

Croton-Harmon

Union Free School District

ANNUAL REPORT

for

2017-18

ANNUAL REPORT 2017 - 2018
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Croton-Harmon Union Free School District
10 Gerstein Street
Croton-on-Hudson, New York 10520

OFFICE OF THE ASSISTANT SUPERINTENDENT

October 2018

Dear Dr. O'Connell and the Croton-Harmon Board of Education,

"Every problem is a gift. Without them we wouldn't grow" – Tony Robbins

Croton-Harmon's commitment to excellence in education is finely articulated by a Strategic Coherence Plan whose main tenet is "critical and creative thinking through problem-solving." I am proud to present to you the work of a district that is eager to create problems! And the effort to embed well-crafted problems in our curriculum will be a gift to all students as we strive to foster the Profile of a Graduate within each of them individually.

In Year One of implementing the Strategic Coherence Plan, the Croton-Harmon Staff was productive in finding common definitions for its key terms and using those definitions to create rubrics. These rubrics will become an essential part of the criteria we will use to design problem-solving experiences that build essential skills in critical and creative thinking throughout the grade levels .

We believe that our focus on problem-based learning will keep us at the forefront of 21st Century Education. This newly refined curriculum will not only hone deeper thinking skills but demand a more extensive understanding of core content. This should ignite a curiosity that self-propels students into further inquiry. Problem-solving is also rarely a solo routine. As students collaborate, there is an impact on social development and the advancement of interpersonal skills. We can easily sum up the benefits of "creating problems" and see how this gift will greatly impact the future of our students.

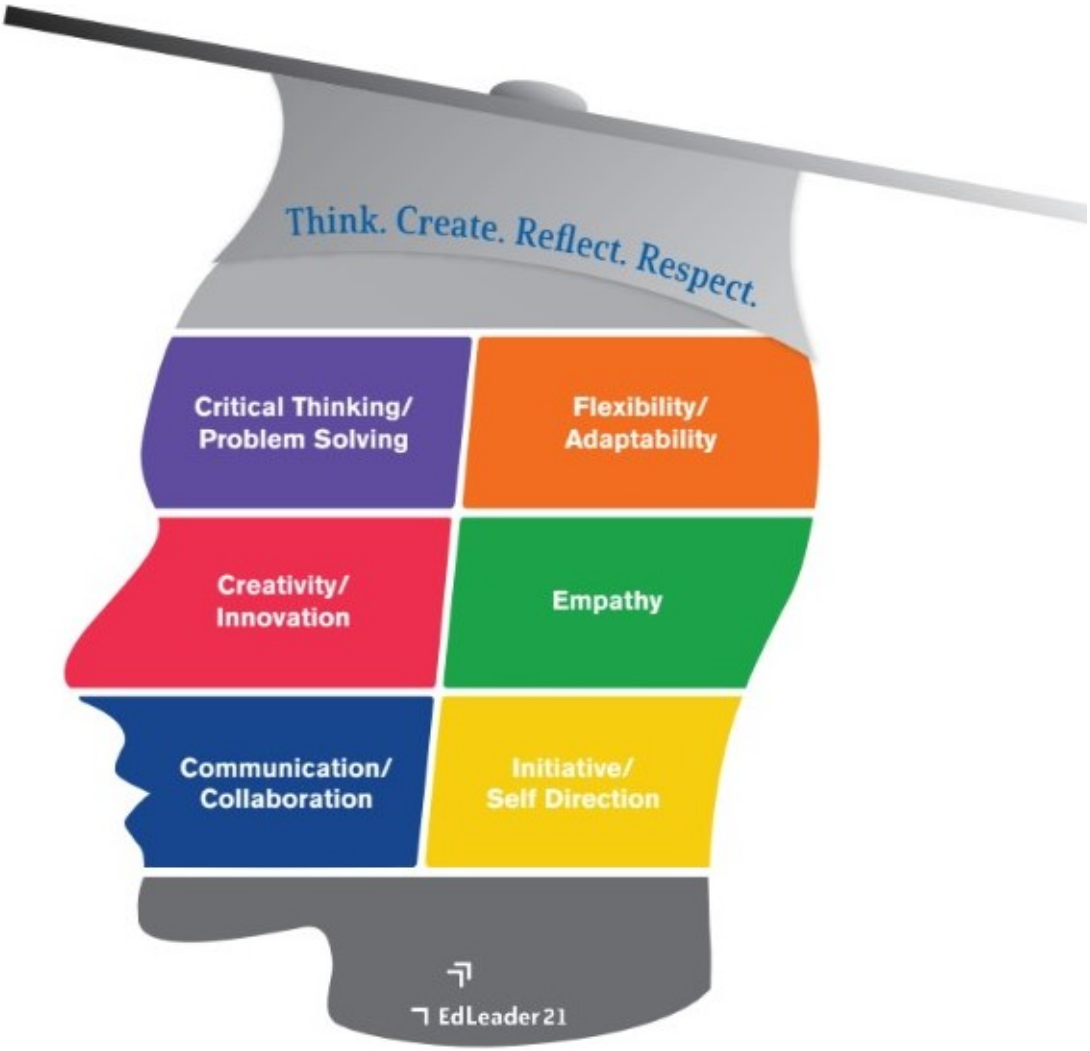
Sincerely,



John Griffiths

District Focus 2017 -2018

The Profile of the Graduate focuses our attention on overarching district goals that will impact student learning.



The formation of this profile was an effort of Year 1 work with our Strategic Coherence Plan where teams of professionals distilled the goals of the Plan into the essential outcomes we look to promote within our students.

The work of the 2017-18 school year also included developing rubrics that define learning outcomes for critical thinking, creative thinking, and presentation. These become essential tools for future education design.

Croton-Harmon Union Free School District
2018 District-Level Year End Report

Department: **Health, Physical Education, Athletics and Wellness**	**Administrator / Director:** **John Buonamano**

1. Data and Statistics:

Interscholastic Participation Trends [3 Years]

- **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
- **2015-16: 843**
  - Fall: Varsity 158, JV 50, Modified 144
  - Winter: Varsity 128, JV 23, Freshman: 11, Modified 41
  - Spring: Varsity 144, JV 29, Modified 115

2018 Sport Offerings

- 57 Total Programs
  - Fall: Varsity 10, JV 3, Modified teams 9
  - Winter: Varsity 9, JV 3, Modified teams 5
  - Spring: Varsity 8, JV 3, Modified teams 7

Total Contests

- Total: 578
  - Home : 278
  - Away: 300

NYSPHSAA Scholar Athlete Teams:
Boys Soccer, Field Hockey, Girls Cross Country, Girls Soccer, Girls Swimming, Girls Volleyball, Boys Indoor Track/Field, Girls Basketball, Girls Indoor Track/Field, Girls Skiing, Gymnastics, Boys Golf, Boys Outdoor Track/Field, Girls Lacrosse, Girls Outdoor Track/Field, Softball.

2. Department Goals and Progress:

Goal 1: Gain insights from various stakeholders

Upon my entry to the Croton-Harmon Union Free School District, I met with various stakeholders of the district to gain an understanding of its assets, as well as enhancements in the areas of Health, Wellness, Physical Education & Athletics. Compiling this information afforded me an opportunity as an educational leader to internalize multiple facets of the district which enriches the learning experiences of its students as well as delineated areas in need.

Goal 2: Develop an Athletic Department vision & culture based on Character Education

- Met with Fall, Winter & Spring Coaching Staffs to parse coaching philosophies, values and expectations.
- Addressed areas of perceived gaps and ultimately established consensus on a single set of expectations developed from the input of various stakeholders.
- Developed a user friendly set of expectations.
- The formulation of a unified set of expectations ensures continuity and success of our student-athletes and their programs.

Goal 3: Rebuild partnership with Hudson National Golf Course.

- Throughout the year myself and Justin Duchin (Golf Coach) worked with Theron Harvey of Hudson National to provide the members of the Croton-Harmon Golf Team with multiple opportunities to practice and play matches at Hudson National.
- Student-athletes conducted themselves with integrity and respect.

Goal 4: Reinvigorate the Croton Harmon Booster Club.

- Initial booster representation was limited to 3 individuals.
- Met with Boosters monthly and worked with coaches to gain support for their respective programs and provide advocacy.
- Increase overall awareness and exposure to the greater athletic community.
- During our monthly meetings we have established methods to help facilitate greater participation and support of our programs and have developed new fundraising opportunities that would help offset and/or supplement needs for our student-athletes and their programs.
- Booster participation improved from 3 Boosters at the start of the school year to currently 20+ members.

Goal 5: Develop a Student-Athlete Advisory Committee [SAAC]

- Asked coaches to recommended student-athletes who exemplify leadership qualities to represent their programs as members of the student athlete advisory committee.
- Held Bi-Monthly meetings to generate student-athlete voice within Croton-Harmon Athletics.
- Solicited student-athlete responses to proposed Croton-Harmon Athletic Policies.
- Student-athletes reviewed, reacted and commented to the governance structure on policies, activities and subjects of interest.

Goal 6: PE/HE Curriculum Development

- The Croton Harmon HS Physical Education Dept, is in the process of redeveloping their curriculum maps to reflect the changes to the High School curriculum. This work is currently taking place and will continue during the summer. These changes will give a greater understanding of the direction the High School Physical Education Program is heading in its support to an overall wellness mindset, with a focus on student engagement and social emotional welfare.
- Working in conjunction with the High School Administration, we have established a 9th grade curriculum for next year infused with Social-Emotional learning in their PE experience as well as created a structure that facilitates two pathways of engagement for our 10th-12th graders (Fitness-based/Sports-Based Curriculums). [2018-19 School Year]

3. Completed Projects, Initiatives and Highlights:

Culture Of Respect

- Based on input from the Culture of Respect Task Force, the Health & PE department addressed gaps in our curriculum as they relate to consent, K through 12.
- At CET the PE Department focused on personal safety with assistance from Robin Wooley and unpacked concepts such as personal bubbles, hands to ourselves, safe & unsafe touching and teaching students to listen to their feelings.
- Jessica Butts & Kerri Tracey spearheaded a Sex Ed Night for parents which included informational sessions from My Sisters Place, Planned Parenthood & Victims Assistance.
- Martin McDonald offered a free, comprehensive, six week workshop in Self Defense for Senior girls and their mother, guardian or caregiver. The course meet once a week for an hour and a half and consisted of awareness training, followed by physical ground and standing self defense skill training. This offering was made possible by the Croton Coalition.

Online Athletic Registration

- Launched FamilyID, a secure registration platform that provides an easy, user-friendly way to register for our athletics programs, with a click of a button and assists us in being more administratively efficient and environmentally responsible.
- Provides coaches with real-time medical updates, clearance and emergency contact information.

Community Partnerships

- Worked with Central Administration, the CHHS Softball team and Croton Little League in addressing shared concerns about Firefighter's Field.
- In a collaborative effort, CLL and CHUFSD were able to secure funds to provide a safe and conducive playing environment for all those who utilize Firefighter's Field.
- Successfully re-established a positive relationship with Hudson National Golf Course.

4. Professional Development and Training:

NYSAHPERD Conference

- Supported memberships, contributed and attended 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).

NYSAAA Conference

- Attended various LTE Classes including Enhancing Organizational Management, Legal Issues IV- Social Media, Transgender Participation, Event Management & Security, Pregnant and Parenting Student-Athletes & Intellectual Property.

SWBOCES Physical Education & Health Consortium

- Provided staff members with a range of professional development opportunities, i.e. mindfulness workshops for "Yoga and Mindfulness for Fitness", "The dangers of "Vaping","Creating Safe Locker Room and Gym Spaces for LGBTQ Students."

Various Coaching Clinics

- Members of our coaching staffs attended clinics that provided tactical & technical training and culture building workshops for their sports. [Football, Basketball & Boys Lacrosse]

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 2018-2019 School Year (please include areas that need improvements

Character-Based Education Model in Athletics

- Continue our exploration of What Drives Winning and begin to build a curriculum that fosters character development.

Student-Athlete Advisory Committee [SAAC]

- Student-athletes will generate their mission and take greater control over the topics and direction of meetings.
- Promote a positive student-athlete image and involvement throughout the community.
- We've developed a schedule for the upcoming school year that will ensure consistency with our meetings and entice greater student involvement.

Partnership with Positive Coaches Alliance [PCA]

- Execute a partnership that furthers our mission of developing positive learning experiences through sport.
- Leverage Student-Athlete status in the greater school community in addressing social issues, i.e. serving as positive role models, combating sexual violence, etc.

Hudson National Golf Course

- Look to further strengthen our relationship with Hudson National and provide our golfers with added opportunities at the golf course.

PE/HE Consent Curriculum

- At PVC we will develop and explore low level self-defense and respect concepts in line with our work with the culture of respect.
- At CHHS we will witness our 9th grade students being exposed to a Social Emotional infused PE curriculum that will explore mindfulness and behavior management techniques while the 10-12th grade students will be exposed to a scaffolded

self-defense curriculum that will host a cross-curricular approach to healthy relationships with Ms. Tracey.
- Continue to work on exploring methods of engagement for all students at the High School level.
- This work is ongoing and we, as a department, will continue to address areas of need to facilitate engaging, respectful and personally meaningful environments and experiences.

Culture of Respect

- Work with the COR Sub-Committee on marketing strategies and campaigns that focus on both Traditional and Social Norms marketing and advertising.
- Help to promote our work with the Culture Of Respect to the community.

Advanced Placement Process

- Educate parents in a Principal's Coffee forum on the regulations and process of playing up.
- Finalize recommendation for potential policy change allowing APP eligible students to perform up to their approved level based on skill and tanner scale ratings.

Croton-Harmon Union Free School District
2018 District-Level Year End Report Form

Department:	**Administrator / Director:**
Pupil Personnel Services	**Karen Gatto**

1. Data and Statistics:

Number of ELL Students			
	2015-2016	**2016-2017**	**2017-2018**
K-12 General Ed	19	26	38
K-12 Spec Ed	22	31	14
Totals	**41**	**57**	**52**

Classification Rate			
	2016-2017	**2017-2018**	**Projected 2018-2019**
Total Enrollment	1597	1609	1551
Classified Students	193	182	190
Classification Rate	12.1%	11.8%	12.3%

School Aged Students	**Out of district**	**Placements**
2016-2017	**17-18**	**18-19**
15	15	13

Preschool Itinerant Services			
CPSE	**Separate Program**	**Preschool Itinerant Services Only**	**Total CPSE**
18-98 as of 7/27/18	3	20	23
17-18	2	15	17
16-17	5	15	20

TABLE OF REFERRALS to CSE and 504 committees

Source of Referral	**Outcome - Ineligible**	**Outcome - Eligible**	
School	2 IEPs	4 IEPs,	
Parent	12 IEPs, 1 504	15 IEPs, 12 504s	
Transfer		8 IEPs	

DATA REVIEW:

Data continue to appear similar to past years. As the data show above, the number of English Language Learners has changed somewhat over the past years reflecting a slight increase. However, the district remains at a low percentage in relation to total enrollment (approximately 3.5%)

The overall classification rate remains consistent with past years. This changes over the course of the year as students move in, move out, are declassified or newly classified. Therefore, the actual number is viewed with caution.

In Croton-Harmon UFSD, there is a continued effort to return students to district whenever appropriate. However, if a student would benefit from a more specialized program, then the CSE or CPSE makes that recommendation and an out of district program is recommended. This past year (17-18) there were two incoming kindergarten students placed out for the 17-18 school year. For the 18-19 year, the district will be returning two students and will be re-structuring a class to support the students with more complex needs. Preschool numbers remain fairly consistent. The number of preschool students in special programs remains low as we enter the 18-19 school year.

The number of students with Section 504 plans is currently 83. For the 17-18 school year, by the end of the year the number was 102. The law has broadened and there has been a more relaxed response from the College board and therefore more families were seeking testing accommodations through the 504 process last year.

The "Initial Referral to CSE" table above helps us to understand how many referrals to Special Education came from families and how many from the school. We have become more skilled at providing students with the support they need on a building level. When reviewing the data, it is apparent that approximately half of the parent referrals did not result in a Special Education classification. Many of the referred students had received some level of support through RtI and AIS. Out of the 27 parent referrals to the CSE, 6 were referred to the Section 504 committee and received 504 plans instead of IEPs.

2. Department Goals and Progress:

Goals for the 17-18 year for Pupil Personnel focused on several areas.

GOAL: Further develop the operation of the Flexible Support Program
Evidence: The CHHS Flexible Support program supported approximately 26 students this year. It has been so successful that PVC has spent time this year planning to open a FLEX program at PVC for the 18-19 year.

GOAL: Oversee the work of G & R Inclusive Education Consultants
Evidence: Professional Development with G&R Inclusive Group was planned for 2017-2018. Approximately 22 teachers participated. G&R worked in district providing workshops and on-site coaching throughout the year. The consultants were well received. This was the first year that Integrated Co-Teaching (ICT) was formally added to the Special Education continuum of services grades 1-4. While ICT does not exist formally at PVC, the staff will continue to receive support form G & R on effective collaboration between the Special and general education teaching partners that are in place.

GOAL: Monitor the implementation of the one to one and shared aides.
Evidence: The Behavior Specialist continued to monitor the use of 1:1 and shared aides in the classroom. She required data collection from the aides and reviewed this quarterly with the Director of PPS.

GOAL: Monitor the implementation of DBT STEPS-A curriculum and develop a Social Emotional Curriculum K-12
Evidence: The district continues to embrace DBT Steps A curriculum. In fact, next year, all 9th graders will take this as part of their PE program. This year, a committee developed a K-12 Social Emotional Curriculum.

GOAL: Monitor Special Education placements for least restrictive environment:
Evidence: The referral process data reveals that least restrictive environment recommendations were well followed. Looking forward, two students have been referred back to district for the upcoming year. Teachers will provide only the mandated services listed on the IEP for the upcoming school year and will otherwise be available to provide building level supports through RtI. Co-Teaching will again be formally implemented at CET grades 1-4. The Special K,1,2 class will be restructured to support students with higher levels of need and students who were previously placed there will move to the Integrated Co-Taught (ICT) classes.

Health Services:
The nurses continued to work collaboratively to refine guidelines, policy and building wide practices and to support each other.

Evidence: The new nurse successfully completed her first year with the ongoing support of her colleagues.

Counselors:
Counselors were more involved with a range of activities this year outside of their specific guidance responsibilities.
Evidence: All counselors supported the work of SELC and many helped with the social emotional curriculum project. The new counselor at CET finished her first year and implemented many new ideas.

English as a New Language (ENL):
Emphasis was placed on providing push-in and pullout services.
The district continued to highlight the importance of recognizing diversity and supporting our English Language Learners.

Evidence: Events were held that included parent participation. More district documents were translated as translators were hired. Foreign language teachers shared some of the provision of services in the CHHS and PVC.

Related Service Providers:
Related service providers continued to work with the teachers.
Evidence: The related service providers supported and increased number of students through discretionary building level services.

Psychologists:
This year the psychologist further developed the RtI practice in their individual buildings and participated in At-Risk meetings. There was increased focus on Social Emotional Learning across the board. The psychologists came together as a group on a number of occasions. The Special Education projection process was comprehensive this year.
Evidence: Individual student data were reviewed and criteria were developed for programs and the Special Education continuum was developed based upon the needs of the students as reinforced by the data.

3. Completed Projects, Initiatives and Highlights:

- ❖ Creation of K-12 social emotional curriculum
- ❖ Realistic projections and SE staff assignments as a result for the upcoming year
- ❖ Successful results for students receiving specialized reading in the new expanded program offered K-12.
- ❖ Successful Extended School year program
- ❖ Successful completion of year 1 pilot for Fast Forward
- ❖ Presenter at the Safety Forum
- ❖ Mentor for new CSE chairperson in another district

4. Professional Development and Training:

Meetings, Conferences and Workshops for the Director of Pupil Personnel Services:

- Approximately 6 SELC meetings
- 4 Tri States Study group meetings
- Administrative Council Meetings
- 3 CSE Roundtable Meetings
- Annual Directors Forum with Centris

- Monthly Liaison PPS Director meetings
- 3 CPSE Colloquium meetings
- EPS Breakfast Meeting
- 1 day Administrative Retreat
- Early Childhood Professionals Meeting
- BOE meetings (approximately 5)
- Budget Saturday
- G & R Planning and End of Year Reflection meeting
- Social Emotional Learning Committee (SELC) (5)
- Preschool Provider Annual Tea
- Strategic Planning meetings (2)
- Monthly Liaison Meetings
- Facilitating a Safe Work Environment for All
- Tri States Spring Conference
- Tri States Consultancy co leadership– Southampton
- NY Social-Emotional Learning Techniques for the Classroom
- Rye Neck Tri State Visit and co leadership
- CEC conference - 2018 Convention & Expo
- Mindful Teacher, Mindful Teaching and Learning workshop
- Tech Center Annual Information Session
- ADVANCED Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
- Dyslexia Awareness and Simulation Session
- Understanding and Assessing Dyslexia by Incorporating the Shaywitz Screener
- Social Emotional Curriculum K-12 meetings (5)
- Administrator - Lead Evaluator Training
- Weekly provider meetings
- At-Risk meetings (4)
- Culture of Respect Task Force (4 meetings)
- Presenter at the Safety Forum

5. Growth Opportunities for the 2018-2019 School Year (please include areas that need improvement)

- ➢ Support the work of Yale Center for Emotional Intelligence
- ➢ Oversee the work with G&R Inclusive Education consultants as it continues into Year 3. Join in the coaching and debriefing sessions with staff and keep administrators involved.
- ➢ Monitor the implementation of Dialectical Behavior Therapy district wide.
- ➢ Determine the effectiveness of behavior interventions and the use of 1:1 Aides

- ➢ Oversee and monitor the rollout of a Social Emotional curriculum
- ➢ Participate in the second year of Strategic Plan
- ➢ Oversee the implementation of Wilson Reading districtwide
- ➢ Improve the quality of job coaching, internships, and career counseling
- ➢ Continue to support ICT
- ➢ Establish a strong working relationship with the new Assistant Superintendent
- ➢ Support the new FLEX support program at PVC
- ➢ Support the expansion of RtI districtwide and use of Alpine
- ➢ Support the Special Class K,1, 2
- ➢ Monitor the parentally placed students with IEPs

End of Year Reflection – key highlights

I have reflected this year that we have a great support team in place. The Behavior Specialist worked district wide, 3 days per week. She continued to work closely with teaching staff this year. She emphasized the need to provide students with consistent strategies and interventions. She met with me regularly and shared collected data on identified target behaviors for all of our students with 1:1 aides and behavior plans. One-to-one aide guidelines were monitored and recommendations for one- to- one aide reductions were made based on collected data.

A relationship was established with a transition specialist. She worked with many of our students through career counseling. She also helped to support the internships of our students in RISE. Additionally, she helped to connect some of our parents to county and state services.

Regular department meetings were held with all sub groups of Pupil Personnel including: psychologists, guidance counselors, nurses, ENL teachers, speech and occupational therapists, the behaviorist, the CPSE chairperson, and the transition consultant this year. These meetings provided us with an opportunity to build team and insure consistency from building to building. I met weekly and individually with the psychologists this year in addition to our monthly group meeting as a way to ensure consistent and comprehensive responses to referrals and individual concerns. Work with the psychologists this year focused on writing IEP comments to correspond to the Prior Written Notice format. Several of the referrals sent via the psychologists were returned to the buildings in an effort to strengthen RtI interventions provided to the individual students.

My regular meetings with principals served to strengthen our collaborative efforts and address Pupil Personnel issues and concerns as a team. Much of the discussion in CET, CHHS, and PVC was focused on challenging cases, staff concerns, and projections. This year as last year, much time was spent on developing Special Education projections based on data collection and guidelines for programs.

Regular Administrative Council and individual meetings with Dr. O'Connell and Dr. Fuhrman provided me with the opportunity to share ideas and grow further from their input. Our work regarding the rollout of the strategic plan reinforce dour district vision.

The data collected from the STAR assessments was well utilized by the Committees on Special Education and by the Special Education department and continues to strengthen our understanding of student progress. The tracking of data through *Alpine* was referred to for many meetings.

The Special Education projection process was again comprehensive this year. I worked closely with the psychologists and building administrators as we reviewed individual student data, created guidelines for programs and planned programs and the Special Education program continuum based upon the data. Wilson reading support increased this year as we now have Wilson certified instruction in each building. Plans were made to increase the availability of this service next year. Integrated Co-Teaching (ICT) continues to be an offering in CET.
.
Counselors, parents, and Special Education staff struggled this year with the changing graduation requirements and worked together to develop a shared understanding.

We continued with our Social Emotional Learning Committee (SELC) and grew the membership of the committee even further. The work continued with the DBT training, the topic of mindfulness, microaggressions and bias. SELC sponsored work with Marc Brackett on Emotional Intelligence and PVC rolled out the concept of "RULER". We planned work with Devin Thornburg on Cultural Awareness and the concept of "Trust" but were snowed out on two occasions. SELC continued to take a lead role in making recommendations to Administrative Council regarding social/emotional supports for our school community. The committee sponsored an evening event for the community around the viewing and discussion of the movie "Breaking Points".

The Co-teaching consultants, G & R Inclusive Group, continued to support staff in both PVC and CET. I noted a shift in how many of our teachers collaborate more successfully and take ownership of all students

As a continued effort to work with teachers and pupil personnel staff, I completed 37 teacher, counselor and therapist observations throughout the year. This offered me the opportunity to discuss best practice with staff and consider how teachers are considering critical and creative thinking with their students.

On-going "At-Risk" meetings were continued this year which resulted in better oversight and communication around students experiencing school struggles. This extended to students experiencing academic challenges in the form of RtI in each building. It was agreed that the district level At-Risk meetings are very important and a structure will be established to maintain these meetings for next year.

The Flexible Support program continued to flourish. The program supports approximately 26 students currently and is expanding into PVC next year.
The Special Education Continuum of Services shifted somewhat this year in response to student needs.

Our RISE program in the high school provided students with access to standards based instruction while providing all students with community based internships.

Our Wilson certified staff provided periods of support in each building for the first year.

A number of students have required out of district placements for severe emotional issues. Since we are returning two students to district and others have graduated, our numbers are fairly stable. The out of district application process has resulted in the need to process and monitor a great deal of information. Dena is overseeing this along with our district level Special Education Chairperson.

Medicaid management and State aid for high cost students through meetings and interactions with MAG was a part of our work this year. We continue to develop ways to monitor the Extended School Year program so we can optimize NYS funding.

Transportation issues arose periodically throughout the year and collaboration with Rochelle O'Mara was effective.

This year, we used our grant money more effectively. This resulted in more targeted support for our students.

This year I continued to participate in the Task Force, created by Dr. O'Connell. This work continues to connect our school environment to our local community while addressing issues of concern.

Communication with community stakeholders remains a topic of on-going importance.
I worked closely with parents as I interacted with them at the CSE, 504 and CPSE level.

I continued to interact with SEPTA. I attended evening presentations and a few meetings during the year.

This year, we increased our interactions with individual students' outside providers. By doing so, we could provide more consistent supports while gaining a better understanding of our students. One student has been returned to district with much success and two will be entering in 2018-2019 from out placements.

The district worked with independent psychiatrists for individual cases that presented unique needs.

By being an active participant in Tri State activities, I was able to network with communities outside of Croton return with new resources. I took on the role of co-leader for two consultancy visits and learned a great deal in the process.

The Transition Consultant worked throughout the year to provide career counseling to students identified by the HS counselors. She also worked with families of students with IEPs to help them with connecting to adult services and agencies. She developed a relationship with ACCES-VR and will serve to connect individuals with IEPs who will be aging out in two years to paid employment next year.

The CPSE Chairperson chaired CPSE meetings this year and acted as a liaison between the district, parents and the pre-school providers. This was a successful addition to our support system.

Ongoing collaboration with colleagues and teachers is at the heart of my work. This can occur at Administrative Council meetings, department meetings, cross building meetings, provider meetings, at-risk meetings, parent meetings, PWN interactions, and more. This year I maintained a robust calendar of meetings with a variety of stakeholders.

This year there was a change in the provision of Testing Accommodations as described by NYSED. This required oversight on my part. Graduation requirements for students with disabilities was also amended once again and on more than one occasion I was responsible for advocating for students regarding their acquired credits.

CSE and CPSE meetings continue to require that the committees are following the protocols and adhering to criteria. This often results in difficult conversations but the process must be followed in order to insure fidelity.

IEPs must be checked for consistency and completion. This is a lengthy process and requires that all understand their portion of the task and there is oversight.

I worked with teachers this year to help them to understand the importance of providing only the mandated services as they appear on the IEP.
The CPSE chairperson was trained and we met regularly to review cases.

Again this year, PPS managed the Consolidated Title grants, Title 3, and IDEA 611 and 619 grants. This task provides the opportunity to work with colleagues in providing students with needed resources.

We continued to use Edgenuity this year for a handful of students; another grant funded effort. Edgenuity holds the promise of providing students with access to online instruction under special circumstances.

As an administrator for Special Education, the department is continually presented with changes to special education law and must keep all stakeholders informed of such changes and make sure that our practice is current. The graduation requirements are an example of this.

The district membership in the Title 3 consortium with Hendrick Hudson and Irvington school districts provided us with resources through the grant.

Croton-Harmon Union Free School District
2018 District-Level Year End Report

Department:	**Administrator / Director:**
Technology	**Deborah August**

1. Data and Statistics:

District Infrastructure:

Replaced all switches and ports with new hardware in all buildings.

- Installed 2 Cisco Catalyst 4500-X
- Installed 28 Cisco Catalyst 2960X-48FPS-I
- Installed 2 Virtual Host servers
- Replaced 2 main servers with new hardware. Server uplink speed increased to 20 gig.

Building to building speed is now 10gig
Within the buildings, speed increased from 1 gig to 10 gig.
All device switch speeds currently run at 1 gig.
Replaced the wireless system with 208 new access points and Fortinet Analytic software.

Replacement Cycle Device deployments:

Laptops – Dell Latitude 3380

- CHHS – 52
- PVC - 20
- CET - 5

Chromebooks - Dell 11-3180

- CHHS – 124
- PVC – 96
- CET – 51

Software:

Installation of Fortinet network firewall.
District contracted with Remind101, a communication app.
Migrated student information from RTIM Direct to Alpine Achievement's RTI form.
Introduction of Lightspeed Relay filter system and classroom management tool.
District upgraded to a new Website hosted by Blackboard.
Implemented software tools to identify areas in the new Blackboard website to make them ADA compliant.
Installation, set up and implementation of Nutrikids point of sale software for school lunch program.

2. Department Goals and Progress:

Creation of Building level technology committees to promote the use of technology to increase efficiency, support teaching and enhance learning.
Committees will review and recommend long-term and short-term plans for each building that align with the district mission and vision. They will look at ways to improve upon technology concerns raised in the district Strategic Coherence Plan and look for digital avenues that support challenging all students to be creative and critical thinkers.

CET: Started the process of identifying lessons where technology is integrated and using the Triple E Framework started to examine if the technology adds value to the lessons and how to use technology to add value to lessons.

PVC: Focused on the Croton-Harmon profile of a graduate attributes. Using learning outcomes, collaborated on how technology can support those learning outcomes as identified in the Strategic Coherence Plan. PVC Tech Committee created an Infographic for the district articulating this vision.

CHHS: Collaborated on creating the goals and action steps for the 2018-21 Croton-Harmon Instructional Technology plan.

3. Completed Projects, Initiatives and Highlights:

- All students K-12 participated in the Hour of Code.
- Experience Science Fair featured students in K-12 displaying creativity and innovation.
- 5th Grade students worked collaboratively on "The Human Impact on the Western Hemisphere".
- PVC Film Festival showcased 6 videos that students created from stories they had authored, all worthy of an award.
- The Coding Academy Team completed a first draft K-8 Scope and Sequence for Coding in the first year.
- PVC Tech Committee created an infographic to show how technology can support our goals in the Strategic Coherence Plan and Profile of a Croton-Harmon graduate.
- Croton Coding Academy Team won a TELL award (Transforming Education through Leading and Learning) for being a LHRIC Outstanding Partner for their work on a K-8 Coding Scope and Sequence.
- CHHS collaborative Art/ESL unit on biography. This wonderful project united students across disciplines to create written and illustrated biographies.
- Katie Brennan won a TELL award for Outstanding Innovative Teacher for her work in the INDE Lab.

- Presentation by Maureen Dillon and Katie Brennan at the LHRIC Technology Leadership Institute on "Innovation and Design- Math and Science" was a huge hit at the conference. The presentation showed how using the Stanford Design thinking process, 6th grade students are employing critical and creative thinking for problem solving in the INDE Lab.
- Presentation by Ashley Valentine to Westchester/Putnam School Boards Association on "Students on the Span".
- CHHS Cyber Squad presented Cyber Safety classes to CET 4th graders.
- PowToon empathy videos created by 4th graders.

4. Professional Development and Training:

- Implemented Job-embedded PD for PVC 5th grade team on Google Classroom and related apps.
- 2-day Google Certified Educator training run by EdTechTeam.
- Achieve 3000 training for PVC and CHHS teachers.
- Participation in the LHRIC CS/STEAM Academy.
- Nureva Span training for CHHS teachers.
- Google Expeditions Virtual Reality in Education training for PVC teachers.
- Compass Learning follow up training for PVC teachers.
- Alpine Achievement basic training for all teachers.
- Professional Development for CET teachers in Alpine Achievement RTI program.
- 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 2018-2019 School Year (please include areas that need improvement):

- Installation of "true guest" network software which will require all network guests to login with credentials for network security.
- Installation and implementation of a phone in every classroom.
- Ongoing support PVC and CHHS teachers in usage of Alpine Achievement for entering data.
- Implement 1:1 chromebook program at PVC. This program is a 4-year program which will eventually bring the building to a complete 1:1 deployment. Part of the implementation includes a robust Digital Citizenship unit as well as how to add value to a lesson through the integration of technology.

Croton-Harmon Union Free School District
2018 District-Level Year End Report Form

Department: **Business Office**	**Administrator:** **Diane L. Chaissan** **Assistant Superintendent for Business**

1. Data and Statistics:

- 2357 purchase orders issued during 2017-2018
- 2017-2018 school budget passed by 83.97%
- 2017-2018 bus proposition passed by 81.51%

2. Department Goals and Progress:

District Resources: *Increase the cost-effective use of resources (including fiscal resources, time, and structures)*.

Specific Objectives:

- Examine District expenditures to ensure that we are being as efficient as possible
- Increase communication with the public regarding fiscal stability under the 2% tax levy cap and the need to fully fund reserves and use the capital reserve fund to plan future capital projects without bonding

- Effectively manage the District's fund balance and reserves

- Use multi-year forecasting to improve budget and tax stability

- Negotiate contracts that are fair to employees as well as taxpayers

- Developing plans to address anticipated tax certiorari.

    - Strengthen fiscal planning and efficiencies

- Provide timely (quarterly) reports: internal and external audit reports, facilities project updates, transportation efficiency reports, legal reports, technology reports, and special education reports.

- Promote a school environment where everyone, including students, parents and staff members feel valued, respected and safe and ensure facilities adequately meet educational and student needs by:

- Implementing 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 fiscal 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 liabilities reserve
- Unemployment insurance reserve
- Employee's retirement system reserve
- Capital reserve fund
- Workers' Compensation reserve

The tax certiorari reserve ensures that the district will not need to borrow funds when tax refunds are issued. Money from the employee benefits accrued liabilities reserve is used to pay for accumulated unused sick and/or vacation time when staff members retire. Without the fund, this money would need to be budgeted in the general fund and could raise the tax levy. Monies from the 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 and upgrade safety and security measures at all of our buildings.

During the 2017-2018 school year, the district continued to work with Barone Construction Management Company and KSQ Architects to complete the design phase for the capital projects being funded with bond money. Meetings were held with administration and staff for the InDe Lab at PVC and the CHHS Library. Construction began in June 2018 after completely packing up all of the 3rd and 4th grade classrooms at CET.

3. Completed Projects, Initiatives and Highlights:

The District continued to work with John LaPlaca, Brian Shanahan and Cliff Gabrielson of the Altaris Group to implement strategies and recommendations from the Safety Audit. They continued to work with the staff and administration on drills and protocols as well as the annual update to the District Emergency Response Plan and the preparation of Building Level Safety Plans. They will continue to work with our staff in 2018-2019 to fine tune our drills or as they call it "build muscle memory". Drills were simplified so that we would no longer need large manuals containing long protocols to conduct them. It is the goal that all lockdown drills become as automatic as fire drills.

The Business Office was very involved in implementing a school lunch program at CHHS. We worked with several consultants to develop a design of equipment needed for a kitchen, serving line and refrigeration of food. The district purchased the needed equipment. The Department of Health inspected the facilities. The operations opened in October 2017. We also worked with local vendors so that they could apply to the Department of Health to become licensed commissaries so that they could provide food to the district for resale to the students. A Point of Sale

The Business Office also became involved in the PVC school lunch program when the PVC PTA ended providing lunch to the students. Several companies were invited to interview and MW Kids was chosen to provide school lunch.

Both of these interim options will continue into the 2018-2019 school year while the district works with KSQ Design and the School Lunch Committee to develop a district-wide kitchen at PVC Middle School and to develop guidelines for a district-wide school lunch program.

Much work was done to collect the information needed for the Capital Reserve Fund vote. The Assistant Superintendent for Business worked with the Directors of Facilities and Technology to get information needed for the installation of telephones district-wide. This is an important safety and security issue.

We worked with Chazen Engineers to develop the scope of work for the upgrades and repairs to district-wide drainage and pipes.

Work continued with school lunch consultants and the architects to create a conceptual design for the PVC kitchen upgrade.

Once the designs were complete, communications and posters designed to get out the vote. Fortunately, the vote passed and now work can begin.

Negotiations: Collective Bargaining Agreements for Croton Teachers' Association and for the Aides of Croton United were settled prior to the expiration date of June 30, 2018

- Prepared all financial information and participated in negotiations with the Croton Teachers' Association including a scatter gram and cost of negotiated settlement for the Board of Education.
- Prepared all financial information and negotiated a settlement with the Aides of Croton United. Will Kang, Keane & Beane participated in preparing for the negotiations by providing information

4. Professional Development and Training:

- Strategic Coherence Planning
- Continued as President of the Putnam Northern Westchester Health Insurance Consortium
- Attended meetings of the Putnam Northern Westchester Association of School Business Officials

- Attended meetings of the Lower Hudson Chapter of the New York State Association of School Business Officials
- Attended state aid planning meetings sponsored by Questar BOCES State Aid Planning Unit

5. Growth Opportunities for the 2018-2019 School Year

- Gmail and Google Docs
- Prepare documents to ensure a smooth transition to the new Assistant Superintendent for Business
- Strategic Coherence Planning
- Implementation of a district-wide school lunch program
- Installation of landline telephones throughout the district in order to upgrade safety and security
- Oversight of upgrade to district-wide drainage system

During the 2017-2018 school year, the following audits were conducted:

- · Annual External audit – Nugent & Haeussler
- · Annual Internal risk assessment update – R.S. Abrams
- · Human Resources audit – R. S. Abrams
- · Bi-weekly claims audits – Peter Drexler

Croton-Harmon Union Free School District
2018 District-Level Year End Report

Department: **CHUFSD School Counseling**	**Administrator / Director:** **Mark Maxam**

1. Data and Statistics:

College Application trends:

Year	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Early Decision/Action	365	267	385	334
Regular Applications	772	578	592	745
Total Applications	1137	845	977	1079
# of Graduates	127	124	121	137
Avg Apps per student	9.0	6.8	8.1	8.2

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	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019 (projected)***
CHHS Enrollment*	515	522	510	515
CHHS Counseling Staff	3.0	3.0	3.0	3.0
CHHS School Counseling caseloads	172	174	170	172

*Latest Enrollment data taken as of 5/30/18

Caseload Data: PVC

Year	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019 (projected)***
PVC Enrollment*	523	512	502	505
PVC Counseling Staff	1.4	2.0	2.0	2.0
PVC School Counseling caseloads	374	256	251	253

*Latest Enrollment data taken as of 5/30/18

Caseload Data: CET

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

College Representative Visits: CHHS

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

*Represents number of students registered to attend. We have been improving our record-keeping for actual attendees from the students who sign up to attend, and this is the first year we are able to share a solid number for this.

Scheduling Statistics: CHHS

Year	2015-2016	2016-2017	2017-2018	2018-2019
Total Requests	4747	4666	4642	4305
Number of unfilled requests	149	138	111	135
Percent requests filled	96.9%	97.0%	97.6%	96.9%
Total number of students	524	520	527	511
Number of students with all requests filled	409	402	431	391
Percentage of students with all requests filled	78%	77%	82%	77%
Total number of singleton courses (courses offered only once in the schedule)	51/104 = 49%	58/109 = 53%	48/110 = 44%	56/107 = 52%

Guidance and Advisory lessons taught: CET

This year was focused on curriculum surveying (what is currently being done by teachers), and development of counseling curriculum for the elementary level. There were four main series of lessons developed and piloted, with a total of 101 individual classroom lessons being taught. Lessons included “Introduction to School Counselor”, “Confidence, Courage, Kindness and Empathy (Unit)”, “Problem Solving and Personal Safety Unit/Sexual Abuse Prevention”, and “Your Body Belongs to You.” In addition, there were 10 different social skills/support groups offered this year at the elementary level, all of which met regularly.

Guidance and Advisory lessons taught: PVC

There were 10 different lessons taught to a total of 60 different classrooms at PVC this school year. Lessons were related to friendships, bullying, gossip/rumors, decision-making and coping strategies, and peer pressure, and each grade level (5-8) participated in a distinct set

of lessons. Counselors also held social skills groups, planned the Unity Day activities, and held a parent evening event centered on the film, “Breaking Points”.

Guidance and Advisory lessons taught: CHHS
There were 4 different guidance lessons taught to a total of 27 different classrooms during this school year. Lessons touched all students in grades 10-12. In addition, there were 4 different lessons taught to a total of 24 Freshman Seminar classrooms by school counselors this year. There were 42 other Freshman Seminar classroom lessons provided which focused on social-emotional learning, providing 6 social-emotional lessons for each freshman student.

Olweus Bullying Prevention Program:
The OBPP Steering committees met 3 times at PVC and 3 times at CHHS this year. At PVC this steering committee is incorporated into the Advisory Committee, which planned and supported advisory lessons throughout the year, including 12 lessons directly related to social-emotional growth. At CHHS the Olweus Steering Committee also led staff development activities related to the Olweus Program training and to Microaggressions. There were 3 relevant lessons implemented at CHHS through CHAP. At CET, there were not steering committee meetings held for Olweus, however expectations have been posted, and REACH assemblies have been held to go over these expectations; review of these have been provided to entire grades throughout the year. Unity Day and an assembly about kindness were held.

2. Department Goals and Progress:

This year, school counselors worked as part of the curriculum group mapping social-emotional learning K-12. As a department, we have been closely following some upcoming changes in regulation from the state level, including increasing requirements for documentation of career planning for all students. We have begun research into the best way to meet new regulations, which are due to take effect in September 2019. We anticipate spending time focusing on planning for the changes throughout the coming school year.

This year we continued transition programs which were found effective from the previous year, including Big Buddy transition meetings for our rising Freshmen, Rising Freshmen Parent Night, Scheduling Meetings (group), and individual get-to-know-your-counselor meetings for Rising Freshmen. We also tried some new counselor visits for our rising 5th graders, coupled with school visits for these students.

All three buildings continued their Response to Intervention (RTI) models which had been put into place during previous years.

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.
- Continued to offer high-quality transition supports for students transitioning between schools.
- Maintained and updated a district Counselor Handbook, in digital website format. Conducted training for all counseling staff based on materials in handbook.
- Held professional development activities for school counselors, including webinar session through ASCA and sessions at BOCES.
- Conducted detailed review of college application data and visits by admissions representatives. Communicated and discussed key findings with counselors and Board of Education.
- Made recommendations to district administration about the development of protocols for intervention and monitoring of students reported to be of potential risk to themselves and others (threat assessment and monitoring)
- 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 104 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.
- Revised Grade 8 (rising freshmen) parent night to emphasize academic choices. The evening included curriculum coordinators speaking about their departments and choices for freshmen, and an opportunity for parents to ask individual questions of teachers from each subject.

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. We also of-offered the evening parent presentations on Vaping (Partnering with the Croton Community Coalition), and “The Science of Happiness” (partnering with the PTSA)

4. Professional Development and Training:

- ASCA Webinar: Counseling students with disabilities
- Graduate course (SUNY): Building positive connections with diverse families and communities
- RULER – PVC implementation team participants
- Alpine Achievement Training
- Regular participation in faculty meetings – all three buildings
- NYSSCA annual conference
- New teaching professionals in-service training
- Improving Student Learning through Engagement (Rockland Teacher's Center course)
- Fostering Student Success and Retention from High School to College (PNW BOCES workshop)
- Tech Center annual informational event
- Naviance training webinars – updates to the Naviance system
- Critical Friends professional development group
- Transition: Updates to the Superintendent's Determination for a Local Diploma
- Open House event at Tilly Foster Farm

5. Growth Opportunities for the 2018-2019 School Year (please include areas that need improvement):

- Review new state regulations for school counseling, monitor ongoing changes, and plan an adapt our program to meet new regulations. This is expected to include regulations for career plans for all students, as well as inclusion of a K-12 Advisory Council as part of our Comprehensive Guidance Plan.
- Continue to review our guidance program, including results of survey information obtained during 2017-2018.
- Continue bringing in high-quality Career Speakers.
- Continue to support the development of an elementary school counseling program, which builds on existing counseling curriculum and supports classroom teachers.
- Continue to seek ways to expand classroom guidance curriculum offerings at the middle level, in conjunction with the ongoing mapping of the social/emotional curriculum K-12.
- Improve/revise guidance websites to provide a more attractive resource, better communicate with students and parents, and meet new ASDA standards for accessibility of webpages.
- 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."

Croton-Harmon Union Free School District
2018 District-Level Year End Report

Department:	**Administrator / Director:**
Transportation	**Rochelle O'Mara**

1. Data and Statistics:

Transportation and Mileage:
Our buses traveled 430,354 miles to over 32 different schools. We continue to cover 100 plus runs per day excluding sports and field trips. We transport our students over 2,000 miles per day.

Our students were transported on 202 field trips covering 4,842 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 LaGuardia Airports.

We covered 488 sports trips traveling 25,662 miles. We transported thirty-eight students to Extended School Year programs at nine 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 97.7% success rate. We remain one of the highest achieving operations in Region 8.

The NYS Dept. of Motor Vehicle's 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 twelfth year in a row, we filed a clean affidavit.

Fuel prices were average this year as follows:
$2.20 per gallon for gasoline
$2.00 per gallon for diesel

These lower prices are a result of the 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:

- Nine, snow days,
- Four, 2-hour delays
- One, early dismissal.
- Two of the days, we were closed due to several impassible major roads within Croton as a result of damage caused by two Nor'easters that hit within days of each other.

2. Department Goals and Progress:

Our 17/18 school year started with slightly different times for CET than in previous years. Due to a need for increased instruction time we moved the CET morning times up slightly. This minor adjustment on the bus schedules created an additional ten minutes in CET's morning schedule. The middle and high schools schedule remained the same.

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 here at the Transportation Dept. Fraser returned two days a week to shadow our mechanics. In June, Fraser graduated from the Small Engine mechanics program at NW BOCES.

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.

We had our first experience with a family we transported under the McKinney-Vento Act. The young ladies were assigned to a foster home in Yonkers. The driver transporting the girls did an amazing job in a difficult situation. Our driver, Doreen Jiminez was a positive, encouraging influence on them each day.

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. Destination Imagination went to Knoxville, Tenn., 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. For the first time we chartered a bus for a college visit to Lehman College in the Bronx. The community coalition provided transportation to the Senior prom as they did last year. The buses were full and the students enjoyed the "red-carpet" treatment.

Transportation staff were utilized for several large events throughout the 2017-18 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.

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. We also shuttled senior citizens to our high schools' theater production in June. 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 were equipped with cameras last summer. We have used 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.

As noted earlier, we did make a slight adjustment to the CET AM schedules. This was accomplished with minimal disruption and no cost to the district.

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 Tracey 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.

This school year we made a change for sports pick ups at the high school. All athletic events load and depart from the front of CHHS. This was a big change for everyone to get used to but ultimately it worked out and was much safer for everyone.

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 is currently renovating the office building and site next to the Transportation Garage. We have met with the DPW Chief Frank Balbi and his staff to discuss future collaboration between our departments.

4. Professional Development and Training:

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

- School bus safety is one bus stop at a time.
- Weather emergencies and how to deal with them
- PJ'S Law and the Dignity for all Student's lessons.

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.

This month I attended the annual New York Association of Pupil Transportation Conference in Albany. There was extensive debate and discussion about the recent school transportation accident and fatalities.

The school transportation industry is bracing for the fallout and possible changes to regulations addressing lap to shoulder seat belts. A major concern amongst the present school bus personnel at the conference was the administration of commercial road tests throughout the state. The consensus of our peers is that the DMV examiners have a very, poor and contemptuous attitude toward everyone. The commercial driving test is administered in three separate parts and the examiners are particularly harsh. The application of the new standards are in reflection of the Federal Motor Carriers requirements. New York State Dept of Motor Vehicles and the NYS Dept of Transportation is upgrading its online presence to better communicate the new standards and applications. Unfortunately, they did not work out their technical issues before they implemented new tests and programs. At the conference, we were able to give feedback to the officials from the NYSDOT and NYSDMV. Fortunately the new State Education Director has a background in school transportation. We look forward to Paul Overbaugh representing the school transportation concerns.

