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Besana, Joanna	CET Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Birdsall, Amanda	Aligning rubrics to reflect NGSS standards
	CHHS Faculty Meeting
	Differentiation of Living Environment Units for Grade 8
	PVC Faculty Meeting
	UPCO alignment to LE curriculum
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Bohuniek, John	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Curriculum Mapping- US History & Government and AP United States History
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Bonilla, Rachel	CET Faculty Meeting-Rtl and Safety Protocols
	PVC Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day

Bowden, Brett	PVC 8th Grade CHANGE Project Restructuring
	PVC Faculty Meeting
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Bradley, Gregory	CHHS Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Bree, Susan	CAT Training
	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Seal of Bi-Literacy Mtg.
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
	World Language Reflection and Next Steps
Brennan, Catherine	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Brunelle, Kevin	PE K-8 Curriculum Alignment with Atlas
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Burger, Jodi	CHHS Faculty Meeting
	Wellness Session 1 - Zumba on Superintendent's Conference Day

	Wellness Session 2 - Yoga on Superintendent's Conference Day
Butts, Jessica	Health Education Consent Curriculum
	PVC Faculty Meeting
	RULER Emotional Intelligence Curriculum Work
Callahan, Ryan	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Camilo, Erica	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
Campanaro, Craig	CET Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Campbell, Sarah	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	PVC Faculty Meeting
	Seal of Bi-Literacy Mtg.
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Capone, Rebekah	CET Faculty Meeting
	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Cardellichio, Laurel	Animal Physiology and Living Environment NYSSLS
	CHHS Faculty Meeting
Carlucci, Tara	CET Faculty Meeting

	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Carmosino, Christina	Achieve 3000
	Critical Thinking and Problem-Solving: LCI COHORT 1
	New Professionals Follow-Up Training
	PVC Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Carr, Phyllis	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
	World Language Reflection and Next Steps
Carroll, Lauren	CET Faculty Meeting
Chimileski, Michael	CAT Training
	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: COHORT 3
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Chousa, Joann	CET Faculty Meeting
	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Cobb, Phyllis	CHHS Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Confalone, Samantha	CAT Training
	CHHS Faculty Meeting

	Critical Thinking and Problem-Solving: LCI COHORT 1
	New Professionals Follow-Up Training
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Cook, Janet	CET Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Corns, Doreen	CET Faculty Meeting
Cueto, Janet	CET Faculty Meeting
	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Deacy, Eileen	2nd Grade Alignment and Integration of Writing Prompts to New TC
	CET Faculty Meeting
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Deak, Jonna	CHHS Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Diamond, Dara	Aligning rubrics to reflect NGSS standards
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Differentiation of Living Environment Units for Grade 8
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Dinis, Nicole	CET Faculty Meeting
	CHHS Faculty Meeting

	CHHS Faculty Meeting
	PVC Faculty Meeting
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Doherty, Lauren	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 2
	New Professionals Follow-Up Training
	PVC Faculty Meeting
	PVC Model Schools Cohort 2019 - Job embedded professional development
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Duchin, Justin	CET Faculty Meeting
	PE K-8 Curriculum Alignment with Atlas
	Wednesday Collaborative meetings
	Wednesday Cross-building meetings
	Wednesday Curriculum meetings
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Dudman, Susan	CAT Training
	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Dwyer, Lisa	PVC Faculty Meeting

	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Dyakina, Tatiana	CHHS Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Ernau, Katherine	6th Grade Humanities Curriculum Work
	Achieve 3000
	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	PVC Model Schools Cohort 2019 - Job embedded professional development
	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Fallon, Eileen	2nd Grade Alignment and Integration of Writing Prompts to New TC
	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
	World Language Reflection and Next Steps
Ferrara, Raymond	CAT Training
	CHHS Faculty Meeting
	Regents Earth Science NYSSLS 2018
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 1 - Yoga on Superintendent's Conference Day
Finan, Tracey	PVC Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Fiorini, Erica	CAT Training