5. Growth Opportunities for the 2018-2019 School Year (please include areas that need improvement):

Within our department, we continue to encourage professional development. Linda Diorio, Dispatcher and Manuel Beltran, Mechanic attended 19A Examiner Certification training. Manuel also completed his NYSSED School Bus Driver Instructor's certification. As part of his certification he will do a presentation at our August refresher.

Our mechanics took a class on air conditioning and the new regulations about the use of Freon.

Through my participation with our transportation association, I was asked to give presentations at two events this school year.

- In June I was a featured speaker at the NW BOCES Leadership Institute. My topic was "Working with your Business Official" and "What does Transportation Mean to your District."
- In July at the State Transportation Conference, I was part of a panel addressing challenges in transportation (funding, weather, parents, and legal issues). Both

experience were very worthwhile and gave me the opportunity to reflect on my years in school transportation and the many things I learned along the way.

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"

Respectfully submitted,

Rochelle O'Mara

Croton-Harmon Union Free School District
2018 District-Level Year End Report

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, 2 part time messengers, 10 summer workers. There were no 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

- Maintenance work orders completed: 1.954

2. Department Goals and Progress:

The following initiatives were completed during the 2017/2018 school year:

- Painting:
  - CET: Kindergarten classrooms/bathrooms/hallways, 2nd grade bathrooms, Spencer goal posts
  - PVC: All hallways and stairwells in older part of building.
  - HS: New library Nureva Span area and touchup painting throughout building.
- Paving repairs: District office parking lot, CET rear parking lot, PVC front bus loop, PVC rear stairway drainage area. transportation/manhole repairs.
- District office – replacement of shrubbery in front of building.
- Spencer field – core aerated and top dressed with sand to improve drainage and leveling of field, sod replacement in goal mouths extend lacrosse safety ball walls, repaired water supply valve vault, repaired four storm water catch basins

- CET - concrete sidewalk repairs near 3-4 grade entry, boiler room and Monet garden entry.
- CET Main and Principal office areas – Carpet replacement
- CET – Kindergarten and 2nd grade hallways – floor expansion joint repairs.
- CET field – top soil delivered and spread in several large depressed areas, sod replacement in associated areas replacement of team benches.
- CET Tennis Courts – cleaned, repaired expansion joints, sealed and relined courts
- CET - Coordinated move of all furnishings (desks, chairs, books, all teacher materials, book cases, etc.) and assisted with packing from third and fourth grade for relocation to storage during summer 2018 capital project.
- PVC – rebuild brick wall adjacent to stairway from upper parking lot to rear field.
- HS – Removed trees and shrubbery to increase size and accessibility of pedestrian waiting area in front exterior main entry. Install seating/benches in same area.
- HS – install concrete sidewalk near rear of auditorium.
- HS – replacement of sections of HS gym wall padding as needed.
- HS track – improved drainage near locker rooms.
- HS – replacement of warped metal entry/vestibule mat systems.
- HS Library –constructed new walls, carpet, replaced ceiling tile and installed electric/data systems for new 30 foot long interactive Nureva Span learning wall.
- HS –installed cafeteria serving equipment and associated wall/ceiling finishes for food service at the HS; including steam table, coolers, refrigerators, sinks with associated electrical and plumbing installations. Worked with consultant, Armark, custodians and administration to obtain health department approval.
- District office – replaced entry sign and plantings
- District wide – reline parking lot stripes
- District wide – flooring repairs in various areas
- District wide – tree pruning and poison ivy removal
- District Wide – Upgraded HVAC Honeywell building management system and migrated BMS front end to virtual server.
- District wide – Submitted plans for 2018 and 2019 Capital projects to the NYSED for review and approval. Plans approved and bids awarded for commencement of work summer 2018.

- Worked with Edutek/Technology to remove and store all smart boards from third and fourth grade in CET and six rooms at PVC prior to summer 2018 construction.

Ongoing Initiatives

- Organic athletic field maintenance program with cost savings of approximately $30,000 per year. Work includes aeration, slit seeding, fertilizing and organic weed control.
- District-Wide Security – training of SERT and DERT teams by the Altaris Group with 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 graduation tent, platform, equipment setup and parking.
- Summer 2017 cleaning – thorough cleaning completed in all schools.
- Director of Facilities – Co-Chair of Health and Safety Committee – Four meetings held in 2017/2018.
- District Wide – Snow/Ice removal

3. Completed Projects, Initiatives and Highlights:

The following initiatives are planned for 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, book cases,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
- 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 – restripe 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 HS baseball field.
- District wide - Storm drainage basin cleaning – clean readily accessible and remote basins.

4. Professional Development and Training Completed:

· Buildings and Grounds Staff Empowerment Day – Four custodians attended classroom training on HVAC servicing/operation, Oil burner trouble shooting and basic plumbing.
· SFA training seminar – two maintenance mechanics and one head custodian attended sessions on fire safety, blue print reading and health/safety.
· Two day Allegion electrified Lock training – attended by one maintenance mechanic and one head custodian
· Webinar for custodians on workplace communication.
· Lunch and Learn – all custodians, cleaning safety
· Health and Wellness session by EAP for all custodians.

5. Growth Opportunities for the 2018-2019 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 work. In the spring of 2018, summer work for 2018 was bid and awarded.

CET Work planned for summer 2018 includes installation of a new fresh air system and a central air conditioning system for the third/fourth grade wing at CET. Summer 2018 work for the third/fourth grade also includes preparations for removal of the third/fourth grade curtain walls and replacement of the hydronic heating system in 2019. Summer 2018 work requires total removal of building contents and replacement of many ceilings within the third/fourth grade wing. A new parking lot and retaining wall in the rear of CET, drainage improvements, pathway replacements and a new dumpster enclosure are also planned for construction at CET in 2018.

Work planned for the summer of 2018 at the HS includes repair of the stone retaining wall in front of the building.

Work planned for the summer of 2018 at PVC includes construction of a new INDE lab, construction of new walls for technology/equipment in six classrooms, replacement of the front bus loop sidewalk, replacement of two exterior stairways, a retaining wall replacement, drainage improvements in the rear of PVC and replacement of the stairway near the tennis courts at PVC.

The balance of 2019 and 2020 phases of the project are in design, with SED submission for 2019 projects planned for the fall of 2018 and 2020 projects submission to SED by the end of 2018.

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
2018 Principal Year End Report

Building: **Carrie E. Tompkins Elementary School**	**Principal:** **Kelly Maloney**

1. Enrollment and demographics:

The 2017 – 2018 school year began with an enrollment of 585 students and ended with 591 students. There were six sections of third and fourth grades and five sections of kindergarten, first, and second grades. In addition, we had two special classes, a K-2 and a 3-4.

CET demographics for the 2017 – 2018 school year were as follows:

Female: 46%

Male: 54%

White: 72%

Black: 1%

Hispanic: 16%

Asian: 7.63%

Multiracial: 3.2%

Native Hawaiian/Other Pacific Islander: .17%

2. Building goals and progress:

Our building goal supported the implementation of the Strategic Coherence Plan-*challenging all students to be critical and creative thinkers.* With the support of the curriculum coordinators, the six strategies were reviewed and discussed throughout the year. The emphasis for the first year roll out of the Strategic Coherence Plan in addition to understanding the plan was to forge consensus on definitions and meaning of the terms critical thinking and creative thinking. Simultaneously, faculty members identified assignments, activities, and assessments that require critical and/or creative thinking. The district created rubrics for critical thinking, metacognition, and presentation were reviewed early in the year and incorporated into classroom practice where applicable. In order to gain a better understanding of how students respond to critical and/or creative thinking tasks, we

examined various pieces of student work using a specific protocol. The examination of student work included NYS assessments and writing in response to literature.

At the start of the school year, the new district tagline: "**Think. Create. Reflect. Respect."** was introduced. This helped us keep the focus on the Strategic Coherence Plan and shape the professional development opportunities provided.

3. Curriculum and Instruction:

At the elementary level, classroom teachers teach all subjects: English Language Arts, Mathematics, Science, and Social Studies. We continued to implement curriculum programs such as Fundations, Eureka Math, and Science 21. This year fourth grade piloted *Storyworks*, a Scholastic literary magazine that uses engaging fiction and nonfiction texts to teach grammar, writing, and comprehension skills. The online component of this program provides low lexile versions and audio versions as well as two different leveled quizzes. It also offers ways to differentiate the lessons and materials. We will continue to use *Storyworks* next year in fourth grade while third grade will pilot *Storyworks, Jr*.

With the newly adopted NYS Science Learning Standards, the first grade science curriculum was revised this year. This year all students (K-4) received Spanish instruction-twenty minutes twice a week. The addition of Spanish was well-received by students, staff, and parents. Coding lessons were taught in library, and STEM challenges took place in all classrooms.

Using our AIS and Special Education teachers, we continued to provide small group instruction for students who did not meet grade level benchmarks in reading, writing, and math. Additionally this year with an increase in AIS staffing, we were able to provide enhancement reading to students in grades K-4 and enhancement math to students in grades 1-4.

We used data from various assessments including STAR to identify students for both remedial and enhancement purposes. We continued to offer before school math programs to our second, third, and fourth grade students. All of these programs were well attended.

Additionally we continued to offer band, chorus, and orchestra before school. These music programs continue to attract a large number of students. In addition to classroom teachers supporting the acquisition of strong social-emotional skills, our school counselor pushed into classrooms to provide specific lessons related to peer relationships and personal safety. She also facilitated small group lessons and met with students individually. This year, our music teacher emphasized cultural awareness through grade level performances. Each grade was assigned a continent and students conducted research on a number of countries from that continent. They used a student friendly database, CultureGrams, to gather information and images. The research they gathered was presented on a map of their assigned continent. The

music and dances performed were representative of the countries studied. The emphasis on the study of countries around the world directly supported a number of NYS Social Studies Standards while promoting empathy and respect.

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 central theme of "Around the World with CET" and incorporated singing and movement taught during music class. Students contributed to the choreography, set design, and costumes. This year, Kindergarten students explored North and South America. First grade students traveled through Europe. The second graders ventured into Africa, while third grade took their adventure through Asia. Fourth grade researched Australia however they performance was *Broadway Kids* where they highlighted six Broadway shows through song and dance. All grade level shows were performed for the student body as well as their families. 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 1st Annual CET Cultural Night. We had 23 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 as well as our music teacher are to be commended in the time and energy expended in the preparation for this event. 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. The evening ended with a fashion show! This event was very well-attended, and really 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. We look forward to hosting this event again next year.

Two new assemblies were added this year to support the "All Around the World" theme- Chinese acrobats and African Dancers. 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 over 100 CET students in grades 1-4 participated in the strings program. There were 62 fourth graders in band and 60 in chorus.

Thanks to the coordination of the CET PTA PARP (Parents as Reading Partners) committee, authors Sarah Weeks and Jonathan Kruk presented their craft to CET students this year. Students in grades K-4 attended an assembly in which Sarah Weeks shared how she gets ideas for her stories and the process of going from an idea to a published book. 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 6th 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, Feed the Birds, and Mex-to-Go, The Dessertist and Bagels on Hudson to learn more about their community.

Our 1st graders were also introduced to the practice of mindfulness and yoga during a 12 week chair yoga program provided by Little Flower Yoga, and paid for by the CET PTA and CHEF.

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.

Second Graders participated in an engaging assembly about pirates that integrated their Pirate themed unit of study and Science, Technology, Engineering, and Mathematics (STEM). Students learned about wind power, simple machines, and tools used for navigation.

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:

Our special education teachers along with their general education teaching partners continued to work with G&R Inclusive Group on refining the practices associated with the Inclusive Co-Teaching (ICT) model. Like last year, training focused on methods of delivering instruction such as parallel teaching and station teaching as well as co-planning barrier free instruction.

All of our K-2 teachers worked with staff developer, Karen Alevy, on examining our English Language Arts data. She highlighted trends from the STAR, Scholastic Next Steps Reading Assessment, and NYS ELA Assessments. Through this data analysis, teachers were able to identify factors that may have contributed to the increase or decrease of proficiency rates in given areas. They also identified ways to address text complexity through grade level read alouds.

The K-2 teachers also worked with Angela Lalor from Learner-Centered Initiatives (LCI) on examining student writing. Through this work, teachers created response to literature writing prompts and rubrics that are aligned to the NYS ELA Standards.

At the beginning of the school year, the fourth grade team received professional development training in the implementation of Storyworks, a literary magazine that they subscribed to this year.

All first grade teachers attended three days of Science 21 training at PNW BOCES. Following each of their training sessions, they met as a grade level to make the lessons more student-friendly and identify resources to enhance each unit.

In collaboration with a few other local districts and the Lower Hudson Regional Information Center, our teacher librarian and building principal participated in writing K-8 coding curriculum that will eventually be taught at CET and PVC.

6. Building specific programs and committees:

The 3rd and 4th grade Kids of Character club was established this year. Kerri Bianchi and Robin Wolley worked with approximately 50 students who exemplified good character traits. The students initiated projects that acknowledged and recognized various groups of people

who make a difference at CET. Students created posters, "Happy Grams", goodie bags, cards, videos and poems to show their appreciation for everyone's hard work. Students also acted as "Spotters" and acknowledged their peers for doing the right thing and showing good character. This club met twice a month after school and the members believe that they can spread good character by acting as role models for all students at CET.

A Scheduling committee was created this year with representation from each grade level, special education, service providers and special area teachers. The goal of the committee was to gather input from each area/grade level and create a master schedule that incorporates an additional 10 minutes to recess/lunch and looks at ways to maximize our WIN period and World Language program.

Students are concerned about food being wasted during lunchtime. As a result the Stop Food Waste Task Force continued to spread their message of not wasting food through signs and morning messages that helped educate all CET students.

7. Communication and parent involvement:

We communicate to our parent community in a number of ways throughout the year. Most communication is done via K12 alerts. We continue to send home a biweekly newsletter to families that provides them with an overview of what has been going on in the school and upcoming events. The special area teachers send out a quarterly newsletter, and classroom teachers send out monthly newsletters. All faculty members have a webpage that contains relevant information and links. We continuously update our CET webpage in order to provide families with important information and forms. Twitter was used quite frequently this year to highlight student learning as well as special events. PTA Principal's Coffees were held monthly providing parents with an opportunity to learn more about a specific topic such as world language, coding and engineering, and social/emotional learning. Our Coffees were well-attended, and for those who couldn't attend, they were videotaped and made available on our CET webpage.

The CET PTA provided parents with many opportunities to get involved. Some of those ways were by volunteering to serve food and assisting with fundraising events such as the Scholastic Book Fair and Fall Festival. Parents also volunteered to be class parents. Parents helped Parents were invited in for special classroom events like publishing parties, candy house making, and pillow making. The Fourth Grade Writing Day relied on parents and community members to teach workshops on various fields of writing. We had over 20 families present at our first Around the World with CET: Culture Night.

8. Building Planning Council:

In addition to reviewing various Board of Education policies, the Building Planning Council focused on researching various aspects of the International Baccalaureate- Primary Years Program. Research included reading documents, watching a variety of videos and visiting The Link School in the Clarkstown Central School District.

9. Growth Opportunities for the 2018-2019 School Year (please include areas that need improvement):

As we plan for next year, our focus will be on implementing Year 2 of the Strategic Coherence Plan which will include revisiting and editing, if needed, the definitions and rubrics for critical and creative thinking. We will need to inventory our current assessments and identify where critical and/or creative thinking is addressed, and develop assessments to specifically address critical and/or creative thinking for problem solving. We will expand the investigation of the International Baccalaureate Primary Years Programme by beginning the school authorization process. With the continuation of our World Language program, we will need to make adjustments to the Foreign Language in Elementary Schools (FLES) curriculum. We will be implementing Teachers College Reading and Writing Units of Study in K-2 next year, and will need to provide teachers with the time and support to unpack this new curriculum. We will continue to refine the enhancement reading and math support, and look for ways to provide differentiation in the classroom to meet the needs of all learners.

Croton-Harmon Union Free School District
2018 Principal Year End Report

Building: **Pierre Van Cortlandt Middle School**	**Previous Principal: Dr. Barbara Ulm** **Current Principal: Michael Plotkin**

1. Enrollment and demographics:

During the 2017-2018 school year, 518 students were enrolled at PVC.
The following shows the breakdown of students based on sex and reported ethnicity as per E-school data:

Female:	**269**
Male:	**249**
Total Students:	***518***

White:	**85.7%**
Hispanic:	**20.3%**
Black:	**4.1%**
Asian:	**6.4%**
Multi-racial:	**3.7%**
Pacific Islander:	**0.0%**
American Indian:	**0.2%**

2. Building goals and progress:

This year the District Strategic Coherence Plan was introduced to all teachers at PVC, with the support of the Curriculum Coordinators. This occurred at Faculty Meetings and especially during Curriculum Meetings. At PVC, the teachers are ready for year two of implementation.

Connected to the Strategic Coherence Plan, two other goals were a focus at PVC this year and move PVC in a direction that continues the mission of the school district.

SMART Goal 1: To develop a strong STEAM-D program so that students will engage in challenging problem solving, engineering experiences.

Creating engineering and problem solving experiences for students allows us to better integrate and apply math, science, and art to real world events. This goal directly connects to the District Strategic Goal for Critical and Creative Thinking for Problem Solving.

This school year students in 8th grade could select engineering as one of the options offered in science. During the summer of 2017, teachers attended Project Lead the Way training to be qualified to teach the course. The course consisted of units on Design and Modeling,

Energy and the Environment, and Medical Detectives. Sixteen students chose to participate this year in Engineering. These students included individuals with a variety of learning strengths and learning challenges. By January, there was already a vast change in these skills and students showed much more confidence in their own self-worth. As the year progressed, it became clear that all students should have these learning experiences. Therefore, the engineering program will become part of the specials program.

Next year's goal will be to focus on environmental issues and the design of green communities. This course aligns with the Croton Community's support for healthy environmental practices and the education of students to be environmentally aware. Art will also be included in this STEAM-D program. Students will work as architects. Not only will this mean that students will develop design skills but they will also learn about career opportunities associated with art, math, and science. This will be an important connection to our Home and Careers program, which focuses on careers in 8th grade.

SMART Goal 2: To develop emotional intelligence in our students using RULER so that students will have the tools to be happy, compassionate members of society.

Carrie Beja and Jessica Butts, along with Michael Plotkin, attended training at BOCES this year to implement RULER at PVC. The group was extended to include additional teachers to help roll out the program at PVC.

This year, the committee focused on introducing the program to the teachers. During Faculty meetings teachers learned about the Mood Meter and Meta Moments. The teachers identified words that would represent how they wanted to feel at work. They also identified ways to move oneself from a place of negative thoughts to that identified as a positive emotional state. This very empowering training helped teachers see that each individual makes a choice about how they want to feel. A person chooses to live in a world of their own making.

The program was also introduced to parents at a principal's coffee. Parents expressed great support for the program and look forward to hearing more about it next school year. Parents also expressed their wish to see this program K-12.

Next year the goal will be to roll the program out as a school to all students. This will be done as part of the Advisory program and by teachers in their individual classes.

Although next year will be the year that this program is rolled out to students at PVC, a Mood Meter has already been hung up in one stairway at PVC. We have found that this Mood Meter has already been useful in talking with students. The Mood Meter makes a lot of sense to students. So far, this program is showing great potential for our students.

3. Curriculum and Instruction:

At PVC, the faculty believes in creating a learning environment that is growth oriented, project-based and takes advantage of interdisciplinary opportunities to make learning come alive for students. These "Essential Elements" of an effective middle school drive instruction each day and drive curricular decisions.

This year our 7th graders began the year with a daily class period devoted to Study Skills. The purpose of the curriculum was to help students make a more successful transition to 7th grade. This curriculum included organization, note taking, time management, among other important skills that were reinforced throughout the school year.

RTI: The teachers and administration dedicated a great deal of time and effort to strengthening this approach this year. Data portfolios were provided to teachers for each of their students at the start of the year. The portfolios contained various points of data that would help the teachers understand who their students were as learners.

Weekly team meetings were utilized to discuss student performance and to develop whole-class and individual strategies and interventions. Strategies and interventions were monitored over a 6 to 12-week period and re-assessed to determine the effectiveness. Evidence of student growth was the determining factor to concluding if the intervention was successful. Teams used the RTI approach to sustain student growth and target and address impediments to student learning.

In the year that follows, the PVC faculty will engage in work that continues to strengthen our RTI model. One of the key elements of our impending work is to arrive at consensus amongst our faculty about how we uniformly document interventions and track student progress over time. We will also be looking for ways to enhance our Tier 1 tool kit for teachers, allowing them to draw on a greater variety of resources that will be geared to individual student's needs. Lastly, our RTI model will be re-examined to determine how we can better enhance targeted instruction for high-performing students in all areas of study.

Math at your own Depth

During the 2017-2018 school year, the school administration met monthly with the key math teachers to ensure that we maintained our growth in this area. We discussed common assessments, criteria for "moving ahead", demonstration of mastery, project-based learning, student ownership and feedback.

Teachers were granted, "work together days" to support the work they were doing and to ensure the consistency of how math was taught and assessed.

During these meetings, math educators modified the final assessments for both Math 7 and 8. In doing this, they created a Google-based assessment in which students would show their work and provide their final answers. Math educators created "tools" that would allow students to receive timely feedback, and teachers would be able to extract data and run statistical analysis using Google diagnostics.

The revamping of the Math 8 final was done with the intention of aligning the assessment more closely with the math standards utilized in class and reflected on the standards-based report cards.

Special Education teachers played a significant role in modifying language on these assessments so that students could demonstrate mastery based on skill. Utilizing this platform offers the students an opportunity to gain practice and get familiar with online, computer-based assessments.

During the meetings at the end of this year with Math educators, much discussion took place around a lasting and significant topic and concern – student advancement. Our policy was reviewed with the teachers and discussion ensued as to how we would go about assessing students and identifying outliers, if there were any. The teachers identified certain benchmarks that would have to be met for a student to be labeled as an outlier. The 6th grade students will be given an end-of-year assessment (6th- grade and 7th-grade topics) that will provide data to their 7th-grade math teachers. 6th graders getting 90% or above would then be given an 8th-grade assessment to ascertain how much of the concepts/standards they have mastered. These assessments were designed to be more rigorous and require students to rely more heavily on deductive reasoning and critical-thinking skills.

Each year, we will revisit these topics and discuss the students' needs as individuals, and as a cohort. This will ensure that teachers have the data they need to make sound instructional decisions and that we are planning math experiences based on our students' abilities.

Compass Math was used to support all students in math for the second year. This program allowed teachers to tailor support for students at different levels so that assignments and tasks were targeted to the individual's needs. Teachers also gleaned data from the program that assisted them in setting instructional goals with their students. Moving into next school year, we will be transitioning to a new program—Imagine Math—that has more user-friendly progress monitoring tools, better suited for English Language Learners and is a more student-friendly program.

8th Grade Science

Three science choices were given to students entering eighth grade -- these classes were Earth Science, Living Environment, or Engineering. While a majority of the students chose to enroll in Earth Science and Living Environment to receive the high school credit, one class of students enrolled in the Engineering course. Students in this course participated in creating

solutions to a number of real world problems. These problems included environmental concerns and human disabilities. The students created amazing solutions as they gained an understanding of the world around them and the problem-solving process used to come up with creative solutions. Due to the educational importance of this course in promoting critical-thinking and problem-solving skills in our students, all 8th graders will be enrolled in Engineering for one trimester next year. In keeping with the goals of the Strategic Coherence Plan for our district, we will continue to support this type of learning and look at how we offer students opportunities to create, problem-solve and utilize higher-order thinking to find solutions and design innovative approaches to the world's problems.

Innovation and Design Lab (INDE)

This was the second year in which the INDE lab was in operation and was utilized by our faculty to enhance instruction, provide student-centered instructional experiences and engage students in endeavors that required the use of critical and creative thinking. Teachers used this space as a place for students to apply what they had learned and demonstrate their mastery of the subject matter in the creation of real-world inventions and innovations.

Google Classroom Cohort

In partnership with Deborah August, PVC teachers engaged in professional development that got them familiar with Google Classroom and how to utilize this platform to enhance student learning. Teachers involved in this endeavor highlighted what they learned in an end-of-the year celebration and how students were using the Google-based programs to communicate, organize, present and take greater ownership of their learning.

Google Expedition:

Students and teachers had the opportunity to attend over 800 virtual-reality learning experiences at PVC this year. Using mobile devices and VR viewers, secured by Deborah August, students were able to virtually explore an art gallery or museum, swim underwater, or navigate outer space. Our 6th graders were emerged in the ancient cultures of Greece and Rome as well as viewing the Great Wall of China. 6th graders also soared to outer space as the visited the Moon and Mars. Our World Language teachers took our students to experience Versailles, Jiuzhaigou and Barcelona. These virtual field trips gave our students opportunity to ask questions, visit unknown places, and think critically about what life is like around the world.

PVC Technology Committee

In collaboration with Deborah August, Michael Plotkin and eight PVC teachers formed this group to examine and assess the role that technology plays in the pursuit of instructional goals and in the educational experiences of our students.

During the first half of the school year, this group discussed how technology could be harnessed to promote student growth, student-centered learning environments and student leadership. The committee members read, Social *LEADia*: Moving Students from Digital Citizenship to Digital Leadership, by Jennifer Casa-Todd (2017). The group discussed how we teach students to be "good citizens" and leaders in a digital age.

During the second half of the year, the committee discussed and worked on making a strong connection between the technology goals of the district and the Strategic Coherence Plan (SCP). How will students utilize the technological tools at their disposal to strengthen their creative thought, critical-thinking, communication skills, and appreciation of the global community and increase their ownership of the learning? The group worked diligently to create an infographic that would help teachers and students understand how the use of technology relates to the goals of the SCP. This visual will be reproduced and placed in every classroom and be a reference for our work with our faculty next year.

4. Special assemblies and highlights:

A number of PVC staff members and students were recognized this year with special awards:

Erica Camilo and Katie Brennan along with CET teacher, Reni McManus received the Lower Hudson Regional Information Center Outstanding Partner Award for their work in creating a computer science plan. In addition, Katie Brennan was recognized for her winning a 2018 ***LHRIC TELL Award for Outstanding Innovative Teacher / Leader.***

Sixth grade teacher, Lauren Scollins received a Teaching Excellence Award given by the Mid-Hudson School Study Council. This award was given to recognize those teachers who have demonstrated excellence in achieving the educational mission at the district or school level.

Eighth grader Fiona Moore received a Silver Medal in the 2018 Scholastic Art & Writing Awards, presented by the Alliance for Young Artists for her poem ***black car***. Her work was selected by creative professionals as one of the most accomplished in the nation. This year nearly 350,000 works of art and writing were submitted. Less than 1% were recognized at the national level.

Eighth grader Sydney McCabe was recognized for her Service to the Community by US Congresswoman Nita Lowey. Sydney helped to save an individual from the icy water of the Croton River in early spring. Without Sydney's help, the man may not have survived. Her call to 911 made all the difference.

Five PVC Middle School teachers received National Board Certification this year. This prestigious certification was awarded to Dawn Giordano (Literacy), Wendy Armstrong (Fine Arts), Marisa Gendron (Exceptional Needs), Jennifer Rescigno and Lauren Scollins (Middle School Generalist).

Culture of Respect: (COR)

This year Michael Plotkin (co-chair), Jessica Butts and Carrie Beja represented PVC on this district committee. Mr. Plotkin worked with this group and district consultants on the implementation of the Core Evaluation and in establishing, an action plan based on the results.

During the COR meetings, PVC representatives played a key role in creating a cohesive team, setting the tone for meetings, establishing goals for the group and working to create an action plan that would guide our work into the future.

The result of this work was the creation of an action plan that identified areas for our school and district to grow. One noteworthy achievement of Ms. Butt's involvement was the curricular changes made to the 5-8 Health curriculum to reflect the data gleaned from the Core Evaluation and the "areas of need" identified by the committee.
Michael Plotkin and John Buonamano worked collaboratively to create the first steps towards a messaging campaign that would make RESPECT a cornerstone of our school culture. The preliminary products were reviewed with the larger team. As a result of this work, a sub-committee of administrators, parents and students was formed. This group will guide this work and serve to create and deploy the "message" that the Culture of Respect Leadership deems appropriate and in keeping with goals of this district-wide effort.

Intramurals

During the fifth, sixth and seventh grade lunch periods, students had a wide-variety of opportunities to engage in physical activities. Martin McDonald supervised and organized the team and individual activities for the students. There was choices as to what the students could participate. These choices included but not limited to, team sports, Ultimate Frisbee, jumping rope and capture the flag. We will be looking to enhance this program at the middle school to continue to offer students a choice of activities and to engage students in physical activity that is both conducive to the wellness goals of the school and the children's interests.

Film Festival

This was our third year conducting the annual film festival. This year students had the creative freedom to produce a short film on a topic of their choosing. We had ten teams enroll in this competition and submit films to be judged. The contestants included students from all four grades. The movie genres were diverse and represented student interests including short films that were comedic, horror-like and dramas. The film festival drew a relatively large audience and guests learned about the various clubs at PVC prior to the start of the film viewing. The club fair had representatives from most of the clubs at PVC Middle School. The winners (top three films) of the festival received prizes.

Chess Tournament

PVC Middle School hosted this event in June for the second year. We had participants from all three schools. It was a well-attended and the student participants played until the top three players were identified through this round-robin tournament. Trophies were awarded to the students who attained the top-three spots.

Field Trips

PVC students had a variety of opportunities to learn about the world beyond the walls of the classroom. Our new engineering class investigated using the sun and wind for creating alternative sources of power. To better understand the past and present sources of energy used, the class visited a Coal Mine in Lackawanna County, PA. The students were taken into the mine to actually see what it was like working in such conditions. They also learned the damage that the mine has done to the local environment. This was a wonderful learning experience and encouraged the students to seek other sources of energy.

Eighth grade French students once again had a chance to visit Quebec during February break. The students were immersed in the French culture while snowshoeing, dog sledding, Curling, etc. The students had a wonderful trip. Thanks to Sally Barnes who has been arranging this trip for the last three years.

Our music program at PVC provides our students with many opportunities to develop as musicians. Each year a winter and spring concert are held to showcase the students' talent. All-County and NYSSMA are two additional ways that students can receive feedback and be acknowledged for their talent and hard work. In addition, selected students can be part of the Rivertowns Honor Band and Orchestra. Again, this year, our most talented students performed with some of the most talented students from Briarcliff, Ossining, and Sleepy Hollow in a combined concert. The performance was held at Croton-Harmon High School after only two practices. It was a very special concert.

The seventh grade health classes participated in ***Wellness Week***. Each 7th grade class displayed interactive health projects and games that they had created to teach the younger students at PVC. A major focus this school year was nutrition.

5. Building specific professional development:

Science

This year at PVC, there were a number of opportunities for teachers to develop curriculum and instructional techniques. The science teachers at PVC spent time this year realigning the curriculum to follow the *Next Generation Science Standards*. The teachers worked closely with science consultant, Helen Pashley to develop the units to be taught next school year.

SERT Team

PVC has an active Emergency Response Team. Each year the team continues to train so that if the need arises the school will be prepared. On several occasions, the team came together last year to practice specific emergency scenarios. The training also helped us set up procedures to follow during and after an emergency.

Project Lead the Way

Catherine Brennan, Linda Jamison and Dara Diamond attended training conducted by PLTW. This weeklong training and professional learning experience equipped the teachers with real world, problem-based learning units. These units were implemented in the Engineering class, in math and science.

Strategic Coherence Plan

Last year, members of the PVC faculty volunteered to be part of the team that collected data and designed the SCP for our district. In doing so, the PVC representatives, and the larger group of stakeholders, designed a plan and set goals that would steer our school district into the future.

This year, with the help of the Curriculum Coordinators, we designed several faculty learning experiences that provided focus for our faculty as to what the SCP endeavor would entail. Starting in August, we began to unpack the SCP goals and learning with our faculty. Like the work we have done over the last couple of years relating to LCI, it was important to reassure our colleagues that our approach to the SCP would be considerate of their own learning and professional development.

One of the challenges that we encountered was the uncooperative weather. Numerous faculty meetings and professional learning times were cancelled due to school closings. Our response to this setback was to create a video that refocused our faculty on their professional development goals (as they related to the SCP) and identified time for people to accomplish what they said they wanted to. This method of regrouping was respectful of the reality that different members of our faculty had different “needs” and were in “different places” when it came to the SCP. Some people needed more clarification as to what the goals of the SCP were. Others needed time to collaborate with their teams, departments and other colleagues to address areas that they thought needed attention.

As a follow up, the school administration and the Curriculum Coordinators met with various teams and departments during and after school hours. Our discussions did not only hinge on Year I goals but on how this will play out over the course of the five years and beyond.
In thinking about next year (2018-2019), we will continue to use faculty-meeting times at PVC to reinforce our gains this year, build on them and chart a course for the future. We aim to lay out how each year (2018-2022) would look and what the incremental goals would be and

clearly define how we would know if we achieved the goals of the SCP. As a result of our collective work at PVC Middle School, we would like to have the various curriculum maps reflect the work of the SCP and interface instructional goals, modifications to assessments and essential questions (that require higher-order thinking skills) with the maps.

6. Building specific programs and committees:

Advisory

The Advisory curriculum, containing the lessons and follow-up activities for teachers and students, is created at PVC Middle School by the teachers and administrators. This year the program was once again improved upon due to the level of teacher involvement and alignment with the overall district goals.

What made this year's Advisory unique and helped to grow the program was the approach the Advisory Planning Committee took to select the topics and the annual theme. Planning Advisory year after year is challenging. The task of creating a curriculum that is relevant and responsive to student needs is always the primary concern of this leadership group. One of things that the Advisory planning committee pondered was -- how do we grow the program so that we are not doing the same thing year after year? How do we keep the experience fresh and make the theme and topics meaningful to our students and their Advisors?

As a result of our work with consultant Devin Thornberg and our student focus groups, we were able to identify a direction that was responsive to the students' needs, and that provided for more student input and ownership.

In designing the lessons, we again had many teachers volunteer to do this. Teachers representing each team took ownership of a topic and created learning options for the Advisory meetings. The topics were selected based on input from both students and teachers. The topics also represented meaningful and relevant issues that needed to be learned, discussed and explored with our students and their Advisor.

The topics were as follows:

- Identity: Yours and Mine
- All the Different Yous
- Responsible Speech & Body Language
- Being Funny vs. Being Mean
- I am Not a Victim: Describing My Emotions
- Creating a Safe Mindset: Checking My Emotions
- I Own it All
- Ethic & Being Ethical
- Working Through Adversity
- Self-talk Strategies
- Am I proud of Everything That I Do

- Student Choice and Action
- Future Challenges and Opportunities to Grow

As in years past, the PVC Student Council hosted a Welcome Assembly during the first week of school. The purpose of the assembly was to introduce the guiding question or theme of the 2017-2018 Advisory-- *It is within me to be the me I want to be.* The student leaders introduced the annual theme in ceremonious fashion by asking their fellow students to ponder the idea that we create and are responsible for who we are, how we act and how we treat those around us. They stressed the importance of Advisory for students and how the guiding statement and the topics could assist students in becoming the people they wanted to be, and play an active role in creating a world in which they would be proud to live in.

The three highlights of this year's Advisory success are -- the level in which students got involved, the increase in teacher (not Advisory Committee members) production of materials, and the inclusion of mindfulness and DBT lessons techniques.

The most significant success associated with this program was the student ownership and leadership piece. Based on feedback the committee received last year, the planning of the 2017-2018 left meetings "blank" for students to plan and execute the lessons/topics they desired and thought were relevant.

Students were polled in December as to what topics they wanted to discuss during the next two months of Advisory. That list was consolidated by Student Council and brought back to the general student population at PVC for a final vote. We announced the topics and provided student Advisory groups with minimal guidance.

What resulted was that the students took time to plan for their groups and to educate themselves on the topics. They led the discussions in their own groups. In February, the students in the 7th- grade guided the 5th-grade groups and the 8th-grade guided the 6th-grade groups in activities that supported the topics and discussions. This was certainly a high water mark for our program. Students took charge and did a fine job in leading other students.

In this year's Advisory manual, we included 8 mindfulness activities that Advisors could utilize with their groups. The exercises were simple enough that they could be done by anyone while having the intended effect. The feedback the committee received from the faculty was that they used these simple exercises during non-Advisory time with their classes as well.

This year we saw a notable increase in teachers creating ancillary materials and lessons for Advisory. Each teacher receives a manual that contains lessons for each topic and follow-up lessons/activities. These lessons have different options that teachers/Advisors can choose from based on the needs of their group. Prior to each Advisory, PVC teachers would send around their unique ideas for addressing the topic with their students. This came in the form

of presentations, discussion ideas and other materials. We are already getting materials and ideas for next year's Advisory.

In planning for next year, there are certain things that will continue to be part of the Advisory experience and some new additions. We will certainly include time for students to choose topics again during the designated months and take on a leadership role in guiding the discussions, activities and overall experience. We will be asking teachers who have not contributed to the lesson writing to do so individually, or with their team. We will continue to utilize our knowledge of, and the resources found in our DBT materials, to plan and create meaningful lessons.

What will be new is that we will attempt to incorporate our RULER training in a more comprehensive way in the 2018-2019 curriculum. We will also be "celebrating" a decade of Advisory at PVC Middle School. The preparations for this milestone have already begun.

Olweus Bullying Prevention: This was the eleventh year of the Olweus Bullying Prevention Program at PVC. The program has become a key feature for helping students develop interpersonal and problem-solving skills. Our 5th graders were introduced to the program through individual lessons over the course of the year. The lessons helped students recognize, react to and report suspected bullying. The lessons also helped students understand the importance of being an Upstander instead of a bystander. This is a key component to the program overall.

Periodically, we survey the students to assess the success of the program and level of student concern regarding bullying. Based on the results of the last survey for middle school, students still see bullying as a primary concern. Our students want to be part of the solution by being Upstanders. Dan Olweus acknowledges that bullying will not be eliminated even with the most consistent use of his program. However, the goal is to help students stand up to bullying-type behavior to minimize it. Keeping this in mind, the program has been extremely successful, as our students definitely want to be part of the solution. We will continue to help them develop the skills they need to be Upstanders.

Code of Conduct

Each year the school administration reviews the Code of Conduct with the various stakeholders. We utilize Building Planning Council and student government to discuss the current state of the Code of Conduct and what, if any, changes should be made.

One of the school's goals for this year was to use the feedback to create a more student-friendly Code of Conduct and to make it more relevant to our students. This effort was guided by the data we gleaned in student focus groups conducted late last school year to improve the students' understanding of school/district expectations through several noteworthy actions steps.

These were:

- Refresher training for PBS focused on research supporting the existence of PBS programs and how to utilize the program with fidelity.
- Introduction of Teacher Recognition of PBS Program, Monthly Acknowledgements of teachers who recognize students "caught doing the right thing."
- Review of BOE Policy 5300, Section VI with all Fifth grade students.
- Actively teach and re-teach PAWS matrix to all students in the settings of the lunchroom, recess, bus stop & hallways.
- Create messaging slides for TV in the lobby focused on PAWS and Code of Conduct.
- Student video production team to create media reminders and learning tools focused on important areas of BOE Policy 5300, sect. IV.
- PBS Committee re-examine PAWS matrix and make any modification necessary.
- Link *Unity Day* celebration and learning with behavioral expectations.
- Review Code of Conduct in handbook with student council. Make changes and create glossary of terms for PVC Student Handbook.

Starting at our first Faculty meeting, we re-introduced our PBS approach and spoke about why it connects to our work with the social-emotional learning. We discussed how our culture is dependent on recognizing positive behavior in our students. We even did a few role-plays and scenarios about how our PBS matrix can be utilized to establish a positive classroom environment (Danielson, Domain 2), teach students how to make seamless transitions and reteach expectations when students "forget."

To emphasize the importance of recognizing "good behavior", we rethought the entire program. We held faculty discussions about how to recreate a positive and productive school climate. We made connections to our Advisory program, PBIS and RULER.

The importance of the PBS program and its connection to the Code of Conduct cannot be overstated. Preventative measures that focus on the pro-social and acceptable behaviors are something we should never underestimate in the creation of school culture that is safe and student-centered. This approach also helped to frame other discussions with students about the importance of the Code of Conduct.

Starting in September, the teachers and school administrators reviewed various aspects of our Code of Conduct with the 5th-grade students. During several class visits/lessons, we engaged the students about bullying (of all sorts), creating a respectful environment and how to behave in accordance with the PBS matrix. I helped students to make connections to the Code of Conduct and the matrix so that they could identify how the behavioral expectations (what they should do) were directly related to the Code of Conduct. Later in the year, this helped us to revamp the Code of Conduct into more positive and affirmative language.

This effort eventually led to the creation of "positive reminders" that were featured daily on the digital announcements on the TV in the lobby. Several "slides" were made by students and faculty members to remind students of these connections between the PBS matrix and

the Code of Conduct. Each slide had the PAWS symbol conspicuously displayed on the slide. The messages broadcasted were about responsibility, trust, safety, acceptance, respect, responsibility, etc.

One of the action steps of this goal was to connect Unity Day 2017 to the Code of Conduct. In our Unity Day activities, this was made abundantly clear to students. Through our activities we were able to appeal to students through the lens of "supporting the victim," "Being an Upstander", and adhering to the Code of Conduct. This multi-lensed approach is something that we should revisit with the students each year whenever we teach about prohibited behaviors, and those that we would like students to demonstrate.

The PVC Student Council also met to review the Code of Conduct and make suggestions for changes. As a result, we will be featuring the Code of Conduct, PBS PAWS Matrix and BOE policy relating to Title IX and harassment in our student planner in the first eight pages. This highlights yet another connection -- the relationship between the Code of Conduct and the recommendations identified in the Core Evaluation completed and analyzed by the Culture of Respect Task Force.

The work between the school administrators with the Student Council will also yield a glossary of terms that will complement the Code of Conduct and be included in the Student Handbook and planners for subsequent years.

7. <u>Tri-States Involvement</u>:

Social Studies

This year our Social Studies Department received a follow-up visit from the Tri-States Consortium. Social-studies teachers from PVC Middle School, CET and CHHS and Mr. Plotkin, presented the work that the K-12 Social Studies team has completed since the initial Tri-States visit and how this work utilized the recommendations that the consortium made two years ago.

This group revisited the essential questions with the Tri-States team, reviewed the action plan that had guided their work and discussed how K-12 social studies educators attained the goals set in 2016. For each of the eight indicators, the teachers presented evidence demonstrating how the Tri-State recommendations were brought to fruition through their work.

8. Communication and parent involvement:

PVC Middle School recognizes the importance of a strong connection between the school and home. Over the course of the year, parents attended Back-to-School nights and monthly principal coffees, participated in the PTA and SEPTA, Building Planning Council and Health and

Wellness Committees, lunch volunteers, attended classroom activities and student presentations, and devoted countless hours to Destination Imagination.

Croton Earth Day (April 2018)

Our students represented PVC Middle School well at this Earth Day celebration. Student representatives displayed the Pledge Banner from the middle school that contained hundreds of signatures of student who took the Earth Day pledge. The 8th grade Living Environment students hosted a table and displayed their work on sustainable nutrition and living.

Fifth Grade Parent Orientation

This year's orientation (May 2018) was attended by over one-hundred parents of fourth graders. Parents came to hear about the new school that their children will be attending in the Fall. The presentation was geared to providing current CET parents with an overview of PVC Middle School. The presentation highlighted the instructional mission of the school, the structure of the school day and how we support students through our social-emotional approach.

Parents were taken on tours of the building in small groups led by current fifth grade teachers. This was the first time that we had fifth grade teachers present at this event. The benefit of having fifth grade teachers providing the tours, as well as school counselors and administrators, was that parents were able to ask questions of the teachers about the nuances of the fifth grade experience. The presence of these additional faculty members also made smaller groups possible.

As a result of the orientation, Mr. Plotkin hosted another group of parents and the Girl Scout Troop 1235 (soon to be 5th graders) in June, for an extended tour and to answer additional questions about the middle school experience.

Destination Imagination

Once again, the Destination Imagination program at PVC was very strong. Parents volunteered an enormous amount of time to coach teams through regional and state competitions. One of the most exciting challenges that our students have taken on is a social action challenge. Destination Imagination teaches students to problem-solve and work together as a team. The social action challenge also teaches our students that they can make a real difference.

Change Project

During the spring, the 8th graders once again participated in the *Change Project*. Each student selected a topic of interest and developed overarching questions for research. The students followed the research process developed at PVC. A number of universal problems were

researched in depth and then the students sought to make recommendations. These included problems such as protecting orphans, Middle East peace, Women's Rights, protecting the environment, etc. Once again, the students presented their projects in the gym in a Fair-like model while parents and others visited and learned from their displays. In addition, students also made presentations, which included recommendations to resolve the issues.

Many of the Change Projects were put on display in the Croton-Harmon community Room during the Capital Reserve voting so that we could share the students' wonderful work with the larger community.

Community Events Hosted at PVC:

PVC Middle School hosted three community events during the 2017-2018 school year. These events were open to the entire school community and were publicized as such.

Vaping 101: October 30, 2017 — This forum provided parents and educators with information about what they can do to prevent their children from vaping. The guest speaker, Judy Mezey, of Student Assistance Services of Westchester, discussed telltale signs of vaping that parents should be aware of and the dangers of vaping for adolescents and adults. This event was supported by the Croton Community Coalition and the Croton-Harmon Social-Emotional Learning Committee.

Breaking Points: April 17th, 2018 --- This short movie about the pressures of academia and the use of performance enhancement drugs was attended by parents, teachers and community members. After the group watched the movie, breakout groups convened in the PVC cafeteria. The groups used guiding discussion questions centered on how do we, the adults of the Croton Community, help our children find the balance in their lives and manage stress. This event was supported by the Croton Community Coalition, the Croton-Harmon Social-Emotional Learning Committee and the PVC Middle School Advisory Committee.

Financial Literacy Seminar: May 17th, 2018 — Two Croton community members, who are financial advisers, led this seminar and engaged parents in a discussion about financial responsibility and how to teach this "skill" or mindset to children. The discussion centered on speaking to children about how to be responsible with their money and making wise choices. The two presenters spoke about how they struggled to have these conversations with their children, what they have learned and what strategies worked best in helping their children. The presenters engaged attendees through a questions and answer session after the initial talk.

PVC PTA:

The PVC PTA continued to support the school in a number of ways this year. This group plays a critical role in supporting extra-curricular activities and programs at PVC Middle School.

This is seen in the financial support for students who are in need and in the partnership that the PTA and the faculty has forged in areas such as field trips, visiting authors and scholarships for students. The most notable event that the PTA organized this year was the family fun night in May. This Friday evening event offered numerous activities and games for students to participate in. The event also raised funds so that the PVC PTA can continue to support the learning and students at PVC.

9. Building Planning Council:

The PVC Building Planning Council met monthly during the 2017-2018 school year and was comprised of both parent and teacher representation for each grade level. In addition, a member of the board of education, the principal and assistant principal were members of the council.

This year PVC Building Planning Council took the time to be learners. Each parent member of the BPC spent a day at PVC taking a learning walk. The committee reflected on what they saw in the classrooms and in the hallways. They were especially impressed by the level of focus of students working independently as part of a group project. The committee selected a book to read by Sir Ken Robinson and Lou Aronica entitled ***Creative Schools: The Grassroots Revolution that's Transforming Education***.

Robinson outlines some of his ideas to reinvent education to prepare students to be the innovators of the future. He struggles with the standards movement and standardized testing, feeling that it narrows the curriculum and stifles creativity. He believes that children should learn the content that is most relevant to them, in the pedagogical style that best suits them, and at the pace that is most appropriate for them. His ideas challenge some of the most recent educational movements and will provide the opportunity for rich conversation next school year among BPC members.

Over the summer, each member of the committee will complete the book and be ready to discuss Robinson's ideas as well as the potential implications for PVC. The committee hopes to identify ways to incorporate some of his most inspiring ideas into PVC Middle School.

10. Growth Opportunities for the 2018-2019 School Year (please include areas that need improvement):

The 2018-2019 school year will see some exciting new changes for PVC students. The following will be areas of focus:

Support Year II of the Strategic Coherence Plan:

- Review global rubrics relating to critical thinking, metacognition and presentations.
- Provide teachers with opportunities to work together in lesson planning, unit design and assessment creation that reflect the key elements of the SCP.

- Utilize faculty to highlight quality work in this area---Units, lessons, tasks and assessments that model the key elements of critical and creative thinking for problem solving.
- Update curriculum maps to reflect Critical and creative thinking for problem solving.

RTI - Continue to monitor student progress and develop teacher capacity for selecting and administering student interventions and individualizing instruction.

- Regular use and consultation of Alpine Achievement by all teachers.
- Documentation of all interventions in Alpine Achievement
- Identification of components to enhance the resources in the PVC RTI toolkit.
- Dedicate a uniform time in the school day to provide academic support and RTI related services.
- Continue to support teams in refining and perfecting the RTI process at PVC.

Infuse *RULER* into the social-emotional approach at PVC.

- Review staff charter with teachers.
- Create school charter with students.
- Implement anchors into classroom environment and school culture.
- RULER related lessons/experiences as part of the PVC Advisory curriculum.
- Update SEL district-map reflecting ongoing RULER related lessons.

Explore *Restorative Practices* in dealing with discipline.

- Review Code of Conduct with students.
- Communicate important policies and regulations with community.
- Expand service-oriented component to response to rule violations.
- Start a peer-mediation program at PVC Middle School.

Croton-Harmon Union Free School District
2018 Principal Year End Report Form

Building: Croton-Harmon High School	**Principal: Alan Capasso**

1. Enrollment and demographics:

See attached at the end of the report.

2. Building goal and progress:

The 2017-18 high school building goal was working systemically, to begin implementing the district Strategic Coherence Plan whose primary focus is 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 professional development for the high school faculty concerning the district Five-year Strategic Coherence Plan. This professional development was presented to staff at the beginning of the year and was followed up with discussions in department meetings.
- The curriculum coordinators and administration worked with staff to create high school specific rubrics for critical thinking, metacognition and presentation skills. As the rubrics were developed, they were shared and discussed at faculty and department meetings.
- The high school began the use of Renaissance Star for all grade 9 ELA and Algebra students. The data was used in multiple places including the RTI process, determining supports to be given in the Learning Center, giving classroom teachers a better picture of their students' strengths and weaknesses and to gauge academic progress.
- The principal, together with the appropriate curriculum coordinator, reviewed common assessments in each academic area to identify questions that specifically assessed creative and critical thinking for problem solving.
- At the March and April faculty meetings each academic department shared some of the ways they assess creative and critical thinking for problem solving.

- The RTI process was substantially improved for the 2017-18 school year. The team met regularly to review students identified by staff members or by review of performance data. Based on data, the team recommended appropriate action.
- A new model for Learning Center was established and implemented, specifically:
    - The principal worked with district administration to reallocate funds which allowed ELA and math subject matter teachers to deliver the academic support to identified students
    - The principal and Dean of Students presented and discussed the Learning Center model and procedures at multiple faculty meetings
    - The Dean of Students reviews 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 can assign students to LC to complete overdue assignments. The LC teacher monitors the student's work and provides support as necessary.
-

3. Curriculum and Instruction:

A ninth grade honors option was offered in Global history. The social studies department worked closely with the English department to align the Global 9 honors option to the English 9 honors option.

After listening to the presentation from the GLSEN (Gay, Lesbian and Straight Education Network) representative during Superintendent's Conference Day, the English department developed lessons that include excerpts from a diverse range of authors. These include works by James Baldwin (a gay, African American author), Amy Tan (a Chinese American author), Helen Keller (a notable deaf-blind author and activist), and Julie Anne Peters, author of Luna, a text about a transgender teen.

The high school extended the implementation of the New York State's new Seal of Bi-literacy to include non-ELL students. Five students demonstrated proficiency in two languages by demonstration to a panel of educators and non-educators including a person fluent in the non-English language. Additionally, one student demonstrated proficiency in two non-English language, French and Mandarin.

A new elective course, Stage Crew, was developed for the 2018-19 school year.

Student Assistance counselor, Kayla Morales worked with Hopes Door, which is a domestic violence organization and resource in Westchester County. Coordinated by Ms. Morales, Hopes Door presented their “Love Shouldn’t Hurt” Program during a cycle of Freshman Seminar. The program provided students with information on dating abuse and healthy relationships and helped students define and identify ranges of abusive behaviors, including common warning signs and patterns of abuse in relationships. Information was also provided to students about the services available in the area so that students will be empowered to seek help if needed.

Students participated in foreign exchange/experiences in French and Mandarin this year. In January, thirty-three students and two teachers from Jian Ping High School in China visited CHHS. On the first day of their visit, the Chinese students shadowed CHHS students as they went about their class day and attended a presentation/workshop on the Declaration of Independence led by social studies teacher Ilana McConville. On the second day of their visit Jiang Ping students gave presentations which highlighted Chinese art and culture to the students at CET. In March, Susan Bree and Alison Rhoades and twenty-two CHHS students went to La Rochelle, France as part of CHHS’ annual exchange. During the two-week trip, in addition to spending time with their host families, the group visited an elementary school; participated in a scavenger hunt organized by the Rochelais including a visit to a chocolate shop; went to the Natural History Museum; toured the Towers of La Rochelle, and went to a local theatre where they saw a production of “Peer Gynt”.

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. The presentations were done using Google Slides to facilitate team collaboration and incorporated graphs on their portfolio's performance. 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. Also in Business Math, Assistant Superintendent for Business, Diane Chaissan was a guest speaker. She explained how the district budget is developed, sources of revenue, types of expenses, organization of account codes, standard deductions and how they relate to the school district employees. She also answered many questions the students had. Business Math students also entered the *Business Plan Competition* sponsored by *Junior Achievement*.

In Health classes, Ms. Tracey brought in two guest speakers from NAMI (National Alliance of Mental Illness) who did a presentation titled, "Ending the Silence." NAMI's goal is to help *end the silence* when it comes to mental illness and to reduce the stigma surrounding it. The first speaker gave a presentation about the facts: what mental health is, the warning signs of problems and what to do when someone is exhibiting warning signs. The second speaker shared her personal story of how she struggled with a mental illness and was too afraid to speak up but how once she mustered the courage to speak up and get proper treatment; she was able to achieve her life goals and dreams. The presentations and ensuing student dialogue was incredibly open and candid conversation.

In Sports Medicine classes, Dr. Philip Skiba, Director of Sports Medicine at Advocate Health Care in the Chicago area spoke about how he uses the principles of integral calculus to develop an algorithm to improve training routines for world champion and gold-medal winning triathletes. Dr. Skiba shared how he was part of a team of five elite sports scientists that worked on a project called Breaking2. The project was featured in a one-hour special on the National Geographic Channel.

Tarin Rickett, a Croton graduate and Science Research Program alum, spoke to current Science Research classes. Tarin is a double major in Brain & Cognitive Science and Computer Science at the University of Rochester. She spoke about the transition from CHHS to the University of Rochester, how she decided what to study, and the role her CHHS Science Research experience played in her college experience.

ELL students wrote bilingual storybooks to practice plot diagram, and the English language. After the storyboards were finished, the students went to CET and shared these bilingual storybooks with fourth grade students. The ELL students read stories in Russian,

Portuguese, Spanish, and Chinese and then translated them for the younger students. Doing so helped the younger students explore different languages.

Additionally, ELL students created autobiographical novels in which they shared their personal stories. In January, Ms. Burger's art students interviewed Ms. Campbell's students, asking them questions about their lives and journeys. This provided Ms. Campbell's students the opportunity to speak interpersonally (in English) as well as to share their story. Using these interviews, Ms. Burger's art students created pictures illustrating these stories. In the spring, the two classes met together and the art students shared their work with the ELL students.

In January, 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 February, art students went to the Metropolitan Museum of Art to see the Michelangelo and David Hockney exhibitions.

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:

CHHS again received a Gold medal ranking from US News and World Report for 2018. To receive the gold medal ranking, a school must be ranked in the top 500 out of over 20,500 high schools in the country. CHHS was also named one of only 155 Reward Schools by NYSED. It is the sixth straight year CHHS has been so recognized.

An important part of student life is participation in clubs and activities. The high school had thirty-four active clubs during the 2017–18 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 *Murder by Poe.* The Shakespeare Club performed *The Comedy of Errors,* while this year's spring musical was *Footloose*.

The CHHS Music Department sent two students to play at Carnegie Hall, three students to play at Lincoln Center, six students to area All-State, one student to All-County and over twenty students to NYSSMA.

In October, the Brunshojkirke Danish Girl's Choir, a 23-member choir from suburban Copenhagen performed for music students and anyone else who had a free period. This musical group was brought to CHHS through the school's connections with the Danish Home in Croton. The high school reached out to invite senior citizens and members of the public of all ages to attend the performance.

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

Ms. Morales and twelve students represented CHHS at the area Youth Summit. There were 39 schools from Westchester County and about 400 students present. County Executive, Rob Astorino, opened the conference by speaking about Project WORTHY (Westchester Opioid Response Teams Helping You) and how important it is for our youth to help in the fight against the opioid epidemic. The keynote speaker, Tony Hoffman, a BMX Pro, Olympic Coach and recovering addict, shared his story of addiction to prescription medication and heroin, and how it all began with alcohol and marijuana. After the presentation, students met in small groups for breakout sessions where they had the opportunity to share what their schools have been doing to raise awareness about drugs and alcohol.

The Interact Community Service Club coordinated an Awareness Week for the school in March. Each day this week members of Interact worked to raise awareness of a specific social issue that impacts society. A specific color was chosen for each social issue and students were encouraged to wear the designated color on the appropriate day. The five issues identified by the club were: environmental (green); Alzheimer's (purple); gun violence (black); suicide prevention (blue) and LGBTQ awareness (rainbow).

On March 14th, CHHS students participated in the nationwide walkout. The vast majority of the students joined students throughout the country to remember those who lost their lives in the Parkland, Florida school shooting and to call for government action to end school violence. The demonstration was extremely well done. CHHS students were articulate, passionate and respectful.

To celebrate Computer Science Education week, the Computer Programming Club students planned and led a Cyber Security activity at CET. The activity was designed to help students to identify and avoid situations that could threaten their safety.

STAR Club members (Students against Racism) attended a Martin Luther King commemoration event at Pace University. Yusef Salaam who is one of the teenage boys collectively known as the Central Park Five that were falsely convicted for the brutal rape in the Central Park jogger case of 1989 spoke.

In this year's annual Golden Cactus Academic Challenge members of the faculty compete against the student members of C.A.C.T.I. (Croton-Harmon Academic Challenge Team

Intelligentsia). This year it came down to the very last question - the teachers pulled out the victory.

A special performance of *Footloose* 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.

In May, the Band and Jazz Band performed at a competition sponsored by Six Flags in New Jersey. They had an extremely successful trip with both the band and the jazz band being awarded "Excellence" trophies for their performances.

Prior to Regents testing and final exams, students had the opportunity to participate in some stress relieving activities during lunch periods. Nancy Horan and Kayla Morales came up with the idea and coordinated the activities. The activities, which were chosen with student input were: make your own ice cream sundaes, kindness rocks painting, and interacting with therapy service dogs that are trained to provide comfort and affection.

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*. While the Culture of Respect was originally designed to address sexual violence and intimidation at the college level, the group has begun to work with high schools and middle schools.

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

Prior to the start of CHOOSE, graduating seniors attended a special two-day program designed by the CHOOSE advisors and the guidance department. The purpose of the program was to provide help with the transition from high school to college and/or the world or work, The first day consisted of four different workshops, the topics of which were stress management, diet and health, financial management and residence life at college. The second day began with the CHOOSE advisors reviewing the expectations of CHOOSE and was followed by a keynote address from Michael Ahern that focused on potential substance abuse

and keeping oneself safe on campus including what to do in emergencies such as drug overdoses. Mr. Ahern was funded by the Croton Coalition.

The full-school annual awards assembly was held on June 1st. Ninety-eight students were recognized for their academic and co-curricular accomplishments. 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 20th. Fifty-eight seniors received scholarships and/or awards for their accomplishments.

5. Building specific professional development:

In October, the entire faculty received an introduction to the Nureva Span interactive collaboration system. As part of the demonstration, staff members were able to add to the "canvas" being created via their smartphone. Additionally, fifteen staff members attended a full day training on the system. For those unable to attend the full-day training, the school librarian has assumed the role of the high school's in-house trainer.

Much work was done in conjunction with the district Strategic Coherence Plan, details of which can be found in section 2 of this report.

Staff at the high school continued their work with Angela Lalor of *Learning Center Initiatives* (LCI) that focused on looking at student work.

The science department received multi-day training on the new science standards. The teachers worked closely with science consultant Helen Pashley to develop lessons that align to the standards that will be used in the various high school science courses in the upcoming year.

Faculty meetings were regularly used for professional development. For example, Kayla Morales gave a presentation on various illegal substances and vaping and Erica Fiorini provided staff with an overview of Achieve 3000 and Renaissance Star. At the March and April faculty meetings, each academic department shared some of the ways they assess creative and critical thinking for problem solving. Time during faculty meetings was also used for staff to look collaboratively at student work.

The high school's SERT (School 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.

Greg Bradley and Eileen Pike continued Croton's participation in the regional 3 into 2 math initiative. This initiative's goal is to condense Geometry, Algebra 2 and Trigonometry and Pre-calculus into a two-year integrated curriculum for the purpose of accelerating math students who do not take Algebra 1 in eighth grade.

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:

A school lunch program was established which addressed a long-standing need. The program, coordinated by an outside vendor, provides daily lunch service to students that is supplied by local food establishments. This program has allowed the high school to address the need to provide a free lunch to economically disadvantaged students.

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 was expanded to include student mentors from both 11th and 12th grade. Doing so allowed the advisors, Eric Rosen and Kirby Mosenthal, to be very selective in their choice of mentors as well as better match incoming 9th graders with upper classmen big buddies that have similar interests. In addition to 'getting to know the building' sessions, an additional orientation session was held in late June to address concerns the eighth graders had expressed through a survey they had taken earlier. The concerns were mostly academic. 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 the cafeteria.

During the year CHHS administration and faculty reviewed and discussed the Code of Conduct and student consequences for violating it. Four main areas were reviewed and discussed.

1. What behaviors/violations are causing a significant problem in classroom?
2. What infractions, if any, should affect a student's future privileges once the initial consequence is served?
3. For carry-over consequences, how long should they be in effect?
4. How, if at all, should the Athletic Code of Conduct be applied to extra-curricular activities?

SFC and its various subcommittees discussed many issues including weighting of AP courses, inappropriate use of social media, ways to better promote tolerance, the newly implemented lunch program, current and possible future course offerings, the Code of Conduct, making CHHS more environmentally friendly, rededication of the flagpole, technology needs and the updating of the computer lab.

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 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.

Science Research students joined over 600 Westchester students to compete at the Westchester Science and Engineering Fair (WESEF). Two CHHS students won awards for their original research projects.

Video production students regularly augmented CHAP topics. For example, students created a video that provided the student body with information about the dangers of vaping in conjunction with a CHAP activity that highlighted concerns about student vaping.

The Flexible Support Program expanded the number of students it served. The program continues to provide supports to students who have various emotional and social issues that are negatively affecting their performance in school.

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.

Building administration taught one of the eight sessions of the Freshman Seminar course again this year. Doing so provides students an opportunity to “get to know” the principal and assistant principal. It also provides an opportunity for building administration to review important aspects of the school and highlight portions of the student handbook and the

student Code of Conduct, review DASA, answer questions and get a sense of how the freshmen are adjusting to the high school.

The annual Science Research Symposium was held in May. 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 one hundred twenty-one seniors participated in CHOOSE.

7. Communication and parent involvement:

Principal's Coffees were held throughout the year. The fall coffee was scheduled in the evening to allow working parents to attend. At this coffee, the principal, assistant principal and athletic director presented and discussed CHHS' student code of conduct and the range of consequences, the athletic code of conduct, and student vaping. During the discussion, administration explained how school attendance is a right, whereas participation in athletics and extracurricular activities is a privilege and thus disciplinary procedures and consequences can be quite different. After the presentation, much time was spent in dialogue with parents about these issues. Items discussed at the other coffees included grading practices, common assessments, the budget, and what the district Strategic Coherence Plan.

In March, CHHS 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 including arranging for outside speakers from Planned Parenthood, My Sister's Place and Victim Assistance Services. Kerri and Jessica began the evening by talking a little bit about the schools' health programs. Next, parents went to three half-hour workshops led by representatives of the above agencies.

In April, the CHHS PTSA hosted a talk by Alan Schlechter, MD on the "Science of Happiness". Alan Schlechter, MD is a clinical assistant professor at NYU Langone Medical Center and the director of Child and Adolescent Psychiatry Outpatient Services at Bellevue Hospital Center.

The principal regularly attended the CHHS PTSA executive board meetings.
The PTSA again sponsored SAT prep classes and college essay writing workshops.

In March, the high school held the annual orientation for parents of incoming freshmen. After reflecting on past orientations and some parent and counselor feedback, the presentation included more information on academic offerings for freshmen. Additional time was built in for parents to ask questions of subject matter teachers about specific freshmen courses such as common core geometry versus applied geometry as they relate to their child. The presentation included a review of the high school's philosophy of freedom with responsibility, the scheduling process/timetable, some of the unique programs such as helping period, CHAP, freshman seminar and CHOOSE, extracurricular and interscholastic offerings, and the many school-wide and freshman-specific student supports. Each curriculum coordinator or a teacher representing the department, provided parents with an overview of their department's courses open to freshmen. After the formal presentation, faculty split up by academic discipline to various areas of the auditorium and hallway so that parents could ask specific questions about a course or about their child's schedule.

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.

In May, the 2018 Advanced Placement Art Show was held in the Community Room. It featured the art portfolios of fourteen juniors and seniors. There was a special evening "opening" of the exhibition to which the public was invited.

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.

9. Growth Opportunities for the 2018-2019 School Year (please include areas that need improvement):

Investigate additional opportunities for students to attain college credit through dual enrollment by partnering with regional colleges and universities.
A major focus will continue to support the implementation of the Strategic Coherence Plan that emphasizes critical thinking and creativity for problem solving.

Continue to use the RTI process to identify students in need of additional supports to be successful as well as suggest appropriate supports based on individual students' needs. The RTI team will use various data points to monitor student progress.

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.

Using learnings from their work with LCI, high school teachers will increase their collaboration when analyzing student work as well expand the number of formative and summative common assessments.

The high school will continue its work with the culture of Respect organization.

Expand the number of teachers that are trained and make use of the Nuerva Span system in the library.

Continue to review and revise the CHOOSE program to improve the experience for students and raise expectations for participation.

Create a more collaborative environment in the school library.


Excellence in Education
Croton-Harmon Schools

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

Building: CET	**Department: ELA**	**Coordinator: Stefanie Liss**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- **Definitions and Rubrics on Presentation, Critical Thinking and Metacognition**: Reviewed and collected feedback
- **Strategic Coherence Plan:** 6 strategies and how we are currently using them in our classrooms
- **Professional Resources**
    1. Writing Pathways by Lucy Calkins
    2. Literacy Continuum by Irene Fountas and Gay Su Pinnell
    3. Guided Reading Resource from Scholastic

Committee members had an opportunity to look through these resources. We read and discussed portions of them and also had conversations about how they can be useful to teachers. All of these resources are easily accessible to teachers.

- **TC Reading Units of Study:** Three committee members (including myself) attended TC workshops to learn more about the new Reading Units of Study and consequently went on a visit with Kelly Maloney to Putnam Valley to learn more about the program and how it is used across the grade levels in their school. We turn-keyed our findings with the committee, discussed positives and negatives and how we envisioned TC fitting into our reading and writing curriculum here at CET. All teachers on the committee had an opportunity to look at Units of Study (either hard copies grades 1-3) or sample units online (grades K-4) to gain a better understanding of its structure. Ultimately, after discussing this at length this school year, it was decided that we will use the TC Reading and Writing Units of Study for grades K-2 beginning in September 2018.
- **Storyworks:** Fourth Grade representatives shared information about the Storyworks program they are using from Scholastic and the success they are finding from using this program. Fourth grade will continue to use Storyworks for the 2018-2019 school year.
- **Guided Reading vs. Strategy Groups:** After attending the TC Reading Units of Study workshop at BOCES I gained a much better understanding of Guided Reading Groups vs. Strategy Groups across all grade levels. These findings were shared with the committee, as it has been an ongoing conversation for the past few years. Most importantly we learned that once students reach levels J/K, teachers should begin moving away from guided reading groups and more towards strategy groups. Once students reach a level M guided reading is no longer necessary, rather students are engaged in strategy groups.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

Our committee reviewed and discussed all of the district rubrics. Committee members provided feedback on these rubrics, putting much thought into how we can and will use them for the future. Individual grade levels

also shared what they are doing in their classrooms to assess critical and creative thinking for problem solving (as related to the SCP). Some things we are already doing are:

- Using project based assessments
- Incorporating the LATIC model
- Grade 3-4 students fill out own rubrics
- Common assessments within and across grade levels
- Grade level writing prompts and rubrics
- Goal setting

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

Teachers in grades K-2 worked with Angela Laylor to refine writing prompts and rubrics. Each grade changed the read alouds, prompt and/or rubric for response to literature. These prompts and rubrics were scaffolded across the three grade levels. They address critical thinking as students need to use critical thinking skills to extract evidence from the text to answer the prompt.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- Accountable talk
- Interactive Read Alouds
- Nonfiction Research
- Nonfiction research using Pebble Go
- Book Clubs and Character Clubs
- Oral Reports
- Opinion and Persuasive Writing Units
- Peer feedback
- Self and peer editing checklists
- Use of rubrics (Upper grades will fill out their own)
- Project based assessments
- LATIC
- Understanding characters: traits and feelings
- Writing letters
- Building good reading and writing habits; fostering a love of reading and writing; determining importance of reading and writing
- Organized writing: lists, paragraphs, sequencing
- Narrative writing
- Word solving strategies
- Reading for meaning; learning new vocabulary through text
- Writing and speaking in complete sentences

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

- TC Units of Study in Reading Workshops; both K-2 and 3-5
- K-2 Examination of Student work with Angela Laylor; focus on writing prompts, benchmarks, and rubrics for writing
- Supporting all Students Within the Reading and Writing Workshop Structure
- Examination of Student work with Karen Alevy
- K-3 Next Generation ELA Standard Review Workshop

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- Decision to move forward with adopting the new TC Units of Study in both Reading and Writing for the 2018-2019 school year.
- Understanding the Strategic Coherence Plan: We learned the 6 strategies and discussed what we are already doring in our classrooms to support these strategies.
- Examining Student Work: Teachers in grades K-2 worked with Angela Laylor. Individual grade levels examined student writing (response to literature prompts) and made necessary changes to read alouds, prompts and rubrics. K-2 teachers then worked together to ensure that prompts and rubrics were scaffolded across grade levels.

ADDITIONAL COMMENTS:

1. Grade K-2 teachers look forward to unpacking the TC Reading and Writing Units of Study beginning this summer. I am excited to continue working as the ELA coordinator next year, helping to guide my colleagues through this.
2. Grades K-2 really enjoyed working with Angela Laylor this year. We felt that she was extremely valuable in guiding us to revise our prompts and rubric. In addition, Angela truly listened to us, heard us and used our feedback to organize the agenda for her time with us. It would be extremely valuable for grade 3-4 teachers to work with her next year. I hope that they receive this same opportunity.

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

Building: CET	**Department: Math**	**Coordinator: Patricia Lynch**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

· Rubrics: Presentation, Critical Thinking, and Metacognition collected feedback and updated rubrics

· Strategic Coherence Plan: We discussed the six facets at length and provided input for the district's critical and creative thinking definition.

· In addition to reviewing student data from module assessments, we examined and utilized IXL, ZEARN, and STAR assessments to provide alternative student data. The committee has a consensus on benchmark and alternative assessments and how best to use this information to 'research, decide, teach.'

· Updated Math web links, including links to Rubicon maps as well as, teacher homepage supports for students and families.

· Application and Problem Sets: Strategies were discussed at length and supports were made for students to utilize.

· We spent a lot of time discussing student math talk, strategy use and math processing and how best to support our class as a whole yet, allow for divergent and flexible problem solving.

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What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

As stated above, we spent a lot of time discussing what students do while problem solving. In order to support critical and creative thinking students need opportunities to do so. Problem and project-based lessons were shared. We articulated how problem solving through critical and creative thinking builds throughout the elementary grades.

The District definitions were discussed and updated. Further work needs to be done in this area to link our beliefs with our practices.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

· All District rubrics were reviewed and detailed feedback was provided. Grade levels shared projects that help in assessing critical thinking as they related to District rubrics. Our in-depth work on student problem solving strategies was key in providing data and assessing critical thinking for our students.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- We discussed how best to synthesize our presentation of metacognition, critical thinking and presentation to CET students. Current evidence of this: K-4: Representation with pictures, numbers, manipulatives, or words. (i.e. 1st RDW (Read, Draw, Write) / 2nd Model on 'math wall' and in notebooks/ 3rd Poster for Problem Solving/ 4 –Summarize problem solving work
- Our current evidence that stay true to the District definitions and rubrics of metacognition, critical thinking and presentation:

· Write Focus Statement first

· Close Read using the C.U.B.E. method (C=Circle #'s/U=Underline/B=Box Out Question/E=Write Equation/S=Solve & Show & Circle Your Answer (support or strategy?)

· Read/Visualize/Reread

· RDW – Think about what is known and not known and what they are asking

· Circle most important information

Use Reading Strategies and reword for math (What do good readers (mathematicians) do?

- We discussed the elements of metacognition, critical thinking, presentation that can be evidenced during our math lessons and how we are supporting the District's Profile of a Graduate (POG) as well as, how we utilize self-assessments as PVC and CHHS do so well.
- We began to crack open how a student approaches a math task, problem or project. The pre-work/planning stage/initial metacognition activation of math is articulated in varied ways, even in the same grade levels at CET. However, the presentation of varied strategies that spiral through the grades and the flexibility in choosing a strategy by students K-4 is consistent. (i.e. tape diagrams, arrow notation, etc.) This led us to a deep conversation on how we need to articulate how a student may move through a task from pre-work to presentation noting that the process becomes more complex for students each year. The District definitions and rubrics anchored this conversation. We are looking forward to expanding upon some of the tangible

suggestions from the committee, as well as collecting information from our grade levels to support this work.

PROFESSIONAL DEVELOPMENT:

- What professional development activities did your department engage in this year?
- BOCES sponsored Math training on Problem Solving
- Cross-Building Meeting
- Journals and Periodicals
- ZEARN training with a Zearn trainer

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- We discussed students' math processing in-depth (verbal, written, etc., and how it relates to problem solving and how best to provide support).
- We identified ways to assess student growth over the course of a year in order to ensure all students make a year or more progress (pre/post assessments, sprints, etc.)
- We defined benchmark assessments by grade level to identify the needs of our range of students.
- We defined alternative benchmark assessments by grade in order to provide a wider range of data about our students.
- We articulated problem solving strategies through the grade-levels and how best to support our students in being critical and creative thinkers while problem solving.
- We reviewed other online supports and materials which led us to reaffirm our confidence in our program.
- We previewed changes in the coming years to assessments and curriculum and feel comfortable in having a grasp on what the changes will be.

ADDITIONAL COMMENTS:

Thank you again for allowing me to serve in this valuable role.

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

Building: CET	**Department: Science**	**Coordinator: Renoir McManus**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- Strategic Plan- We read, reviewed and discussed all 6 strategies and what we currently do to meet these goals
- ATLAS Mapping- We talked about how to map and shortcuts to use to make it easier. Some mapping was accomplished.
- Coding and Robotics-We discussed what was taught regarding both in classrooms and in the library.
- STEM Challenges in the classroom- We encourage all teachers to try one if they haven't already.
- Science 21- We discussed new units, how they are going, and changes we made to the new units to make them work for our students.
- Science Fair- Who was participating, possible suggestions for student projects
- Croton's Earth Day- CET made a banner with student signatures that was hung at the Earth Day festival
- Hour of Code- How teachers could get involved and take it a step further for students who were interested in coding

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

Critical and creative thinking for problem solving is embedded in our Science 21 units. They are hands-on and focus on solving problems; like a Kindergarten unit that culminates with students making a "sunbrella" type solution to shield an ice cube from the sun's rays and keep it from melting. Each grade level has real-life problems to be solved. These engineering lessons in the new Science 21 units focus on critical and creative thinking to solve problems. In the library, the Hudson River unit had students learn about the problems that the Hudson faces (trash, PCB's watershed pollution, etc.)

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

We collaborated as a district to review and comment on the Metacognition, Critical Thinking, and Presentation rubrics to further develop and refine the work that we did last year. We also discussed and commented on different aspects of the Creative Thinking and Innovation Rubric. We looked at ways to begin to weave pieces of these rubrics into our current curriculum.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

Our vision and mission dovetail nicely with Science 21. The lessons in Science 21 have students communicating with each other to solve problems. Our STEM challenges also fit into this role as teachers encourage student collaboration and creativity through these hands-on challenges. The new Science 21 Curriculum for K and 1 puts students at the forefront of problem solving and encourages independent thinking. There are myriad solutions to any one task. In our science curriculum, students are engaged in hands-on, real life scenarios. The climate at CET is one where children see themselves as lifelong learners and are ready to take on new challenges.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

My department went to PNW BOCES/LHRIC for various meetings and workshops, including K and 1 Science 21 updates/rollout, a Makerspace Collegial Circle, and writing a coding curriculum with the CS/STEAM group. Our science curriculum group shared what we learned at these activities throughout the year. We also discussed relevant professional articles as topics of interest arose.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

We learned more about how to really read and understand the NYS NGSS standards. The whole “maker mentality” has spread throughout the school and more teachers are becoming comfortable with challenges in their classrooms and with engineering in general.

ADDITIONAL COMMENTS:

Over the next few years, we look forward to the continued rollout of the Science 21 curriculum. I also look forward to collaborating with other teachers to write a coding curriculum K-8.

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

Building: CET	**Department:** Social Studies	**Coordinator:** Ruth Sullivan

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- We spent a great deal of time discussing the Tr-States follow-up. Tri- States commended us on the depth of our work and for focusing not just on content, but also social studies skills as practices (i. e. geographical understanding, critical thinking). They also commended us on the depth of our social studies work.
- Tri-States suggested that we move from project based assignments to project based assessments. An example of this work is the third grade persuasive writing project, "Should Wolves Live in Conservation Centers?" This assessment is evaluated using the Grades 3-8 Opinion Writing Rubric that was developed collaboratively under the guidance of Learner Center Initiative (LCI). This district rubric incorporates a metacognitive element.
- Another suggestion was that we add a critical thinking, creative thinking, and metacognitive element to our rubrics. Our work with this is particularly evident with the Grades 3-8 Opinion Writing Rubric mentioned above.
- We made sure that our social studies work includes not only content, but also social studies skills and practices. One example of this is in third grade students are asked to write about their geographical understanding before our unit of study and to reflect about how their geographical understanding has grown by the end of the unit. We also scheduled a special program, Earth Portable Classroom, where students will explore a 20 foot globe of the Earth. This program is designed to encourage thinking about geographical understanding. It also encourages students to analyze and interpret data from maps to describe patterns of Earth's features. Another example is, in fourth grade students are asked to think critically about symbols and their meanings. They integrate this thinking with historical understanding to design a Revolutionary War political cartoon.
- Our social studies work connects to the Strategic Coherence Plan by fostering critical and creative thinking. An example of this is at the end of the third grade U.S. symbols study, students are asked to think of a new American symbol. They need to design the symbol and write specific evidence of why their symbol should represent our country.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- We brainstormed and discussed the critical and creative thinking for problem solving district rubrics and definitions.
- We discussed ways to implement pieces of this rubric for specific projects and assignments. An example of this is the first grade community unit. First grade teachers developed a LATIC study based on the social studies topic of our community. This study incorporates engaging choice boards used by the students as they progress through the unit. Another example, is at the culmination of Colonial Fair Day and Colonial America studies, fourth graders are asked to think metacognitively about what they would have and would not have liked about living in Colonial America.

- We reviewed the BOCES ss/ela inquiries to examine how they met the requirements for critical and creative thinking for problem solving. We particularly looked at a third grade inquiry involving the world's water supply. The compelling question for this inquiry is, "Can human beings change their environment to meet their needs?" This compelling question is supported by three supporting questions: "How has geography created challenges for human beings?", "What actions have human beings taken to meet these challenges?", and "When human beings solve one challenge, do they sometimes create an unexpected result?". We integrated some texts and maps from this social studies inquiry with our science study of the water cycle. This was further expanded to integrate the social studies practice of civics as we read *One Well, the Story of Water on Earth* and discussed the scarcity of water in various world communities. As a result of this work, many students researched ways to help bring clean water to impoverished communities by exploring water.org.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

- We collaborated as a district to further develop and refine critical thinking, metacognition, and presentation rubrics and definitions (this work builds on Tri-States recommendations).
- We collaborated as a district to develop a definition and rubric for creative thinking and innovation.
- We began to look at ways to implement pieces of these rubrics for specific projects and assignments.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

Social studies instruction continues to interweave the habits of mind necessary for the development of lifelong learners. Our curriculum explores the concept of community and starts with our youngest learners exploring the concept of self and family. Our first graders explore the Croton community and visit neighborhood businesses. They share their learning about our community through presentations and bulletin board displays. Second graders further explore the characteristics of rural, urban, and suburban communities. This leads to rich discussions as the children can relate to the characteristics of our suburban community where many people commute on the train to urban New York City. Many of our families also visit farms in nearby rural Dutchess county. In third grade the study of communities expands to explore communities and cultures around the world. A highlight from this year's third grade was when students zoomed in on our CET community and participated in a study of how CET was named. Fourth grade continues to be a touchstone for our students' development of habits of mind with highlights such as Native American Day, Colonial Fair, and Revolutionary War political cartoons.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

- Putnam/ Northern Westchester BOCES- deeper dive into curriculum attended by Eileen Deacy and Ruth Sullivan
- Elementary Social Studies- Collegial Circle for Curriculum Leaders attended by Ruth Sullivan
- Tri- States follow-up visit attended by Joanna Besana, Eileen Deacy, and Ruth Sullivan

- Discussion of articles such as “Four Ways to Put Civics Education Front and Center for Elementary Students,” “Mixing Things Up Writing Assignments,” and “Helping Students Find ‘Affinity Spaces” That Promote Growth.”
- Review of “Elementary Leaders: Resources” from BOCES leadership conference

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

Completion of Tri-States follow-up visit

- Implementation of many Tri-States recommendations (such as critical thinking and metacognition rubrics, professional development, and move toward project based assessments)

ADDITIONAL COMMENTS:

We look forward to the continual development of the BOCES ss/ela curriculum, particularly the inquiries. We feel the social studies inquiries provide a natural springboard for district goals such as metacognition, critical thinking, and creative thinking and innovation.

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

Building: CET	**Department: Support Services**	**Coordinator: Travis Moll**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- discussed the models of co-teaching as taught through the G & R professional development
- implemented various co-teaching models across grade levels and turn keyed to faculty
- broke down the SCP and the role it plays in Support Services
- implementation STAR - curriculum used in next years Autism special class, strategies for teaching based on Autism Research
- modified science curriculum 1st grade
- discussed student support during content areas and its relation to ELA
- using Alpine Achievement during RTI meetings

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- K Team - working to determine the needs of incoming high needs students , putting interventions in place to make for a simpler transition
- putting interventions in place before the end of the school year for incoming K students
- 2nd grade - math projects for each module integrated creative and critical thinking, hands on activities, SS business plan - create their own business plan, sci non-fiction planet project, biographies
- 4th grade American Revolutionary cartoons, earth forces choice board
- 3rd grade culture project, game day
- Integrated Critical thinking into new Storyworks program grade 4
- 1st grade -character trait study, related to self inside/outside
- We discussed ways to implement pieces of this rubric for specific projects and assignments.
- We reviewed the BOCES SS/ELA inquiries to examine how they met the requirements for critical and creative thinking for problem solving.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

- We collaborated as a district to further develop and refine critical thinking, metacognition, and presentation rubrics and definitions (this work builds on Tri-States recommendations).

- We collaborated as a district to develop a definition and rubric for creative thinking and innovation.
- We began to look at ways to implement pieces of these rubrics for specific projects and assignments.
- worked to help define critical and creative thinking, then looked at how to implement them into grade level curriculum and make more accessible to students with disabilities

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- Second Step, OLWEUS, problem solving mini-lessons from school counselor, RTI interventions
- Morning meetings, sharing, ice breakers, showing respect, community culture of classroom
- Social skills groups -heavier focus on anxiety, appropriate language, coping skills, friendship
- mindfulness zones of regulations
- areas of social development

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

-Hochman Writing
-Fast Forward
-Lexia training
-Alpine Achievement
-Alternative Assessment
-Karen Alevy
-Learning Ally
-Second Language Learners and Language Impairment
-Wilson Language Learning training

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- Storyworks integration into 4th grade, 3rd grade will begin next year
- implementation of various co-teaching models
- taught various models to faculty with a focus on station teaching as a tool for both ICT and general education classrooms
- completion of G & R training
- creation of new Special Class with targeted programs for students with ASD

ADDITIONAL COMMENTS:

- The staff would request additional Hochman training in writing
- The students see a need for Wilson Language Support in 2nd grade

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

Building: PVC	**Department: English**	**Coordinator: Maryann Zabbia**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- AIS - teachers created schedules and planned how/when to administer support services
- shared our initial work with the Metacognition, Critical Thinking and Presentation rubrics - teachers have implemented parts of each rubric into existing problem based rubrics.
- explored the Hochman method presented in The Writing Revolution and planned for summer staff development
- made a list of grade level books taught so as to avoid overlap
- shared strategies for spelling and grammar instruction
- explored various graphic organizers and planning forms for writing in an effort to be in alignment across grades
- shared successful independent reading strategies as well as writing strategies that are working in our rooms

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

We collaborated to evaluate where we are already meeting these needs, including the following: -standards based assessments that incorporate critical thinking and analysis of material, problem based LATIC units that incorporate critical thinking and reasoning about real world problems.

As a department, we examined the five year plan and 6 strategies. We discussed what critical & creative thinking for problem solving looks like in our classrooms and in our content area. We shared our own classroom experiences and definitions of creative thinking when we analyzed and provided feedback on the drafts of the rubric and definition. We collaborated with one another and special education teachers to embed parts of the new rubrics into our existing content rubrics in order to try them out.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

The ELA department has strong assessments and rubrics that were developed when we moved to standards based grading. We continue to adapt and modify them to meet our students' needs and also to improve and strengthen them by using language from the new district rubrics. We made efforts to include language about

synthesis of material and analysis of higher level concepts. We have also made an effort to find student exemplars that represent these skills.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

My department has used LATIC and suggestions from Angela Lawlor to create strong performance based assessments that encourage our students to engage in student centered learning, think critically about important problems, conduct research, engage in problem solving, test solutions, and communicate their learning in an authentic and meaningful way.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

Staff members will train in the Hochman method of The Writing Revolution at BOCES this summer. Some of us participated in staff development for collaborative teaching.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- ➔ we engaged in a study of Falling in Love with Close Reading by Chris Lehman. We discussed strategies to build engagement and proficiency in Close Reading.
- ➔ We shared experiences with the Hochman method of embedding writing instruction into content and will follow up with staff development this summer.
- ➔ we embraced use of the district rubrics as a new resource for promoting critical thinking and analysis, problem solving and metacognition

ADDITIONAL COMMENTS:

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

Building: PVC	**Department: Math**	**Coordinator: Jenny Rescigno**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

★ **Implementation of District-Created Rubrics**

Outcome: The department gave feedback on the metacognition, critical thinking and presentation rubrics. This feedback helped create the final rubrics, which were given to members and discussed at various curriculum meetings. Teachers have implemented parts of each rubric or used it holistically within the math curriculum.

★ **Exposure to the Strategic Coherence Plan**

Outcome: The department discussed all 6 strategies of the strategic coherence plan. We gave feedback on the creative thinking rubric and definition. We also discussed how creative thinking is shown in our content area.

★ **Search for Support Program - Imagine Math**

Outcome: After seeing the demo and trialing the Imagine Math online program with 10 students across grade levels, the PVC math department feels that this program better addresses our needs. We have collected evidence from teachers, students and parents that shows how this program would better suit the needs of math at your own depth. This program still 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. The entire program is much more user friendly, especially the reports section, which will allow teachers to more easily group students and differentiate / remediate more effectively within their classroom. Students have voiced that the integration of school-wide (or nation-wide) competitions and incentives make them want to use the program more often. Students said that instruction is more interactive and engaging with the game-like instruction, rather than the passive video instruction of Compass Learning. These examples are just some of the feedback that helped us consider switching online programs. The full version of our feedback can be viewed on this document by clicking the link here. The math department will hold a meeting with Deborah O'Connell, Michael Plotkin, Deba August and other stakeholders to determine next steps.

★ **Continuation of Summer Programs**

Outcome: Based on analysis of student work this year, we plan to keep the 3 summer programs that were offered last year: Math Boot Camp, Math Think Camp and Enrichment Camp.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

The department has started the discussion of what critical & creative thinking for problem solving looks like in our classrooms and in our content area. We reflected on our own experiences and personal definitions of creative thinking when we analyzed and provided feedback on the draft of the rubric and definition.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

- ★ 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.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

The math department is addressing the vision and mission of the Croton-Harmon school district because we have kept in mind all of the learning standards listed under the "school house" when planning units throughout the year. We have aligned all of our lessons to learning standards of New York state. We continue to embed 21st century skills in all of our lessons and incorporate projects that include critical thinking, communication and collaboration, and creativity and innovation skills. We incorporate STEM-D approaches at each grade level and have created problem-based learning assignments as an integral part of our math curriculum. (We will continue to re-evaluate and hone these grade level assessments as we move forward.) In addition, the nature of math at your own depth allows students to become engaged in the learning process, become more independent thinkers and responsible for their own learning. Our focus on student work, support programs, and the rubrics this year has ensured that all math teachers are "on the same page" and allow for similar opportunities for students to meet the goals of the vision and mission. The continued work with the SCP over the next few years will further aide students in their ability to reflect on their own learning, become problem solvers and develop habits of mind to become lifelong learners.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

- ★ We have had a "refresher" Compass Learning training session to address topics of concern or clarify general questions about the program.
- ★ We dedicated one day of PD where grade levels worked together as professional learning communities to address specific needs that arose throughout the year.
- ★ Individuals went to training on the following topics: Math Chairs Meetings with SED updates to

share with the department, webinars about math and sports (Texas Instrument Webinars), LATIC, Bill Rund workshops, and the Yale socio-emotional workshop

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- ★ K12 alerts regarding summer programs for math
- ★ Escape Room field trip for Enrichment camp
- ★ Revised offerings of potential summer math programs/opportunities
- ★ Reflecting on our current computerized support program and evaluating new programs to determine the one that best fits our needs
- ★ Math at your own depth program continues to strengthen and help students learn at their own level

ADDITIONAL COMMENTS:

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

Building: PVC	**Department: Science**	**Coordinator: Lauren Scollins**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

-Common Assessments

We continued to look at assessments and ways to further align. We also began to align rubrics to the district rubrics.

-Rubrics/Definitions

We looked at the various district rubrics and definitions and ways to utilize them in our classes and daily practice.

-Earth Day/Science Fair

Students heard facts about Earth Day from their science teachers on the announcements each morning the week of Earth Day and were encouraged to attend the Croton Earth Day celebration. Mandy Birdsall presented at Croton Earth Day. We had a huge turnout for the experience science this year. We had teacher and student representation from all grade levels. Students were excited about the fair and teachers had a great turn out at their stations.

-Revising standards on the report card- Each grade worked to revise their report card standards to better match the NYSSLS and grade level expectations

-Chemical Inventory and safety precautions- we created an updated list and place to house all information regarding chemicals

-InDe Lab- we continued to review how this room was being used and Katie Brennan worked to use Rubicon Atlas to input all curriculum from the InDe Lab

- Worked to craft 3D lessons as follow up from our work with Helen Pashley

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

We're deep the the unpacking of the New York State Science Learning Standards. We're working to revise all of our lessons, units and projects to reflect these standards. This work is grounded in critical and creative thinking. Continue to develop ways to incorporate the Innovation and Design Lab across the curriculum areas.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

We created a folder on google docs that houses all of our work related to critical and creative thinking for problem solving. In 5th grade they crafted rubrics for an interdisciplinary project on structures in the ancient world. In 6th grade we revised our robotics rubric and designed a new waves project that asks students to think more deeply and use their critical and creative thinking skills. 7th and 8th grade has revised their lab rubrics and included pieces of the district rubrics in their assessments. Specifically the Critical Thinking and Metacognition rubrics.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers,

independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?
The team's work in the InDe lab. Our work with Helen Pashley. Our updated curriculum maps, and improved report card standards. Our problem based 3D lessons, units and assessments we worked to craft this year. The elimination of old units of study and the experimentation with new units. Living Environment's work with the Tower Garden.
We've worked this year to "get ahead" as a system. We are ahead of the changes being made to the science curriculum and are working to prepare a rigorous 21st century curriculum that will challenge all children with high expectations and develop effective communicators, researchers, and problem solvers.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?
Training in PLTW
Our work with Helen Pashley as a district this year was crucial
Training and use of Google Expeditions

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?
Katie Brennan won the TELL award
Department involvement in Croton Earth Day

ADDITIONAL COMMENTS:

We are looking forward to making the transition to the New NYS Science Learning standards and are grateful for the time we were given to begin this work.

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

Building: **PVC**	**Department:** **Social Studies**	**Coordinator:** **Sarah Wellman**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

Tri-States

a. Reviewed/revised and finalized Social Studies Mission Statement
b. The Social Studies was revisited by the Tri-State team as it has been 2 years since the full visit, many meetings were focused on preparing for this visit and gathering the work we have done since they had visited-the outcome of this work was the positive meeting with the Tri-State team and their review of our report and of our work
c. A further outcome was to identify for next year areas we want to focus and work on as a department, including writing in the content area and with the ELA department

SCP 6 Strategies

a. The department became aware and knowledgeable about the SCP and the 6 strategies of implementation

Rubric Feedback and Implementation

a. Continued work on revisions of rubrics and standards
b. reviewed and gave feedback on the critical thinking, presentation and metacognition rubrics
c. began to implement dimensions of the 3 district rubrics into our current rubrics-this work needs to continue into next year

Professional Development

a. Westchester Conference
    i. Hollywood in History: use of film and technology to enhance lessons, use of technology to pose and answer questions while watching (GoGuardian)(TodaysMeet)
    ii. Inquiry Workshop all attended: revamping research with inquiry, question driven, see how to align with QFT
b. QFT
    i. Incorporated into lessons (7th and 6th grade)
    ii. Units identified for 5th to 8th grade where the questioning protocol can be implemented

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

We are in the process of adding the dimensions of the critical thinking rubric to our units and assessment rubrics. This will advise us as to how to adapt and modify units and lessons and reveal any areas that we need to focus on.

The QFT professional development and review of inquiry based lessons and assessments will also inform us on where our department stands in regards to critical and creative thinking for problem solving. This is an area we will focus on next year.
In the next year we will focus on how our standards can be used to support and address critical and creative thinking for problem solving.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

We focused on learning the presentation, metacognition and critical thinking rubric developed K-12. We began to revise and adapt current rubrics to include dimensions from these district rubrics. We identified assessments that highly support critical thinking and others that could be revised to address critical thinking in a more direct manner.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

Our mission and vision is evident through our inquiry based assessments, units and lessons. Inquiry allows for creative problem solving, communication, independent thinking, and research. The curriculum of Social Studies is engaging and links the past to the present developing lifelong learners. This can be seen through student engagement in the classroom. The LATIC units, the LCI units, the Change Project, differentiation and the ability for students to often choose their assessments allows them to develop their own responsibility for learning.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?
Professional Development

Westchester Conference

- Hollywood in History:use of film and technology to enhance lessons, use of technology to pose and answer questions while watching (GoGuardian)(TodaysMeet)
- Inquiry Workshop all attended: revamping research with inquiry, question driven, see how to align with QFT

QFT

- Incorporated into lessons (7th and 6th grade)
- Units identified for 5th to 8th grade where the questioning protocol can be implemented

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- Successful revisit from the Tri-State team
- Incorporate critical thinking rubric into grade level assessments aligned with standards
- Variety of assessments-inquiry based, problem based

- 8th grade CHANGE project-focus is on a problem and how to address it
- LATIC units
- BOCES professional development to incorporate more inquiry assessments
- QFT-Question Formulation Technique, to promote and encourage creativity, inquiry and problem solving
- Social Studies Westchester Conference
- Assessments allow for student choice and creativity
- Work on making critical and creative thinking explicit in the classroom, with the students
- Incorporating metacognition into rubrics and projects/assessments (multiple choice)
- Integrated the Social Studies into several Advisory meetings

ADDITIONAL COMMENTS:

Over the last few years we have worked hard to build collaboration across the grade levels at PVC. We have a dedicated team 5-8 that are focused on the Social Studies. We feel that the Tri-State visit, and especially the "re-visit" were beneficial in building relationships within the department. During the tri-state visit the visiting team made a comment about how the work we had done was impressive and very oriented to K-12 and gave us common ground and common language, and they suggested we might want to take a close look at how this work is impacting lessons, student work and the smaller, more specific details of teaching and the classroom. This is something we would like to focus on in the upcoming year, especially in the area of assessments, student work and writing for critical thinking.