	CHHS Faculty Meeting
	Seal of Bi-Literacy Mtg.
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Fitzgerald, Lauren	Assessing Small Group Counseling Services Criteria and Curriculum at CET
	CET Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Flynn, Lisa	CET Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
Fontana, Jocelyn	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Frey, Lisa	CET Faculty Meeting
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Fuerst, Linda	PVC Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Gagliano, Debra	CET Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Gallagher, Ian	Critical Thinking and Problem-Solving: COHORT 3

	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Gallagher, Noah	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Garrett, Kym	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Gendron, Marisa	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Preparation for the new PVC Flex Program
	PVC Faculty Meeting
	PVC Special Class Curriculum Development
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Gerkhardt, Noelle	PVC Faculty Meeting
	PVC Model Schools Cohort 2019 - Job embedded professional development
	PVC Special Class Curriculum Development
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day

	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Gesue, Kathleen	CHHS Faculty Meeting
Giordano, Dawn	6th Grade Humanities Curriculum Work
	Achieve 3000
	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Glazenburg, Zhanna	CHHS Faculty Meeting
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Glynn, Gina	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Gonzales, Lauren	CET Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Hager, Deborah	CET Faculty Meeting
Herbert, Kira	6th Grade Humanities Curriculum Work
	Achieve 3000
	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	PVC Model Schools Cohort 2019 - Job embedded professional development
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Horan, Nancy	CHHS Faculty Meeting

	Curriculum Coordinators + Fellows Mid-Year Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Drumming for Fitness on Superintendent's Conference Day
Horton, Marlena	CET Faculty Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
Hubbard, Erica	2nd Grade Alignment and Integration of Writing Prompts to New TC
	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Ingraham, Kelly	CHHS Faculty Meeting
Itter, Chase	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	PVC Faculty Meeting
Jacobi, Jenna	2nd Grade Alignment and Integration of Writing Prompts to New TC
	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Jamison, Linda	Aligning rubrics to reflect NGSS standards
	Differentiation of Living Environment Units for Grade 8
	PVC 8th Grade CHANGE Project Restructuring
	PVC Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Jordan, Nora	CHHS Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day

Katzman, Michael	CHHS Faculty Meeting
	PVC Faculty Meeting
Katzman, Michael	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Klugherz, Glenn	Preparation for the new PVC Flex Program
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Kokelaar, Valerie	PVC Faculty Meeting
Lafuente, Brienne	CET Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Large, Daniel	PVC Faculty Meeting
	PVC Special Class Curriculum Development
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Leslie, Suzanne	CET Faculty Meeting
	CET PE Website Development
	LATIC - An Opportunity to Develop Rich Activities, Lessons, and Units
	PE K-8 Curriculum Alignment with Atlas
Lewis, Suzanne	Preparation for the new PVC Flex Program
	PVC Faculty Meeting
	PVC Special Class Curriculum Development
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day

Liebert, Debbie	2nd Grade Alignment and Integration of Writing Prompts to New TC
	CET Faculty Meeting
	Making Mathematics Fun, Efficient, and Memorable
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Light, Donna	CHHS Faculty Meeting
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Lim, Soyoung	CHHS Faculty Meeting
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Lindner, Kurt	CAT Training
	CHHS Faculty Meeting
	CHOOSE program redesign
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Drumming for Fitness on Superintendent's Conference Day
Liss, Stephanie	CET Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Making Mathematics Fun, Efficient, and Memorable
	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Lynch, Patricia	CET Faculty Meeting
	Curriculum Coordinator/Fellow August Kickoff Meeting

	Curriculum Coordinators + Fellows Mid-Year Meeting
	Making Mathematics Fun, Efficient, and Memorable
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Macarchuk, Debora	CET Faculty Meeting
Maiolo, Lauren	2018-2019 Critical Friends
	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
Malles, Kelsey	CHHS Faculty Meeting
	New Professionals Follow-Up Training
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Martin, Kayla	CHHS Faculty Meeting
	PVC Faculty Meeting
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Martineau, Cori	CET Faculty Meeting
	CHHS Faculty Meeting
	New Professionals Follow-Up Training
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Martins, Christine	CET Faculty Meeting