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

Building: PVC	**Department:** **Special Education**	**Coordinator:** **Marisa Gendron**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- Strategic Coherence Plan- As a department we examined the five-year plan and 6 strategies
- Rubric work- We continued to examine and reflect upon the metacognition, critical thinking, and presentation rubrics. In addition, we collaborated with one another and general education teachers to create various rubrics that meet and assess the needs of all students
- Communication of students' needs- Our department regularly meet with grade-level teams, as well as foreign-language and special area teachers to discuss and review IEPs and 504s. We also shared strategies with one another and worked to problem solve as a faculty. At the beginning of the year, we provided "cheat-sheets" that highlight important notes off of student IEPs and 504s. We also ensured that the faculty read and signed off on IEP acknowledgement forms.
- Data tracking and progress monitoring- We reexamined our IEP goals to ensure that they were written in a way that allowed for data collection. We discussed which goals are appropriate for specific grade-levels, created a "bank" and discussed the scheduling and criteria method for each goal.
- IEP writing / Annual review process- Each year we try to work to make the annual review process run smoother. We shared strategies as to how to go about writing IEPs, examined Karen Gatto's guidelines, and utilized time to develop IEPs (writing, collecting and uploading data and reports, conducting evaluations).
- Differentiation- Our department created a Jeopardy presentation for the PVC faculty to show various ways teachers can differentiate instruction within the classroom. We touched upon questioning and checking for understanding, literacy strategies, classroom climate, and building motivation within students. This interactive presentation allowed teachers to share ideas with one other, but also provided opportunities for us to share additional experiences and suggestions.
- Physical Space- CHHS Senior, Ethan Lewis, met with us to discuss a project he created and the research he conducted on physical environmental needs for students with Autism, Asperger's, and sensory disabilities. As a group we discussed alternative furniture options (standing desks, beanbags, various chairs, opportunities for movement), colors, and noise.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- **Socratic Questioning**
  - How does this relate to our topic?
  - What is a counterargument for…?
  - What generalizations may be made?
  - How does ...apply to your life?

  Solving Open-Ended Problems
  - Bloom's Taxonomy
  - Identify and ask significant questions that clarify various points of view and lead to better

solutions

- **Project Based Learning**
  - Research skills, problem solving, creative thinking

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

Our department works closely with the content area teachers across all grade levels and subject areas. We acted as consultants and collaborated with our colleagues to develop and modify rubrics to meet the needs of all students. Many of our colleagues wondered how to grade special education students, so we acted as consultants throughout this process and reminded them that all students are graded to a standard.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

As special educators, our main focus is on the students' needs, whether they be academic, social, emotional, or behavioral. Many of our students face challenges and may grow frustrated or resistant to learning. Within our department, we strive to make our students feel comfortable, while building their foundational skills, so they can achieve success. Many of us teach instructional support classes in which we focus on the areas of needs that are listed within their IEPs. The overall goal is to raise students' skills and ensure that these students can be productive communicators, problem solvers, researchers, and independent learners who are responsible for their own learning. The Habits of Mind are problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. The aforementioned were intertwined into our year long Advisory Program.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?
Some of our members participated in the following:

- Created a presentation for our faculty meeting department on differentiation
- Summer curriculum work and development
- BOCES Workshops
- Workshops/Seminars (Google classroom, Alpine Achievement, Achieve3000)
- Co-Teaching Coaching with Bill Rund
- Graduate level classes
- LCI training / summer work
- Screening of *Breaking Points* as suggested by Nancy Saladino
- National Board Certification
- Wilson Reading Level 1 Certification

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- Created a presentation for our faculty meeting department on differentiation

- Developed additional strategies to support students in the Common Core and to meet students at their current levels of performance and understanding
- Worked with classroom teachers to identify non-IEP students who would benefit from support
- Used data from triennial testing, state tests, and Renaissance Star to make informed decisions about programming, placement, and interventions
- Served as advisors, tutors, and directors in extra-curricular activities
- Community outreach such as fundraisers and trips
- Organized and chaperoned field trips
- Served as summer school instructors for ESY, math, and literacy camps
- Attained National Board Certification
- We continued to build camaraderie among our department and with our general education partner teachers
- Demonstrated versatility to craft functional classrooms
- Served as empowerment builders for our students' parents/guardians

ADDITIONAL COMMENTS:

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

Building: PVC	**Department: World Languages**	**Coordinator: Maria D'Amato**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- Strategic Coherence Protocol
- Common assessments
- Common rubrics
- Standards-based grades
- PVC's report card
- Field trips

While we discussed and addressed many different topics, those listed above are the ones on which we spent the most time. Switching to a standards-based report card continued to be a huge topic and accomplishment for PVC. This year we changed our standards to correspond with those identified by ACTFL (interpretive, interpersonal, presentational). This required changes to our rubrics and assessments. We also participated in the district creation of rubrics for metacognition, critical thinking, and presentation. The outcomes are strengthened parent-teacher communication , a 5-8 report card, and aligned assessments and rubrics.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

Department members are trained in LATIC
The Tri-State visit encouraged consideration of the definitions of critical and creative thinking, as well as PBAs and more
We developed common authentic assessments
We participated in the development of the critical thinking rubric
We use the target language to encourage problem solving and creative thinking
We ask our students to apply what they know as they encounter new content
We encourage group work and collaboration
We involve student choice

We changed our report card to be aligned with the ACTFL standards and proficiency guidelines

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

Critical thinking is inherent in our discipline. Students are constantly presented with unfamiliar texts and listening passages and asked to apply what they know to determine meaning. They circumlocute, use language to navigate challenging authentic situations and problem solve. The tasks and questions that we created this year provide our students with the context that they need for critical thinking. For example, 8th grade Spanish students were given a budget and asked to shop on a Spanish website for flexible seating. They created a proposal and presentation that highlighted the benefits of their plan in order to "secure"funding. Tasks like these take language learning beyond rote memorization, and enable students to think critically, plan, persuade, and present their ideas. Our students think critically for communication.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

This year we worked diligently as a district to refine our definitions of critical thinking, metacognition, and presentation. Having these definitions and rubrics helps us as a department to focus on these areas, which are essential to becoming lifelong learners. In our department, our primary focus is helping our students to become effective communicators. The skills we teach our students can be applied to any language. As mentioned previously, the performance tasks and projects that we design encourage our students to learn to problem solve, research, and think critically. Our vision and mission are definitely present in the World Language curriculum, instruction and assessment.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

Maria D'Amato

- NYSAFLT Member
- PWRFL Member
- Attended meetings for Foreign Language Chairs at BOCES
- Attended FLES Collegial Circle at BOCES

Marie Sullivan

- Attended NYSESLAT Training
- Attended ELLs Reading/Writing workshop at BOCES\

Sally Barnes

- Member of NYSAFLT/PWRFL
- Attended NYSAFLT Summer Institute and Annual Conference

- Served as Second Vice President of NYSAFLT
- Attended two webinars online for NYSAFLT
- Attended PWRFL Regional Conference

Charlene Sirlin

- Member of ACTFL/NYSAFLT/PWRFL/NNELL
- Attended NYSAFLT Annual Conference
- Member of the Board of Directors for NYSAFLT
- NYSAFLT Judge for Virtual Video Contest
- Attended PWRFL Regional Meeting
- Attended NECTFL Annual Conference
- Participated in 3 AATF Webinars
- Participated in 2 NYSAFLT Webinars
- Participated in 1 NNELL Webinar
- Attended Global Citizenship workshop at PNWBOCES
- Achieved EDpuzzle Coach Badge
- Achieved Applied Digital Skills Badge for Teacher and Students
- Hudson River Teacher Center representative for Croton-Harmon UFSD

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

Annual Restaurant Trips (May)
Trip to Quebec (February)
Marie Sullivan obtained certification in ELA (5-9)

Leadership in NYSAFLT (Charlene Sirlin as Regional Director and Sally Barnes as Second VP)

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: English**	**Coordinator: Noel Schoenleber**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- The district rubrics: We provided especially detailed feedback for the Presentation rubric.
- Grading consistency and the implications of using letter grades for individual assignments on students' final course grades: We are using letter-calibrated rubrics for writing assignments, and we've met with Al Capasso to discuss and clarify our grading practices.
- Expanding our elective options: Noel will be ready to propose two semester-long elective courses for approval in the fall.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- English 9-12 courses each include a research paper that requires critical analysis of a social or cultural issue, and students must support their analysis with persuasive evidence from database-quality sources. Research evidence must be correctly documented according to MLA standards.
- Argument essays in English 9-12 courses require students to address and refute counterarguments in order to show an understanding of the complexity of issues while they develop a convincing position.
- In English 10, we are planning an upgrade of the Honors option to require more independent work and critical thinking for the 2018-19 school year.
- The English 10 *Midsummer Night's Dream* scene presentation requires critical and creative thinking to present a scene from the play.
- The English 11 Summer Reading List has been revised so that the books provide context for the core course texts. Over the summer, teachers will develop tasks that facilitate critical and creative thinking so students can create stronger schematic connections by linking summer reading to course content.
- English 11 and English 12 students participate in facilitations for units on *Their Eyes Were Watching God* and *Macbeth* (English 11) and *The Swallows of Kabul* (English 12). Students take on active roles as facilitators of classroom lessons by creating summaries of chapters with key quote support (or by performing scenes) and writing analysis questions. This requires that they come to class prepared in an authentic way; they have to both master the content and determine how to teach it to peers in an engaging manner.
- In English 12 we developed a literary analysis project on *Dawn* for the SPAN system that requires students to engage in critical analysis of Wiesel's use of literary strategies to develop a theme. Students must also present their ideas in visually impactful ways and collaborate and cooperate with peers to use the SPAN canvass effectively together.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

- We adapted the district presentation rubric for the English 10 *Things Fall Apart* novel analysis presentation project and the English 12 Cultural Close Up project. These rubrics include language that addresses depth of analysis and command of persuasive evidence.
- For the English 11 and 12 student facilitation assessments, the rubrics address insightful analysis and the strategic use of sensory supports.
- For the English 12 literary analysis project on *Dawn*, the rubric addresses depth of analysis, insightful feedback on peers' work, and thoughtful reflection on the process of the project.

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- Each of our core English courses includes a research paper or project that focuses on a social or cultural issue. There is also an element of choice for all of these papers/projects.
- Students learn through reading and analyzing a variety of text genres (fiction, poetry, drama, essays, articles) and media (such as films, photographs, and political cartoons) to develop skills for lifelong learning.
- Each core English course includes at least one presentation assessment to foster effective communication skills.
- Summer Reading assignments for each course encourage independence and responsibility.
- The English 10 *Animal Farm* propaganda mini-unit teaches students to recognize and resist propaganda-like bias.
- Units such as English 9 Summer Reading, English 10 *Things Fall Apart*, English 11 *Their Eyes Are Watching God*, and English 12 *The Swallows of Kabul* reflect diverse experiences and perspectives, and they help students to build awareness and empathy.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

- Susan Ardolino took a course on Creating and Sustaining Enduring Principles and Educational Values in Schools and classroom, and she achieved National Board certification.
- Joseph Merriam is enrolled in a summer institute on *The Writing Revolution*.
- Noel Schoenleber did Nureva training, an LCI Workshop, ELA Coordinators' meetings at BOCES, and she is registered for a course in June on Embracing Diversity.
- Jaclyn Szymanski did Nureva training and attended a workshop on Language Acquisition vs. Learning Disabilities
- Ashley Valentine did Nureva training, Achieve3000 training, Language Acquisition vs. Learning Disabilities, Technology Summit for the Westchester Putnam School Boards Association, Google Summer Bootcamp (Level 1), LCI Workshop

ACCOMPLISHMENTS:
What are some specific accomplishments for your department for this school year? ● Susan Ardolino achieved National Board Certification and mentored a Marist College student teacher. ● Jaclyn Szymanski produced “Forte” open mic events and creative writing workshops with *The Fourth Floor*. ● Ashley Valentine presented at the Technology Summit for the Westchester Putnam School Boards Association. ● Because CHHS’s local assessment score is based on the English Regents exam, the English department has played a major role in supporting faculty with NY State APPR requirements.
ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: Math**	**Coordinator: Susan Dudman**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- *Our department began the year by discussing the 5 Year Plan and the six strategies of the Strategic Coherence Plan.*
- *We looked at, discussed and added our input to the district's 3 new rubrics of Metacognition, Critical Thinking and Presentation. During the year, several of us used the Presentation Rubric within our classes.*
- *The department also continued to create and refine our common assessments. This is helpful because having common assessments provides continuity for those of us who teach the same class.*
- *The majority of time in our meetings was used to discuss student work. Our goals were to determine how we would assess the work, identify common practices for obtaining data from student work and finally implement a plan to use the information.*
- *We also examined how students handle multiple-choice questions. We reflected upon how well we, as a department, were constructing our questions i.e., are they straight knowledge questions or are we asking for a deeper understanding and critical thinking. We refined many of our practices in this area. During this time, we looked at how our lower math students and those with special needs handled multiple-choice questions and began a discussion on how we could help them deal with these type of questions.*
- *One of the last areas that the math department began to consider was the definition and rubric for Creative Thinking and Innovation.*

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- *The department has determined areas we thought that we succeeded with the critical and creative thinking for problem solving and areas we thought that we needed a little more work.*
- *Some of the great work being done would in the department would be Shark Tank, the Entrepreneurship project, The biorhythm Project, The stock market games , the Life expectancy project , The travel project and the Authorship project to name a few.*
- *The areas that we are looking to the future to improve are those classes that have such a high level of material that needs to be covered. In these classes, we have worked on questioning and developing lessons that require an open mind and solving skills.*

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

- *The assessments and rubrics for each class are varied. We tried to include the presentation or parts of the presentation rubric any time that we had a presentation (Shark tank, entrepreneur project, etc…)*
- *The department also used the Creative Thinking and Metacognition rubrics to help create the projects themselves.*
- *The Intro to Algebra teachers are currently working on a rubric to help students self-assess themselves and determine where they are in their learning. (ie.. Are the self-starting, are they relying on others, where are they in their thought and work)*

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- *Our department models the mission and vision statement. We are constantly working and communicating with each other to push our understanding and pedagogical practices. We have updated many of our curriculum maps and continue to do so.*
- *We continue to incorporate many of the current events into our everyday lessons. We are pushing students to understand that math is used in everything we do and how much we understand the math we see and read will affect our lives not just as consumers, and jobs , but in how we understand the political information that we are receiving.*
- *We are structuring our classes so that students are aware of the habits of mind. We are teaching the m to look at the concepts in a deeper more well rounded way to see the connections and not to just follow the algorithms to get an answer.*

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

· ***Kym Garrett-***
L.I.L.I.E. Online - Effective Classroom Management
L.I.L.I.E Online- Addiction Awareness
BOCES workshop- Improving Student Performance in Algebra 1 Using the Graphing Calculator

· ***Soyoung Lim-***
Took courses in math competitions
Process Oriented Guided Inquiry Learning- STEM
STEAM over the Hudson: Bridge Engineering at the Bear Mountain Bridge
Member of Computer Science Teachers Collegial Circle

· ***Susan Dudman-***
Member of the math chairs group through Putnam/Northern Westchester BOCES
Curriculum Coordinator

· ***Greg Bradley-***
BOCES workshop- Supporting Struggling Learners in Secondary Mathematics
Perfect Balance: Increasing the Mindset for Continuous Improvement, While Reducing Student Anxiety

· ***Kurt Lindner-***

Worked with many members of our community to enhance his business math and statistics courses
Coordinated a mock Shark Tank,
Organized a Junior Achievement Business Plan Competition
Arranged for his students to participate in the Stock Market Game Official Competition

· ***Isabella Zappa-***

Workshop on ENL Verbal/Non-Verbal Communication and the Alpine training

· ***Isabella, Susan, Kym, Eileen and Greg*** *took the Nureva Training*

·***Kym, Greg and Kur****t attended Google Bootcamp at PVC*

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- Greg Bradley has completed his National Board Certification and is awaiting approval

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: Science**	**Coordinator: Donna Light**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- The district rubrics: we provided feedback for the Critical Thinking by clarifying the certain terms should be used. We suggested that there was a need to rework some of the language to make a clear progressive order.

- We discussed the 6 strategies of the the district's 5 year Strategic Coherence Plan (SCP).
    - We formalized strategies #1-4 in the SCP (Strategic Coherence Plan) celebration form as a Department (see the document "CHHS Science Getting to Know the Six(6) Strategies of the SCP document")

- Several meetings were spent addressing issues that have arisen in maintaining 200B and the importance of a qualified lab aide. We are in agreement that the requirements established previously by the district should be used when selecting a lab aide . Given the preparation time required by both the science teacher(s) and the lab aide, and that an individual lab set up may affect up to 100 students, there is no question that the aide needs to be dependable, in addition to being knowledgeable.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- All CHHS Science Department laboratories involve critical and creative thinking.

- Laurel led 14 groups of students during the APES Challenge project- student teams chose an environmental issue to conduct research on and either carry out experiments or engineer prototypes over the course of 7 months. Each team writes a journal-style scientific paper, create a scientific poster, and present their work at the district science fair.

- Donna brought a scenario based lesson to the department that addressed both students' ability to 1) correctly analyze data and report it 2) understand and appreciate the ethical issues involved. Donna and Laurel each presented the activity to some of their classes. They then established a rubric for evaluating students' responses and gave a powerpoint presentation of their findings at a faculty meeting.

- The Ecology classes participated in the Hudson Data Jam competition which invites students to become familiar with a large dataset, ask a meaningful scientific question and try to answer it with data from the dataset. Students are judged by their scientific report (55%) and their creative project expressing their main findings(45%), a competition in the true spirit of the Croton-Harmon School District.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

- As a department we have agreed to use the "claim, evidence, reasoning" terminology to conform with NGSS standards...and because it works!

- We agreed to take a closer look at how we guide students in analyzing data, especially data generated in inquiry-based labs (ones designed by students so do not have an "answer key").

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- As a department, we practice the habits of mind to be lifelong learners---from spending summer vacation time working in Regeneron's world renown research labs to creating and teaching a two week physics course to physics teachers to being a student in a physics course, to working as an ecology curriculum developer

- As teachers we infuse our courses with opportunities for students to be problem solvers and effective communicators--from helping students refine their observations of nature to providing them with structures to ask (a) meaningful scientific question(s), develop a way to answer it, and document the process. In this way, students are asked to be independent thinkers, charting their own direction to answer their question(s).

- Students are invited to present their work to the community in ways that challenge them to be effective communicators who have a sense of what it means to contribute to the well-being of society. This can take the form of sharing data gathered at Teatown with students from other schools, presenting work at the district science fair, CHHS science research symposium, or various regional, national, and international science competitions and symposia.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

- We spent 4 full days working with Helen Pashley. We learned more about the NGSS standards and most importantly, designed lesson plans using the NGSS standards. We presented our work to all CHHS middle school and high school science teachers and shared it in a common folder. Examples include 2 labs that Jamie and Ray refined to address the new NGSS standards. Donna created a ppt. "Fact or Fake?" to help students understand the importance of learning how to read graphs accurately...and to know a fake when they see it.

- Donna is one of three science writers producing an upcoming module on the bioethics of gene editing with the Hastings Center Bioethics Research Institute. The module is geared for high school students yet will most likely reach a larger audience. She has chosen to focus one of the lessons on a recent, dramatic advancement in editing dystrophin--- the gene whose various mutations cause Duchenne's Muscular Dystrophy (DMD)--- and its potential impact on treatment of DMD as well as enhancement e.g. super muscles. Dystrophin was sequenced in 1987 by Dr. Eric Hoffman, a CHHS graduate, and distinguished alumnus!

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?
Summer 2017:

- Laurel Cardellichio: As part of her Regeneron Fellowship, she spent 2 weeks touring and working in Regeneron Labs, Tarrytown, NY
- Tatiana Dyakina: participated in a 3 week, NSF funded "Computational Modeling and Introductory Physics" curriculum design project. The curriculum focused on introducing skills of computational thinking, computer science & programming as part of physics instruction (American Modeling Teachers Association, American Association of Physics Teachers, and a Bootstrap Team).
- Ray Ferrara experienced the solar eclipse in South Carolina
- Zhanna Glazenburg taught a two week "Modeling Molin Physics: Mechanics (aligned Regents Physics)" workshop sponsored by Teachers College (Columbia University), American Modeling Teachers Association and STEM teachers NYC.
- Donna Light: worked as a Curriculum Developer for the Hudson Data Literacy Initiative at Cary Institute---> created a lesson plan, "Modeling the interaction of salinity, dissolved oxygen and diatom populations in the Hudson Estuary" with HRECOS. This work directly influenced the quality of the materials she created for students to use as well as the quality of work they were able to produce.

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: Social Studies**	**Coordinator: Lauren Maiolo**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- Tristates Follow-up Meeting

(please see description of this year's accomplishments)

- Examining Student Work & District Rubric Work and Use

The district focus has centered around this idea for a couple of years now and our department has continued to grow according to the district missions. We have used our training to keep our practices aligned and to foster the use of common language both with each other and with our students. Several of us have even began incorporating elements of the district rubrics into digital platforms, like Turnitin.com, so that our feedback is aligned both with the department and within the school community.

- Global 9 Honors Program Development and Execution

This program is brand new to our department and was both developed and implemented for the first time this year, beginning in September. The 9th grade teachers in particular have worked together to align this program with the curriculum and with the needs of our students. We paid particular attention to equity and did not tailor the program to future AP students only. Instead, we focused on developing assignments that centered around necessary skills for both Regents and AP social studies students. For example, we focused on the reasoning skills of comparison and causation. Students were asked to make deeper connections within and across time periods and to commit to completing "outside" research. Those enrolled in honors completed visual comparison charts, expanded essays, and annotated bibliographies, to name a few of their accomplishments. Furthermore, throughout each process, students were given feedback on assignments and offered the opportunity to revise and resubmit their work in order to remain a part of the program.

- Common Assessments

The social studies department continues to administer common assessments throughout each marking period. These include projects, essays, tests, and annotated bibliographies. *Please see the section on critical and creative thinking for more detailed information on the outcomes in this area.*

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- *Our department has worked to reflect on, and in some cases to revise, our common assessments in order to enhance our plans for critical and creative thinking for problem solving. Each department coordinator met with Mr. Capasso in order to further this process. Our department highlighted two assessments in particular in the meeting with the Principal. Myself and Mr. Capasso went through every element of each assignment in order to locate critical and creative thinking. The 10th grade assignment (focused on WWII) was even presented to the staff, by Ilana Mcconville and Emily Nastasi, as an exemplar.*
- *Furthermore, we have been paying closer attention to our rubrics and their ability to measure a student's success in these areas. The district wide rubrics have been helpful in this process seeing as we have been able to assess using common language and common points.*

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

As described above, we have been focusing on these types of assessments throughout the year. Something that certainly made the process a bit easier, and more accessible, was the fact that we now have district rubrics for these areas of focus. The social studies department has always paid particular attention to incorporating critical and creative thinking but we are becoming much more collaborative and much more unified in our approach. Some of the tasks that our students complete in these areas include; research projects in grades 9-12, group and individual presentations in 9-12 (ex: the CHOOSE culminating presentation), and the use of reasoning skills in the recurring current event assignments.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

Our program offers differentiation at each level and incorporates activities and assessments that target each of the stated goals. Each grade completes research assignments and presentations, they often have choice in assignment type and focus and are responsible for proposals that require demonstrating a responsibility in their own learning. Many courses in the department have a recurring "current events" assignment which allows students to explore topics of their choice and reflect upon them using reasoning skills while always being encouraged to state their own opinions. We ask our students to "source" materials so that they may recognize bias and limitations (both within their own thinking and in the theories of others).

In addition, we incorporate metacognitive practices by asking that students reflect and revise both on the process and on the content of their work.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

Maiolo: Member of Critical Friends which includes staff observations, National Board Cohort, two BOCES workshops on the new Global 10 Regents Exam

McConville: Member of Critical Friends which includes staff observations, two BOCES workshops on the new Global 10 Regents Exam

Naughton: Technology Cohort for Croton, Student Teacher Program

Bohuniek: Took class on teaching Critical Thinking in Common Core. Attended professional development on new Nureva system.

Nastasi: Completed Masters in Education

In addition to the professional development listed above our members also lead the following clubs and teams; CARE club, Model Congress, Debate Club, Track, Student Faculty Congress.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

This year was particularly noteworthy in that we have officially completed the Tristate process after several years of hard work. The Tristate team returned for their follow-up visit in order to assess the work that we have done since they first arrived. We used the team's recommendations in order to help our department grow and become more of a cohesive unit. Over the course of this school year, the coordinators and administrators met several times in order to put together a presentation for the returning team and to prepare discussion points for the fishbowl dialogue. The presentation was, in large part, based upon a collaborative document that the social studies departments in each building filled out with information to correlate with the Tristate recommendations from two years ago. That document can be found here

Some of the outcomes of the meeting were as follows; recognition in our increased collaboration as seen through areas like assessments and program development, recognition in our development as a district-wide unit as seen through areas like the common rubric development, hidden transition year focus (ex: adding the 8th grade parent orientation), and a learner center at CHHS.

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: Support Services**	**Coordinator: Jonna Deak**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- Reviewed and collected rubrics on Metacognition, Presentation, and Critical Thinking.
- Coordinated and problem solved Testing Center Issues
- Discussed technologies that could be used to assist our students with reading and writing disabilities
- Discussed the availability of Chromebook/laptops for Resource Rooms and for students who have "Access to Word Processor" throughout the day.
- IEP Sign-offs
- Consultant teacher indirect - what does that look like. How do you make time/find time?
- Using the Repository prior to CSE Meetings.
- The importance of entering progress notes for every IEP goal. The progress note must be based on measurement. Goals that do not lend themselves to measurement, should be adjusted.
- Budgetary needs
- SCP - What does Critical thinking look like in our classrooms.
- Annual Review guidelines were discussed (detailed maps, STAR Scores; needs, services, and goals must align).
- Possibility of sound proofing the Flex Room
- C - Pens - A grant was put in.
- A need for audio books. (Overdrive is in progress)
- Reviewed Projections.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

One of our goals this year was to help our students think more creatively and critically. We instill creative thinking by creating an environment that is supportive. We encourage our students to be self-confident and trust in their own judgment. Students are encouraged to question the world around them and to deepen their self-knowledge by learning about their strengths, skills, weaknesses, dislikes, expectations, and fears . We encourage our students to think outside the box.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

In Special Class settings (English and Social Studies) rubrics have been designed to assessed critical thinking. The following is a good example: Sam and Ashley designed an essay in which students had to decide whether or not self driven cars would benefit or harm society. A rubric was created which assessed not only their ability to produce a coherent, well organized essay, but their ability to think creatively as well.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- We provide RISE students the opportunity to work within the community.
- We provide community service opportunities to all of our students. Sam coordinates with The Croton Caring Committee, headed by Anne Kennedy, to provide community service opportunities for all Special Education Students.
- Most members of the Special Education Department are CHOOSE Mentors.
- Many members of the departement are advisors and coaches. As such, they provide support and guidance outside of the classroom.
- As Resource Room teachers we emphasize self-advocacy skills and assist students with developing a positive self-image.
- We become the parents of our students when they are away from home. Students come to us with a variety of not only academic issues, but emotional issues as well. We pride ourselves in creating nurturing atmospheres that are not only conducive to learning, but safe places for our students to be, emotionally speaking.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

Jonna - Alpine Achievement Training, Workshop at PNW/Boces: "Pathways to Graduation", Mentor, Curriculum Coordinator, CHOOSE Mentor to two Students. This year, the first time, I was the 11th AND 12th grade Resource Room teacher. In addition, I taught RISE Living Environment.

Kristyn- Alpine Achievement Training, Participating in 8th grade Annual Reviews, Attended Webinar presentation with k-12 counseling team "Helping students with disabilities to self advocate" on 1/24/18

Stephen - Alpine Achievement Training, Attended Webinar presentation with k-12 counseling team "Helping students with disabilities to self advocate" on 1/24/18, Continued working toward National Board Certification, attended a tour of the BOCES Tech program with students.

Sam - 1) Attended Alpine training on 10/3/17
2 Joined SERT Team in September, 2017
3) Attended BOCES workshop on "Superintendent's Determination for a local Diploma" on 1/25/18
4) Attended Meet and Greet SEPTA mtg. explaining function of Learning Centers at CHHS on 11/2/17
5) Attended webinar presentation with K-12 counseling team "Helping students with disabilities to self advocate" on 1/24/18

David - Attended Alpine Achievement training, Attended BOCES workshop on "Superintendent's Determination for a local Diploma", DBT Steps-A Advanced Training, The Perfect Balance: Increasing a Mindset for Continuous Improvement While Reducing Learner Anxiety, Language Acquisition vs. Learning Disabilities

Ryan - 1. CDOS Implementation with WBL Hours incorporated
2. Attended workshop on Superintendent Determination for Local Diploma
3. Worked in coordination with Transition Specialist on Access-VR and other local agencies for students
4. Completion of ETP Application for UGA students
5. Volunteer Site Exploration
6. Careerzone
7. Supporting ELL Students - for projected incoming student

Nancy- Alpine Achievement Training, DBT Steps-A Advanced Training, CSE Chairperson Three Day Training, Regional Crisis Team Member, ASCA Webinar "Helping Students with Disabilities to Self-Advocate", The Perfect Balance: Increasing a Mindset for Continuous Improvement While Reducing Learner Anxiety.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

This year, as we do in most years, we accomplished more with less. Our department continues to meet the challenges of our student population even as department staffing continues to decline. We survived with one less teacher and a significant reduction in the number of aides to support us during Resource Room time. That being said, our commitment to our students is unwavering. We work hard every day to ensure that their academic and emotional needs are being properly addressed. With an increased emphasis on progress monitoring and data collection and the amount of time required by law for consulting, we would benefit from full time aides.
The Flexible Support Program started the process of developing a space within their room where students can go when they are in need of a moment of mindfulness and need to retreat from the rigors of the school day. Thanks to a generous grant from SEPTA comfortable seating and stress management tools have been purchased to assist students with being able to manage their social and emotional needs.

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: World Languages**	**Coordinator: Susan Bree**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

Because we had a new teacher in our department, we spent considerable time reviewing procedures, sharing best practices and providing sample assessments.

In addition:

- An overview of the Strategic Coherence Plan (SCP) was presented: we discussed and formalized what we already currently do using the "Celebrating our Successes Relative to the SCP" form
- We reviewed district wide rubrics
- We reviewed protocols for looking at student work (LASW)
- We looked at student work in small groups and reviewed conclusions as a department
- We discussed how best to implement the Seal of Biliteracy
- We created a local Level 3 final exam
- We examined current performance assessments and how critical and creative thinking are reflected in them
- We reviewed grade distributions within department
- We discussed LATIc assessments and techniques that have been successful in department
- We discussed the proposed graphic of the Croton Harmon graduate

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

We had several conversations discussing what critical and creative thinking look like in the world languages classroom, and shared assessments that highlight these skills.

Critical thinking is most obviously involved in the interpretive skills (listening and speaking):for example, every time a learner is faced with working out what a speaker or author is saying, s/he is continuously engaged in working out the meaning of unfamiliar words using a series of thinking strategies (meaningful word parts, context clues, etc.). These strategies are explicitly practiced in class at all levels and assessed from checkpoint B on.

Creative thinking is such an important part of the productive skills that the major benchmark for ACTFL's intermediate level of proficiency is the proven ability to "create with language": the ability to produce language in complete sentences in spontaneous (i.e. non memorized and non-prepared) situations. As students move into the higher level courses, their speaking tasks increasingly reflect a need for more spontaneous production, which often

involves the creative skill of circumlocution (paraphrasing and explaining concepts for which students don't [yet] know the word in the target language).

Both skills are also strongly linked to the ELA CCSS language skills, which World Languages also references when designing curriculum and creating assessments.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

The major assessment our department worked towards this year was a level 3 local exam. The exam tests both interpretive and productive skills, which require both critical and creative thinking (as outlined above).

We continued to make use of common assessments in courses taught by more than one teacher. The department coordinator met with the building level administration to discuss how critical thinking is demonstrated in these assessments.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

We strive to model study habits, particularly for our younger students, that can be applied to many different learning situations; we also begin to point them towards places where they can find additional resources outside the classroom, so that they can begin to acquire the habit of independently finding resources to practice their skills and to further their own learning [lifelong learners, problem solvers, responsible for their own learning]; with our exchange programs and the cultural discussions we have in class at every level, we encourage our students to make cultural comparisons and to think about how to productively and positively interact with people from different cultures [contribute to the well-being of society]; by keying our work to the ACTFL proficiency standards, we create a framework within which students can gauge their own effectiveness as communicators both in the target language and in their own language [effective communicators].

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

individual members of the department engaged in different professional development activities:

- Seal of Biliteracy committee meetings
- Workshop with LCI to create rubrics for Seal of Biliteracy presentation of student portfolios
- Curriculum Council meetings
- Faculty and Curriculum Meetings
- Alpine achievement training
- Refresher course in ACTFL proficiency standards (rater renorming exercises)
- LATIc training
- PWRFL workshops

- Training session for NYSESLAT
- iChinese reader webinar
- ENL Push in role- title 3

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

For the first time 5 students in our department are working towards earning the New York State Seal of Biliteracy. Members of the department in both the HS and MS served on the district Seal of Biliteracy Committee, helped to write documentation, participated in a workshop to design assessment rubrics, helped to set up evaluation panels and web sites for student work, and served as mentors to the 5 candidates.

In trying to help our new colleague align her practices with our current practices, we realize that we have made progress over the past few years in aligning what we do across languages at each level. Because we spent so much of this year sharing examples of assessments and activities, and discussed how we work to help students develop in the different skill areas, we saw that there is greater consistency than there has been in the past. We also continued to engage in some collaborative grading of student work, to discuss standards and work towards consistency in grading practices.

As part of the La Rochelle exchange, 22 students traveled to France and stayed with host families for two weeks. They had ample opportunity, through interaction with real French speakers in authentic situations, to practice their receptive and productive skills and to make many fruitful comparisons and connections between cultures.

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
2017 Curriculum Coordinator Year End Report

Building: District-Level	**Department: Art**	**Coordinator: Wendy Armstrong**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- District Art Show
    - Helpers
        - 7th grade helpers will be utilized as curators for CET and PVC display.
        - CHHS will use high school art students as curators and display
        - Some CET parents volunteer to help mount artwork in preparation
    - Mounting
    - Photos for flyers and brochures
    - Building usage forms
    - Supply lists
    - Art show floor plan
    - Signage
- Common vocabulary
    - Discussion of Elements and Principles application
        - Lessons
        - Maps
        - Rubrics
- New lessons
    - Shared
        - To make sure there was no overlap
        - To get feedback
- Editing and creating Maps for new lessons
    - Keeping current
    - Absorbing new district goals and language

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- Innovation, creativity and adaptability are a natural part of art curriculum
- Discussions for increased understanding and how to continue to use in classroom
    - Began creating grade-level assessments that reflect critical thinking, metacognition and presentation
        - Using district definitions and rubric language.
            - We will continue this next year
- Strategies we use
    - Forging independence

- Supply distribution
- Portfolio organization
- Medium choice
- Subject matter
- Etc.

- Inter-department collaboration across school (ie, Studio Art / 2nd-grade Monster project collaboration) and cross-department (ie, CHHS Adv Drawing & Painting / English as a New Language student interviews and portraits)

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

- New National Core Arts Standards help make curriculum more transparent by sharing examples of
  - Proficiency standard evaluations
  - Model cornerstone assessments
  - Exit standards
    - broken down by grades 1-8 and then HS Proficient, HS Accomplished, HS Advanced
  - Visual Arts Anchor Standards
  - Media Arts Anchor Standards
  - The National Core Arts Standards Inclusion Strategies
- We will use these exemplars above to edit and update as necessary our maps and rubrics

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- 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 effectively communicate regarding the artistic choices of that student artist and offer any insightful comments using the Art vocabulary specific to that project.
- 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
- Authentic assessments
- 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 common vocabulary of the Elements of Art and Principles of Design K-12
- Using specific, immediate, actionable and thoughtful feedback
- Transparency with rubrics and assessments via Google Classroom and Rubicon Atlas
- Portfolio assessment
- District Art Show
- AP Art Show
- 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 (ie “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.
- Advanced HS students visit an art museum, critique the show, create artwork based on a theme or inspiration form the exhibit and reflect on their experience.
- Advanced HS students experience an oil painting workshop with a professional artist from the community by traveling to Teatown and painting on site for a full day.
- Students in Photo 2 got the opportunity to take photo walks around campus and were given prompts to challenge their compositional skill and knowledge of camera parts.
- As a part of our portrait unit students directed faculty models with the goal of refining their communication skills with models.
- This year saw the beginning of the Croton Zine Library. A collection of student produced photo/writing publications on display in the CHHS Library.
- This year the Photo Program reached a high of 7 independent study students. This self directed research/studio course challenges students to be proactive, creative, visual problem solvers.
- Professional Photographer Howard Copland visited to talk to students about exposure and create an interactive demonstration of studio portrait lighting.
- Engaged students in research in experimentation for a new unit on light painting.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

Wendy Armstrong

- **Arts for Learning! Arts for Life! A Look at the New York State Learning Standards for the Arts and their Implications** @ BOCES Dates:02/27/2018
- **National Board Certification** Completed Dates:12/16/2017
- **Supporting English Language Learners** @ The Long Island Learning Institute for Educators Dates:10/01/2017 to 10/31/2017
- **Alpine Achievement Training** Dates:10/04/2017

- **Effective Feedback** @ The Long Island Learning Institute for Educators Dates:09/01/2017 to 09/30/2017
- **Proactive Discipline Classroom Culture: Ensuring high achievement through proactive discipline structures.** @ The Long Island Learning Institute for Educators Dates:07/01/2017 to 07/31/2017
- **Arts for Learning! Arts for Life! A Look at the New York State Learning Standards for the Arts Part II: Unpacking and Designing with Discipline-Specific Standards (Visual and Media Arts)** @ The Long Island Learning Institute for Educators Dates:05/16/2018

Brienne Lafuente

- **Metropolitan Museum of Art Educator Event: Civil Discourse** @ The Metropolitan Museum of Art 12/03/17
- **Arts for Learning! Arts for Life! A Look at the New York State Learning Standards for the Arts and their Implications** @ PNWBOCES 02/27/2018
- **Educator Event: Supporting Early Learners** @ The Metropolitan Museum of Art 04/28/18

Jodi Burger

- **NUREVA span training** @ CHHS 11/06/17

Chase Stevens

- Received training for the auditorium light board by community member Victor Ceston
- Attended meetings of the Critical Friends Group (though not for PD Credit hours)
- Received NUREVA span training from Pam Morrison

Jennifer Moore

- **69th Annual NYSATA Conference: Art Connecting Community** in Binghamton, NY 11/16-17/2017

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- 2 of our art teachers are National Board Certified
- Wendy Armstrong has been teaching in Croton for 20 years!
- CET Nature Leaf and Fish Printing (Gyotaku) Art Workshop with Third and Fourth grade students with local artist Joe Mullins connecting science, nature, history, and learning of the Hudson River (supported by the CET PTA)
- CET-Guided students in drawing & painting 4ft x 6ft stage flats for Broadway Kids and in the creation of any props needed for 6 different musicals (one for each class)
- CET-Included parent volunteers with a variety of special projects
- Harry Chapin Memorial Run Against Hunger: facilitated the Pumpkin Painting & Face Painting Activity Booths (now for 5 consecutive years), delegated CHHS student volunteers to specific jobs, organized & transported a wide variety of materials (CET)
- Lead CHHS student volunteers in a Face Painting booth at CET's Fundraiser for Puerto Rico
- The 8th annual AP Art show and opening reception held for student and the community
- New collaborative project between the HS and CET
- New collaboration unit with ELL students and HS art students supporting both literacy and portraiture through student interviews; this unit and student work are being recognized at the May 3rd BOE meeting
- Woman's Club of Peekskill and Cortlandt recognizes the work of 16 CHHS students through an art and craft contest and awards night

Chase Stevens

- Incorporated our mobile touch screen tv at PVC in updating a 5th grade lesson on foreshortening
- Taught ceramics at the CHHS for the first time
- Took on 6 Photography Independent Study students in photography
- Wrote curriculum and implemented a Graphic Design Independent Study Course for the first time.
- Incorporated Adobe lightroom into the Photo independent Study Curriculum
- Researched and proposed creating a stage crew course at the high school.
- Implemented new lessons using the NUREVA Span Wall
- Collaborated with Pam Morrison for Span Wall Lesson
- Joined Student faculty congress and attended all meetings
- Chaperoned the SFC Retreat
- Wrote and proposed a Stage Crew course for CHHS
- Worked with Greg Cavalieri, Deba August and Diane Chaissan to create the Auditorium manager Position
- Trained Auditorium manager Ryan Gallagher
- Collected donations from the community to expand our darkroom by 2 enlargers
- Added 7 new cameras to our fleet through donation and private purchase
- Brought in professional photographer Howard Copland to talk to students about exposure and create an interactive demonstration on studio portrait lighting
- Took headshots for the spring musical playbill
- Took headshots for the Senior Softball Game.
- Designed and printed posters for the halls and Auditoriums at CHHS of past events
- Started the Croton Zine Library. A collection of student produced photo/writing publications on display in the CHHS Library.
- Created curriculum for a new unit on directing models
- Facilitated HS and Middle School Productions
- Managed the student Stage Crew
- Oversaw the building of props
- Trained the Stage Crew on the lighting and sound Equipment
- Took photos for the 2017-2018 Yearbook
- Worked with/managed students designing the 2017-2018 Yearbook

ADDITIONAL COMMENTS:

- The dictionary definition of art says that it is “the conscious use of skill and creative imagination especially in the production of aesthetic objects” (Merriam-Webster)

- 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.

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

Building: District-Level	**Department: Music**	**Coordinator: Marlena Peters**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

This year the music department discussed: NYSSMA, WSCMA, Assessment, Strategic Coherence plan and rubrics. We reviewed our assessment policies focusing on the performing groups, using the rubrics we created. We discussed and assessed adding the "call in" system where the HS and MS students call in and play part of a piece of music, to be assessed. We discussed the use of LATIC lessons in 4th grade where the students needed to create a PR package to get signed to a record label, while creating a number one hit.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- Common assessments
- Community outreach
- Dialogue between buildings
- K12 music rubric
- Music Benchmarks
- Interdisciplinary approaches
- Aligned with NYS & National Music Standards K-12
- Performances
- NYSSMA evaluation

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

A k-12 rubric was developed to assess students on the following musical elements: Posture/Instrument Handling, Pitches, Rhythms, Articulations/Tone Quality, Tempo, and Overall Performance. The rubric was developed taking into consideration NY state's anchor standard 4 and enduring understanding 4.1 "Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire." Self-assessment in each musical element requires students to think critically about their performance.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

As a department we teach our students music and dances from other cultures, knowledge of historical events and various performance opportunities. Our students are learning to be part of an ensemble and work as a team which are lifelong lessons. In order to perform successfully and represent our district in public, our students must take the initiative to practice their parts, then listen to each other when we come together. In every grade we are constantly updating our curriculum and our assessment practices to stay current to our students needs.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

- The music department continued to work professionally outside of school in musical settings (performing at the United Nations, professional orchestras & bands, various music pit bands) that help the overall performance of our school group.
- Lisa Dwyer and Sara O'Brien are working towards National Boards.
- Marlena Peters serves on the CoNGO Rights of the Child committee at the United Nations
- Jazz Zantay attended the Westchester County School Music Association Professional Development Day
- Jazz Zantay presented on importance of music education at a CHHS faculty meeting
- Michael Weinstein produced and released 4 commercial music songs with accompanying videos which had over 500k views on YouTube and over 33k followers on Instagram

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?
2 CET students selected to participate in the All-County Elementary Festival Orchestra

- 2 PVC students selected to participate in the All-County Elementary Festival Band.
- 2 PVC students selected to participate in the All-County Intermediate Festival Band
- 1 CHHS student selected to participate in the All-County Intermediate Festival Band
- 2 PVC students selected to participate in the All-County Intermediate Festival Band
- 1 PVC students selected to participate in the All-County Junior Festival Orchestra
- 2 PVC students selected to participate in the All-County Intermediate Festival Chorus.
- 2 PVC students selected to participate in the All-County Elementary Orchestra
- 1 CHHS students selected to participate in Area All-State Festival Orchestra
- 4 PVC students selected to participate in the All-County Elementary Festival Chorus.
- 2 CHHS students selected to participate in the All-County Intermediate Festival Band.
- 27 CET students participated in the NYSSMA Solo Festival
- 1 CHHS CHORUS students were selected to participate in the Area All-State Festival

- 4 CHHS students participated in the NYSSMA Piano festival
- 31 PVC Band/Orchestra/Chorus students participated in the NYSSMA Solo Festival
- 2 CHHS students auditioned for All-State Level 6
- 1 vocal student participated in Area All-State, November 2017
- 9 vocal students participated in WCSMA All-County Choral Festival, March 2018
- 8 vocal students from CHHS participated in NYSSMA adjudication, April 2018
- 2 vocal students from PVC participated in NYSSMA adjudication, April 2018
- 8 District String students selected for the outside orchestras including, Greater Westchester Youth Orchestra, Northern Westchester/Putnam Youth Orchestra, Mannes Symphony, and Hoff-Barthleson Chamber Orchestra, All City Orchestra.
- Symphonic Band, Concert Band, Jazz Band, Strings and Choruses played for the PVC Winter Concert during school and at night.
- PVC Select Chorus performed for the Croton Tree Lighting
- The PVC Spring Concerts including 5th/6th grade groups 7th/8th grade groups, Harmony-on-Hudson, and Jazz Band performing There was also a school concert for all performing groups.
- CHHS presented Footloose for Croton Seniors and community
- Chorus, Select Chorus, Concert Band, Strings, and Jazz Band played for an in-school CHHS Assembly.
- CET Winter & Spring Concert.
- CET performed at Skyview Nursing Home. (two performances)
- CET Broadway Kids 2018 two performances.
- Around The World With CET Concert series for Kindergarten, First, Second & Third grade-grade level concerts-2 performances each
- CET welcomed BASH THE TRASH, who provide a residency for the entire first & second grade, two workshops per class
- CET received PTA grants to bring African & Chinese Dancers to CET
- CET held a school wide Culture Night
- Students participated in All-County/All-State festivals
- CHHS Musical “Footloose” - three performances.
- Concert Band, Jazz Band, Chorus, Select Chorus, and Strings performed for the CHHS Winter and Spring Concert.
- CHHS Select Chorus performed for the 8th Grade Orientation at PVC in January
- Symphonic Band, Concert Band, Cadet Band, Jazz Band, Strings, Chorus, and Select Chorus (Harmony on Hudson) performed an in school concert and two evening performances of the PVC Spring Concert.
- Strings, Concert Band, Chorus, and Select Chorus performed an in school concert and a night performance for the CET Spring Concert.
- Memorial Day Ceremony – CHHS Concert Band, PVC Students, and CET Band students
- PVC Jazz Band, Select Chorus, and String Ensemble to perform recruitment concert at PVC for 4th graders.
- Symphonic Band, 8th Grade Jazz Band, Select Chorus and Strings performance at PVC graduation.
- PVC Band and Strings participated in the 11th annual Rivertowns Honor Band and Orchestra in Ossining.
- Lisa Sable & Sara O’Brien coordinated and hosted the Elementary All-County Band auditions at PVC & CET.
- CET 4th Grade chorus performed at the CHHS basketball game

- CET 4th Grade chorus performed Westchester's Winter Wonderland
- CET 4th Grade chorus performed at the Westchester Knicks Basketball game
- CHHS Jazz Band performed at Board of Ed meeting
- CHHS Band/Jazz Band students performed at Veteran's Day ceremony at the Croton Yacht Club
- CHHS Band/Jazz Band is performing at Six Flags on 5/19
- CHHS Band/Jazz Band members will perform at SummerFest
- CHHS Band/Jazz Band members will perform at the CHHS High School Graduation
- 4th Grade Band students will perform in small groups at the 4th Grade Graduation
- CHHS Band Members helped during All-County auditions at PVC this year.
- The CHHS Video Production IV students produced 13 CHTV broadcasts that were presented on CHAP days. These broadcasts are located on the the CHTV YouTube channel (CHTVCroton)
- CHTV visited PVC and featured the middle school students in 1 CHHS broadcast. This broadcast was also featured on the TV in the main hallway of PVC thanks to Michael Plotkin
- CHTV students visited PVC during the 8th Grade Orientation and promoted and explained the video production program to the incoming freshman for next year. A small presentation was given as well as questions answered
- The CHHS Video Production I program produced 8 narratives this year.
- The CHHS Video Production II program produced 2 narratives---one is 9 minutes in length and the other is 25 minutes
- The CHHS Video Production III program produced 2 direction-skills videos, 2 narratives, and 1 CHTV broadcast
- 2 of the 5 graduating seniors from VP3 are majoring in this field
- 4 of the 7 graduating seniors from VP4 are majoring in this field

ADDITIONAL COMMENTS:

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

Building: District	**Department: Physical Education, Health, Home & Careers & Media**	**Coordinator: Kerri Tracy**

CURRICULUM MEETINGS:

With the exception of the New York State Learning Standards, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- LGBTQ Inclusivity in our courses - from the beginning of the year we have focused on how to make our courses more inclusive for all of our students.
    - We discussed the presentation given during Superintendent's Day from GLSEN and came up with a statement for all PE teachers to use in PVC & CHHS to accommodate all students needs with the locker rooms.
        - "Here is the boys locker room, here is the girls locker room. If you would like to get changed in a gender neutral location here is where you can get changed." *(the location of the gender neutral bathroom will then be provided depending on what building you are in)*
    - Jessica Butts & Johanna Mustacchi attended the Prideworks conference with PVC students.
    - Johanna continues to attend multiple conferences as the Pride Club PVC Advisor and reports what she learns to the department to help continue achieving our goal of being as inclusive as possible.
- Consent/Alignment
    - We worked last summer on including consent effectively in our curriculum k-12. We reported back how the new lessons/learning experiences were going.
    - CET started using "chalk bubbles" as a way to teach students about personal space. They also began using a video to teach students about consent called "Consent for Kids.". We were planning on using a book but it wasn't approved to be used so we are continuing to explore other books.
    - Jessica Butts & Kerri Tracy presented to the Task Force on the updates to the curriculum. They also aligned their curriculum and guest speakers so students hear from My Sister's Place and Hope's Door at least two times from 7th-10th grade.
    - Martin McDonald ran a six week pilot program, "Self-Defense." He did this for seniors who wanted to attend it in the evening with a parent/guardian. It was very well received. Jessica Butts was a guest lecturer on consent.
    - CHHS PE taught a unit on Self-Defense. CHHS Health & PE began collaborating on a lesson where they would co-teach Self-Defense & Consent.
    - Jessica Butts & Kerri Tracy hosted a "Parent Sex Ed" night on February 28th. Over 30 parents attended and heard from My Sister's Place, Planned Parenthood and Victim Assistance Services.

- LATIC/Problem Based Learning
    - CET shared their Drums Alive LATIC lesson with the department. The students create & perform a drums alive routine.
    - PVC Media shared on the project called, “The Change Institute,” where students are marketing executives creating a PSA. The campaign is to inspire change in media.
    - Walk Across America for 5th graders is a collaborative research project between Health, PE, Library Skills that integrates SS standards as well. Students set a goal in health class to "walk" to a destination in North or South America. In PE class, the students track daily steps on a large map and reflect on progress. The students research their destination, map their journey, learn the benefits of walking during health class while working in the Library using online databases like Culture Grams, Britannica and SIRS Discoverer. This learning experience culminates with a Museum Walk where students showcase their "journeys" through google slideshows and share this work with peers, teachers and family members for assessment.
    - The 7th grade students research the causes of stress, symptoms of stress and coping strategies for stress. During the research phase, students gather evidence to support a claim about which strategy can prevent/lower stress and why. Students then design and create a stress management tool in the INDE lab for their peers, teachers and a family member to assess/peer review. Each student produces content, evidence in an MLA bibliography and the tool for stress reduction that is displayed on the Welcome Center TV via google slides.
    - CHHS Health has created a project on raising awareness of the risks of vaping. This is a collaborative learning experience done with Ms. Morales.Students are challenged to create a product that will raise awareness for a target audience.
- Collaboration
    - Wellness Wednesdays for 7th/8th graders offer choice in physical movement. Students sign up for one of two or three options ranging from a team oriented sport skill/practice to a self care movement like yoga. Each week students participate in an activity of their choice to encourage more movement/emotional wellness.
    - Martin McDonald brought his jumping roping team, “The Sparks,” down to CET and they did a performance for a 3rd grade PE class.
    - Jessica Butts & Kerri Tracy organized a “Town Hall”/Youth Summit Meeting where 10th grade health students went down to PVC and lead an activity with 8th grade health students on the risks of vaping.
- Staff Wellness Day
    - The department proposed an idea to administration to see if we can organize a staff wellness day on a Superintendent’s day next year. This came out of Ben Martucci sharing on the information he received from a workshop he attended on yoga & mindfulness at BOCES.
- Our “Why”/Mission of Department
    - We watched Simon Sinek’s “Why” video and began establishing our why for why we do what we do. We also discussed our why within our content areas.

CURRICULUM:

What has your department done, is doing, or plans to do to address *critical & creative thinking for problem solving?*

- K-12:
  - Consent Curriculum k-12
- CET- PE
  - Project Adventure (both indoor/outdoor): Students will think creatively to complete an activity or obstacle course safely together while working on their social and emotional learning as well.
  - Fitness: Students will identify where and how they are exercising outside of physical education class and sharing those ideas with their peers.
  - Nutrition: Students learned how to read nutrition labels and the my food plate to be better informed about healthy eating and choices. They were challenged to answer questions about nutrition facts and ingredients using the nutrition labels.
  - Drumming for Fitness: Students will work in groups to create their own routine to a song of their choice. While working together they will have to think critically and creatively to develop and create their routine and perform it to the class.

- Home & Careers
  - In 7th grade:
    - Mrs. Morales and I team teach - prevention ed.
    - Ms. Beja and I are working on a leadership and service program.
  - The 8th grade Home and Career Skills class:
    - Peer edit resume
    - Peer assess budget story
    - Several guest speakers - topic career
    - Developing a unit with Katie Brennan and using the Innovation and Design Lab.
- Media
  - 8th grade students in Media class prepare for and re-enact two cyber crime court cases, critically evaluating all the evidence and arguing one side of the case. Half the class does one case (the online harassment of a teacher by a student through a Facebook hate group page) and the other half does the second case (an 18-year-old sends sexts of his 16-year-old former girlfriend to 70 people). Each student acts on the jury for the case they are not arguing, deciding on the verdict.
  - 7th grade students in Media class research, plan, design and produce 30-second PSAs on issues relating to our media world, like gender bias, stereotypes, objectification of women, violence and the definition of manhood and consumerism. By critically analyzing the current state of our media diet, students exercise creative thinking and problem solving to produce a PSA that raises awareness and inspires action.
  - 6th grade students in Media class apply lessons they have learned about cyber safety and digital citizenship to produce an entertaining and informative animation project. They use

critical and creative thinking, as well as problem solving skills, to develop a storyline centered on one of the issues they learn about.

- Health - PVC
    - In 7th grade students create authentic stress management tools they can utilize to calm down, distract from negative emotions, etc.
- PVC PE (Collab with Health):
    - The 5th graders set a goal to "Walk Across America," in 75 days. They have to choose a realistic destination, try to map out how they would get there, track steps each day to chart progress, research about the location they want to reach... what landforms will I cross, bodies of water, what is the climate like there? Terrain? What food will I need to bring to supply my journey, how much water... a lot of thinking and problem solving!!!
    - Wellness Wednesdays at PVC for 6th-8th graders challenge our students to think/reflect about the following and then make a choice on how they want to move through different activities we facilitate
    - Jump Rope Team: creating intensive, unique individual, dual and team routines with long and short ropes, building new motor patterns combining gymnastics and rope jumping skills, building new social relationships, will be demonstrating for school and community
- Health - CHHS
    - Students are creating a stress management project where they present an innovative idea for the school to do to help students manage their stress better
    - Working with PVC Health to do a Town Hall Meeting - CHHS students teach PVC students
    - Students design a plan for achieving their health related SMART Goal.
    - Students have time to create and reflect on their personal boundaries during the relationship management unit.
    - Students create an advocacy project to educate or inspire others on a health related topic.
    - Peer feedback and peer evaluations used on projects.
- PE - CHHS
    - Yoga students create a yoga a flow to teach the class.
    - Sports and Games Expand on the games for understanding model:
        - Utilize the games for understanding model to teach strategic aspects of games. Allow students to think through and solve certain tactical aspects of a game.
        - Organize students into small-sided games where they can explore the effectiveness of different defensive schemes on a teams ability to move/pass a ball, score a goal, effectively utilize space.
        - Student modified games: Students modify versions of proper games. Students are challenged to create situations that force players in a game to utilize a particular skill. They devise ways to maximize participation and are asked to defend their modifications within the context of the game.
    - Fitness and Wellness:
        - Student writing: Using the concept of cardiovascular fitness as an example; students are asked to write continuously for three minutes on the topic "Why is cardiovascular

fitness important?" Students are paired up to share their opinions and the class is brought together and a succinct list is created. Other fitness concepts can be explored/discussed in the same way.

- Health: Students are placed into groups and discuss various topics regarding health such as diet, exercise and smoking. Students create unique ways to "get the message" to their peers and present these ideas to their classmates.
- Student designed fitness program: As part of a fitness or wellness unit, students are assigned to create a fitness program for their own personal use. Areas included in the program would include; cardiovascular fitness, muscular strength and endurance, flexibility, body composition. Students take part in their designed program and measure outcomes over a period of time. Depending on the outcomes, students can reflect on their program effectiveness and can think through possible modifications.

Describe the assessments and/or rubrics created this year in your department. Did you identify specific tasks/questions that assess critical thinking?

- We created a rubric adapting the district's presentation rubric to a "student-friendly" version. And then created an handout for students to be able to use the rubric to evaluate each other during presentations. This will not only develop their presentation skills but will also increase their critical thinking skills as they engage with the rubric more and consider how they can improve their skills.
- In CET the Project Adventure & Drumming for Fitness units have evolved to be units that not only assess students critical thinking by solving obstacles courses and creating drumming routines, but also allow them to work on their social & emotional learning as well by working in teams & building confidence.
- In Home & Careers a leadership & service program is being developed by Ms. Fontana and Ms. Beja for 7th grade students. This leadership & service program will develop critical thinking skills by
- In Media, students are using their creative and critical thinking skills on a daily basis to analyze media. They are assigned a PBL where students have to produce a PSA on issues related to media.
- In PVC Health, a task that has been developed is one where students use the Innovation and Design Lab to create authentic stress management tools to calm them down and distract from negative emotions.
- "Walk Across America" is a collaborative PBL created this year that not only involves skills used in health & PE, but also social studies.
- CHHS Health, a task developed was one where students have to make a presentation to the class on a solution for the school to help the students with stress management. This involved using the district presentation skills rubric for assessment.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of curriculum, instruction and assessment?

- A goal we began this year, and will be finishing next year, is developing our department mission statement. We started this year by formulating why we do what we do. Next year we are going to use that to create the mission statement and align our mission statement to the districts.

- As a department, we agree that we are focused on teaching life-long skills that will encourage healthy lifestyles in our students. This aligns with the district's vision and mission because in order to be healthy you need to be effectively communicate, problem solve, research and take responsibility. The following units/tasks done in our courses are examples of that:
    - CET PE:
        - Project Adventure
        - Jump Rope for Heart
        - Drumming for Fitness
    - PVC H&C:
        - Prevention Ed
        - Leadership & Service Program
        - Resume Building
        - Budgeting
    - PVC Media:
        - Cyber Crime Court Case Reenactment
        - Investigation & Slam Poetry Project: Online Radicalization, Online Grooming and Catfishing
        - The Change Institute: PSAs on hot-button media issues
        - Animation story: Cyber Safety & Digital Citizenship
    - PVC Health:
        - Stress Management Tools in the IND Lab
        - Vaping Youth Summit (with CHHS)
        - Peer Education - 8th grade goes to CET PE
    - PVC Health & PE (Collaborative):
        - Wellness Wednesdays
        - Walk Across America
    - PVC PE:
        - Jump Rope Team
    - CHHS Health:
        - Stress Management Project
        - Vaping Youth Summit (with PVC)
        - SMART Goal Plan & Presentation
    - CHHS PE:
        - Yoga Flow Presentation
        - Piloted program for new curriculum for 2018-2019 school year-Fitness/Sports based
        - Introduction to new units-Archery, Frisbee Golf, Tchoukball and Nitroball

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?

- NYSAHPERD Conference - November 2017

    - We had 5 teachers attend the conference
        - Jessica, Suzanne, Melissa, Kevin and Kerri
- BOCES Consortium Workshops:
    - Mindfulness & Yoga for Fitness - April 9 - Ben Martucci
    - Vaping! Not a Harmless Alternative - June 13 - Kerri Tracy & Jessica Butts
    - Creating a safer lockeroom for LGBTQ students-Melissa Alamprese & Ben Martucci
    - ELA Engagement strategies for PE-Melissa Alamprese
    - Using PE to motivate students academically and physically-Melissa Alamprese
- BOCES Consortium Lead Workshop: Drumming for Fitness-Suzanne Leslie lead a Workshop at BOCES for 30 PE/Health teachers in the area
- Planned Parenthood Workshop
    - Teaching Consent - August 9 - Kerri Tracy
- National Board Certification
    - Kerri Tracy submitted her final two components & will find out in December 2018 if she passed.
- Nureva Training - November 2017
    - Ben Martucci & Kerri Tracy were trained on the new SPAN Board.
- Rockland Teachers College: The Power of Formative Assessment 45-hour Course - September - November 2017- Kerri Tracy
- Advanced Skills Training for Emotional Problem Solving for Adolescents (Steps-A) -October 2017 - Kerri Tracy
- Rockland Teachers College: Improving Student Learning through Engagement - July 2017 - Kerri Tracy
- LILIE 45-hour course: Supporting English Language Learners - October 2017
    - Johanna Mustacchi & Kerri Tracy
- LILIE 45-hour course: Media Literacy Education - November 2017
    - Johanna Mustacchi
- Human Rights Institute for Middle School Leaders**,** Holocaust and Human Rights Education Center, November, 2017
    - Johanna Mustacchi
- Non-Fiction Film as a Teaching Tool, Jacob Burns Media Arts Lab Workshop - January 2018
    - Johanna Mustacchi
- Prideworks Conference - March 2018
    - Johanna Mustacchi and Jessica Butts
- LGBTQ Inclusive Schools Professional Development Workshop - April 2018
    - Johanna Mustacchi
- Yale RULER trainings at PNWBOCES- Sept, Oct, Nov, March, May
    - Jessica Butts
- NYSAHPERD Nassau Zone Conference at Adelphi University- April 2018
    - Jessica Butts
- NYSAPHERD Suffolk Zone Conference

  Martin McDonald presented Nov, April

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?

- An accomplishment we have made is aligning and creating k-12 addressing consent. We began work last year by identifying needs. Over the summer we worked on developing our curriculum to address those needs. A presentation was made to the Task Force in January on our changes and it was very well received by community members. Our curriculum is still evolving but as a department we are very proud of helping to address a community need and adapting our curriculum.
- Our department is successfully collaborating across not only content areas but disciplines within the school (Drums Alive - Music, Walk Across America - Social Studies). We are also collaborating within our department - PVC Wellness Wednesdays, Walk Across America, Jump Rope team going to CET, CHHS Health & PVC Health Vaping Youth Summit.
- At CHHS we spent 2nd and 3rd quarters piloting the proposed curriculum for the 2018-2019 school year where students will pick either fitness or sports based activities.
- Over the summer our CHHS Health & PE department will be designing curriculum for the new freshmen PE course that will incorporate DBT skills into it.

ADDITIONAL COMMENTS:

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

Building: **District-Level**	**Department:** **Special Education District Coordinator**	**Coordinator:** **Nancy Horan**

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department engage in this year?
-Alpine Achievement Training
-DBT Steps-A Advanced Training
-CSE Chairperson Three Day Training
-Regional Crisis Team Member
-ASCA Webinar "Helping Students with Disabilities to Self-Advocate"
-The Perfect Balance: Increasing a Mindset for Continuous Improvement While Reducing Learner Anxiety
-Building Parental Partnerships
-Supporting Students in Crisis
-Thrive: Supporting LGBTQ Students in School

ACCOMPLISHMENTS:

What are some specific accomplishments for your work this school year?
-Three out of district site visits
-Conducted three triennial evaluations for out of district students
-Provided input on and/or developed nine IEPs for out of district students
-Chaired four annual review meetings for out of district students, attended nine in total
-facilitate communication between out of district placements and home district

ADDITIONAL COMMENTS:

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

Building: **District-Level**	**Name of Club:** **Online Coordinator (VHS)**	**Advisor(s):** **Tanya Thibideau**
		Number of Students in Core Group: **12 students completed or are in process of completing 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 independent learning and the use of technology in a nontraditional classroom environment.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

· VHS still remains popular with our students. Courses selections varied among students, AP Psychology, Languages, including Russian and American Sign Language, PreVeterinary Science and Investing in the Stock Market were among the courses where we had students enrolled.
· Students shared with me that they were challenged by the curriculum.
· Students also shared that they enjoy the flexibility of being able to work on the course as their schedule permits, although, many students shared they were very surprised, even though they were informed, at the amount of time the course takes.
· Providing online learning to students is an excellent way for them to manage their time. Online learning requires excellent time management skills and self-motivation!
Students had the opportunity to take courses in subject areas they are considering in college that we do not offer here, likePreVetinary Science and AP Psychology and the Stock Market.

Comments:
We seem to have a nice variety of applicants for next year as well. VHS registration for Fall 2018 opened on May 10th.

Croton-Harmon Union Free School District
Volunteer Coordinator Year End Report Form

Building: District-Level	Department: Volunteer for all three schools	Coordinator: Joni Randazzo

MEETINGS HELD:

Met with Dr. Fuhrman several times, as well as with each principal at least once.

MEETING AGENDA TOPICS:

Met with Dr. Fuhrman to discuss how to roll out the program as well as what direction to take the program. Met with each principal (and a few teachers) to hear their feedback on the program - what was working or not. Presented at the Administrative Council my findings, how we were going to move forward, I introduced/distributed the biographies and how this would streamline the process.

As a district we have a vision and mission that has been clearly stated (habits of mind to become lifelong learners, contribute to the well-being of society, effective communicators, problem solvers, researchers, independent thinkers, and responsible for their own learning). What evidence is there to indicate that our vision and mission are part of the volunteer program?
It's clear the schools are using volunteers, just not from my particular pool. What appears significant is the senior citizens/community interest. I think we should tap into this more next year, with CET, PVC creating a Community Day, Grandparent Day, etc. Exploring senior citizens being guest speakers. Make this more of a Community/Volunteer Outreach Program.

CLASSROOM/SCHOOL CONNECTIONS

What activities and connections did you facilitate this year?

Approximately 45 senior citizens met with cast and crew of Footloose prior to the performance. Feedback was extremely positive, the seniors were amazed at the maturity and gregarious nature of our students. They loved the interaction and discourse with the thespians, they felt it enriched the performance. Speaking of the performance, the senior citizens loved it-being most impressed with the choreography! Seniors also expressed how nice it was to meet and chat with the Superintendent and future Superintendent; overall it was a "feel good" evening.

ACCOMPLISHMENTS:

What are some specific accomplishments for volunteer program for this school year?

I reached out to all the volunteers on the spreadsheet to see who is free and still interested in volunteering in the 2017/18 school year. After meeting with the principals and a few teachers and hearing their feedback, I decided the best way to accelerate the process and assist the teachers was to ask those volunteers to provide bios, thus making volunteer matching a simpler process.

I established relationships with local senior group leaders: Croton Senior Club, Springvale Senior Citizens Club, Knights of Columbus, Danish Home, Holy Name of Mary Church, and Temple Israel.



Croton-Harmon

Union Free School District

Co-Curricular Activity Reports

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

Building: CET	**Name of Club:** Broadway Kids	**Advisor(s):** Marlena Peters & Brie Lafuente
Frequency and Duration of Meetings: 45 minutes 2x each week (during Music and Art class) for approximately 2-3 months, including two, two hour dress rehearsals after school		**Number of Students in Core Group:** 142

1. Description/Purpose/Goal:

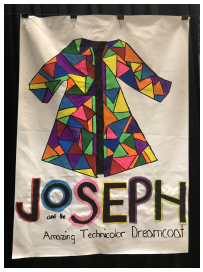
- Broadway Kids is an enrichment performance based activity where children experience the many skills and concepts needed to work collaboratively in the planning, development and the performance of presenting musical selections from Broadway shows.
- Broadway Musicals are a unique American experience and tradition of American culture.

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

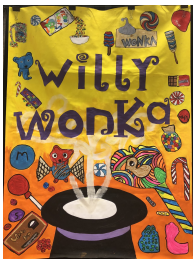
- Each fourth grade class presented two song & dance selections from a Broadway musical during two performances, once during the day for the faculty, staff, and K – 3 student body, and once at night for parents.
- Musicals performed included: Joseph and the Amazing Technicolor Dreamcoat, Saturday Night Fever, Willy Wonka, Movin' Out, Little Shop of Horrors, and ELF the Musical

Narrative about student learning, skills & experience:

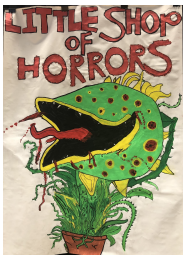
- In Music class, the students learned about a Broadway Show and performed two songs from it. They created the choreography and staging, and decided on whether props were needed. We discussed costumes and they went home and created a costume for their character.
- In Art class, each class was able to help draw and paint their own 4 x 6 ft. stage flat (see below pictures). They also made posters and entered into a playbill cover contest.













Comments: Broadway Kids is always a wonderful opportunity for students to truly understand how to work collaboratively towards the ultimate goal of presenting a performance in a very positive way. It also allows students to experience the different aspects of theater which they can continue at the Middle School, High School, and beyond.

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

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:** **25-30**

1.
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.

We began the class with a study of Roman Numerals.

- Students requested further study of various "ancient" numeral systems and the class took on a life of its own.
- Using the SmartBoard and plenty of online activities, we studied the Egyptian Numeral System
- Moved on to the Mayan Numeral System.
    - In preparation for the study of the Mayan Numeral System:
        - Place Value in the Base 10 System as well as place value in Base 20.
        - Students completed activities using exponents and powers.
- We practiced multiplication skills as well as addition and enjoyed an app called "Mayan Math," which was downloaded on i-pads for us.
- As we finished up, students created books illustrating and describing the ancient numeral systems that we covered and 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 instructor and participants alike.

As we finished up, students created books illustrating and describing the ancient numeral systems that we covered and created a numeral system of their own.

Croton-Harmon School District
2018 Co-Curricular Year End Report

Building:CET	**Name of Club:4th Grade Chorus**	**Advisor(s):Marlena Peters**
Frequency and Duration of Meetings: Every Thursday 7:40-8:25 AM		**Number of Students in Core Group:** 63

1. Description/Purpose/Goal of This Club:

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 and sing in two-part harmony and have sang 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.
In addition to our two CET concerts, we have performed at the CHHS varsity basketball game, Westchester Winter Wonderland and the Westchester Knicks basketball game.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Read choral music
- Work as a team
- Build an Ensemble
- Perform in two concerts-one in the winter, one in the spring(2 school concerts 2 for parents, 1 evening)
- Performed for the CHHS Varsity Basketball Game
- Westchester Winter Wonderland
- Westchester Knicks basketball game

Comments:

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

Building: CET	**Name of Club: MoemsMath Olympiads**	**Advisor(s): Stella M. Landi-Lopez**
Frequency and Duration of Meetings:Every Wednesday October 25th - March 14th 7:30 - 8:15 AM		**Number of Students in Core Group: 20**

1. Description/Purpose/Goal of This Club:

An opportunity for students to participate in a Math Enrichment program through Mathematical Olympiads for Elementary and Middle Schools (MOEMS). Students will explore a topic or math strategy in-depth, participate in math strategy games and practice for math contests (called challenges) using non-routine problems.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- The students were given a challenge once a month.
- Challenge scores were entered into an online program.
- All students will receive an awards certificate.
- The top three will receive a patch.
- The first place winner in our school will receive a trophy.
- We celebrate their achievements during a small ceremony held before school with their parents.

The students were given the opportunity to attempt a problem on their own or with a partner We went over the process and the solution of each problem so that the students could learn from their mistakes. This process also allowed students to deepen their knowledge of math. These problems are extremely challenging and really test their individual skills.

Comments:

This is a great program for students who are motivated to enrich their math skills. The 20 students that continued to come every week really enjoyed this program. They challenged themselves to go beyond what they already know.

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Building: **Carrie E. Tompkins**	**Name of Club:** **CET Memory Book**	**Advisor(s):** **Theresa Rossini and Jean Flandreau**
Frequency and Duration of Meetings: **Various, as needed (See comments below)**		**Number of Students in Core Group:**

1. Description/Purpose/Goal of This Club:
To create the annual CET Memory Book. Our goal was to capture, collect and portray as many CET memories as possible in the 2017-2018 book.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

We were able to include in the 2017-2018 Memory Book the following events and activities:

- All grade level performances
- Favorite Sports Jersey Day
- Global Play Day
- 2nd grade Biography Day
- Halloween Parade
- Thanksgiving Celebrations
- All staff individual pictures
- Winter Concert
- Holiday Sing-a-long
- First grade pancake breakfast
- Candy House Making
- Fourth grade pillow making
- Colonial Fair
- Broadway Kids
- 100th day of School
- Various school spirit days (Silly Hats, Dress Up)
- All individual student 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. Our meetings did not include any students. Students were randomly photographed at CET events and performances. The 4th grade students submitted cover designs for the Memory Book. Six designs were selected from the entries received and will be highlighted in the book: a front cover, a back cover and four additional designs.

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Building **CET**	**Name of Club** **Hands on Equations**	**Advisor: Debbie Liebert**
Frequency and Duration of Meetings: **Once a week for 30 minutes.** **7:30am-8:00am**		**Number of students:** **30-40**

1.Description/Purpose/Goal of This Club:

Second Grade Math Enrichment This class was designed for second graders who wanted math enrichment.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

This was a very fun and easy way 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.

Comments:
Parents were very impressed with what the kids were learning. An average of 35 students came each week to learn. I really enjoyed teaching this program and wish I had it when I learned Algebra. Hands-On Equations is a supplementary program that can be used with any math curriculum to provide students with a concrete foundation for Algebra.

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Building: CET	**Name of Club:** **Before and After School Strings**	**Advisor(s): Jane Parkhouse**
Frequency and Duration of Meetings: **Monday - Friday 7:40 - 8:10 am** **2:30 - 3:05 pm**		**Number of Students in Core Group:** **64**

Description/Purpose/Goal of This Club:

To teach children to play string instruments.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- 25 returning students (2nd - 4th graders)
- 37 new students (1st and 2nd graders)
- 2 new students (3rd and 4th grade)
- All string students participated in the CET winter concerts
- All string students will participate in the CET spring concerts
- 5 X 4th grade violinists performed at the NYSSMA festival at level 3
- 1 X 3rd grade violinist performed at the NYSSMA festival at level 2
- 1 X 2nd grade violinist performed at the NYSSMA festival at level 2
- 1 x 2nd grade cellist performed at the NYSSMA festival at level 1

I continue to work closely with Sara O'Brien teaching the string students at CET. Students are placed in small groups of 4 - 8 according to age, instrument (violin. viola, cello, double bass) and experience. Sara and I choose repertoire for the December and June concerts, that includes all the string students, and their varying abilities.

Comments: Due to the change in time to the length of the CET school day, string classes have been shorter this year. This has made the progress of the beginning string students slower than in previous years.

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

Building: PVC	**Name of Club: Art Club Session 1 and 2**	**Advisor(s): Maria D'Amato**
Frequency and Duration of Meetings: **12 Tuesdays per session from 3-4**		**Number of Students in Core Group:** **12**

1. Description/Purpose/Goal of This Club:

The Art Club provides students with an extracurricular opportunity to learn about and create art.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Bird silhouettes
- Paper mache letters
- Inspirational quote magnets
- Cardboard winter village
- Sculpey animals
- Earth Day t-shirt design
- Other projects

Since some students only have art for a trimester, Art Club gives them additional time in the art room. 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.

Comments:

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Building: PVC	**Name of Club: Band**	**Advisor(s):Lisa Dwyer**
Frequency and Duration of Meetings: Every Tuesday and Thursday – 42 minutes, during and after school/weekend performances. Jazz Band rehearsal after school on Tuesdays until 4 PM.		**Number of Students in Core Group: 173**
1. Description/Purpose/Goal of This Club: Rehearsal and performances of Concert Band and Jazz Band literature.		
Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: Winter and Spring Concerts (2 days and 3 nights) Performance at PVC graduation Preparation/participation on Memorial Day for 5 Corners ceremony (PVC/CHHS) Rehearse and perform in the Rivertowns Honor Band (collaboration concert with Briarcliff Manor, Ossining and Sleepy Hollow School Districts NYSSMA evaluations – help to prepare students for auditions General extra-curricular help for students is offered after school 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 participate in the All-County Bands. We had four PVC students make the All-County Bands this year.		
Comments: Video of concerts is uploaded on my website.		

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

Building: PVC	**Name of Club: Chess Club**	**Advisor(s):Matt Zinman**
Frequency and Duration of Meetings: **Weekly, every Tuesday from 3-4**		**Number of Students in Core Group:** **14**

1. Description/Purpose/Goal of This Club:

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 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) and even offered his assistance during the annual chess tournament. The tournament itself was a big success, much in part due to Phil Ranieri's assistance and planning. I look forward to more tournament style play.

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. A group of 6th graders developed a version called Two-Step Chess, where each player gets two moves in a turn. In playing trial games, they encountered problems and developed rules

to deal with any future issues. Another pair of students took to acting out battles briefly when capturing an opponent's piece.

4. Goals for Next Year:

Scheduled visits from a professional chess teacher would help to engage more students in the club and improve their skills. Joining an out-of-school chess tournament would be a goal for the club to display their achievements. As Phil Ranieri and I ran an additional chess tournament, with much success, I hope to run more competitions within the club.

Comments: The website (www.chessproblems.com) is incredibly interactive and has an extensive database of problems for the children to explore. There have been issues getting the site to run smoothly with our Java script. To have this site working properly would be more than helpful. The students really enjoy that site. We could also use more chess clocks.

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Building: PVC	**Name of Club:** **PVC Chorus**	**Advisor(s): Michael Katzman**
Frequency and Duration of Meetings: **Tuesday/ Thursday during x periods, Select chorus meets after school on Thursdays from 3-4**		**Number of Students in Core Group:** **In 5th/6th chorus: 110, 7th/8th Chorus: 50 Select Chorus: 46**
1. Description/Purpose/Goal of This Club: Students sing together as a group focusing on tone production, good singing technique, breath support, rhythm, diction.		
2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: -students performed at the winter concert December 2017 -students performed at the spring concerts May 2018 -select chorus members performed at tree lighting at Vassallo Park December 2017		
Comments: This was a great year for the choral programs at PVC!		

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Building:	**Name of Club:**	**Advisor(s):**
PVC	**Code Club**	**Katie Brennan**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Thursdays 3-4		**10**

1. Description/Purpose/Goal of This Club:

Learn about computer programming - expand understanding and ability to code for computer programming

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Exemplified Think, Create, Respect, Reflect
- Fundamental understanding of what is needed to write code
- Students entered their projects in the District Wide Science Technology Fair
- Students work was used to teach 5th grade students in the regular class about coding.

Comments:

This was my first year working on coding, so it is definitely a work in progress. This work ties in nicely with the expectations for computer programming included in the 5th grade computer science curriculum. Students expanded their understanding of programming, experimented with different programs and worked well collaboratively.

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Building:	**Name of Club:**	**Advisor(s):**
PVC	**Club Dirt**	**Katie Brennan**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Tuesdays 3-4		8

1. Description/Purpose/Goal of This Club:

Learn about gardening, how food is grown, and what is needed to keep plants alive.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Worked with the 8th grade Living Environment class
- Worked with 8th grade change student who wanted to
- Designed T-shirts used for Croton Community Earth Day celebration
- Students have a deeper understanding of what is needed to keep a garden. We worked with seeds and seedlings that were transplanted and learned the differences in how to plant them
- Each child determined what was best to have for the garden - a flower, vegetable and herb
- Each child was responsible for one plot in the garden: plant, weed, water, monitor growth and ultimately picking, preparing and eating.

Comments:

This was my second year working on the garden, so things definitely improved. The pollenization garden has begun with donations of many native species. It will be enhanced by the work of an 8th grade change student's study to help monarch butterflies with their migration. Tamera's research led her to create 2 milkweed beds in the garden in order to provide food for the monarchs as they pass through Croton on their annual migrations.

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Building: **PVC/CHHS**	**Name of Club:** **Destination Imagination**	**Advisor(s):** **Zhanna Glazenburg (CHHS),** **Shannon Hunt (PVC)**
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**		**Number of Students in Core Group:** **CHHS - 22** **PVC - 27**

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. Include a brief narrative about student learning, skills and experience:

CHHS:
CHHS started the 2017-2018 season with four DI teams: one Technical Challenge team, one Scientific Challenge team, one Improve team and one Fine Arts team. All four teams qualified for Global Finals. Below is the summary of the teams' accomplishments:

Team	Place at Regional Competition	Place at Affiliate Tournament	Place at Global Finals
Technical	1st place	1st place	16th place (out of 52 teams)
Scientific	1st place	2nd place	36th place (out of 72 teams)
Fine Arts	1st place	1st place	26th place (out of 76 teams)
Improv	2nd place	1st place	19th place (out of 79 teams)

Comments:

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Building:	**Name of Club:**	**Advisor(s):**
PVC	**Drama Club**	**Dan Large**
Frequency and Duration of Meetings: Weekly/45 Minutes		**Number of Students in Core Group:** 25

1. Description/Purpose/Goal of This Club:

Drama teaches children not only how to speak clearly, loudly and with confidence, but many other communication skills as well. For example, we have developed games that focus on simple yet important lessons like looking someone in the eye when you talk to them and maintaining that eye contact. Clear diction is encouraged through tongue twisters and raps and voices are nurtured through our singing and vocal warm up exercises. Drama also enables students to improve their self esteem.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Drama club's attendance fluctuates from 15 to 30 children weekly. We have an equal mixture of boys and girls.

Comments:

- Students gain important life skills as they learn the value of critical feedback, both positive and constructive.
- Children have the opportunity to celebrate the richness and depth of human expression in all of its forms. Through creative expression students learn to comprehend our world better and are therefore better equipped to navigate the challenges they might be faced with upon graduating from secondary schooling.
- Drama and the performing arts allow an avenue to develop cognitive abilities that complement study in other disciplines. For example, drama students learn to approach situations in an array of different manners which can help to develop creative thinking and new study techniques. Further, it builds confidence which benefits public speaking

opportunities. The talent that students discover through the Arts can form habits which transcend all areas of study.

- Communication between peers is accelerated as students are exposed to group activities. This experience also provides opportunity for students to display cultural leadership qualities.
- Some students find their 'voice' while studying the Arts. They may discover they are natural problem solvers or leaders. Creative expression is a great way to build self-confidence and can be particularly beneficial for introverted and reserved children.
- The Arts can also be a source of solitude – a place where a child is able to shut out their surrounds and immerse themselves in a creative environment. This process allows the imagination to thrive, aiding internal exploration. It's a natural precursor to a well-developed sense of self.
- The Arts can act as an agent through which a variety of emotions can be learned, rehearsed and practiced. Adolescents can find it difficult to express their emotions and so the Arts provides a great outlet for children to explore a wide range of feelings including delight, anger and unhappiness. This experience can define a child's growing sense of independence and interdependence.

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Building:	**Name of Club:**	**Advisor(s):**
PVC	**Homework Club**	**Linda Jamison, Christina Carmosino, Amanda Birdsall**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Monday, Tuesday and Thursday from 2:55 to 3:45		Varies from day to day.

1. Description/Purpose/Goal of This Club:

To provide students with the opportunity to complete their homework with the assistance of both a teacher and the technological supports (as needed), that may not otherwise be available to students after the school day has ended.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

· Student goal setting

· Prioritizing

· Organization

· Completion of assignments, projects and assessments

· Access to research database and research support

. Access to support from a teacher, aide and in some instances student tutors/volunteers

· Facilitation of AIS support programs (IXL and Achieve 3000)

Students enter homework club after dismissal. Many of the students attend regularly and have mastered the routines; self-selecting and prioritizing their goals for the session and recording them on daily homework goal sheets. These goal sheets help the students utilize their time effectively and are jointly used by the faculty as a means for monitoring/reporting their progress.

Teachers also forward assignments or long term projects to the advisors so that students can receive support in specific areas. Students also actively engage in practicing time management skills as they try to get as much of their homework completed as possible or work on completing

sections of longer term assignments/projects. Students record the time they enter and exit the session (if they leave early).

At times, parents and teachers decide that students are required to attend Homework Club in order to complete late or missing assignments. There are other occasions when a student is recommended by parents, teachers and guidance counselors, to attend help as an additional support if they appear to be struggling.

The club is also a great opportunity for students to work on cooperative projects together or study together for upcoming assessments.

Comments:

The structured environment of Homework Club provides a supportive learning environment for all PVC students.

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Building: PVC	**Name of Club: INDE Club**	**Advisor(s):Katie Brennan**
Frequency and Duration of Meetings: **Wednesday 7:00 - 7:55**		**Number of Students in Core Group:** **22 (maximum allowable due to nature of the club)**

1. Description/Purpose/Goal of This Club:
Learn about and how to use different tools, programs, electronics and arts to enhance options in the InDe Lab and life

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Worked with various members of the community who volunteered their time and expertise
- Learned carpentry, garage band, video production, 3D printing, photography, basic auto mechanics
- Students learned from experts one week then had 2 weeks to create a project using what they learned
- Students were exposed to a wide variety of expressive options
- Students shared what they learned in the club with other students in the grade
- Expanded upon Croton's theme of Think, Create, Respect and Reflect

Comments:
This was my first year developing this club, so it is definitely a work in progress. Croton has many parents, with a wide variety of careers, who would like to help the community, but are not sure how. This club lets them share their knowledge and expertise with me and the students. It also grows my repertoire of what I can encourage kids to use. The club meets before school so that parents can get to work and 7th and 8th grade students can participate (the after school clubs interfere with modified sports activities. The parents and community members who participated this year were outstanding.

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Building:	**Name of Club:**	**Advisor(s):**
PVC	**International Club**	**Maria D'Amato/Charlene Sirlin**
Frequency and Duration of Meetings: **Varied - After school for one hour, or before school from 7:30-7:55**		**Number of Students in Core Group: 10**

1. Description/Purpose/Goal of This Club:

To foster the exploration, discovery, and appreciation of countries, cultures, and languages around the world.

Club activities are focused on the interests of our participants who are primarily 5th and 6th graders.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Meetings consist of a presentation about a particular country.
- Presenters shared videos, photos, and cultural objects of the country.
- Presenters frequently shared food and/or recipes of a favorite food of the culture.
- When appropriate, a craft project was incorporated into the meeting.
- Question and answer follow-up was encouraged.
- Students suggested countries of interest for future meetings and created their own presentations.

Comments:

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Building: **PVC**	**Name of Club:** **Math Club I/Olympiads**	**Advisor(s):** **Eric Schmidt**
Frequency and Duration of Meetings: **3-4pm most Mondays September - April**		**Number of Students in Core Group:** **9**

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. Include a brief narrative about student learning, skills and experience:

- 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.
- We had several students score in the top percentages in the country this year:
    - One student in the top 10%
    - Two students in the top 20%
    - One student in the top 30%

Comments:

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Building: PVC	**Name of Club:** Math Club II	**Advisor(s):** Philip Ranieri
Frequency and Duration of Meetings: 3-4 on Mondays from September to June		**Number of Students in Core Group:** 10

1. Description/Purpose/Goal of This Club:

The purpose of this club is for students to experience math in a different light than what they might be used to in the classroom. It is a place where the connection of math is being drawn through cards, games, arguments, debates, and ultimately, decisions. We find ourselves playing games and at first the students feel as if they are only playing games but by the end of the year, they start discussing to others (who might be experiencing the club for the first time), why they have made the decisions they've made or will make.

The purpose of the club is also to supply peer tutoring to students who need help with any classwork or homework. Three high school peer tutors offer their services to students to come in a drop by fashion to receive help. This way if there are any questions that need clarification, I am there as a last resort.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

· Students can demonstrate mathematical reasoning in:
- o sports
- o tricks
- o movies
- o games
- o cards
- o everyday decisions
- o challenge questions

· Students will gain strategies to think:
- o Holistically about Math
- o Critically
- o Sequentially
- o Strategically
- o Laterally

- Develop the importance of devising a plan

· <u>They experience:</u>
- o Possibly revise or modify as a work in progress
- o Ability to devise a plan of action
- o Execute that plan

Comments:

Other mentions:

- The Croton-Harmon Annual Chess Tournament is connected to the work of Math Club II
- High School peer tutors find themselves giving back to the community during this club time
- Other ideas for clubs have come forth from Math Club II
- Feedback from students who have turn-keyed obscure games and tricks with friends and family paing the way for a “pay it forward” mentality

In reflection of this year, I noticed that students were able to bring strengths in the types of games they felt most comfortable with. They also noticed how they could pick up patterns and make connections to learn a much harder concept for a game because they had a great foundation of a totally different game. It was my purpose for them to see how that was the same Big Idea and Essential Questions that they saw in their math class rooms. An example of this was that students who were taught spades, were extremely quick in learning different versions of the game (just like language and dialects). They found themselves finding the similarities in hearts, and finally were amazed how it connected to Pinochle or Contract Bridge. Students had a fun time together in Math Club II and even attended after their sports season was over.

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Building: PVC	**Name of Club:** P.A.C.T. Club	**Advisor(s):** Brett Bowden
Frequency and Duration of Meetings: Weekly – Bi-weekly from October (45 minutes to 1 hour)		**Number of Students in Core Group:** 30+

1. Description/Purpose/Goal of This Club:

The first purely academic team/club at PVC, P.A.C.T. (PVC Academic Challenge Team) is a fun NEW way to engage student interest and differentiate instruction/learning utilizing user-friendly technology fully aligned with Common Core and Croton Core standards.

Academic Challenge teams compete at the high school level in a multimedia setting throughout the local region.

Our mission/goal is to create an innovative and fun educational setting for ANY 7th or 8th grade student 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. Include a brief narrative about student learning, skills and experience:

- We've had an incredibly positive response in our very first year – with dozens of students flocking to our bi-weekly practice;
- There's been a lot of school-wide Buzz about this new club;
- Participants have learned quite a bit about specific content (i.e., math, history, science, pop culture, sports, the arts, geography, economics, music, etc.) collaboration, teamwork, perseverance, respect;

P.A.C.T. had a highly encouraging initial year (as I suspected it would) - and maintained a reputation as an extra-curricular activity in which everybody wanted to participate.

We drew significant interest across both teams in the 8th grade – with a bright future among 7th graders as well in this, our inception.

On a bi-weekly basis <u>for the entire school-year</u>, participants learn a great deal about:

- *content* (across the full spectrum of academic and cultural disciplines);

- *teamwork* (how to get along with others in pursuit of a common goal, how to succeed as an individual within a team framework);

- *respect and sportsmanship* (for themselves, their team, and competitors);

- *challenge and adversity* (specifically dealing with high expectations, addressing learning gaps, and bouncing back from mistakes); among other things.

Every week, we practice answering questions. Often, participants teach one another how an answer can be derived (i.e., "how'd you do that math problem) – so there's a fair amount of students learning from their peers.

On most occasions, students interact with and learn from other students in the epitome of camaraderie. In addition, participants work to create "Top Ten" lists of factual information from myriad categories – in an effort to be prepared for questions for which they might not otherwise know the answer.

Through it all we remain tremendously grateful ***for Dr. Ulm and Mr. Plotkin's support*** and look forward to district-wide recognition to provides us with the funding to be a PVC entity for many years to come.

This year we have a strong core of 8th graders on the current squad who have provided leadership and served as role models. And, we've seen a number of very bright and enthusiastic 7th graders – who should form the core of an even higher level of participation moving forward. As always, we will continue to recruit from/focus upon incoming 7th and 8th graders – some of whom will be siblings of past or current participants!

In Closing

Simply put, **P.A.C.T.** will continue to work hard, and attract bright and interesting students (on a weekly basis) to this totally academic co-curricular activity.

We are the Middle School epitome of the Croton-Harmon Mission Statement: *challenging all students… developing skills that enable students to become effective communicators, problem 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 7th or 8th grade student in good academic standing.

Personally speaking, I truly enjoy **P.A.C.T.** and am proud to instill a new academic, social, and intellectual legacy here at **PVC**.

Comments:

Goals for Next Year:

- Continued success in all things;
- Recruiting incoming 7th graders as well as interested 8th graders;
- Hoping to institute an Annual "Student vs. Teacher competition;
- Looking to create competitions against other schools, if possible

I love advising P.A.C.T. – and look forward to many more years of overseeing it at full compensation moving forward.

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

Building:	**Name of Club:**	**Advisor:**
PVC	**PRIDE Club**	**Johanna Mustacchi**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Weekly, (45 mins), full year.		**12**

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.

Next year, in addition to hosting many of the same activities listed below, the PRIDE Club plans to start an LGBTQ+ library of books and have book group discussions. We will also be working with David Diamond from Center Lane (The Loft), in White Plains, to make a presentation to the PRIDE Club on "Coming Out Safely."

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- **PRIDE Club Google Classroom**
  - All club members joined the Classroom, which provided a forum for everyone to share ideas, hold discussions, and post links and announcements.
- **Ally Week** - September 25 - 29, 2017
  - PRIDE Club made signs to hang around the school
  - Lunchtime presentation for all grades in our school (5-8)
    - Slide-show - statistics presented in an interactive way to engage students
    - Video of athlete allies from a professional women's sports team
    - Taught how to be an ally, what it means, and why our LGBTQ+ youth need allies

        - Ally Pledge banner that students signed - hung in cafeteria all year
        - Gave out the stickers, tattoos and buttons that GLSEN provided
        - Promoted PRIDE Club
- **Hosted special showing of movie** "Straightlaced: How Gender's Got Us All Tied Up" during week of September 25, 2018
- Created **LGBTQ+ History Timeline** hung in hallway
- **"Love is Love is Love.." painted word mural** around classroom (room 224) bulletin board
- Shared "**Guide to Being a Trans Ally**" book (by PFLAG)
- At PRIDE Club meetings, **students learned**
    - The meaning of Binary
    - The Ally spectrum
    - The spectrums of Gender Assignment, Gender Identity, Gender Expression and Sexual Orientation
- **Toiletries drive** for homeless LGBTQ youth in NYC at New Alternatives organization
- **No Name-Calling Week**
    - "Give a Compliment Day" on Thursday, January, 18, 2018. PRIDE Club members came to school early and posted 400 compliment notes all over the school. Announcements were made: *"In recognition of National No Name-Calling Week, the PVC PRIDE Club is sponsoring "Give a Compliment" day. You will find compliment notes all around the school - on walls, lockers, tables and desks. When you find one, give it to someone you'd like to pay that compliment to. If you receive a compliment note, either keep it for yourself, or give it to someone new!"* This was a successful campaign enjoyed by students and adults in the building.
    - Club members also organized 7th and 8th grade pledges during lunch periods to pledge against name-calling and bullying.
- 9th grade PRIDE Club **alumni visit** and presentation
    - Three PVC PRIDE Club alumni gave a presentation about the CHHS PRIDE Club and what our students can look forward to when they move up.
- **Prideworks conference**
    - In addition to non-PRIDE Club members, all the PRIDE Club membership attended the Prideworks conference on March 14, 2018, at Pace University
    - Full-day conference, comprising of a keynote followed by three breakout workshop sessions. Each participant attended the workshops of their choice, selected from an extensive menu during the pre-registration period. These included: "A Look Inside the Closet," "Being LGBTQ on Social Media," "Queering Comics," "LGBTQ For Beginners," "Man Up or Get in the Kitchen," "Difficult Conversations," "Draw that Gender," and "LGBTQ Rights in New York State."
    - Our students felt at home and accepted in this LGBTQ-inclusive environment. They came dressed in rainbows and proudly affirmed their membership in the community.
- **Day of Silence**
    - PRIDE Club students made signs for the hallways and planned a lunch-time event to raise awareness about the silencing of LGBTQ youth in schools. At the lunchtime event on April 25, 2018, club members made a presentation in the cafeteria during the 7th and 8th grade lunch periods. This included:
        - Two PSA videos created jointly by the Ad Council and GLSEN to shed a light on why saying "That's so gay" is offensive and inappropriate
        - An explanation of what the Day of Silence is for
        - A pre-registration sign-up table for participating in the Day of Silence

- 50 students from 7th and 8th grades participated in the Day of Silence (April 27, 2018) in solidarity with LGBTQ+ youth who face anti-LGBTQ+ behavior, bullying and harassment on a daily basis.
- During the same week, we gave each classroom teacher a packet containing cards that read "I think I just heard you say 'That's so gay.' Here are some other things you could say…", accompanied by a clarifying letter, composed by the PRIDE Club.

- **GLSEN representatives visit** - April 25, 2018
  - Mary Jane Karger and August Cullaro from the Hudson Valley Chapter of GLSEN
  - Attended by 16 students, PRIDE Club advisor Ms. Mustacchi, and Mr. Zinman. MJ Karger spoke about her personal experience as the mother of a gay man, and the journey she has traveled in that context; August Cullaro spoke about their journey as an individual who identifies as trans-masculine. Students were thoroughly engaged in these stories, asked many questions, and shared stories of their own. It was clear that they felt comfortable enough to talk in the safe space that was created from them.
- **Regular sharing of preferred personal pronouns**

Comments:

We are wrapping up the second successful year of the PRIDE Club at PVC, typically called a school GSA (Gay Straight Alliance - an outdated name for a group that works to create a safe space for, and promote the rights of, LGBTQ+ youth.) Over the course of this school year, it has become increasingly clear that there are many more LGBTQ+ identified youth in our middle school than many would assume. Not all are members of our club. For those that are, the club represents a safe environment for them to talk about the issues they face, including harassment, in the classroom, out in the community and online, and work out ways of dealing with those issues and how to support each other. Moreover, this became a truly supportive community of friends. Many students entered the club during a time of "questioning" in their lives; it has been remarkable to witness how many students have traveled a journey toward coming out to family, and to those of us in the club. It is also clear that much of the learning we did together about LGBTQ+ terms, and especially the different spectrums, has helped students self-identify.