	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Martucci, Ben	CHHS Faculty Meeting
	DBT - High School 9th Grade
	Psychology - Curriculum Review High School
McConville, Ilana	2018-2019 Critical Friends
	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
McDonald, Martin	PVC Faculty Meeting
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
McManus, Renoir	CET Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 1 - Zumba on Superintendent's Conference Day
Merriam, Joseph	CHHS Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Moll, Travis	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	PVC Model Schools Cohort 2019 - Job embedded professional development
	Wellness Session 1 - Yoga on Superintendent's Conference Day

	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Moore, Jennifer	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
More, JoAnn	CET Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Drumming for Fitness on Superintendent's Conference Day
	World Language Reflection and Next Steps
Morrison, Pamela	CHHS Faculty Meeting
	CHOOSE program redesign
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Mosenthal, Kirby	2018-2019 Critical Friends
	CHHS Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Mustacchi, Johanna	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
Naughton, Thomas	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: COHORT 3
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
O'Brien, Sara	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 2

	PVC Faculty Meeting
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Occhipinti, Sam	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: COHORT 3
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Palencsar, Stephen	CHHS Faculty Meeting
	CHOOSE program redesign
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Pascarella, Melanie	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 2
	New Professionals Follow-Up Training
	PVC Faculty Meeting
	PVC Model Schools Cohort 2019 - Job embedded professional development
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Payne, Laurie	PVC Faculty Meeting
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Pegna, Christina	PVC Faculty Meeting

	PVC Model Schools Cohort 2019 - Job embedded professional development
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Percoco, Lisa	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
	World Language Reflection and Next Steps
	World Language Reflection and Next Steps
Perrone, Dorothy	2nd Grade Alignment and Integration of Writing Prompts to New TC
	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Ranieri, Philip	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Reich, Linda	CET Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
Rescigno, Jennifer	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Curriculum Fellow Rubric & Definition Revision
	PVC Faculty Meeting
	PVC Model Schools Cohort 2019 - Job embedded professional development

	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Rhoades, Alison	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: COHORT 3
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Google Expeditions on Superintendent's Conference Day
	World Language Reflection and Next Steps
Rimoli, Nancy	CET Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Rinaldi, Josephine	CET Faculty Meeting
	CHHS Faculty Meeting
	PVC Faculty Meeting
Rogan, Angela	CHHS Faculty Meeting
Romm, Alison	Achieve 3000
	Critical Thinking and Problem-Solving: LCI COHORT 1
	LATIC - An Opportunity to Develop Rich Activities, Lessons, and Units
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Rooney, Jamie	Animal Physiology and Living Environment NYSSLS
	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting

	Regents Earth Science NYSSLS 2018
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Rosen, Eric	CHHS Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Rovereto, Marisa	CHHS Faculty Meeting
	New Professionals Follow-Up Training
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Ryley, Allison	PVC Faculty Meeting
Saladino, Nancy	Critical Thinking and Problem-Solving: COHORT 3
	PVC Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Schmidt, Eric	PVC 8th Grade CHANGE Project Restructuring
	PVC Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Schoenleber, Noel	CAT Training
	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Shapiro, Jill	CET Faculty Meeting

	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Sirlin, Charlene	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	Wellness Session 1 - iPhone Photography on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
	World Language Reflection and Next Steps
Song, Qi	PVC Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Spalding, Michael	CHHS Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Stark, Eileen	CET Faculty Meeting
	Wellness Session 1 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Stouber, Dafna	CET Faculty Meeting
	Making Mathematics Fun, Efficient, and Memorable
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
	World Language Reflection and Next Steps
	World Language Reflection and Next Steps
Strattner, AnaMaria	CET Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day

	World Language Reflection and Next Steps
Streany, Joseph	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Critical Thinking and Problem-Solving: LCI COHORT 2
	PVC Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Sullivan, Marie	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinators + Fellows Mid-Year Meeting
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Sullivan, Ruth	CET Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Making Mathematics Fun, Efficient, and Memorable
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Szymanski, Jaclyn	CHHS Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Thibideau, Tanya	CHHS Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Tracy, Kerri	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1