In addition, the PRIDE Club students have wholeheartedly embraced their role as "Ambassadors of Inclusion and Equality," spending hours upon hours of their time thinking about and planning new ways to educate their peers.

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

Building: PVC	**Name of Club: Quebec Club**	**Advisor(s):Sally Barnes**
Frequency and Duration of Meetings: **once a month**		**Number of Students in Core Group:** **20**

1. Description/Purpose/Goal of This Club:

The goal of Quebec Squad is to learn and appreciate the language and culture of our neighbor to the north - the beautiful province of Quebec. This is accomplished through a four day/three night trip to Quebec City in February over Winter Break. All payment is made directly to the tour company. Scholarships are available through an application process. Scholarship money is raised each year by Quebec Squad members.

Members of club typically take French Level I year 2 and are in 8th grade (13 or older). We plan fundraising activities for our trip over Winter Break (Saturday to Tuesday). Some fundraising activities include bake sales and breakfast sales. All members must attend a minimum number of meetings and fundraisers. Members must also be in good standing both academically and behaviorally in order to participate in the Winter Trip.

The trip is planned by Prometour (based in Montreal) and is accompanied by two PVC Chaperones and one bilingual Prometour guide. Most meals, lodging, attractions and transportation are included in the price.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Students worked collaboratively to plan and coordinate several fundraising activities, namely bake sales on Parent/Teacher conference nights and breakfast bake sales twice a month in the lobby before school.
- Students researched and presented to each other in French class on Quebec's history, traditions, sports, arts and cuisine.
- Students experienced four days and three nights of touring the city of Quebec, listening to and speaking French, and learning about the culture through tours and activities (dog sledding, snowshoeing, curling, tobogganing).

Comments:

It is really gratifying to students to see how culture and language come to life when they can experience it first-hand! This club was able to travel on a personalized tour with a French-speaking Quebec Tour Director, and their memories of the trip and of the culture will last

a lifetime. It is a unique experience to be able to make connections to what one learns in the classroom . This experience will prove invaluable to Quebec Club members as they continue their study of language and their growth as global citizens.

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

Building:	**Name of Club:**	**Advisor(s):**
PVC	**Ski Club**	**Noah Gallagher**
Frequency and Duration of Meetings: **2 trips (2018) (12 hours each)**		**Number of Students in Core Group: 30**

1. Description/Purpose/Goal of This Club:

The PVC Ski Club was established with two goals in mind:

- Provide a safe and encouraging environment in which students can learn how to ski or snowboard .
- Provide an opportunity for experienced skiers and boarders to see if the Ski Team at the HS is something they may be interested in.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Two successful trips to local mountains (Windham & Belleayre) (with 0 injuries!)
- Many students claiming they would like to go again next year.

Students will develop spatial awareness of themselves and others while building self-confidence and independence as a skier or snowboarder. Students will have an opportunity to improve balance and coordination as well as build social skills with other students.

Comments:

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

Building:	**Name of Club:**	**Advisor(s):**
PVC	**Social Action Club**	**Alison Romm**
Frequency and Duration of Meetings: 50 minutes/week, full year		**Number of Students in Core Group: 4**

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. Include a brief narrative about student learning, skills and experience:

- 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 Veterans: Students made cards for wounded veterans in hospitals that couldn't come home for the holidays to see their families.
- Food Drives: Students collected non-perishable items for the Croton Caring Committee by asking others to share their generosity and donate food to Croton families. The items that they helped collect went to those in our community who don't have enough food. The students gained an understanding that people in our community need help too.
- African Women's Education Fund: Students raised awareness for this Croton-based fund to support women's education in Africa. They researched the cause and shared their knowledge with PVC through announcements and flyers. They counted the donations and made the donation to AWEF on behalf of PVC.

Comments:

Social Action Club had a very successful year raising awareness for many causes both globally and locally. We worked hard to collaborate with groups in the Croton community.

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

Building:PVC	**Name of Club:Spring Musical**	**Advisor(s):Dan Large, Sally Barnes**
Frequency and Duration of Meetings: 3x's weekly 2 Hours per session		**Number of Students in Core Group: 60+**

1. Description/Purpose/Goal of This Club:

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: I takes a lot of guts to stand up and sing or dance in front of your family, peers and what may seem like the entire community. Experience with public speaking at a young age gives 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.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

The musical is a wonderful opportunity for students at all grade levels to be involved with a live theater production. A live production is not for actors only - a play is only as good as its crew, and the students who help behind the scenes are key to a successful performance. We encourage any student interested in being crew members to contact one of the directors.

- Students gain important life skills as they learn the value of critical feedback, both positive and constructive.
- Children have the opportunity to celebrate the richness and depth of human expression in all of its forms. Through creative expression students learn to comprehend our world better and are therefore better equipped to navigate the challenges they might be faced with upon graduating from secondary schooling.
- Drama and the performing arts allow an avenue to develop cognitive abilities that complement study in other disciplines. For example, drama students learn to approach situations in an array of different manners which can help to develop creative thinking and

new study techniques. Further, it builds confidence which benefits public speaking opportunities. The talent that students discover through the Arts can form habits which transcend all areas of study.

- Communication between peers is accelerated as students are exposed to group activities. This experience also provides opportunity for students to display cultural leadership qualities.
- Some students find their 'voice' while studying the Arts. They may discover they are natural problem solvers or leaders. Creative expression is a great way to build self-confidence and can be particularly beneficial for introverted and reserved children.
- The Arts can also be a source of solitude – a place where a child is able to shut out their surrounds and immerse themselves in a creative environment. This process allows the imagination to thrive, aiding internal exploration. It's a natural precursor to a well-developed sense of self.
- The Arts can act as an agent through which a variety of emotions can be learned, rehearsed and practiced. Adolescents can find it difficult to express their emotions and so the Arts provides a great outlet for children to explore a wide range of feelings including delight, anger and unhappiness. This experience can define a child's growing sense of independence and interdependence.

Comments:

Although the snow days took a bite out of rehearsal time, the student's rose to the occasion and performed two smashing productions.

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

Building: PVC	**Name of Club: Student Council**	**Advisor(s): Carrie Beja/Rachel Bonilla**
Frequency and Duration of Meetings: **PVC Student Council met weekly before school from 7:15 am to 7:55 am in the PVC Library. Additional after school meetings were scheduled as needed throughout the year.**		**Number of Students in Core Group: 15**

1. Description/Purpose/Goal of This Club:

The purpose of Student Council is to:

- 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. Include a brief narrative about student learning, skills and experience:

- Held school wide town hall meetings and election of officers
- President and Vice-President meet weekly with advisors to discuss and set agenda
- Planned and held school-wide Winter Dance (January 2018)
- Held Annual "Penny Wars" to raise money for various school activities (8th grade boat dance, Field day, etc.)
- 7th grade members served as Welcome Ambassadors during 5th grade Orientation
- Considered and provided student input about school policies and programs- Advisory, Code of Conduct, Cell phone/Internet policy, Dress Code, X-period schedule, etc.
- Helped plan school-wide Field Day in June
- Organized two school-wide "Spirit Weeks" for student participation

Comments: Student Council members learned to share ideas with one another about how to create a positive school culture and community and to improve the quality of 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, to think critically.

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

Building: **PVC**	**Name of Club:** **Yearbook Club**	**Advisor(s):** **Suzanne Lewis and Linda Jamison**
Frequency and Duration of Meetings: 1 time weekly starting September 26th through the second week of June (or whenever book distribution is completed). We met Mondays from 3pm to 3:45 pm with students from end of September until the middle of April. We reconvene again once the shipment of books arrive in order to organize and distribute them. *Additional varying hours for advisors to meet with Josten's yearbook representative and edit/finalize pages.		**Number of Students in Core Group:** 8 students were consistently part of the yearbook meetings. This number increased to as many as 12 students depending upon other clubs and modified sports that were in session.

1. Description/Purpose/Goal of This Club: The purpose of Yearbook club is to introduce the students to photography at a basic level and provide them with the opportunity to express themselves creatively through completion of the middle school yearbook. With the help of our Jostens representative, we teach the students how to formulate a page ladder or a page-by-page outline of the book, and also how to develop their creativity by designing the pages on which the photos will appear.

Through the process our students also learn valuable lessons about responsibility, meeting deadlines, prioritizing and editing. The students also learn how to work collaboratively; exchanging ideas regarding how best to achieve a goal and also leaning on each other for constructive criticism as they review pages for accuracy and appeal.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

The students learned:

- the computer program on Yearbook Avenue
- to take on leadership goals
- how to use a variety of cameras

● how to take appropriate photographs and evaluate them (i.e., for usability) ● how to crop and edit photos ● create interesting pages that are also visually pleasing ● how much responsibility is involved with making a book for public viewing
Comments: Yearbook has been interesting this year as we have seen last years fifth graders return and act as role models/mentors for the new members. The returning students are very motivated and have already begun the discussions as to what we need to think about to get ready for next year. We are really proud of all their hard work and are thrilled to see that their enthusiasm remains strong.

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

Building: **CHHS**	**Name of Club: Band/Jazz Band**	**Advisor(s):** **Jazz Zantay**
Frequency and Duration of Meetings: **weekly classes and weekly helping periods**		**Number of Students in Core Group:** **45**

1. Description/Purpose/Goal of This Club:

The course 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 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. Band is a skilled effort in which each student is expected to show technical and musical growth throughout this course. In addition, the jazz band will work on learning improvisation and solo techniques. Perhaps most importantly, the CHHS bands serve as a connection to the community through our performances and events throughout the year.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- CET Halloween Parade
- Memorial Day
- Veteran's Day at the Croton Yacht Club
- Flagpole Ceremony
- Six Flags Music in the Parks (won two trophies in excellence, Samantha Rubin won outstanding soloist)
- Jazz Band performed for Board of Ed
- Graduation

Comments: This year both bands challenged themselves with more difficult music and ventured into their first competition format at the Six Flags Festival. This was a new experience for the bands and not only helped to bond the group, but guide the group and help focus on what is needed to improve. Students have gone above and beyond to help one another with difficult hand positions for note playing. In addition, the bands have honed in on their expression and artistry, trying to show exactly what the composer intended through the band's playing.

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

Building: **CHHS**	**Name of Club: Big Buddy**	**Advisor(s):** **Kirby Mosenthal/Eric Rosen**
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 Winter- Big Buddy mandatory interest meeting Early spring- Application/Interview process, meet with Big Buddies to prepare for 8th grade orientation Late spring- 8th grade orientation (over the course of several days)		**Number of Students in Core Group:** 45 seniors in the fall, 41 juniors in the spring

1. Description/Purpose/Goal of This Club:

The Big Buddies assist incoming freshman with the transition to CHHS. They help with the 8th 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 9th 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. Include a brief narrative about student learning, skills and experience:

- We made changes to the Big Buddy application process last year in order to select a group of upperclassmen who will be responsible and reliable Big Buddies. We continued with the same changes this year. 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 assists 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 assist with the activities on the first day of school
- Big Buddies send a letter home to their little buddies over the summer introducing themselves
- 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

Comments:

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

Building:CHHS	**Name of Club:Book Club**	**Advisor(s): Susan Ardolino/Pam Morrison**
Frequency and Duration of Meetings: **Monthly**		**Number of Students in Core Group:** **10**

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. Include a brief narrative about student learning, skills and experience:

- Books read and discussed this year include:
  - Fahrenheit 451 by Ray Bradbury
  - Cat's Cradle by Kurt Vonnegut
  - A Man Called Ove by Fredrik Backman
  - I'll Give You the Sun by Jandy Nelson
  - Severance: Stories by Robert Olen Butler
- Discussed film and fan culture surrounding these as well as other books
- Continued an online presence on the CHHS Library web site
- Continued the Book Club "journal" for reading and responses to be passed on to future groups

Comments:

We had several freshmen participate in Book Club this year so we are looking forward to an upswing in our participation next year!

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

Building: **CHHS**	**Name of Club:** **C.A.C.T.I** **academic challenge team**	**Advisor(s):** **Brett H. Bowden**
Frequency and Duration of Meetings: **Weekly, Saturdays, and other days – from 9/13/17 (1 hour)**		**Number of Students in Core Group:** **20**

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. Include a brief narrative about student learning, skills and experience:

- Won the prestigious Omar Q. Beckins Tournament at White Plains H.S. for the second consecutive year - Jack Mahoney named to the "Hall of Fame"; Jack Mahoney and Taylor Coleman named to "All-Tournament" Team;
- Competed in two separate local leagues: W.A.C.K.O. (Westchester Academic Challenge Knowledge Organization) at White Plains High School AND M.A.C.C. Metropolitan Academic Challenge Competition at Horace Greeley High School;
- Continued to recruit several new Freshmen Members – maintaining a strong group of Upperclassmen;

Recruited 8th Graders in PVC for 2017-2018 team;

Competed in the "Golden Cactus Academic Challenge" tournament (students vs. teachers) – teachers won for the 1st time in the past 6 years;

Presented CACTI Award to Jack Mahoney;

Qualified for National Academic Championship;

Qualified for Westchester Tournament of Champions;

C.A.C.T.I. had another banner year and competed as one of the very TOP TEAMS in the Region – and maintained a reputation as a team nobody wanted to face in competition.

We continue to draw significant interest across the grades, schools, and community and perform at a very high level – many years after our inception.

On a weekly basis for the entire school-year, participants learn a great deal about:

content (across the full spectrum of academic and cultural disciplines);

teamwork (how to get along with others in pursuit of a common goal, how to succeed as an individual within a team framework);

respect and sportsmanship (for themselves, their team, and competitors);

challenge and adversity (specifically dealing with high expectations, addressing learning gaps, and bouncing back from mistakes); among other things.

Every week, we practice answering questions. Often, participants teach one another how an answer can be derived (i.e. “how’d you do that math problem) – so there’s a fair amount of students learning from their peers.

On most occasions, students interact with and learn from students older than themselves – it is the epitome of camaraderie.

Furthermore, participants create “Top Ten” lists of factual information from myriad categories – in an effort to be prepared for questions for which they might not otherwise know the answer.

Finally, there are the competitions, where our team matches up in day-long Saturday affairs against the best and brightest in Westchester, Putnam, Orange, Fairfield and Litchfield counties.

Through it all we remain tremendously grateful for the district-wide support that provides us transportation and funding.

This year we have a strong core of Seniors on the current squad who have provided leadership and served as role models for the younger players. And, we've maintained up a good number of very bright and enthusiastic Underclassmen – who should form the core of an even higher level of competition moving forward. As always, we will continue to recruit from/focus upon incoming students – some of whom will be siblings of past or current participants!

In Closing

Essentially, C.A.C.T.I. does its level best to work hard, and attract bright and interesting students (two times a week, 40 weeks a year) to this totally academic co-curricular activity.

We are the epitome of the Croton-Harmon Mission Statement: challenging all students… developing skills that enable students to become effective communicators, problem 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.

On a personal note, I truly enjoy C.A.C.T.I. and am proud of its impressive academic, social, and intellectual legacy here at Croton-Harmon High School.

Comments:

Goals for Next Year:

- Continued success in all W.A.C.K.O. and M.A.C.C. competitions;
- Recruiting incoming Freshmen as well as interested Sophomores and Juniors;
- Reclaiming the "Golden Cactus" title against the Teacher team;
- Hoping to reinstitute the Annual "Brain Bowl" against Hendrick Hudson High School – perhaps getting local sponsorship for the event);

I love advising C.A.C.T.I. – a club I founded over a decade ago - and look forward to many more years of overseeing it moving forward.

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

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**CARE Club**	**Ilana McConville**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Every Tuesday		12 students

1. Description/Purpose/Goal of This Club:

CARE club hopes to not just acknowledge that disease exists but to provide the opportunity to facilitate discusses on the causes of these diseases, who is commonly affected, and evaluate the preventative measures that can be taken. Members of CARE club's goals were to have guest speakers attend club meetings to discuss ongoing research within the medical community that highlights innovative medical developments in treatment and prognosis. We also hope to encourage advocacy through discussions on current legislative policies, and regulations within the medical community. Our goal was to provide outreach to our community and school through events and fundraisers. We hope to provide an inclusive environment for all to learn, discuss, and grow.

Our goals were to hold at least two activities or events to bring awareness of specific diseases to our school community. The students participated in INTERACTs Awareness week and the club spent a few consecutive meetings to plan, organize, and throw ideas of how to bring information to our peers in the most efficient manner.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

The CARE Club was able to bring in a guest speaker who is receiving his Doctorate in Toxicology at NYU Langone Health Medical Complex. In this presentation, students learned information regarding epigenetic changes that bring about the development of cancer. The presenter provided an overview in his specific study of the cancer drug, Vidaza, which is used to treat leukemia. CARE Club led a Q+A with the presente regarding his studies with the cancer drug, his experience in the science research community, and expressed interest in his research projects about UV damage to the skin and genetic changes as well as genetic changes in the lungs associated with prolonged use of e-cigarettes. After the panel discussion, the CARE club carried out their own DNA experiment.

Students chose a specific disease to study for this year and this disease was the center of our research and discussions throughout the year. The club members voted on three top choices and narrowed down their search at Alzheimer's. The club members took a few meetings to research the causes of alzheimer, the current treatments that are utilized when dealing with this disease, those who are effected, and analyzed data regarding trends in alzheimer's diagnosis. During our meetings we watched a number of documentaries and TED-talks that detailed the science behind the disease but also the socio-emotional impact of the disease.

CARE club participated in Interacts Awareness week and was able to bring awareness to their peers regarding their chosen topic. Students created "purple ribbons" that were handed out, for free, during our Tuesday awareness day. Club members had a booth in the front hallway and passed out the ribbons while also fielding questions from their peers about the cause they were supporting.

Comments:

This was our first year as a club and it has been a wonderful initiation year. We have been able to grow our club by more than twice our starting group. We have a very determined and inspired group of students who are willing to put in the work to bring awareness to our peers regarding medical issues that many of us may face or are currently facing. Our hope is to continue to grow into the next year, hold activities with guest speakers and invite the entire student body to attend, but also to raise funds for charitable organizations and participate in walks to actively participate in advocacy.

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

Building: CHHS	**Name of Club: CHAP Steering Committee**	**Advisor(s): Jackie Szymanski /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 responsibility 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:

- Current Events: Tesla and Puerto Rico's partnership to bring electric power to Puerto Rico, NFL Controversy "Take A Knee", Parkland Tragedy, Digital Citizenship Week
- Local Topics: Croton Coalition Survey
- School Topics: class fundraisers, class elections, vaping, de-stressing and mindfulness, SPAN Nureva System, identifying and combating microaggressions

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
2018 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **CHINESE**	**Advisor(s):** **Sophie Wang-Paolicelli**
Frequency and Duration of Meetings: **Twice a month, about 45 min each time**		**Number of Students in Core Group:** **15**
1. Description/Purpose/Goal of This Club: Club member experience Chinese cultural aspects, such as food, music, movies, and art crafts		
2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: Origami, Chinese useful expressions from watching movies learn how to make Chinese food introducing Chinese culture by participating exhibit in Culture Night in CET		
Comments: Students take the lead in all activities and dedicate their time to club activities		

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

Building: **CHHS**	**Name of Club:** **CHINESE Exchange**	**Advisor(s):** **Sophie Wang-Paolicelli /Greg Bradley**
Frequency and Duration of Meetings: **When we travel 5-6 times prior to our trip.**		**Number of Students in Core Group:** **15-20**

1. Description/Purpose/Goal of This Club:
Learning Chinese language and Chinese culture by visiting China and hosting students from China.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:
This academic year students from CHHS did not travel to China. Student from Jiang Ping High School (Shanghai, China) travelled to the United States and part of their visit to the NYC area was a visit to our school district. Thirty students spent part of their two-day visit at the high school dropping in on classes and participating in a workshop on the United States' Declaration of Independence. In the morning of their second day they visited CET and gave presentations to the third grade on Chinese Art and Culture.

Comments: Next year the CHHS students will host another group of students from Jiang Ping High School for a 5 to 6 day visit. CHHS students will travel to China over the spring break of 2019 and stay in the homes of the same Jiang Ping students. The second half of their trip will be touring Beijing.

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

Building: CHHS	**Name of Club:** **Chorus**	**Advisor(s): M Katzman**
Frequency and Duration of Meetings: A, B, D, E, F, and H days, D and H are double periods		**Number of Students in Core Group:** 25 1st semester, 21 2nd semester
1. Description/Purpose/Goal of This Club: Students will sing a variety of choral literature in three and four part harmony, focusing on breath control, tone, balance, blend etc.		
2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: - Winter Concert performance, December 2017 - Spring Concert performance, April 2018 - concert for arts presentation at PVC		
Comments: This year was a great first year directing the CHHS Chorus		

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

Building: CHHS	**Name of Club:** Critical Friends Group (CFG)	**Facilitator(s):** Joe Merriam & Jen Moore
Frequency and Duration of Meetings:		**Number of Teachers in Core Group: (including facilitators)**

1. Description/Purpose/Goal of This Club:

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.nsrfharmony.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

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.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

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:

- Enduring Issue Essay in Social Studies
- Project improvement
- Chunking and/or staggering techniques
- Student group reflection
- Hands-on learning for students
- Ways to improve metacognition in student work
- Differentiation in a single classroom
- Next Gen Science Standards
- Collaboration between library services and other disciplines

Improving student understanding of Shakespearean English

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
2018 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Debate Club**	**Advisor(s):** **Ilana McConville**
Frequency and Duration of Meetings: Every Thursday		**Number of Students in Core Group:** 10 students

1. Description/Purpose/Goal of This Club:

Debate club's mission is to cultivate vital skills of argumentation, policy research, and public speaking. Debate builds strengths in interpersonal communication, allows club members to explore multiple perspectives and broaden personal beliefs, and fosters an environment that supports the expression of ideas and opinions.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Throughout the school year, students participated in a multitude of activities and discussions that developed their public speaking skills and provided them the opportunity to craft arguments regarding topics from both the modern and ancient eras of history.

-Students took part in researching ideas to develop claims, evaluate counter-arguments, and identify rebuttals.

-Students also participated in mock debates and informal discussions regarding historical topics of students choosing.

-Topics that were discussed this year include: embargo on Cuba by the US, social media's effects on society, televising court cases, federal funding, electoral college, and laissez faire or keynesian economics.

-Students engaged in activities and games to work on diction, body language, and syntax

-Some of these games include rebuttal tennis, four corners, inner circle outer circle, impromptu speeches, and word scramble

Comments:

Debate club has grown tremendously this year as students were able to create an environment that was supportive and welcoming to all opinions. It has been fun watching this group grow as a unit and discuss topics that interest them.

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

Building:CHHS	**Name of Club:** **Explorers Club**	**Advisor(s): Kurt Lindner**
Frequency and Duration of Meetings: Once per month plus one additional/season		**Number of Students in Core Group:** 34

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. Include a brief narrative about student learning, skills and experience:

1. 5 hour day hike in Harriman State Park– Students learned the skills of route finding, logistical planning, and eco-friendly hiking. Through learning these skills students learned self-reliance, managing group dynamics, consequence/reward of decisions, collaboration, argument resolution techniques, time management and stress management.
2. 6 hour day hike around Breakneck and the Cornish Estate – Students hiked 6 strenuous miles with amazing views of the Hudson Valley and through estate ruins. They challenged their mental and physical stamina, learned self-reliance, peer assistance, consequence/reward of decisions, appreciation of natural beauty, time and stress management.
3. 3 hour day hike on Mt. Taurus – Students hiked 4 strenuous miles to views of West Point and the Hudson River Valley. They challenged their mental and physical stamina, learned self-reliance, peer assistance, consequence/reward of decisions, appreciation of natural beauty, time and stress management.
4. 9 hour Ski/snowboard trip to Belleayre 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.

5. 9 hour ski/snowboard trip to Plattekill 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.
6. 4 hours on Catamount High Ropes Course – Students learned teamwork, safety procedures, and climbing technique all while pushing their mental and physical limits.
7. Planning meetings(20-30 minutes each): One or two planning meetings occur for every event. These meetings entail the students planning all aspects of the adventure from transportation to the event to the logistics of the actual adventure. They are given the tools they request and advice as needed.

- Use of district permission slips, liability waiver, and medical history form for each adventure
- Staff and/or parent participation on every adventure

Comments:
Plans for the rest of the year include 2 overnight trips.

1. Overnight backpack from 5/19-5/20 in Harriman State Park
2. Overnight rafting trip from 6/9-6/10 on the Delaware River
3. The overnight scheduled for this past Fall and the paddle scheduled for this Spring were both canceled due to inclement weather.

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

Building: CHHS	**Name of Club:** **Fall Drama Club**	**Advisor(s): Myrlin Valerio**
Frequency and Duration of Meetings: Monday thru Thursday weekly, approximately 6-8:30 pm		**Number of Students in Core Group:** 15

1. Description/Purpose/Goal of This Club:

To rehearse and perform a dramatic theatrical production for the fall as selected by the director.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- 2017 play, Murder by Poe, introduced the students to the genre of dramedy - a drama with comedic moments.
- The play was based on stories by Edgar Allan Poe and students researched the author's life and read his stories to better understand the play. By learning about the man, students had so much more insight into his stories and characters, some of whom were based on Poe's personal life.
- The period was the mid 19th century and students were instrumental in researching the fashions of the period.
- Many of the students worked with a stage combat director to choreograph some of the physical scenes.
- A minor character in the play was an orangutan but we dedicated a portion of a rehearsal to all practice how an orangutan moves. One student, Jack, was particularly adept at this and coached our orangutan actor.
- Actors worked for several weeks as a unit. For the technical rehearsals, they were joined and assisted by the stage crew. The actors were welcoming and grateful for the technical assistance. Stage crew members created special effects makeup for a few of the actors. The two groups worked very well together.

Comments:
It was extremely gratifying to the students and crew to have the support of their peers, the school board and administrators at their performances. Unlike a sports season, a play rehearses for the majority of their meetings without any outside viewers and only perform 3 times to culminate their many weeks of work. So many more students came to this production and said they were eager to be part of the production for this coming fall 2018. In addition, I work with several 8th graders who are excited to be part of their first high school production this fall.

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

Building: CHHS	**Name of Club: Winter Drama**	**Advisor(s): Joseph Merriam**
Frequency and Duration of Meetings: November: Auditions, 11/21, 6:00-9:00 December: 2 rehearsals, 6:00-9:00 January 2-31: 4 rehearsals/week, 6:00-9:00 February 1-8: 4 rehearsals/week, 6:00-10:00 February 9 & 10: 2 performances, 5:00-10:30		**Number of Students in Core Group:** 17 actors

1. Description/Purpose/Goal of This Club:

- To give students the experience of putting on a complete show 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. Include a brief narrative about student learning, skills and experience:

- Rehearsed *The Comedy of Errors* December 2017-February 2018
- Performed *The Comedy of Errors* February 2018

The choice for this year's production was more complicated than usual. I had originally wanted to put on *The Two Gentlemen of Verona*, but the students didn't care for it, so I proposed *The Merry Wives of Windsor* instead. That met with student approval, but when we ran auditions, fewer students tried out for the play than had indicated they would at the interest meeting, and I was stuck; I simply didn't have enough actors to pull off *The Merry Wives of Windsor*. So after a frenetic weekend, I settled on *The Comedy of Errors* as the play that best suited the talents and number of the actors available. This, of course, raises the question of whether the same problem will present itself next year, but I intend to prepare for that with more creative and aggressive editing of the play we choose.

Students did an excellent job with the play, bringing Shakespeare's somewhat dated puns and wordplay to life and stretching their abilities with physical comedy to round out the puns.

Costuming and makeup were again handled by the students - Ellie Burholt was our primary costume designer and creator, and Celine Brad handled makeup.

Paige Varekamp again functioned as assistant director, taking a more assertive role in commenting on scenes and acting and suggesting alterations as necessary. I am very much looking forward to working with her over the next two years.
Comments:

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

Building: CHHS	**Name of Club:** Filmmaking Club	**Advisor(s):** M Weinstein
Frequency and Duration of Meetings: E/O Thursday, helping periods, and throughout every school day at anytime		**Number of Students in Core Group:** 15

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's 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. Include a brief narrative about student learning, skills and experience:

1) Max Luke – VP+English Project
2) CHTV - Trip to PVC to Interview students and Promote the VP Program
3) Harry Cooper/Aiden Lally – Outside Narrative Project
4) Jesse Pollack – VP+English Project
5) Elizabeth Cady – CHOOSE Program Description Project
6) Claire Sackman – CHOOSE Documentary Project
7) Ava Stravridis – CHOOSE Senior Video
8) Matt Mashenko - PSA on Driving Safety
9) Kyle Andrews – VP2 project

CHOOSE Projects (3 students)

The CHOOSE documentary is about the class of 2018. Ava spent the 4th quarter interviewing the seniors about their experiences while in the Croton-Harmon school district and showing clips from their many years together. Claire Sackman is doing a CHOOSE Documentary on students who are taking a gap-year and the pros, cons, and stigmas. Elizabeth Cady is doing the CHOOSE Informational Video which was last done about 4 or 5 years ago.

- Teacher projects – edited/converted several teachers' videos for their classroom or professional development use
- CHTV Broadcasts included some of the following:

- 13 CHTV Broadcasts this year which included school, local, and national news, school sports, music and movie reviews, food reviews, and student-opinion interviews. As a direct result of their experiences in video production, 86% of the VP4 students are deciding to major in Communications or Filmmaking in college next year.

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.

Comments:

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

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**Finance Club**	**Zhanna Glazenburg**
Frequency and Duration of Meetings: Approximately once per month		**Number of Students in Core Group:** 22 students

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 will 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. Include a brief narrative about student learning, skills and experience:

During the club activities we covered the following topics:

- Inflation vs deflation and its effects on the buying power of currency
- 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
- Foreign Currencies and money markets
- Personal finance tools

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 hold at the end of the game *minus* the amount of tax the player owes to IRS.

Comments:

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

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**French Club**	**Susan Bree / Alison Rhoades**
Frequency and Duration of Meetings:		**Number of Students in Core Group: 12**
approx. twice monthly		

1. Description/Purpose/Goal of This Club:

The purpose of the Club is to extend beyond the French Classes opportunities to share and enjoy French culture.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Food Tasting
- Crafts
- Observation of French Holidays (ex: Feb 2)
- Movie viewing
- Authentic Games (L'escargot)
- Participation in the CET Cultural Night. this recent event was perhaps the highlight of the year. Our students spent the evening at CET greeting younger students and their families and sharing with them some French treats and games.

Comments: The CHHS French Club is open to students of all ages, Levels of French Study and even to students who do not study French. It has served to inspire students to take French and simply as a fun activity for students not involved in sports for whom regular meetings often conflict with practices and competitions.

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

Building:	**Name of Club:**	**Advisor(s):**

CHHS	Freshman class officers	Dan Wexler
Frequency and Duration of Meetings: Monthly. (more often in the lead up to fundraising event)		**Number of Students in Core Group:** **6**

1. Description/Purpose/Goal of This Club:
To give members of the freshman class an opportunity to unite, seek advice, and build relationships that will carry them through their high school experience.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Held karaoke night fundraiser
- Raised money for next year's Hershey Park trip
- Provided students with opportunity to seek advice about high school and associated issues

Members of the freshman class were able to develop maturity and coping skills as they navigated their new academic environment. Though the class officers were constants at meetings, they were often accompanied by friends who participated in and contributed to meetings.

Comments:

The freshman class is in great hands. The officers are dedicated, proactive, and independent. They are determined to create opportunities for their class to come together and form/maintain relationships.

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

Building:	Name of Club:	Advisor:
CHHS		**David Xavier**

	Interact Community Service Cub	
Frequency and Duration of Meetings: **Weekly/ 30 min to 1 hour**		**Number of Students in Core Group:**

1. Description/Purpose/Goal of This Club:
The goal of the Interact/Community Service Club is to create and promote community service opportunities for the students of the Croton Harmon School District, and to help the local community. Membership in the Interact Club helps to broaden our students understanding of the varied needs of others and provides them with opportunities to help.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

This year the Interact Community Service Club hosted the first annual Awareness Week. The goal of this event was to increase our schools awareness of five social issues that are important to the lives of our student body and school community, while also presenting our students with community service opportunities related to the social issues. The five issues selected by the club for this year were climate change, Alzheimer's disease awareness, sexual discrimination, suicide prevention and LGBTQ awareness. These social issues were selected after polling the student body and consulting with other student organizations/clubs at the High School. Each social issue had a corresponding color that the Interact club asked faculty, staff and students to wear to demonstrate their support.

Comments:
The Interact/Community Service Club is continually seeking out new opportunities to help the local community and beyond. Students here at Croton Harmon High School benefit by receiving community service hours, which are a requirement of graduation, and by learning about and helping to improve the lives of others. We are looking to increase membership and broaden the reach of the clubs efforts outside of Croton Harmon.

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

Building:	**Name of Club:**	**Advisor(s):**

CHHS	Junior Class	Pam Morrison
Frequency and Duration of Meetings: ● Monthly (or more, when needed) with class officers ● On occasion with the whole class, as needed		**Number of Students in Core Group:** 111
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. Include a brief narrative about student learning, skills and experience: ● Cookie Dough Fundraiser ● Junior Prom		
Comments: Through planning the fund-raiser and prom the class officers learned shared decision making as well as delegating responsibilities. They stepped up to the plate with the cookie-dough fundraiser, making it one of the most successful that they have had in years. Their funds were very low entering the year and they managed to make enough to have the prom and hire the DJ they wanted. **This year's class officers were:** David Rodriguez – President Julia Danett – Vice President Ella Deutchman – Secretary Melissa Stok – Treasurer		

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

Building:	Name of Club:	Advisor(s):

CHHS	La Rochelle	Bree/Rhoades
Frequency and Duration of Meetings: **Parent meetings held on** **November 16, 2017** **February 27, 2018** **La Rochelle post-trip celebration held on** **May 1, 2018**		**Number of in Core Group:** **22 students**

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.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

After some discussion with parents, consideration of airfares and vacation and exam schedules both here and in France, the trip was scheduled for March 16-30, 2018.

A first parent meeting was held on November 16, 2017 in the CHHS Community Room. A first deposit of $800 was paid by interested families to secure a spot on the list of students wishing to be considered for travel. Initially, 24 families expressed interest in the trip; the final count of student participants was 22.

Between October and February, 3 more payments of $400 each were made by families to make a total of $2000 paid towards the trip. Money was collected by our parent treasurer, Christine O'Connor, and deposited into the CHHS Student Activities Fund with the help of our student treasurer, Anna Grunes, and the district bookkeeper, Susan Cerrato.

One family requested scholarship assistance this year. We received money from the Greg Rodriguez Fund to help assist this student with trip expenses.

We contacted two travel agents (one in the U.S. and one in France) to help us make travel arrangements.

We sent student questionnaires to France to facilitate the matching of hosts and guests.

Several American students who had hosted last year withdrew from the program due to scheduling conflicts; one of these students was replaced by another interested student from our waiting list. Several students needed to be replaced with French families since their Rochelais "corres" from the previous year no longer lives in La Rochelle. Three American students were hosted by more than one French family over the course of the exchange, because they had hosted more than one French student last year and the families of these students wanted to "share" their American guest. No students were hosted in the school dormitories this year.

We distributed and collected medical forms; we collected passport photocopies and emergency contact cards.

We voted to select the official slogan and logo.

We gathered gifts to take to our hosts in France.

We devoted some class time to discussing cultural differences between the US and France, based on readings taken from published books and the NY Times. Some topics of discussion included: how to greet people, smiling (or not) in different cultures, how to ask for help (and not be rebuffed), eating patterns and meal taking, the difference in bathrooms, different conversational patterns, current events. We also explicitly discussed how the grammar topics covered in French 4, 5 and AP are all oriented towards developing the skills necessary to socialize in a foreign culture (rather than merely "surviving").

A second parent meeting was held in the CHHS community room on February 27 at 7:00 p.m. to go over travel information, to present the calendar of events, and to respond to questions or concerns.

Our outbound delegation left CHHS on Friday, March 16, 2018 in a Croton district bus bound for JFK airport. Our flight arrived in Paris on schedule on Saturday, March 17 and we departed for La Rochelle the same afternoon via train. Their host families met us at the La Rochelle train station at approximately 8:15 p.m.

The two-week calendar of events was varied and afforded our students an opportunity to experience daily life in France, both at home and in school, as well as the chance to explore La Rochelle, and several nearby locations (Rochefort and the Futuroscope, near Poitiers).

The group was greeted during a formal reception at the Lycée Jean Dautet, during which students presented our thank-you gifts to the school administration. They also made a formal presentation of gifts to the French advisors of the exchange program during a pot luck supper at the end of our stay. In preparation for the dinner, our students prepared dessert recipes (with the help of their French families).

As usual, students were welcomed into different schools in La Rochelle, at the elementary, middle and high school level; they made short presentations about life in New York, answered questions about themselves and our community, and engaged in conversations with students in classes in all schools, including La Rochelle's culinary high school.

They were given ample opportunity to visit the city of La Rochelle, by engaging in a scavenger hunt in the city with a group of junior level French students, through visits to several notable sites in the city (the muséum d'histoire naturelle, the musée maritime, the aquarium, among others), and finally with a boat tour from the Port of La Rochelle through the Strait of Antioch out to see Fort Boyard. In addition, they were given the opportunity to participate in more hands-on cultural experiences, such as making baguettes at a local bakery, as well as more artistic events, such as attending a rock musical version of Peer Gynt.

The visit included two day trips: one to the Futuroscope, a theme park near Poitiers which features multimedia and cinematographic attractions; and a second to the nearby city of Rochefort, where students visited two museums and participated in a scavenger hunt through the historic port.

Due to a strike by Air France on the day of departure, the group was forced to reschedule both their train and flight; fortunately, after considerable effort, this was accomplished change to travel schedules and minimal additional expense. The group departed from La Rochelle on Friday morning, March 30 and traveled by train back to Paris. The rescheduled return flight from Paris left on time; we were promptly collected at JFK by our bus driver, Manny, and students rejoined their families at CHHS at approximately 10 pm.

We wrote official thank-you letters to our French hosts and began to organize a formal celebration of our experiences, to be shared with friends and family. We also solicited student reflections on the trip, to be included with the extracurricular final report (see "comments").

We would also like to formally thank the custodians and clerical staff of CHHS, Susan Cerrato, and the people of the transportation department for the many things, large and small, that they did behind the scenes to keep things running on an even keel in preparation for the trip.

On Tuesday, May 1 at 7:00 p.m. all the families involved gathered in the CHHS Community room. Students reflected on their experiences and thanked everyone involved in the planning of the trip; we presented a 30-minute slide show, watched a student made video of the trip and made

presentations to the many groups and individuals who have contributed to the program over the past two years.

We prepared a final budget for the trip, asked families to consider making a voluntary donation to the program (to help pay for future hosting activities and to contribute to a pool of scholarship money for future travelers), and gave a refund to families (the difference between the money each family paid to us in 2017-2018 and the amount spent on behalf of each student during the trip, minus any donations made).

Comments:

Reflections from student travelers (note: the word "corres" is the word the exchange has adopted over time to refer to the student with whom you are matched)

Jack Mahoney:

It's the second Sunday of the trip, and I'm in a car with my host dad heading to an as of then undisclosed location. My exchange student, Simon, had been feeling under the weather and had school work to do, so early Sunday morning it had been decided that I'd go with Pascal, my host dad, on the already planned trip without Simon. I, having hosted multiple exchange students, understood Simon's need for rest and headspace, but couldn't help feeling apprehensive as the time of departure loomed. You see, my host dad spoke not a word of English, and this, compounded with my pre-existing fears of somehow grievously offending my host family, turned my stomach into a stew of nerves. In hindsight, I perhaps shouldn't have been overly worried. I had already spent a fair amount of time with Pascal. Everyday of the trip, I had woken up early and, over breakfast, would chat with Pascal while we waited for Simon to get up.We would talk about anything, jam, invasive bee species, French cheese and American cheese.

I had been told that drive was an hour to two hours long, so to pass the time, I began to ask Pascal questions. We started talking about books, and I expressed my despair over the fact that we read few classics in my literature class. Pascal commented that he had never read many books, and then told me his life story. Apparently, Pascal dropped out of school at the age of 17, and became an apprentice of his uncle, who was a mechanic at the commercial docks just north of La Rochelle proper. Pascal slowly rose through the ranks of the dockers, until he became an important foreman and union leader. I asked him about his union activities, and learned that he had been part of the movement to internationalize the dockers' union. He and other union leaders had formed connections with unions from all over Europe and even Australia and America. It was a fascinating conversation with a fascinating man, and it was conducted entirely in French.

When we got to our location, or locations,it turned out to be a series of beaches on the Atlantic coast where Pascal had taken Simon regularly as a young child. It was touching to hear Pascal talk about his fond memories of Simon's childhood, and fascinating to hear his take on an environmental law that had been recently enacted to protect beaches, the one we were visiting included. The beaches we beautiful, grand, and wild, wilder, it seemed, than our American coasts. Perhaps this is because of prevailing currents. I got to put my hand in the waters of the Eastern Atlantic.

As we drove to another set of beaches, we passed by a bunker left over from the Second World War. I mentioned it to Pascal, and he replied with the grimness of a person for whom the past is not truly past. The Nazis had had a stronghold here, on these beautiful beaches, to protect the mouth of the Garonne estuary and, by extension, their U-Boat bases in Bordeaux. The history I had learned in sophmore year leaped back to me, and was suddenly more real. History would later leap back with further vengeance when I realized that the pretty resort town I visited later that day was the target of an American firebombing late in the war, a firebombing in which hundreds, if not thousands, of civilians died. All of the sudden, the horrors of history and wars, became much realer and more immediate in my mind.

America and America's actions were never far from my mind while I was in France. To paraphrase and invert Alexis de Tocqueville's famous quote, although I was in France, America was always before my eyes. American culture was everywhere in France, American movies played in the theatres and American songs on the radios. The French students I talked to all seemed enchanted by America. What I originally saw as simple one-sided cultural imperialism on the part of my country, was more nuanced than I had thought it was. In a middle school history class I visited, I listened to a lecture on Europe during the Cold War. It was fascinating to hear the French view of American actions and opinions, and in that view America came off less heroic than it does in American classrooms.

On the way home, we stopped by a bakery, had some chocolate eclairs, and I nodded off in the passenger seat, to the unquiet rest of a mind mind full of thought and yet plagued by jet lag. I learned so much on the La Rochelle trip. My French improved, I'd like to think, immensely. But, besides that, the trip helped me understand France, America, and America's relationship with the world in a way that no class could. I also learned a lot about myself; I gained confidence in my abilities as a french speaker, a learner, and as a person.

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Nathan Parker:

The trip to France was definitely one of the best, if not the best, thing I've don't as part of high school. I learned so much about French culture, from families to schools, shopping to relaxing, and everything around and in between. There was also a lot of opportunities to practice listening and speaking French, which all

improved from this trip. My corres were great, as well as their families, and they fed me very well with all sort of food! My advice to others in French class is that you need to go on this trip to get an experience you can seldom find any other place.

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Rachel Zieff:

I don't know if I can fully express in words how much the La Rochelle trip meant to me. My host family welcomed me, and they became my second family. Every day on the trip I learned more French and more about a different culture. I especially enjoyed when a cultural difference we learned about in class presented itself in real life.

I really don't think learning French would be as significant for me without this trip, and I learned so much that I couldn't have learned in a classroom. We learned about the debate between the North and the South of France for the name of a chocolate croissant ("Pain Au Chocolat" or "Chocolatine"). I also learned that there is a different way to say "bless you" to someone each time they sneeze, but most people only know the first two because apparently, French people don't sneeze more than twice in a row.

This exchange is also especially significant because of the group travel. Going to France with a group of Americans allowed us to exchange experiences and develop a more well-rounded view of the culture, as some families have very different lifestyles than others. It also gave us the change to connect with more people. Had I gone alone and stayed with my host family, I would not have met the wonderful people that hosted other American students. I am taking a gap year next year, and it is amazing to have friends going to university all over Europe that have invited me to stay with them.

My mom did a similar exchange when she was in high school, and her amazing experience was a lot of the reason I chose to take French in the first place. Not only did she love her time there, but she is still in contact with her exchange student. They Facetime each other every year on their birthdays and throughout the year. Just this week, I met up with the daughter of my mom's exchange student in New York (she is here on vacation).

This exchange was an invaluable experience, and if anyone is contemplating doing it, my answer is 100% yes.

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Lauren Diggs:

My time in France taught me much more than how to order a crepe without sounding *like so totally* American. I learned silly things like dill scented hand soap was a thing that exists, but important things like how you need to make time for the small things. By taking 2 hours just to have a coffee I realized how rushed and anxious life here made me feel because, as an American, I don’t hold as much value on leisure as the French. Those 2 hours showed me that I don’t have to feel like that all the time, and showed me how to take

the time to enjoy something like a cup of coffee. Learning how to relax and not feel so tightly wound is just one of the *many* things I am grateful for.

As for sounding *like so totally* American, that's something my corres, Jeanne, helped with. After hearing me say something she flat out laughed and helped me pronounce it correctly and then spent the rest of the night teaching me random vocabulary to help me work on my accent. None of the vocab was too exciting or impressive, but it was funny to the both of us hearing me try to mimic the sounds of "lock" and "sidewalk." It was small things like that that helped us bond and become closer, I'll always have those memories to look back on and laugh at.

I've always loved to travel and wanted to explore the world and this trip was the first step. Having this experience under my belt, I'm more than ready to step out of my comfort zone and start immersing myself in new things-a perfect lesson for being so close to college. I definitely think the people I went with made the experience so amazing, had I gone alone I would be a lot more scared. Being that I had around 2 years of French language experience and most kids had over 6 I was fearful that I would be lost the whole time, but there were so many people on the way that helped me out. Luckily I realized that there's always someone just as confused as you are and by coming together you can figure everything out- well most things.

As a group, we bonded over the real shutters at our houses, their weird outlets, and how big the lunches they packed were. We all became very close and formed our little exchange family, and were always there for each other, whether we needed to know what time to meet or if someone needed to hang out with someone else while their corres was still in school. Because I hadn't taken French for as long as the others, I didn't know them all like they knew each other and I was nervous I wouldn't have people to hang out with during our day trips. I really have no clue what I was worried about because we all became super close and when we came home I was hugging and talking to people I would have never thought I would have.

I don't really have many stories to tell from the trip about learning-well I guess any experience can be a learning experience-but there were many times where I felt proud of my skills and independence. At one point on the trip I had gone into a shop with the others and found something and decided to buy it while they walked around. I looked up the size conversion and grabbed what I needed and walked up to the register, only realizing then that I had no one to give a confused look to or ask for help. When I got there, this woman starts speaking in the fastest French she could (probably not) and I just stood there until I realized that I recognized one word, "loyalty." I swear that a million light bulbs went off inside my head as I realized this woman was talking about a loyalty card, so I say no, she reads me my total, I pay, and boom done.

This trip was so incredible and I am so thankful I was able to experience this. I am so happy our school gets to partake in such an amazing program and I am so grateful to everyone that made it possible. Dr. Bree and Mme. Rhoades did an absolutely wonderful job with everything and I could not even begin to understand how difficult it must be to manage 22 teenagers as a teacher let alone as someone supervising a trip to a foreign country. On a final note, I would strongly advise travelers to make sure their checked baggage is not overweight to and from and be careful with gifts, because you really do not want to end up sitting on the floor of the Paris train station trying to put on 2 extra pairs of pants and 3 sweaters while dumping half of your luggage into your carry-on or your friends bag.

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Aidan Baker:

Participating in the La Rochelle exchange these past two years has been an unforgettable experience. While in France, I learned the nuances of expressions, phrases, and accents that informed my learning when I returned to the US in my French class. I also learned much about French culture, some of which surprised me. The food in France is truly remarkable, freshly made, and exquisite. By taking French for years before traveling, I had sufficient conversational skills to succeed whilst abroad.

My exchange student's younger cousin had just started English classes in France and needed help one day after school. Since I was free, I volunteered a half hour of my time to teach him. He was learning about the verb "to be", and the different variations of it. Through our brief time, I explained to him in French how the grammar was a little different and some more advanced phrases such as "**Aidan is not very good** at surfing, but **he is quite good** at piano." This is but one example of an amazing hands on experience in the language and culture that could not have been learned in a classroom.

Overall, my time in France was an amazing experience, unparalleled by any other trip I've been on. I would recommend for all incoming French students to continue with the language so that they too can experience this new and amazing world. The friendships you make will last a lifetime, as will the memories.

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Emma Solomon:

Minutes before I got on the bus to the airport, I became anxious and stressed about not forming a strong bond with my exchange student or my family. Nevertheless, as I arrived in La Rochelle, those nerves and jitters quickly disappeared when I met my family at the train station with open arms. In that instant, I knew that I was about to have the experience of a lifetime. I became exposed to an entirely new culture where was immediately accepted, something I struggle with at times in the United States.

Though it took some time to adapt to another environment, the transition was made easy, because I had a host family that was understanding and continued to look after me and my well-being. Living with a host family is an opportunity that I would never have been able to get. Getting to know a culture by actually living in it, it was truly a unique experience that is nothing compared to anything I have ever done. To this day, I still keep in touch with my host parents and my exchange student, and I am optimistic that this bond that we created will last a long time.

Although I have taken French since middle school, this was an incredible way to be exposed to the French Language because although I was never perfect, I came home with new language skills. You cannot beat learning a new language where it is spoken in the streets, on the bus, on the television, in the schools, and everywhere around you, whereas learning from a classroom is useful for basic knowledge, but you are somewhat limited. Even though improving my French took a little bit of effort, learning about how words are strung together in certain ways in another language made me think about why things work the way they do in English.

For future travelers, although it can be nerve wracking to travel to a place completely different from your own, and the language is spoken 24/7 all around you, there is truly no better way to absorb the culture and language other than hearing it on a daily basis, and staying with a host family truly defines what an exchange program really is.

Since I have been back, I have gained some independence because now I know that the world has endless possibilities where new opportunities are calling. Being seventeen years old, and not being fully developed, I thought it was about time to shape my identity by doing something extreme, and what a better way to tho just that than to go to a place where people do things maybe not the same way. In addition, this trip shows that the ongoing global issues cannot stop two countries from forming a lasting bond.

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Ariel Lindholm:

In France, I learned about numerous aspects of French culture and language. I learned about architecture, such as how towers and structures in La Rochelle were used during World War II, was able to have feedback on pronunciation and general speaking in French, and was given an insight on some French traditions. Most of the differences I observed I had already known or was informed about, but still many parts of French culture I learned while staying over there. For instance I learned about the French schooling system and the important of meals and family time, as well as famous French dishes. A multitude of things I learned while in France I could not have learned in a classroom. By staying with a French family, I could directly experience French life and the obvious as well as subtle differences between life in American and life in France.

One interesting phrase or word I learned was “Crudités”, meaning a type of appetizer. In addition to gaining new vocabulary, I was given plenty of opportunities to ameliorate my French, one prominent example being when our group was given the task of translating a children's book into French in order to read it to elementary school students, and then spending the rest of the afternoon in the classroom, helping the children with work and observing their lesson.

One way in which I am different now is that I have traveled to France, somewhere I have always wanted to go, and I was exposed to a different lifestyle, which was an eye-opening experience that will allow me to understand a different culture. However, in addition, this trip allowed me to act independently and grow on my own, and showed me that in many ways life in France and America is not drastically different, and that the world is very connected.

For me it was important that we went as a group because I am not skilled enough yet to act completely independently in France, and through the activities planned for the group I could learn a great deal. There was already an element of independence however, even though we went as a group because previously I had usually traveled with parents and had not prior to this been outside the US without relatives, and so I was able to learn both in a group and on my own.

To learn more, I could have attempted to have more extended conversations with people like shop owners and employees or even my host parents.

The advice I would give to future travelers is to be prepared and organized during travel, and to take climate and increased chances of illness into account.

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Eleanor Burholt:

The exchange trip to La Rochelle was incredibly important to me. I have always been a bit of a Francophile. As a very young child, I recall making crayon drawings of the Eiffel tower and imagining what it'd be like to actually go to France. I was so excited in middle school when I had the opportunity to start learning the language. After the first time that I had French class, I went home and practiced saying the few words that I had learned over and over again while sitting outside on my backyard swing. While French class in high school was very challenging for me, I still became excited every time we had a new vocab list and thought about every possible way I could use the new words and expressions.

However, I had never actually been to France. In fact, I had never been on an airplane or left the country for more than a few hours. I didn't even have a passport. Everything that I did in and on the way to La Rochelle was a completely new experience for me. I was extremely nervous about doing new things, but even the littlest details that I saw were exciting! I freaked out the first time that I saw a clock that was set in 24 hour time. I couldn't get over how there are little footnotes on advertisements for food reading that a healthy diet includes fruit and vegetables. I read all of the packaging I could, just so I could absorb more of the language.

The trip to France also taught me a lot about thinking on my feet and being able to solve problems. On the first day that we were in France, my friend Hannah and I were completely exhausted. We were in a train station in Paris, and all I wanted was some coffee and a pastry. I tried to order something, and I realized that I didn't know what any of the names of the deserts were in French. Then, the very kind shopkeeper told me that their coffee machine was broken. More accurately, she told me three times because I had no idea what she had just said. After a lot of pointing, stuttering, and gesturing, I finally was able to buy a cookie and some tea. Even though it was something as simple as buying something at a tiny coffee shop, Hannah and I were so relieved to have been able to make a purchase. It was in that moment that it clicked for me that every simple action would be a completely new challenge that I had to solve. By the end of the trip though, this was easy for me. I felt like I could confidently go into a store, ask a bunch of questions, and receive understandable answers, despite the amount of broken French that it took.

I was able to get to know my host family, the Louveaus, very well. I already was very close with Emma, the student who stayed with me in Croton. However, I was nervous that I wouldn't be able to fit in with their family. In hindsight, I had absolutely no reason to be concerned. Emma's family is actually very similar to my own. Emma's siblings, Maxence (14) and Guillaume (early 20s), knew some English. We had some really good times, like when Maxence and I had sing-alongs to all of the songs from Moana (her name is Vaiana in Europe), in French. Guillaume tried and failed, to show me how to play Super Smash Brothers. Over the two

weeks, we all developed a really intense rivalry over the game Blokus. We got to a point where we played the board game six times in one night; I went to bed at around 1 am that day.

Through this closeness, I was able to learn a lot about French culture. Eating dinner with my host family was a new experience for me. There was always a lot of bread at the table, usually including some brioche made by Maxence. My host mother, Sophie, insisted on everyone ripping pieces off of the same baguette. Even when someone was sick. I ended up accidentally giving everyone a cold. Sophie also made sure that I was able to see the market in La Rochelle, and made a point of having a dinner in which everything was either caught or grown in Nouvelle-Aquitaine. I had never been able to see that level of connectedness with how people eat. There were a few things that I wasn't exactly expecting, like "Bisous!" (cheek kisses), or mandatory relaxation on Sundays.

Another thing that I was able to experience in the La Rochelle that I've never seen in New York was genuinely old history. I'm a major history buff, and I'm particularly fond of the Renaissance Era. I read literature from then, and I obsess about period clothing, but I've never actually seen much from that time. The exchange trip to La Rochelle was the first time that I was able to be completely immersed in history that goes back further than a century or two. When we went on a walking tour, I was walking around the city, mouth agape, totally in awe of the 15th-century towers and the unique architectural details that have accumulated over years. It was also interesting to learn about a different culture's perspective on historical events that I already knew about. One of the most interesting experiences for me was watching a social studies teacher talk about the Cold War from a French perspective.

Overall, the exchange trip was a life-changing experience for me. Through this program, I have found myself more confident, more able to solve challenges that come my way, more adventurous, and more curious about my world. I have also been able to understand a culture other than my own so much better, and to acknowledge and appreciate the differences we all have. I hope students will have the same opportunities as me for years to come.

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Anna Grunes:

This trip to La Rochelle was an experience I will truly never forget. For starters, my understanding of the French language improved immensely—there is something special about learning a language in real life rather than at school. Having to figure it out through experiential learning formulates the language in your mind in a whole new manner. In just the 2 weeks I was there, I could see and hear the increase every single day. It is so satisfying to see yourself and your peers learn at such a fast pace, while having a blast.

This trip was so different from any other family trip I had ever taken because it was with this entire group—I was forced to immerse myself in the French culture and also with my American classmates. I became so much closer with the Rochelais, but possibly more importantly with my own classmates. Having gone up through high school with these same people, I had never truly gotten to know them until this exchange. We bonded over our difficulties in our own respective host homes, the weird toilets, our incapability to understand what our host parents were saying, and the funky French food we were served. Every night we would all text in the big group and share our stories from the day. Each morning we would meet and, again, share our adventures from our bike ride to school. I would not have changed the way the trip went for anything. I was able to experience France in a unique and spectacular way, and enjoyed every minute of it. Thank you to the La Rochelle & Croton Exchange!

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Hannah Varekamp:

- What did I learn in France? Do I know something different about France and French culture now that I didn't know before? Did I learn anything about American culture by being in France? What did I learn that I could never have learned in a classroom?

I found that French children are much better behaved and academically advanced, and their teachers lightly hit them as a joke. The French eat dinner at 10:30, they all watch the same tv shows (cooking and survival), a snack for them means just a few bites, and yogurt and fruit count as desserts. They each focus on a few interests, but they are not necessarily related to the tracks they choose in school. It is normal for students to choose a non-academic high school (the girls at the lycée hotelier just liked cooking more than studying; it wasn't a big decision). They are more overtly friendly, and very accommodating with our levels of French. For example, a woman walked up to me and started a conversation because she liked my purple jeans.

Americans show their emotions more than I thought, and they laugh often when uncomfortable. We think of food very differently (their food commercials have warnings against snacking). Our views of privacy are different, but not how I expected from what I read. The French have clearer boundaries between private and public life in the house and with strangers (shutters, guests staying downstairs, academic relationship with teachers, expected to wear nicer clothing), but with family and friends, there is less personal space or privacy (cheek kisses, doing our laundry, no shower curtain, sink not in the room with the toilet, must say bonjour when you enter a shop).

- Do I now know any interesting new words or expressions? What opportunities did I have to apply what I learned in the classroom in some interesting way?

I learned which words were more common in informal speech, such as goûter (snack), donc (therefore), and ça t'a plu (did you like it?). The French kiss each others cheeks much more often

than I expected, even when it was inconvenient or with people they didn't know. I learned different informal ways to say a little with varying extremity (un peu→ un petit peu→ un tout petit peu). I was able to share my cultural discoveries to students of all ages and with the other Americans.

- Am I different now in some way? How did the experience change me?

I am more independent because I know I can survive in a foreign city without parents, and I have become closer with some of the other students. I am much more confident with my French because I have practiced explaining concepts for which I don't know the words and listening to fast conversations. I am more prepared to leave for college and I now have a habit of thinking of how to phrase sentences in French even in America, which is helpful to practice French. I now have more experience with another culture, which will help me decide where I want to study abroad and live after grad school.

- Was it important that we went as a group, or would I have learned the same things if I had gone alone?

I got to know a lot of the people in the group a lot better, and many of the activities, such as scavenger hunts and talking at schools, were more fulfilling with a group to talk to. It was reassuring to shop with a friend and to be able to find different people I knew around the city when we had free time because it seemed less foreign. Going with a group allowed me to ask questions and understand everything better, for everyone knew different things. Also, everyone did more activities because we would see someone excited about something and find the energy to enjoy it as well.

Going with teachers was very useful because I asked them whenever I thought of a word or grammatical concept that I didn't know, and they could translate the technical language given on the different tours. The trip was well planned, and they could deal with social or sickness related problems.

- Can I tell any anecdote that illustrate what I learned?

Navigating the Parisian train station when arriving and leaving was a very different experience for Ellie and I. Originally, we could not find a place to eat, and we spent a long time attempting to read the ingredients of the food before buying it, giggling and speaking very broken French. When we returned, we quickly chose a boulangerie and ordered efficiently without thinking twice. When we arrived, we did not understand the bathroom system and I ended up unable to pay without someone's help, and again, when we left, it passed without a hitch. We spent much of the original visit amazed at everything and hindering everyone else, but after two weeks engaging in French culture, we understood it well enough to get a meal and shop without disturbing anyone and with time left over.

- Is there something I could have done to make the trip better/ to have learned more?

I could have asked for the topics of the tours and studied that vocabulary before leaving, or gone to bed earlier. I should have asked more questions and requested that my family speak slower because I often misunderstood plans and I was never able to request any changes that could have given me more time in the city. I should have taken more initiative to share my ideas for plans in the

afternoons instead of staying in my room. I should have continued to ask everyone how to say things and socialized more with shopkeepers and everyone else I met.

- What advice would I give to future travelers?

Pack warm (winter coat, thick pants, umbrella, hats, gloves...) because there's lots of rain, wind, and sometimes snow and you will be outside a lot. Bring at least 4 nice sweaters and 1 to sleep in (all people will ever see is your coat and maybe your sweater so the style of your shirt does not matter at all). Shop early; there's no time later. Do your homework on the trip; it's extremely difficult to catch up after. Always ask questions until you understand something; it will bother them more if you pretend you get it and misunderstand. You don't have to finish all the food on your plate; save the space for things you like that aren't in America. Buy lots of pastries and ice cream; they're high quality and cheap.

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Jenn Coen:

Culture is something that is rarely thought about, but is rather comfortable and accepted without hesitation. It's only in situations where your habitual culture is nowhere to be found that you begin to think about how you were raised, and the culture you were raised in. This exchange trip to France was the first opportunity I've ever had to seriously think about American culture, and the evolution of culture as well as interactions across the ocean. I learned many things in France and observed many differences. These differences spanned from general outlooks on life to light switches (the French have circular buttons that you press on either end in order to have the light react). The things I learned could not have been taught in a classroom, as I needed to have been immersed in a culture completely different than my own to observe. One very evident difference is the lack of excess. Grocery shopping is done almost every day, tailored to the needs of the day, in order to avoid overspending and purchasing of food that is never eaten. The French houses are also generally smaller than those in America, for the sole reason that there's no need for excess space. While La Rochelle is much more of a city than Croton is, this trend was noticeable regardless of location, as was seen on my trip to my host family's cottage in the French Countryside. Another interesting thing to observe was the French perception of Americans. Once finding out we were American, many people would quit even trying to speak French to us, as they were aware that their knowledge of our language was superior to ours of theirs. When spending time in classrooms, from elementary school to high school, stereotype questions would arise, the most prominent ones questioning our fast food patterns and our feelings towards Donald Trump. I'm sure our feelings towards these questions were similar to theirs when we would ask about berets, smoking, and striped shirts. At one point my host father made a joke about how Americans always assume the French don't have ketchup, which is an assumption I wasn't aware of, and I realized that some stereotypes come about without any reason at all. Navigating unspoken rules, picking up on foreign "faux-pas", and trying to figure out how toilets work would be even more difficult and awkward if it hadn't been for the group I was traveling with. Late at night, while our hosts assumed we were sleeping (which was especially difficult due to jet lag), we would all text in a group chat and compare experiences, asking if anyone else's toilet had two flushes, or if

anyone else had a five course meal three times a day. Having a group of people with me allowed for me to have people to laugh with, embarrass myself with, and in extreme cases, cry with. This trip would have been nothing without my classmates, and I formed such special and incomparable bonds with so many people over the course of traveling. I am very grateful for this exchange, as it has opened my eyes and zoomed out my world a little, putting my American life in context. I have formed relationships domestically and abroad that I never would have thought could come about, and I also learned how to live with a family I've never met before while speaking a foreign language, which is an experience that is surely rare but special. This trip had its ups and downs, but will always hold fond memories for me to look back on, and I'm thankful for everyone who made my travel experience possible.

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Maia Surendra

I learned a lot about how to interact with people in French in an on-demand setting in La Rochelle. When speaking to my host and her family, I had to be able to directly respond to what they said to me in French when we were talking, so it forced me to speak French faster. By doing this, I began to worry less about making little grammatical mistakes and instead just trying to express myself in French to the best of my ability, and I discovered that generally people in France knew what I was trying to say, even if it was a bit incorrect. The skills that I developed to speak French on-demand were skills that we don't get the chance to really work on in a classroom setting in the same way- we do on-demand speaking exercises sometimes, but it's different than actually conversing with someone in French.

Also, having to use French to communicate with those around me every day for two weeks made speaking French come more naturally to me- when I came back to America I kept accidentally saying "Bonjour" and "Merci" to people instead of hello and thank you.

I also think that it was important that we went in a group because I feel like we were able to learn a lot more about French culture that way. We would all compare notes on how things were done in our respective households, and it helped to hear about everyone's different experiences to really see what is common in French culture, but also what families do differently within La Rochelle.

Overall I really enjoyed the trip and I learned more about French culture than I ever knew before, and my confidence in my French speaking abilities (and my abilities themselves) greatly improved.

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Alexa Toback:

The La Rochelle Exchange was one of the best experiences I've had in my life. Going into this trip, I was a bit nervous to experience so much change, a different country, a family who doesn't speak the same

language as me, and a culture so different from the United States, but the second I stepped off the train at the La Rochelle train station, all my nerves faded away. The city was unbelievably beautiful, and the people were even nicer. One major thing I learned in France was that speaking to native speakers is extremely difficult, nerve racking, and frustrating at times. Although, getting to live with native speakers and hearing the language I've been learning for 5 years was something not every high school student get to experience and learn from. That's one of the reasons why this exchange is so wonderful. Yeah, you can hear recordings of native speakers speaking, but that's nothing compared to staying with a host family of native french speakers who don't know any English (besides my correspondent of course). Although scary at times, since my host parents and family didn't speak any English, it forced me to speak in French which I truly believe really taught me how to go out of my comfort zone and grow while improving my French. Some other times where I applied useful expressions and things I was taught throughout French during the years was when we visited the Elementary School and Middle School and interacted with the kids and teachers.

I definitely feel like this trip changed me in numerous different ways. Traveling without my parents for the first time forced me to be responsible for not only myself and my actions, but also all my own belongings. This ensured me that I'm ready to be independent which is important, especially since I will be going to college in the fall. I also communicated, and lived with a foreign family for the first time which was a unique experience that not everyone gets to experience. Traveling with a group definitely made the experience so much greater. For a majority of us, it was our first time in France, and particularly La Rochelle as well as staying with a host family. Knowing that we were all going through new experiences together was comforting, and I truly believe we made great bonds over it. The trip would simply not have been the same if we didn't travel in a group, and what made it even more special was the fact that most of us were reuniting with our Rochelais for the first time in a year, and that moment reuniting with Maellys was truly special, and something I'll never forget. Lastly, I made friendships from across the sea with friends I will hopefully have forever. The bond I created with Maellys is something special, and I hope to go back one day and visit her, as I hope she comes back to New York to visit me as well. Not only did I form a lasting bond with my correspondant Maellys, but also with many of the other Rochelais, and I'm extremely grateful for the memories and experiences I shared with each and every one of them.

For future travelers, my best advice for you is to pack lightly, so you aren't frantically trying to squish in all the new goodies you purchased in France in to your suitcase the night before you leave! My second piece of advice is to make sure you pack enough clothes for the weather predicted. Lastly, enjoy every second you have in France!! It goes by quicker than you could imagine, so take advantage of the language, culture, food, the people, the city, and everything else! It's truly the experience of a lifetime, and if I could, I'd do it again in a heartbeat. I'm forever grateful for this experience, and will cherish the memories I have made from it forever.

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Daniel Setareh:

During my trip to France, I had a wonderful time. I think the most memorable time was the time I spent just walking around La Rochelle with my exchange student and his friends, and while I struggled to keep up in conversations, I found that I could talk to them about stuff and keep up with the conversation. There were times that I had to ask people how to say a word, or what word I should use, but everyone was really nice and my French vocabulary and ability to have a conversation increased. Since the whole American movie and show industries are so strong, I could actually talk a lot of shows which was great because it gave me more to say. When I first got to France, I wasn't sure that I could find conversation topics, and I was worried that they would laugh at my French because I have a limited vocabulary and I don't know expressions, so I was worried that I would say something inappropriate or rude. While I'm sure that something like that did happen, everyone was very kind and they would either point it out to me or let it slide.

I also read a lot of comic books in French that I had already read in English. I had a lot of fun doing this because I understood most of it, and if I ran into a problem then it was ok because I knew the storyline and could fill it in with context clues. While I did spend a lot of time with my classmates, I really enjoyed the time I spent with the French students. I think that I would have had a much more immersive experience if I was on my own because then I would have needed to try even harder to speak French. While I think I would have spoken more French if I was alone, I really enjoyed being in the group and talking to everyone about the differences between French life and American life. We would talk about tons of small things like how the light switches were different, the cars were smaller, the schools were different, and how the playgrounds were way cooler than the American ones. I think that in order for other students to really enjoy their time in France, they need to spend as much time with other French people as possible and speak with them to improve their language skills. I don't feel very different from the experience, but I have definitely made a connection to my exchange student and I look forward to seeing him soon.

Wilma Abam DePass:

The 2018 La Rochelle Exchange was an unforgettable trip. Although it was my first time traveling outside of the United States without my family, I still felt safe, comfortable, but also liberated with my peers and teachers I traveled with. This exchange not only allowed you to immerse yourself into another culture, but it also allowed you to grasp the concept of teamwork and responsibility. We really had the chance to test our strengths in regards to those concepts while at the airport by making sure we always had all of our belongings, always taking a buddy if we needed to use the restroom, and just checking in with others to see if they are happy, healthy, and ready to learn. While in France, I paid close attention to etiquette and things that are considered to be polite and impolite. Etiquette in France really changed my perspective on how I approach people, specifically my elders, and the way I carry myself, which are concepts that are very important to me.

In regards to the French culture, I strongly believe that it is one of the most beautiful cultures one could experience. Between the food you eat, and the people you meet, it is a culture that one can never forget; I know I certainly won’t.

Although I am fortunate enough to have such great French teachers and mentors, there were still some things that could only have been taught if you attend this exchange, one being learning how to collaborate with people from a different culture. I strongly believe that collaborating and working with others

is key to one's success, especially when it involves people from different cultures. It allows multiple individuals to test their people skills, as well as provide them with connections and friendships that could last a lifetime. One example of this was the various scavenger hunts we went on with some of the French students. It allowed us to explore the area we were visiting, as well as using the knowledge and power we had to work with each other in order to complete the scavenger hunt.

My favorite and most unforgettable part of this exchange was the host family I stayed with. I remember being so nervous to meet my family due to the language barrier, but when I met them at the La Rochelle train station for the first time, they were so kind and welcoming, I knew it was going to be a major issue. My host sister, Claire, was so kind and patient when I had to ask her a million questions about the correct pronunciation of certain French words, and how to phrase certain sentences in French. I think one of my favorite things I did with Claire was helping her with her English homework. Strangely enough, I enjoyed helping Claire with her homework but it gave me a glimpse of what type of homework she receives, as well as being able to help her with English, while she helps me with French, which is truly one of the beauties of the exchange.

One thing that I must say I am very proud of and forever grateful for was having the opportunity to try the various French cuisines I encountered. Having been raised by an African mother and a well cultured American father, I've always had the opportunity to try various ethnic dishes, which expanded my palate immensely. During every meal with my family, I never backed down on the opportunity to try every meal I was served. I think it was one of the best decisions I made while on this trip because I enjoyed every breakfast, lunch, dinner, and most importantly, the dessert I ate.

Although leaving my host family was one of the hardest things I've ever done, we still had a bond so strong, that it was able to withstand my departure. In fact, I talk to Claire every day via text, email, or other social media platforms, and she has become one of my best friends. And with every conversation we have, we always teach each other a little bit more about our languages and cultures. The La Rochelle Exchange is truly a life-changing trip that all students should take advantage of. Not only does it enhance your French immensely but it also allows you to experience a culture outside of your own and make new friendships and connections that could last a lifetime.

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

Building: CHHS	**Name of Club:** **The Fourth Floor Literary Magazine**	**Advisor(s): Jaclyn Szymanski**
Frequency and Duration of Meetings: **We meet once a week for an hour**		**Number of Students in Core Group:** **9**

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. Our goal also includes showcasing the talents of our students through such events as Forte, our open mic night, and other community events which we hope to begin next year.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Students from the Fourth Floor, working along with stage crew, hosted several open mic nights this year. We also came up with a name, Forte, in order to give the event its own identity.

Members of the group took more time this year to focus on their own writing

Members of the group planned and implemented several creative writing workshops which were held after school. Any student who was interested in learning more about creative writing, or just wanted some time to sit and write, was welcomed to attend. We had at least twenty students attend each session.

We also started a new fund raising strategy this year: members of the club went out to local businesses to sell ad space in the magazine. This proved to be a success as several businesses have bought space in the magazine to advertise.

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, skill, 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

Comments:

Members of the Fourth Floor were excited to host our open mic night, Forte . Students from the club organized, advertised, and ran the events. We hope to hold more events like this in the future. Members also created activities for several writing workshops and worked one-on-one with their peers providing guidance and feedback on their writing. There was also more contact with the local community this year as members started a new fund raiser were local businesses buy space in the magazine for advertisements. The Fourth Floor continued to be an incredible outlet for students to express themselves creatively and a way for students to communicate with and learn about their peers. This magazine pushes students to reach outside of their regular group of friends and learn something new and interesting about their peers. Students also gained experience in editing, proofreading and formatting programs. They also communicated with the publisher to set up the printing and delivery of the magazine.

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

Building: CHHS	**Name of Club: Spring Musical**	**Advisor(s): Sara O'Brien, Michael Katzman, Justin Wingenroth**

Frequency and Duration of Meetings February 13, 2018-April 23, 2018 Mon-Thurs 7pm-10pm 2 Saturday meetings 10-2pm.	Number of Students in Core Group: 30
1. **Description/Purpose/Goal of This Club:** To learn the music, choreography, and script of Footloose the Musical and perform the show for the community.	
2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: ● Students performed three shows to about 800 audience members ● Senior Citizen performance (Open Dress Rehearsal) Students came to 4 rehearsals per week to learn the music, choreography, and script. We worked on music skills and singing, dancing skills, acting skills, and teamwork. We also worked closely with the Stage Crew to achieve a well run performance.	
Comments:	

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

Building: CHHS	Name of Club: Model UN	Advisor(s): John Bohuniek
Frequency and Duration of Meetings: Every Monday		**Number of Students in Core Group:** 32
1. Description/Purpose/Goal of This Club:		

Model UN is a competitive foreign policy simulation where students act 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, argumentation writing, debate, public speaking, and collaboration.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Students learned how to research and draft position papers, partake in moderated and unmoderated caucuses during committee meetings, and draft resolutions
- Students developed skills in researching, argumentation writing, argument development (including rebuttals to counter-points), public speaking skills (diction, syntax, cadence, tone, and body language), as well how strategies to how to collaborate and manage working with difficult delegates.
- Prepared and carried out an outreach week to the rest of the CHHS student body on voter awareness and why citizens must be engaged in a democracy
- Worked through 2 mini-MUN simulations on Myanmar Crisis and Syria
- Attended EdgeMUN where students prepared for and took part in committees on the 30 Years War, Bon Climate Agreement, Venezuela Crisis, a Historic WHO on the Bubonic Plague, and fictional committee on the Hungar Games

Comments:
At the end of the year we held elections for club positions, and are planning on creating a CHHS based Model UN simulation for the high school student body to partake in.

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

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**National Honor Society**	**Ashley Valentine/Pam Morrison**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
● Monthly Tuesday meetings		**47 seniors**

● Other meetings as needed	

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 district goal of "*Increase interactions and communications between school and community"*
- To facilitate, monitor and chaperone activities of the National Honor Society at CHHS

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Planned and implemented self-designed service project benefitting various environmental organizations
  - Bake sales for Riverkeeper
  - Reusable bag drive for CCI
  - One Email - One Acre Rainforest Trust
- Placed students in numerous Community Service situations
  - Croton Rotary Car Show
  - Harry Chapin Run for Hunger
  - Lion's Club Tree Sale
  - Library Book & Bake Sale (fall & spring)
- Monitored the selection process for new members
- Performed induction ceremony on 4/4/18 (which is run by current seniors)

Comments:

This year NHS supported many community organizations with volunteer hours. In addition, the students supported their passion for the environment by creating a self designed campaign for collecting reusable shopping bags for the Croton Climate Initiative, running an email drive for the One Email = One Acre initiative and holding bake sales to financially support the Riverkeeper. As a result, the Society saved over 100 acres and raised $200 for Riverkeeper.

This year, advisors digitized the application process using GAFE which streamlines and helped facilitate the admissions process.

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

Building: **CHHS**	**Name of Club:** **Tiger-Clause on-line newspaper**	**Advisor(s):** **Dan Wexler**
Frequency and Duration of Meetings: **~semimonthly**		**Number of Students in Core Group:** **6**
1. Description/Purpose/Goal of This Club:		

The purpose of the school newspaper is to give students who are interested in journalism a chance to learn and practice that type of writing.
2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: ● Published student work online and (at the end of the year) in print ● After-school writing days Students practiced various modes of non-fiction writing including reviews, opinion pieces, and research- based journalism. Some students developed their editing skills while others, in appointed positions, led meetings and exhibited leadership skills.
Comments: The newspaper's membership waned as the year went on but it maintains a small, dedicated core.

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

Building: CHHS	**Name of Club:** **Pi Squad**	**Advisor(s):** **Soyoung Lim**
Frequency and Duration of Meetings: Monday 3:00 - 3:45 pm		**Number of Students in Core Group:** **7-10**
1. Description/Purpose/Goal of This Club:		

The Croton-Harmon High School Math Team, Pi Squad, is a student-led organization that is opened 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. Include a brief narrative about student learning, skills and experience:

- Presentation – students pick a math topic and present their learning in the group.
- Practice and play Gomoku (abstract strategy board game) – Students develop problem solving, decision-making, planning and reflective thinking skills.
- Pi Day Celebration Activity
- Practiced Logic Puzzles and Tower of Hanoi
- Participated in the district wide Science Expo – Presented Mathematical Ideas in String Art (5/3/2018)

Comments: Many students (not Pi Squad member) participated in the Gomoku tournament. It helped participants enhance their logical problem solving skill.

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

Building: CHHS	**Name of Club:** PRIDE Club for LGBTQ Students and their Allies	**Advisor(s):** Noel Schoenleber
Frequency and Duration of Meetings: Tuesdays 3:00-3:45 pm		**Number of Students in Core Group:** 7

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. Include a brief narrative about student learning, skills and experience:

- Created a bulletin board display about figures in LGBTQ history
- Hosted a viewing of the film, *Straightlaced: How Gender's Got Us All Tied Up*
- Prepared for and engaged in a discussion about mental health issues in the LGBTQ community
- Created a presentation on how to be an LGBTQ ally
- Five students attended the PrideWorks Conference at Pace University.

Comments:

Our club provides a safe space for community, learning, and advocacy. Because PVC has an active PRIDE Club, we hope to gain new members next year as students advance to the high school.

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

Building: CHHS	**Name of Club:** **Programming Club**	**Advisor(s):** **Soyoung Lim**
Frequency and Duration of Meetings: Thursday 3:00 - 3:45 pm		**Number of Students in Core Group:** **7-10**

1. Description/Purpose/Goal of This Club:

The Programming Club is a student-led organization that is opened 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, web page design and game/app developing using various software tools.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Cyber Squad – Students visited CET on the nation-wide Computer Security Awareness day to educate 4th grade students on basic computer safety skills.
- Mobile App Inventor – students learned basic skills of mobile app development.
- Research on Cryptography – Students spent time to learn about Cryptography. Bitcoin and Mining algorithm were popular topics.
- EarSketch Project - EarSketch is an educational programming environment to learn coding. Students make their own music with their own code. Students created their own ringtones applying their coding skills in composing and remixing music.
- Participated in the Science Expo - Introduced EarSketch

Comments:

A member of the club integrated his programming knowledge into his Destination Imagination project. He developed a mobile app to control a robot, and it was a great success.

Croton-Harmon Union Free School District

2018 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Senior Class Advisor**	**Advisor(s):** **Dan Delaney/Erica Fiorini**
Frequency and Duration of Meetings: As needed, both for officers and whole class		**Number of Students in Core Group:** 134
1. Description/Purpose/Goal of This Club: To plan and carry out all senior events and to account for class funds.		

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Senior portraits
- Create a senior parent email list for communication throughout the year.
- Maintained regular email correspondence with all parents regarding senior year information
- Monitor community service requirements for seniors
- Senior Class picture at Croton Point
- Senior Superlatives vote
- Senior Class parent meeting
- Two-day Senior Seminars (included nutrition, stress management, finances, residence life, and a keynote speaker on substance-abuse awareness)
- Senior Luncheon at Crabtree Kittlehouse on June 1st
- Alumni Luncheon
- Senior Prom at Dutchess Manor on June 15th
- Graduation (names for diplomas, cap and gown order, parent email regarding all end of year activities, coordinate student performances, two rehearsals)
- Senior/Parent Dinner and Video on June 19th
- Senior Awards Night on June 20th·
- Coordinated scholarship application process for seniors for in house scholarships.
- Sat on Awards Committee
- Served as liaison to community scholarship sponsors
- Collected and noted all senior activity fees
- Supervised graduation ceremony and all speeches and performances
- Maintained weekly email correspondence with all seniors

Comments:
Hopefully, seniors had a memorable, enjoyable and safe senior year. In addition, we hope that they are prepared for the world outside of the walls of CHHS.

Croton-Harmon Union Free School District

2018 Co-Curricular Year End Report

Building:CHHS	**Name of Club:Random Acts of Kindness**	**Advisor(s):** **Montserrat Ballina-Llosa**
Frequency and Duration of Meetings:Every week/every 2 weeks. **From 30 minutes to 1 hour**		**Number of Students in Core Group: 6**
1. Description/Purpose/Goal of This Club:		

To spread kindness throughout the local community
2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: - Up movie showing: The group provided refreshments and snacks for individuals who came and encouraged unity through kindness - In the process of coordinating trips to senior citizen homes - Placed post-it notes on desks in Ms. Ballina's classroom with encouraging messages. Students are learning how to actively spread kindness in their community through small acts of generosity.
Comments:

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

Building: **CHHS**	**Name of Club:** **Shakespeare Club**	**Advisor(s):** **Joseph Merriam**
Frequency and Duration of Meetings: Weekly, 1-hour meetings on Thursdays, 3:00-4:00		**Number of Students in Core Group:** **13**
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. Include a brief narrative about student learning, skills and experience:

- Performed *The Comedy of Errors* in February 2018
- Plays attended at the Hudson Valley Shakespeare Festival, summer 2017:
- *As You Like It*, 8/8/16 (Q&A with actors following show)
- *Measure for Measure*, 8/11/16 (Q&A with actors following show)
- 2-Part Workshop with Sean McNall, Associate Artistic Director & Director of Education for the Hudson Valley Shakespeare Festival on 11/16/16 & 11/21/16
- Plays read/studied/acted throughout 2016-17:
- *A Midsummer Night's Dream*
- *Julius Caesar*
- *Antony & Cleopatra*
- *Cymbeline*
- *Merchant of Venice*
- *Love's Labour's Lost*

The purpose of the Shakespeare Club is to provide students with a positive, ongoing relationship with the works of Shakespeare; what I mainly want students to get out of our meetings is that Shakespeare, if done well, is both fun and accessible, and the fact that some of the students have started bringing their friends to meetings suggests that the club's goal is being met. Academically, this is very helpful to them; the more Elizabethan English they read, the easier it gets for them, and that improvement is especially notable in students who stay in the club for four years. And because this is a club, not a class, it is a low-pressure way to meet such Board of Education goals as "Develop quality differentiated curriculum and instructional experiences" and "Incorporate enrichment programs and address the needs of high performing learners." The Shakespeare Club offers students the chance to explore Shakespeare on their own terms and take their study of his works in the directions they wish to go, as was the case with William Mahoney's request for several of the Roman plays this year and Sophie Bauder's request for *Cymbeline*, which was the source of one of her college audition monologues. As always, I am happy to let the students take the lead, and it continues to pay off.

Comments:

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

Building: **CHHS**	**Name of Club:** **Skate Club**	**Advisor(s):** **Ray Ferrara**
Frequency and Duration of Meetings: Once a month for 30-45 minutes		**Number of Students in Core Group:** 8
1. Description/Purpose/Goal of This Club: The mission of the CHHS Skate Club is to promote wellness through the activity of skateboarding and to promote a positive image of Skateboarding in the community.		

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: ● Had a number of meetings this year. ● Had lots of trouble with the weather and trying to plan a trip. ● Only planned one trip this year. ● Large number of seniors this year made a spring trip almost impossible to plan. ●
Comments: This year we did have a few students who were new to the sport of skateboarding which is always great to see. I got to watch a student who I taught to skate a few years ago now pass on that knowledge and teach another student to skate. Talk about a proud moment!

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

Building: **CHHS**	**Name of Club:** **Sophomore Class of 2020**	**Advisor(s):** **Ilana McConville**
Frequency and Duration of Meetings: Monthly meetings for 30-45 minutes		**Number of Students in Core Group:** Five members
1. Description/Purpose/Goal of This Club: Class officers, during their sophomore year, plan, organize and rune a multitude of fundraising activities for their end of year trip to Hershey Park. The class officers' goal this year was to raise funds for their strip so that the cost of the trip, overall, would be more accessible to each of their peers. Class officers began the year with organizing and holding a booth at the Class Activity Fair in order to motivate students to sign up to volunteer at their November fundraiser. The		

sophomore class officers recruited most of their peers to sign up, making this year one of the most-participated car washes to date. The students were able to raise adequates funds to pay for their class t-shirts for the May trip.

Class officers met multiple time over the fall and winter months to strategize different activities to raise funds but to also get their classmates involved in the planning process.Students met regularly with their sophomore peers during CHAP meetings to provide important details regarding the trip such as dates and deadlines and had students volunteer to work and donate for the bake sale and for the car wash. Class officers spent many afternoons creating posters to advertise the bake sale and car wash, generate a schedule for the car wash so all students knew when they were to attend as well as items that were required for the day, and establishing great rapport with their classmates.

The goal of the Sophomore Class is to build established lines of communication between the class of 2020 and its representatives and to ensure that student needs are reflected in the discussions and goals of the class officials.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

-Students held a fundraiser in November to raise money for their Hershey Park trip. Students signed up for varied shifts during the day washing and drying cars and advertising for the trip. Students interacted with many members of the community as well as many of their teachers, keeping track of costs and simultaneously running the bake sale and car wash.
-Class officers met monthly to discuss the planning of the Hershey PArk trip. The officers polled their sophomore peers in regards to the date of trip, trying to ensure the date that was chosen did not interfere with any musicals, presentations, or sports activities. Officers then polled their peers in regards to attending the bowling the night before or the park, itself. The class officers then took time to work with the adviser to discuss these student poll results and deal with the logistics of the trip.

Comments:

The end of year trip to Hershey Park is this upcoming weekend and the students are very excited and looking forward to attending. The class officials are very excited to see the trip come to fruition rather than just being a part of the planning process. The class officials worked very diligently during the year to make sure that they were hands-on in the planning process and that their ideas were heard.

Class Officers
Julia Meyer (President)
Sasha Rozenshteyn (Treasurer)
Chelsea Davis (Secretary)
Grace Reyer (Vice President)

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

Building: **CHHS**	**Name of Club:** **Spanish Club**	**Advisor(s):** **Montserrat Ballina-Llosa**
Frequency and Duration of Meetings: **Every other week. 30 minutes to 1 hour**		**Number of Students in Core Group:** **25+**

1. Description/Purpose/Goal of This Club:

The Spanish Club celebrates the Hispanic culture and promotes interest in the study of Spanish through cultural experiences, sharing of interests, bringing together students who are interested in the Spanish language and culture. Students participate in activities revolving around Spanish and Latin American culture.

The purpose of the Club is to influence individual members to participate in spirit activities pertaining to school and to further advance their knowledge in Spanish language and a study of the Latino culture.

The goal is to establish cross-cultural connections between Hispanic and American cultures and to develop the use of Spanish as a communication tool.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- We had dance lessons: salsa and merengue.
- Pulsera Sale: raise $1,600 to help developing communities in Nicaragua and Guatemala.
- Cultural Celebrations: the club hosted Día de los Muertos activities, food festival.

Students are able to learn Spanish Language and Culture out of the classroom setting by being exposed to a variety of resources. Students enjoy the different activities that the club offers and are able to broaden their horizons from a social, cultural, educational and linguistic perspective.

Comments:

The Spanish Club is willing to include more activities for the upcoming years at the High School to get more students involved and to have more impact on the school culture.
Among others, these are some ideas:
create and share Spanish trivia on the daily announcements, create and post inspirational quotes in Spanish around the school and visit a local Spanish restaurant to order food in Spanish and try new foods.
Students are able to learn Spanish Language and Culture out of the classroom setting by being exposed to a variety of resources. Students enjoy the different activities that the club offers and are able to broaden their horizons from a social, cultural, educational and linguistic perspective.

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

Building: CHHS	**Name of Club:** Spanish Exchange/ Cultural Experience	**Advisor(s):** Zhanna Glazenburg / Montserrat Ballina-Llosa
Frequency and Duration of Meetings: Monthly face-to-face meetings and weekly online check ins during the non-travel year (this year)		**Number of Students in Core Group:** **37 students**

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. Include a brief narrative about student learning, skills and experience:

The planning for the February 2019 trip is in full swing. We currently have 37 students in the group and the students are engaged in tour planning activities. Because this is a large group, students are placed on teams and each team is assigned a number of planning tasks and research. Additionally, we plan to use these teams for a friendly scavenger hunt game during the trip. This year the students were asked to research 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

Comments:

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

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**Spirit Club**	**Ashley Valentine / Eileen Pike**
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 twice per week.		**Number of Students in Core Group:** 20+
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.		
2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:		

- Spirit Week (Fall): Students & staff were encouraged to dress in a different theme each day. Students decided on themes. *(Meme Day, Twin Day, Patriotic Day, Throwback Thursday, and Black and Orange Day)*
- Spirit Week Pep Rally
- Spirit Week (Spring): Students & staff were encouraged to dress in a different theme each day. Students decided on themes. *(Pajama Day, Preps v. Rebels, All-Grey "Groutfit" Day, Tourist Thursday, Class Spirit Day)*
  Color Wars Hallway Decorating Contest
- Halloween Costume Contest: Students were awarded in 4 different categories and -honored with a photo in the 2017-2018 yearbook

Comments: Spirit Club had a following that reflected the same level of interest as in years past. Students selected all of the themes for each Spirit Week and created promotional posters to post throughout CHHS. They planned and helped execute the pep rallies by rehearsing a script and playing the music. They also communicate directly with athletic team captains who share their current records at the pep rally. We would like to continue these CHHS traditions during the 2018-2019 school year. In addition, we would like to collaborate with a new club "Random Acts of Kindness" (RAK) in order to promote a positive climate within our school.

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

Building:CHHS	**Name of Club:STAR Club**	**Advisor(s):Kerry Tracy / Noel Schoenleber**
Frequency and Duration of Meetings: Mondays 3:00-3:45		**Number of Students in Core Group:** 12

1. Description/Purpose/Goal:

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. Students will have the opportunity 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. Include a brief narrative about student learning, skills and experience:

- Hosted a discussion of cultural appropriation in advance of Halloween.
- Eighteen students and three faculty members attended a trip to Harlem for guided visits at the National Jazz Museum in Harlem and the Studio Museum in Harlem.
- Hosted a discussion with Cornel Craig, from the Office of Multicultural Affairs and Diversity Programs at Pace University, about privilege and racial bias.
- Held a bake sale and raised $222 for Unidos, a Hurricane Maria relief organization.
- Developed a list of children's books that reflect diversity and shared it -- as well as our rationale for developing it -- with CET.
- Initiated a school-wide summer reading book club on Ijeoma Oluo's *So You Want to Talk about Race*. Multiple copies of the book will be available at the Croton Public Library in July.

Comments:

Our club continues to be a source of learning, community, and advocacy. We already have ideas about how we would like to follow up on some of this year's activities in the future. For instance, students would like to speak to CET teachers about the books they chose for the list they generated for the library and to encourage them to share these books with their students.

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

Building: **CHHS**	**Name of Club:** **Student Faculty Congress**	**Advisor(s):** **John Bohuniek/Pam Morrison**
Frequency and Duration of Meetings: Each G Day 50 minutes Each E Day Agenda Meeting Individual Committee Meetings as needed		**Number of Students in Core Group:** **30**

1. Description/Purpose/Goal:

- 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: *Promote a school environment where everyone including students, parents, and staff members feel valued, respected and safe.*

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Created an active calendar in the main hallway for CHHS students to utilize for clubs, sports, and other important events
- Amended the SFC Constitution to reflect a code of ethics and increased accountability
- 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
- Environmental sub-committee made progress on steps school can take to become more green and sustainable
- Took part in reviewing BOE changes to the Code of Conduct
- Took part in providing feedback on school safety, the Lunch Program, and future technology changes in the High School.
- Promoted improved access to health related products in the girls restrooms

Comments: Held elections implementing digital technology at the end of the year for 10th, 11th, and 12th grade representatives. Goal set for 2019-2020, and plan on utilizing Google Classroom to better communicate and coordinate sub-committees.

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

Building: **CHHS**	**Name of Club:** **Student Task Force**	**Advisor(s):** **Kerri Tracy**
Frequency and Duration of Meetings: **2x per month/1 hr each meeting**		**Number of Students in Core Group:** **16**

1. Description/Purpose/Goal of This Club:
This club is a branch of the larger Task Force. Last year we had received feedback that students were intimidated by the larger Task Force and wanted a place to meet and discuss topics that they could then report to the larger Task Force. So the Student Task Force meets and brainstorms ideas for how they can make their school community a place of respect for all people & encourage healthy and respectful relationships for all. They do a lot of advocacy work.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- This was the first year of the group meeting, so in our first few meetings we created our goals and mission as a club.

- We had a table during lunch periods with a roll of paper on it. Students asked their peers to write down things that had been said to them that were degrading, sexist or gendering. This was done to raise awareness and was brought to a high school faculty meeting to make staff aware and brought back to their annual "Take Back the Night" event.
- Students representatives attended the larger Task Force meetings and reported back to the student group.
- Students participated in the Culture of Respect Survey. Before the larger Task Force meeting where we took the survey we met to go through it and get comfortable with the questions being asked.
- Students began to connect with Victim Assistance Services. Ariana Cember came in and did a presentation to the group on the MVP training. (Mentors in Violence Prevention) The group decided they did want to participate but due to multiple snow days we were unable to complete the training this year.
- On June 30, Ms. Tracy and Dr. O'Connell will be meeting with a representative from Bloom365 to explore a possible summer training for interested members of the Student Task Force.

Comments:

★ Snow days really interfered with a lot of our plans so we hope to achieve more next year.

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

Building: CHHS	**Name of Club: Teen Leadership Council**	**Advisor(s):Kayla Morales**
Frequency and Duration of Meetings: Tuesdays 3:00-4:00		**Number of Students in Core Group: 15**

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. Include a brief narrative about student learning, skills and experience:

- Monthly School Awareness Activities: Red Ribbon Week, Great American Smokeout, Drunk/Drugged Driving Awareness, Co-Occurring Disorder Awareness, Stress Relief activities.
- Helped organize and run Croton Community Coalition Candle Light Vigil.
- Attended Leadership Conference on the Westchester Opioid Epidemic.
- Attended High School Leadership Conference
- Currently working with the Coalition on a vaping PSA

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
2018 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Tri-M**	**Advisor(s):** **Jazz Zantay**
Frequency and Duration of Meetings: **bi-monthly meetings**		**Number of Students in Core Group:** **30**

1. Description/Purpose/Goal of This Club:

The purpose of this club is to bring performances into the community as well as showcase some of the strongest musicians in our district. The honor society selection is based upon a student's enrollment in a music department course as well as participation in the New York State School Music Association (NYSSMA). In addition, outreach and fundraising for schools and communities without music programs is a priority of the group.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Tri-M induction ceremony
- NYSSMA preparation performances
- members performed at Volunteer Recognition night
- brainstormed fundraising for next year (working with VH1 Save the Music to raise money for schools without music programs)
- "Promposal performers"
- set date to perform at nursing homes in the fall

Comments:

This year was the first year of the Tri-M honor society since as early as 1967. In our first year, we spent much of it dealing with NYSSMA preparation. As a result, CHHS had more students than ever before participate in NYSSMA, which is a very prestigious music festival. The students have also made headway in deciding on a clear path for fundraising next year, so the club can hit the ground running. The students will mostly be raising money for the VH1 Save the Music Organization. A father in the CHHS community is the Vice-President, so there is a wonderful opportunity and connection to be made.

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

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**Yearbook**	**Dan Delaney and Chase Stevens**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Weekly		**6**

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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

• Worked closely with seniors on senior sections of the book.
•Dan Coordinated and scheduled Senior Portrait Days and make ups.
• Dan Underclassmen photo shoots and distributed orders.
• Chase used Photo shop to enhance and edit images.

• Chase designed page layouts. • Dan Reviewed all quotes. • Dan and Chase Collected and formatted all ads for the book. • Dan, Maintained payment records. • Dan the online ordering of the book for all students • DanCollected all orders after the online ordering deadline passed. • Dan Paid all bills due. • Distributed all books. • Dan Monitored Senior Portrait schedule during the week preceding the beginning of school • Dan Contacted photographer for Candid Photo Day • Chase took all pictures of extracurricular activities e.g. clubs and sports and plays. • Chase formatted and oversaw the production of the photos for all underclassmen. Chase created photo collages for the building of major events Chase took pictures of everyday life at CHHS and assigned photographers to certain assignments.
Comments: The book was a success due to the working of the team of students with the advisors.

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

Building: All	**Name of Club:** **Strings Advisor**	**Advisor(s): Sara O'Brien**
Frequency and Duration of Meetings: **Every day**		**Number of Students in Core Group:** **83**
1. Description/Purpose/Goal of This Club: To teach children how to play orchestral string instruments, and to play both individually and in an ensemble.		
2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: ● Winter concerts in all three buildings ● Spring Concerts in all three buildings		

- Rivertowns Honors Orchestra (PVC)
- Was given a grant by PVC PTA to bring in a cello coach
- Started a select string ensemble at PVC called Namastring

I worked with students of all levels and abilities. Over 30 students went to NYSSMA evaluations this year and scored Excellent or Outstanding. We all worked on music of The Nutcracker in the winter, and Latin American/Spanish music in the spring.