	Curriculum Coordinators + Fellows Mid-Year Meeting
	DBT - High School 9th Grade
	Health Education Consent Curriculum
Troise, Leslie	CHHS Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Zumba on Superintendent's Conference Day
Valentine, Ashely	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	Curriculum Fellow Rubric & Definition Revision
	LATIC - An Opportunity to Develop Rich Activities, Lessons, and Units
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Valentino, Jessica	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Vlad, Lisa	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Walter, Kaitlin	CET Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Wang, Sophie	CHHS Faculty Meeting
	LATIC - An Opportunity to Develop Rich Activities, Lessons, and Units

	Rewrite Mandarin 4 & 5 Curriculum
	Seal of Bi-Literacy Mtg.
	Wellness Session 1 - Zumba on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Weinstein, Michael	CHHS Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
Weiss, Megan	CET Faculty Meeting
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Wellman, Sarah	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	LATIC - An Opportunity to Develop Rich Activities, Lessons, and Units
	PVC Faculty Meeting
	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
	Writing in the Humanities
Woolley, Robin	Assessing Small Group Counseling Services Criteria and Curriculum at CET
	CET Faculty Meeting
	Health Education Consent Curriculum
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day
	Wellness Session 2 - Yoga on Superintendent's Conference Day
Xavier, David	CHHS Faculty Meeting

	Wellness Session 1 - Google Expeditions on Superintendent's Conference Day
	Wellness Session 2 - iPhone Photography on Superintendent's Conference Day
Zabbia, Maryann	Achieve 3000
	Critical Thinking and Problem-Solving: COHORT 3
	Critical Thinking and Problem-Solving: LCI COHORT 1
	Critical Thinking and Problem-Solving: LCI COHORT 2
	Curriculum Coordinator/Fellow August Kickoff Meeting
	Curriculum Coordinators + Fellows Mid-Year Meeting
	LATIC - An Opportunity to Develop Rich Activities, Lessons, and Units
	PVC Faculty Meeting
	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
	Writing in the Humanities
Zamperlin, Patricia	CET Faculty Meeting
	Making Mathematics Fun, Efficient, and Memorable
	Wellness Session 1 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Zantay, Jazz	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Drumming for Fitness on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Zappa, Isabella	CAT Training
	CHHS Faculty Meeting
	Critical Thinking and Problem-Solving: LCI COHORT 1

	Wellness Session 1 - Yoga on Superintendent's Conference Day
	Wellness Session 2 - Fitness Walk on Superintendent's Conference Day
Zinman, Matthew	Achieve 3000
	PVC Faculty Meeting
	Wellness Session 1 - Fitness Walk on Superintendent's Conference Day
	Wellness Session 2 - Mindfulness on Superintendent's Conference Day



Croton-Harmon

Union Free School District

Appendix A3:

Croton-Harmon Graduates

Bowdoin College
Brown University
Chapman University
Coastal Carolina University
Colby College
College of William & Mary
Colorado College
Cornell University
Fordham University
Goucher College
Hunter College of the CUNY
Iona College
Ithaca College
Johns Hopkins University
Keene State College
Landmark College
Macalester College
Marist College
Massachusetts Institute of Technology
Mercy College - All Campuses
Miami University, Oxford
Mount Holyoke College
Nazareth College
Pace University, New York City
Pennsylvania State University
Purchase College, SUNY
Purdue University
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Rutgers University-New Brunswick
Saint Joseph's University
Siena College

St. John's University
State University of New York at Albany
State University of New York at Buffalo
State University of New York at New Paltz
Stony Brook University
SUNY College at Cortland
SUNY College at Geneseo
SUNY College of Technology at Canton
SUNY Oswego
SUNY Plattsburgh
Syracuse University
The George Washington University
Tufts University
Tulane University
University of California, Santa Barbara
University of Colorado at Boulder
University of Michigan
University of Notre Dame
University of Rhode Island
University of Rochester
University of South Florida, Tampa
University of Vermont
University of Wisconsin, Madison
Virginia Tech
Wesleyan University
Westchester Community College
Wheaton College MA
Worcester Polytechnic Institute
Worcester State University
Yale University
York University-Canada