Comments:



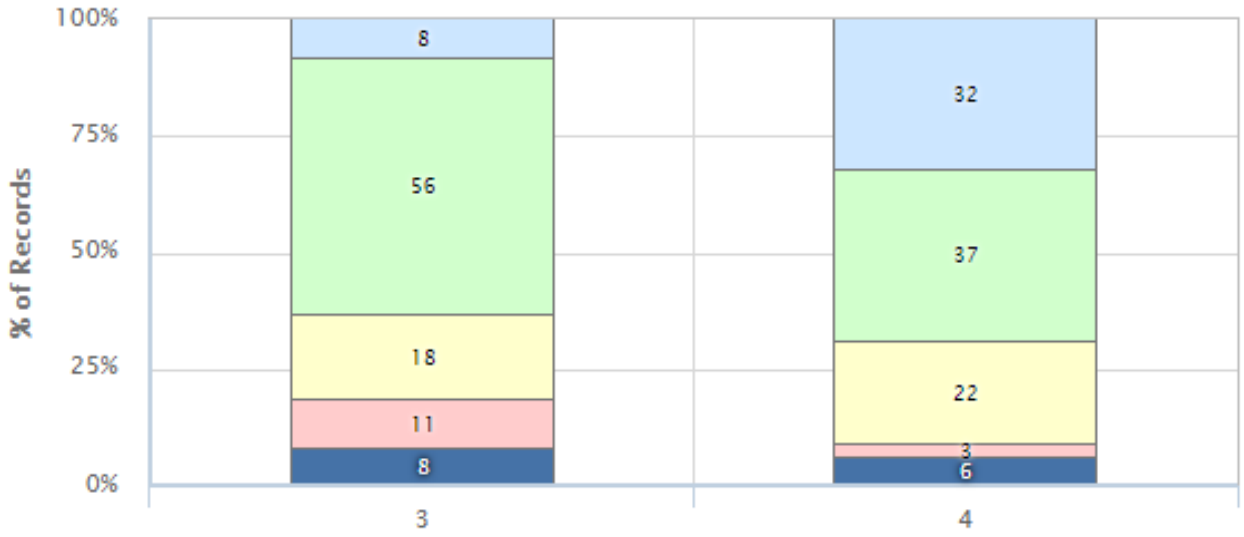
Croton-Harmon

Union Free School District

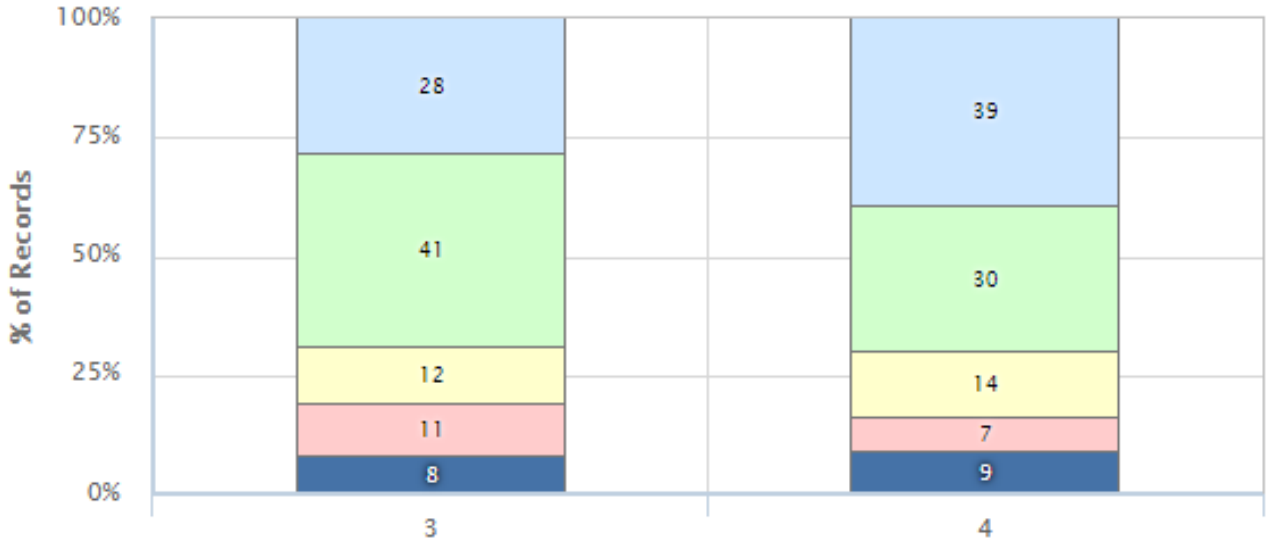
Appendix A1 – Data Review

Assessment Data for Carrie E. Tompkins Elementary School for 2017-2018

Proficiency Levels: NYS ELA

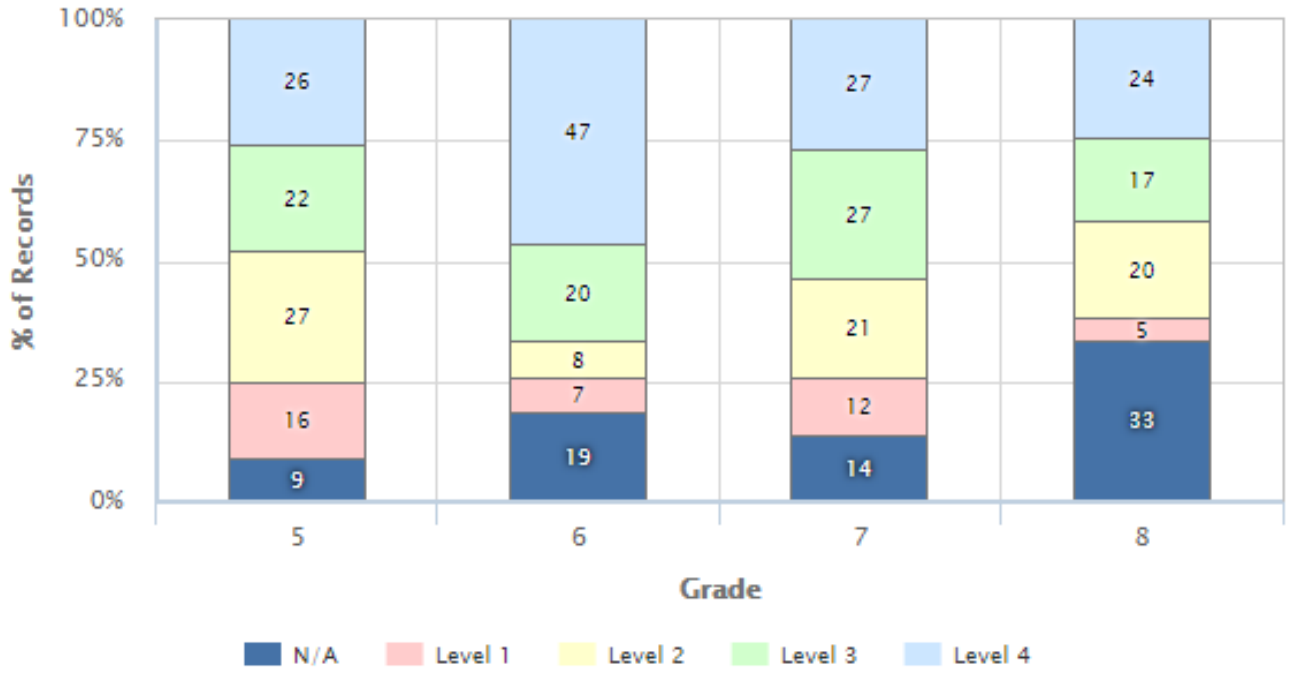


Proficiency Levels: NYS Math

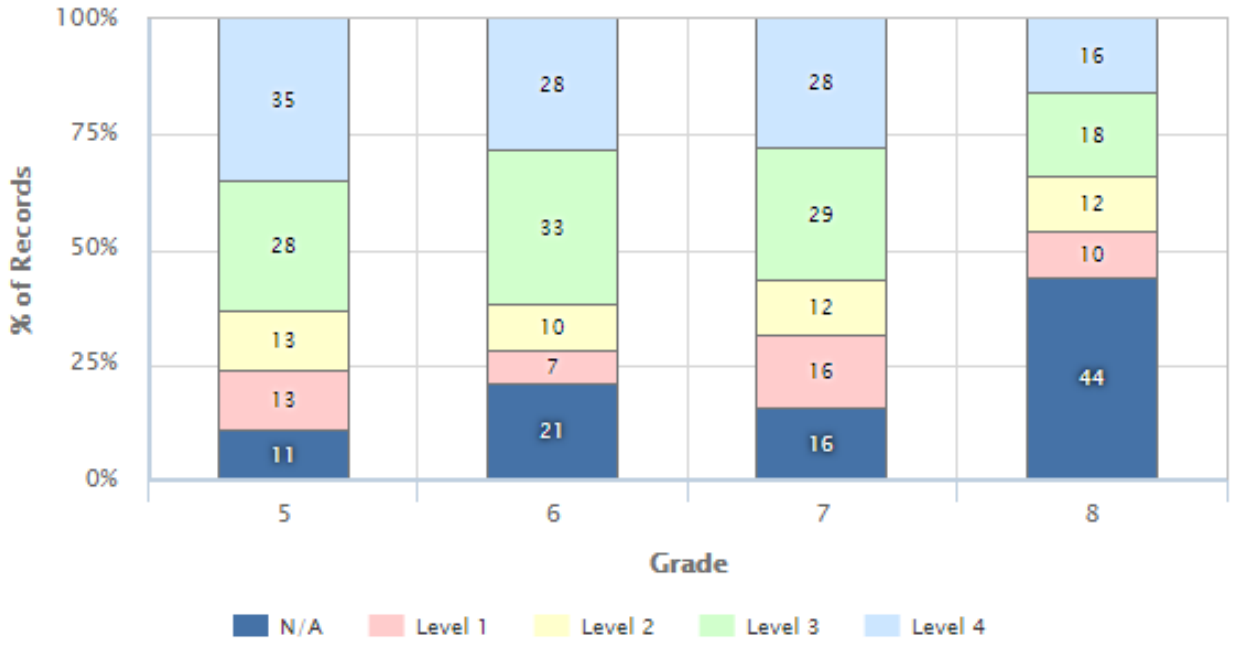


Assessment Data for Pierre Van Cortlandt Middle School for 2017-2018

Proficiency Levels: NYS ELA

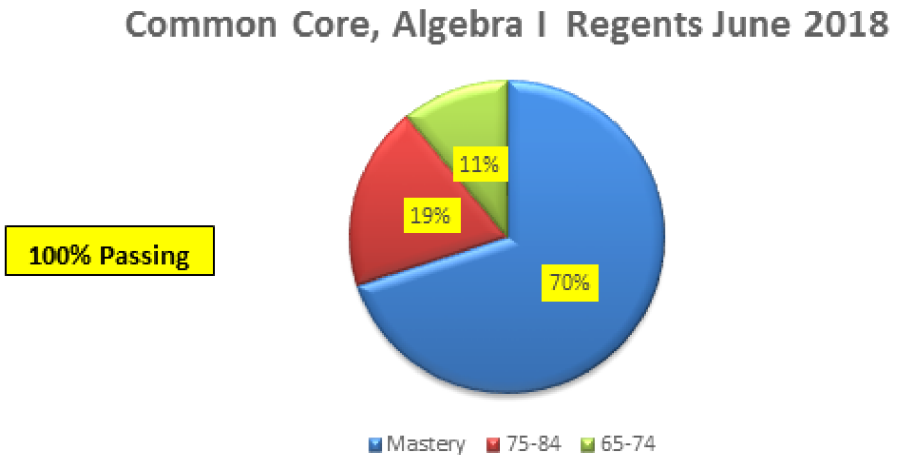


Proficiency Levels: NYS Math

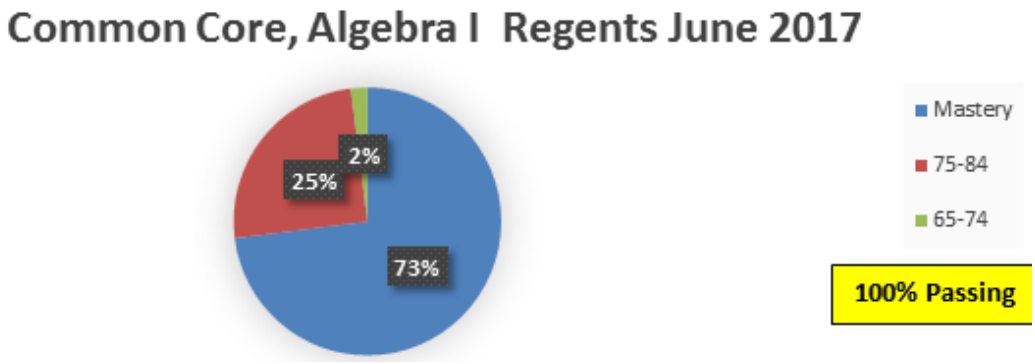


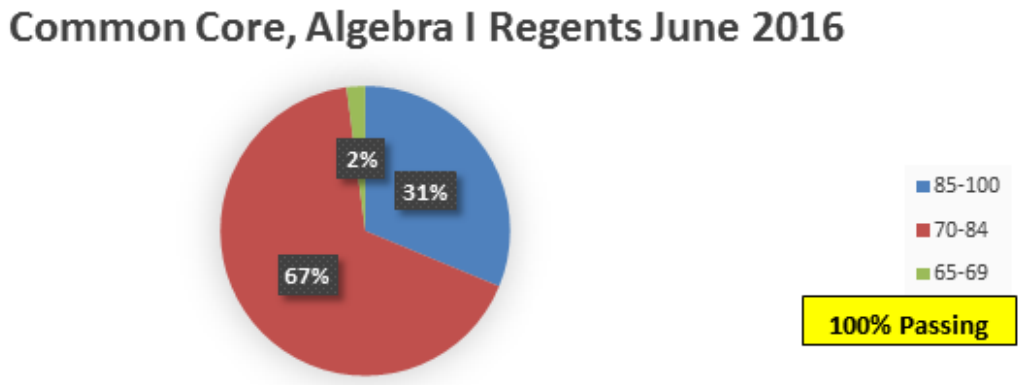
Common Core, Algebra I Regents, June 2018

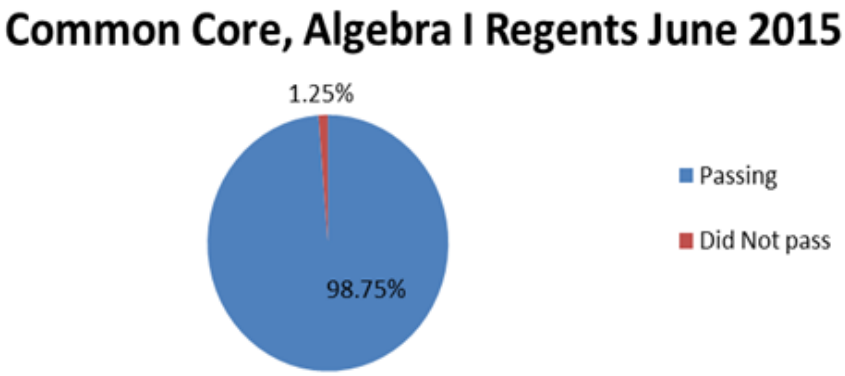
Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	48	70.0%	Mastery
Scored 75-84	13	19%	
Scored 65-74	8	11%	
Scored below 65	0	0.0%	
Total Students	69		Passing 100 %



Comparison to Common Core Algebra I Regents 2015-2017

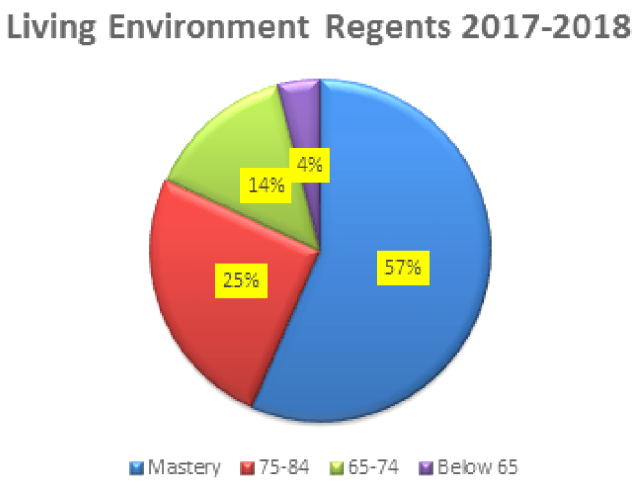






Living Environment Regents - June 2018

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	56	56%	Mastery
Scored 75-84	25	25%	
Scored 65-74	14	14%	
Scored below 65	4	4%	
Total	99 Students		Passing 96%



Comparison of Previous Years and Cohorts

Mastery Rate for 2016-2017: 50% **Passing Rate 2016-2017: 91%** **Below 65% 2016-2017: 9%**

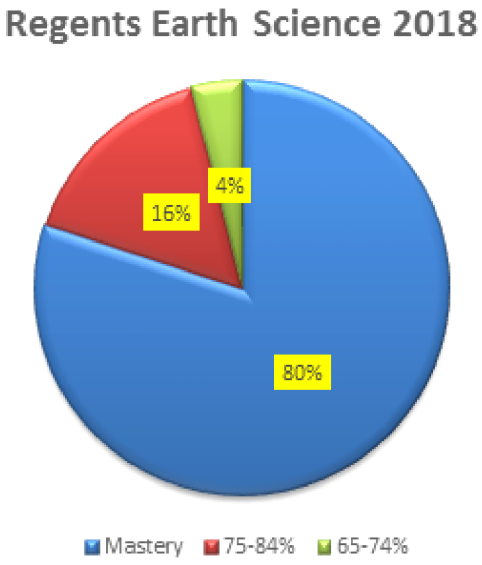
Mastery Rate for 2015-2016: 49.12% **Passing Rate for 2015-2016: 98.5%** **Below 65% 2015-2016: 1.5%**

Mastery Rate for 2014-15: 65.16%% **Passing Rate for 2014-15: 96.50%** **Below 65% 2014-15: 1.75%**

Mastery Rate for 2013-14: 55.79% **Passing Rate for 2013-14: 95.64%** **Below 65% 2013-14: 4.3%**

Earth Science Regents June 2018

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	20	80 %	Mastery
Scored 75-84	4	16%	
Scored 65-74	1	1 %	
Scored below 65	0	0%	
Total	25 Students		Passing 100 %



Comparison of Previous Year and Cohort

Mastery Rate for 2016-2017: 69% Passing Rate 2016-2017: 96% Below 65% 2016-2017: 4%

PVC World Languages: End of Year Assessments - June 2018

Assessment	Passing/Student Count	Mastery (85% or higher)	65-84	Below 65
8th Grade Spanish	100% 88/88	80% 71/88	19% 17/88	0/88
8th Grade French	100% 28/28	68% 19/28	35% 10/28	0/28
8th Grade Mandarin	93% 14/15	80% 12/15	13% 2/15	1/15

Assessment Data for Croton-Harmon High School for 2017-2018

CHHS Regents Results - 2017-2018

Regents Common Core ELA - June 2018

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 110)

Performance Level	Building Count	Building Percent
Scored 85 - 100	83	75.45%
Scored 79 - 84	13	11.82%
Scored 65 - 78	8	7.27%
Scored 55 - 64	0	0.00%
Scored below 55	6	5.45%

Regents Common Core Algebra I - June 2018

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 72)

Performance Level	Building Count	Building Percent
Scored 85 - 100	16	22.22%
Scored 80 - 84	23	31.94%
Scored 65 - 79	25	34.72%
Scored 55 - 64	8	11.11%
Scored below 55	0	0.00%

Regents Common Core Geometry - June 2018

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 62)

Performance Level	Building Count	Building Percent
Scored 85 - 100	38	61.29%
Scored 80 - 84	14	22.58%
Scored 65 - 79	9	14.52%
Scored 55 - 64	1	1.61%
Scored below 55	0	0.00%

Regents Algebra 2 - June 2018 [note: exam now optional]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 1)

Performance Level	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 2018

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 139)

Performance Level	Building Count	Building Percent
Scored 85 - 100	89	64.03%
Scored 65 - 84	38	27.34%
Scored 55 - 64	7	5.04%
Scored below 55	5	3.60%

Regents US History & Gov't - June 2018

[Exam now only required if needed as graduation requirement]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 19)

Performance Level	Building Count	Building Percent
Scored 85 - 100	8	42.11%
Scored 65 - 84	7	36.84%
Scored 55 - 64	3	15.79%
Scored below 55	1	5.26%

Regents Earth Sci - June 2018

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 65)

Performance Level	Building Count	Building Percent
Scored 85 - 100	46	70.77%
Scored 65 - 84	17	26.15%
Scored 55 - 64	2	3.08%
Scored below 55	0	0.00%

Regents Chemistry - June 2018 [note: exam made optional]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 36)

Performance Level	Building Count	Building Percent
Scored 85 - 100	7	80.56%
Scored 65 - 84	29	19.44%
Scored 55 - 64	0	0.00%
Scored below 55	0	0.00%

Regents Physics - June 2018 [note: exam made optional]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 0)

Performance Level	Building Count	Building Percent
Scored 85 - 100	0	0%
Scored 65 - 84	0	0%
Scored 55 - 64	0	0%
Scored below 55	0	0%

Regents Living Environment - June 2018

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 68)

Performance Level	Building Count	Building Percent
Scored 85 - 100	35	51.47%
Scored 65 - 84	22	32.35%
Scored 55 - 64	4	5.88%
Scored below 55	7	10%

Advanced Placement (AP) Data

Total AP Students in Your School: **234**

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	135	131	107	72	22	467
Percentage of Total Exams	29	28	23	15	5	100
Number of AP Students	77	96	91	64	22	

Subject Totals	5	4	3	2	1	Total Exams
Studio Art: 2-D Design Portfolio	2	1	1			4
Studio Art: Drawing Portfolio	1	4	1			6
English Language and Composition	17	5	5			27
English Literature and Composition	6	11	12	4	1	34
Comparative Government and Politics	11	8	4	8	10	41
Macroeconomics	7	14	7	14	1	43
Psychology	1					1
United States History	23	16	20	8	3	70
World History	13	19	21	8		61
Calculus AB	9	3	1			13
Calculus BC	11		2			13
Computer Science A	4	3		1		8
Statistics	2	7	8	1	2	20
Biology	3	6	5	6	1	21
Chemistry		1	5	6		12
Environmental Science	9	10	5	13	4	41
Physics 1	7	7	6	1		21
Physics C: Mechanics	6	4	1	1		12
French Language and Culture	3	3	1	1		8
Spanish Language and Culture		9	2			11

Croton-Harmon High School (331550) Total Scholars: 93; Average Score: 4.07

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar	AP International Diploma
Number of Scholars	31	12	50	8	1
Average Score	3.27	4.02	4.27	4.59	3.88

AP Five-Year School Score Summary

	2014	2015	2016	2017	2018
Croton-Harmon High School (331550)					
Total AP Students	238	229	238	244	234
Number of Exams	413	403	453	476	467
AP Students with Scores 3+	197	178	192	205	187
% of Total AP Students with Scores 3+	82.8	77.7	80.7	84.0	79.9
New York					
Total AP Students	149,006	154,553	159,469	167,104	175,814
Number of Exams	258,129	272,419	282,338	295,878	313,660
AP Students with Scores 3+	99,989	101,357	103,912	107,265	112,787
% of Total AP Students with Scores 3+	67.1	65.6	65.2	64.2	64.2
Global					
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,830,235
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,139,855
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,736,182
% of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3

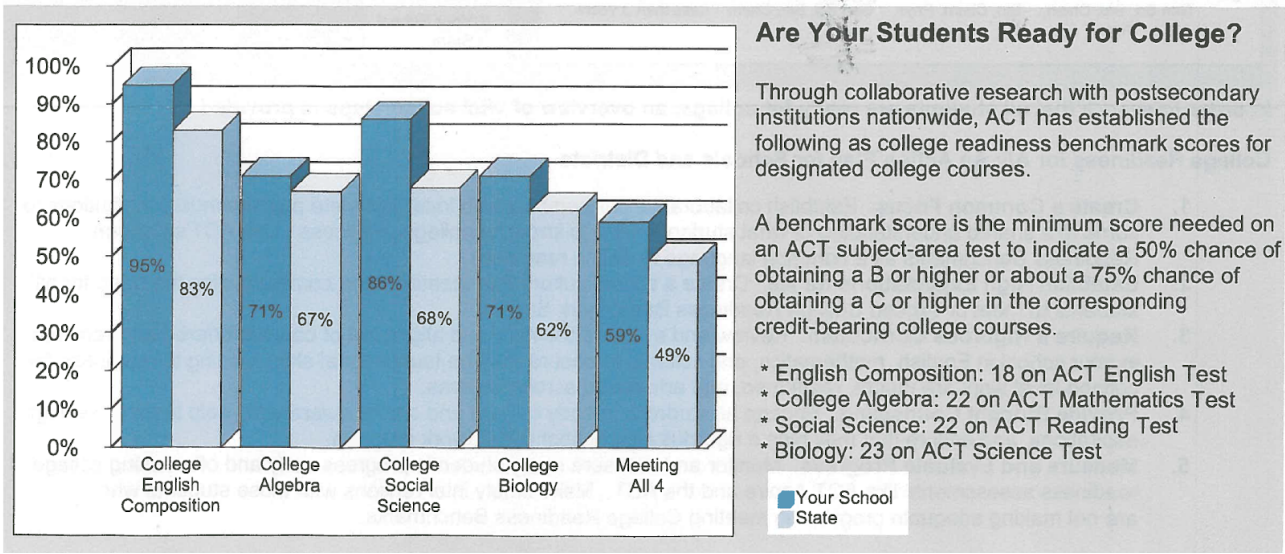
The ACT®

College Readiness Letter for:
CROTON-HARMON HIGH SCHOOL

Table 1: Five Year Trends - Average ACT Scores

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	School	State	School	State	School	State	School	State	School	State	School	State
2014	84	54,496	26.0	22.7	25.9	23.8	26.3	23.6	25.3	23.2	26.0	23.4
2015	84	58,136	25.2	23.0	25.3	23.8	26.4	23.9	24.5	23.5	25.5	23.7
2016	73	60,628	25.4	23.2	25.4	23.9	25.2	24.4	25.0	23.7	25.4	23.9
2017	77	63,322	26.6	23.8	25.3	24.0	27.4	24.6	25.6	23.9	26.4	24.2
2018	**80**	**56,340**	**26.4**	**24.2**	**25.3**	**24.2**	**27.6**	**24.9**	**25.5**	**24.2**	**26.3**	**24.5**

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

* English Composition: 18 on ACT English Test
* College Algebra: 22 on ACT Mathematics Test
* Social Science: 22 on ACT Reading Test
* Biology: 23 on ACT Science Test

Croton-Harmon

Union Free School District

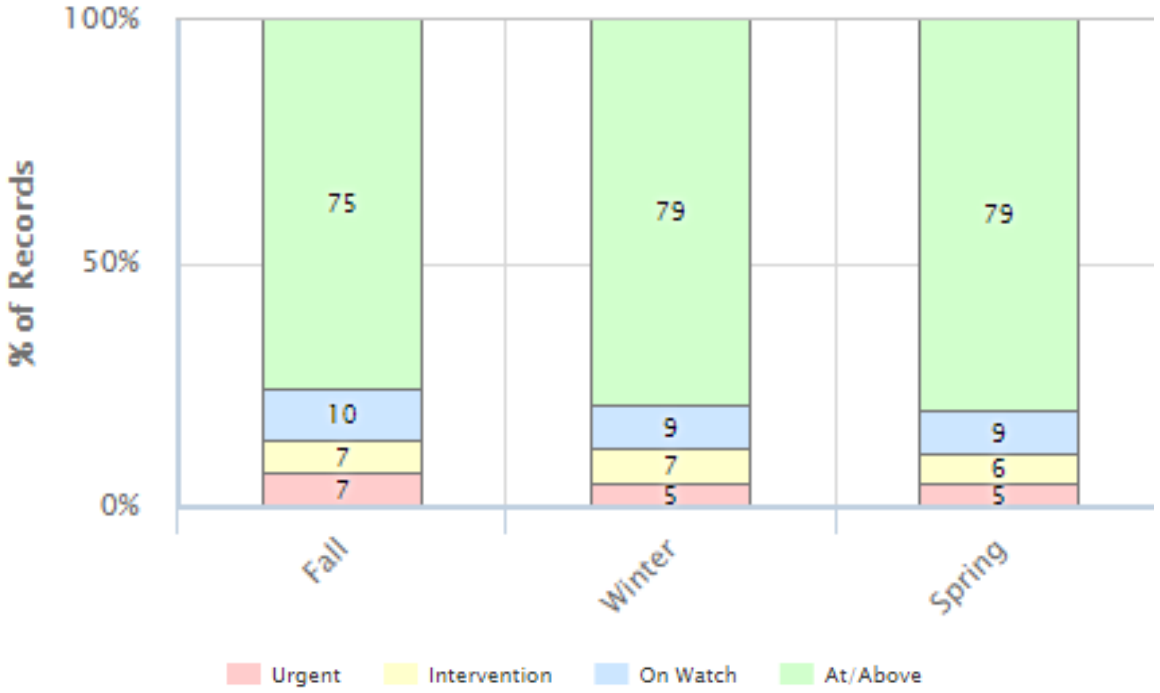
Renaissance Star Data

and

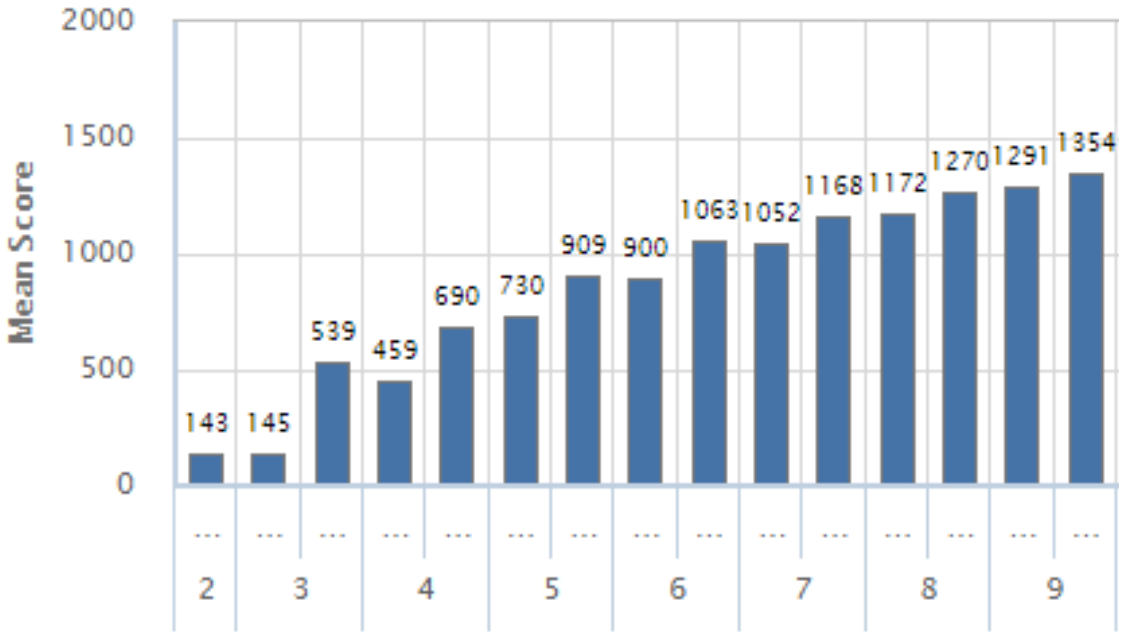
Achieve 3000 Data

Renaissance Star Reading - 2017/2018 Results

STAR Reading - Screening Category Distribution by Season

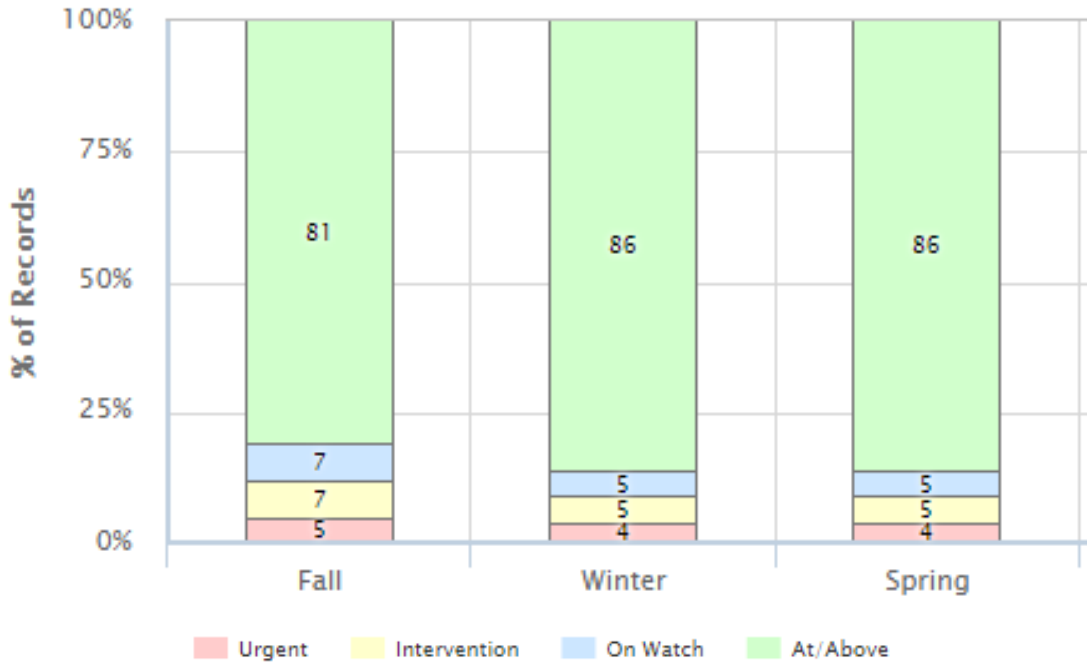


STAR Reading - Lexile Score Growth from Fall to Spring at Each Grade Level

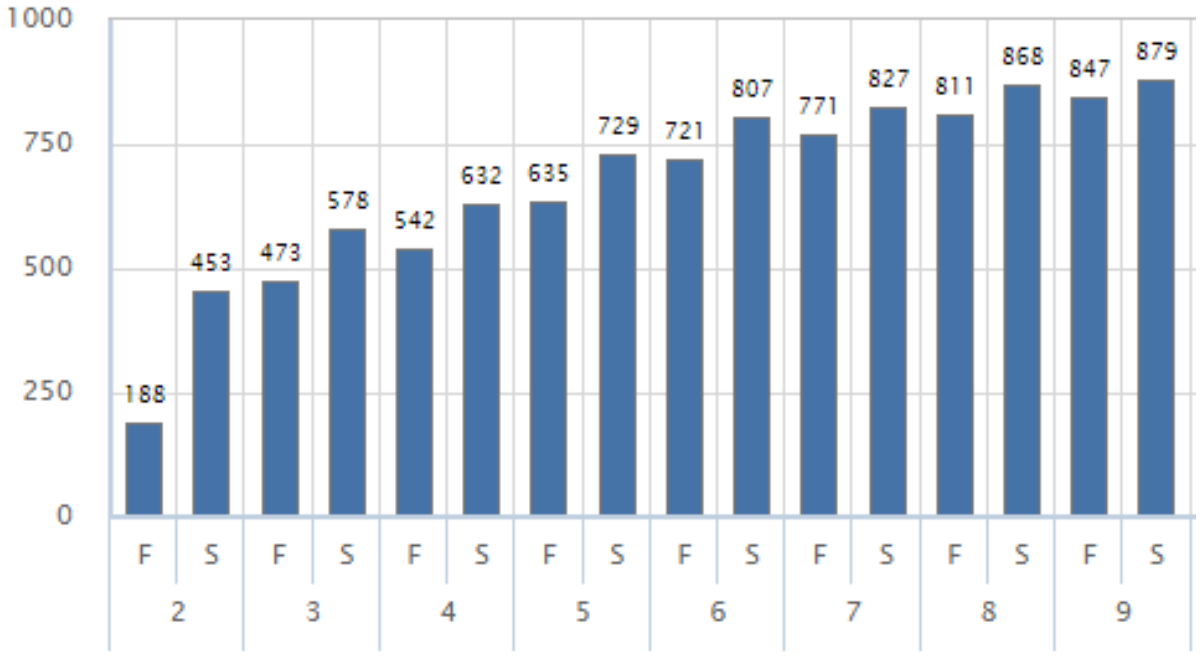


Renaissance Math Reading - 2017/2018 Results

STAR Reading - Screening Category Distribution by Season



STAR Math - Mean Scale Score Growth from Fall to Spring at Each Grade Level

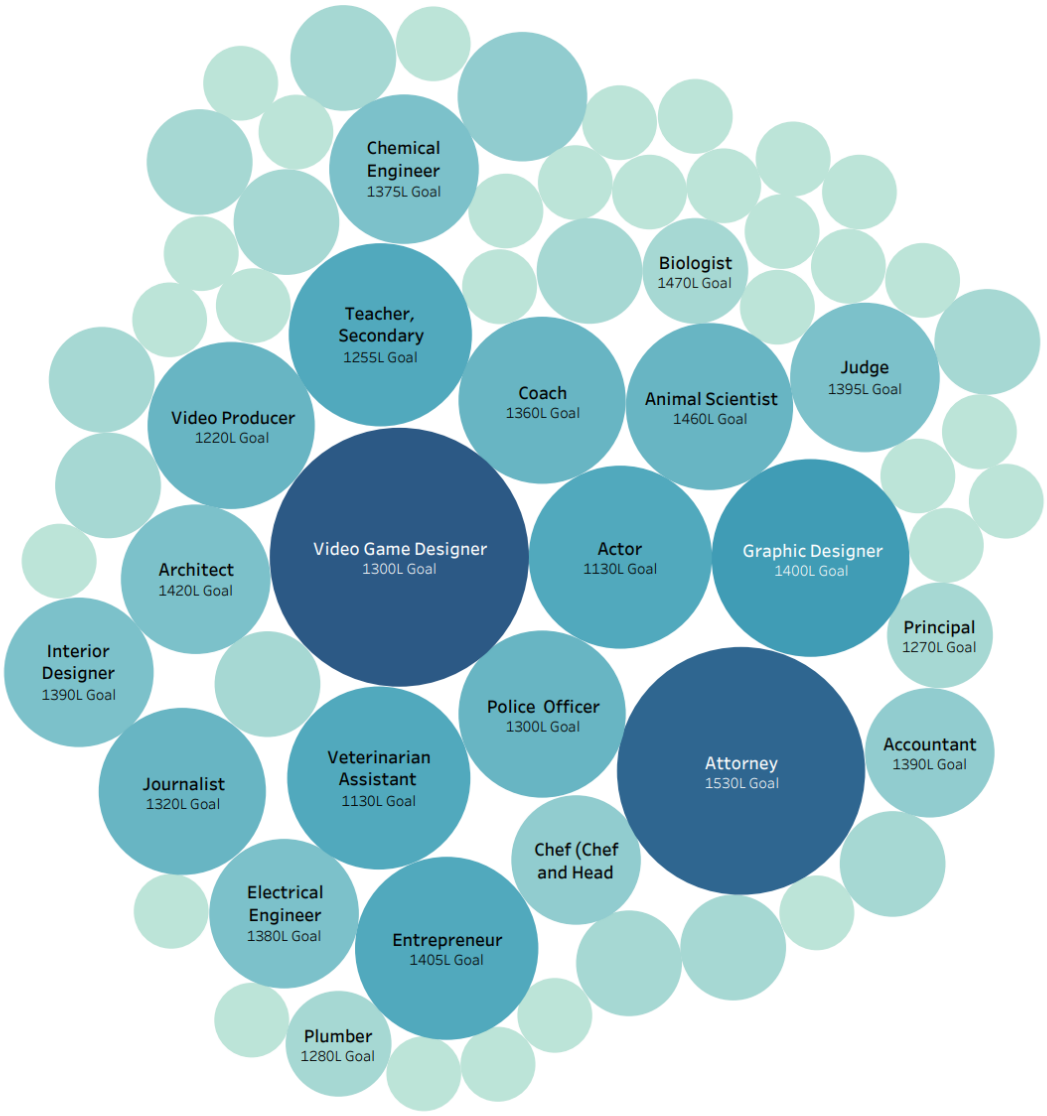


Achieve 3000 - 2017/2018 Results

Please click this link to see the full **Achieve 3000 2017-2018 Report**

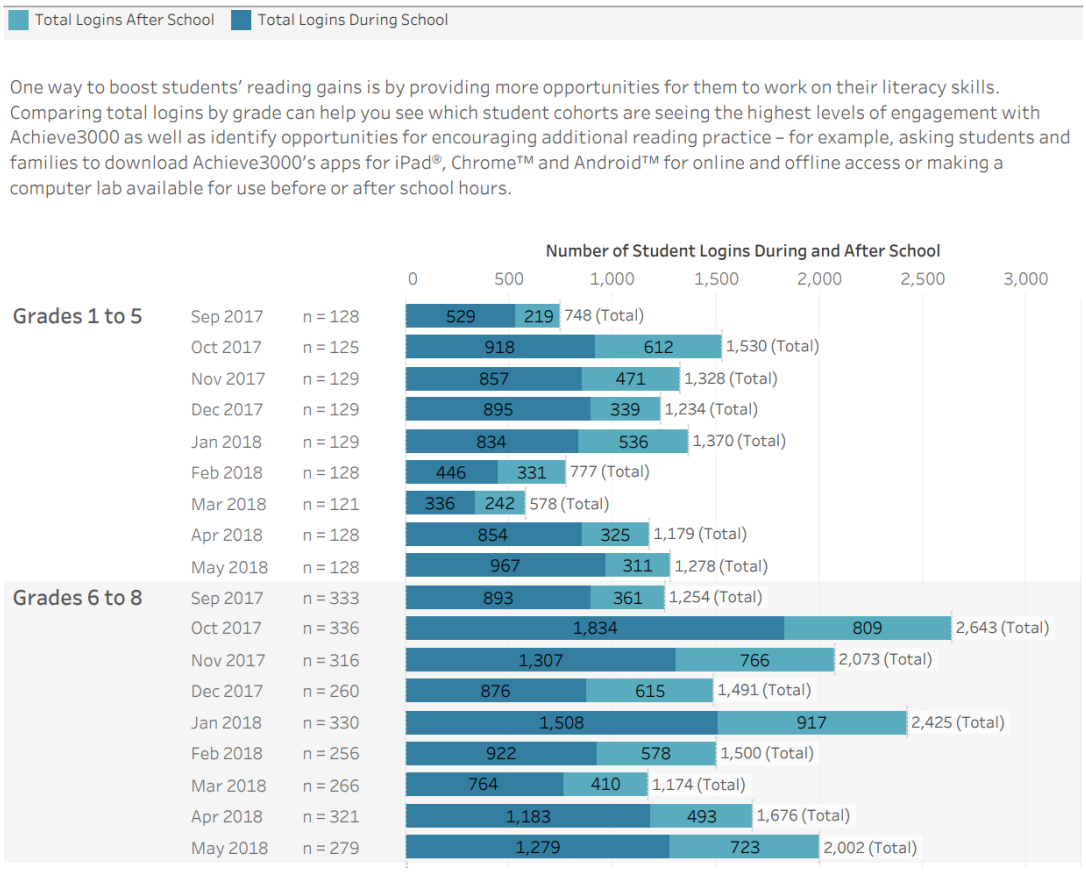
Your Students' Top Career Choices

For many students, it can be difficult to understand the role Lexile reading levels play in college and career readiness. By encouraging your students to explore different careers and the Lexile® levels required to be successful in those jobs, Achieve3000's Career Center helps them to see a real-world connection between their reading levels and their personal goals – and motivates them to build their literacy skills. Here are the most popular career choices for your students.



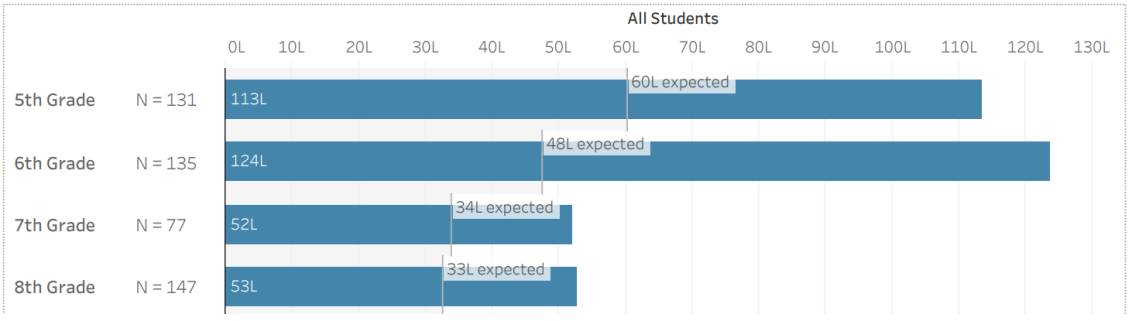
Your students' top career choices

In-School and After-School Student Logins by Grade Level



Measuring Reading Growth: Lexile Gains and Activities

The LevelSet Pre-Test established each student's initial Lexile reading level, and ongoing progress-monitoring activities embedded within Achieve3000 lessons continually monitor students' performance. The previous Lexile Gain chart showed the average gains for all students and the average gain at the 90th percentile (i.e., the point below which 90% of all gains occurred). This chart plots the average Lexile gains against the expected gains for all students as well as for students who completed 40 or more activities and those who completed 80 or more activities to demonstrate the impact of frequent use.

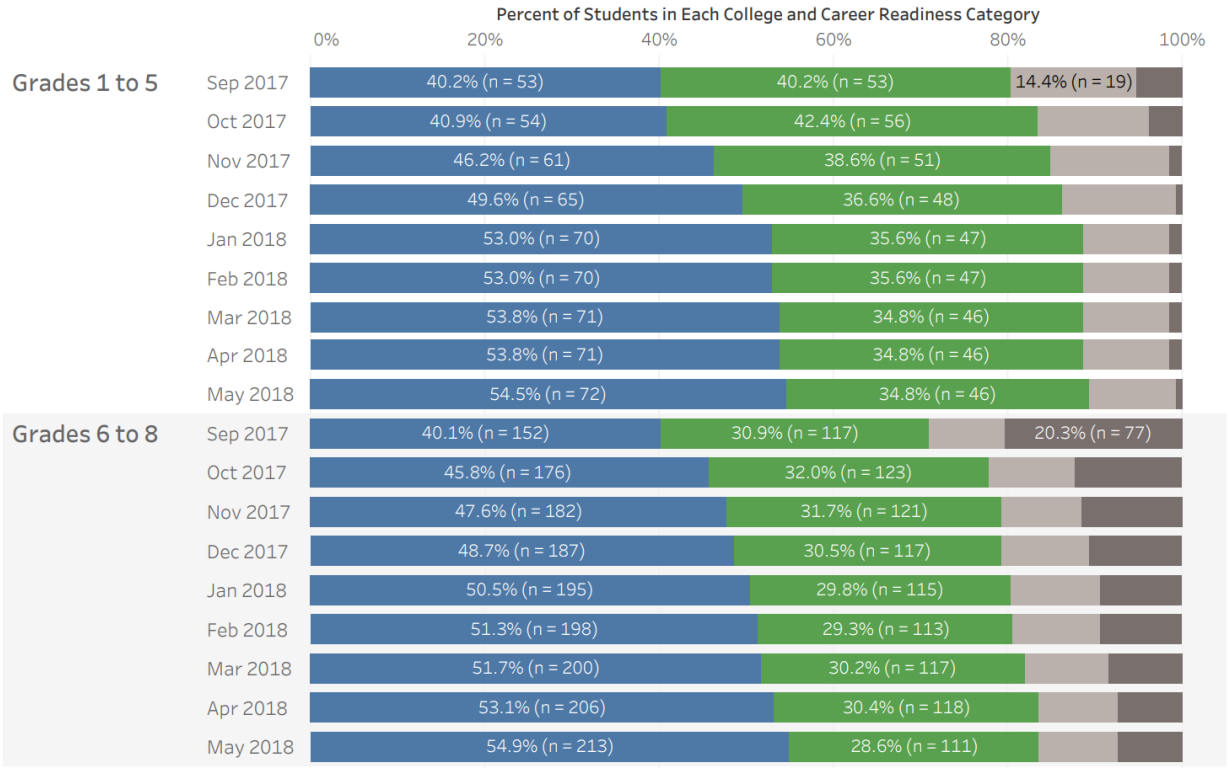


College and Career Readiness by Grade Level

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.



Croton-Harmon

Union Free School District

Appendix A2:

Professional Development Opportunities

Akhondzadeh, Emma	PVC Faculty Meeting
	Blending Grammar and Vocabulary Instruction
	PVC Model Schools Cohort 2018 - Job embedded professional development
	5th Grade Vocabulary and Grammar Unit Development
Alamprese, Melissa	CHHS Faculty Meeting
	PE 10-12 Curriculum Development
	ELA Engagement Strategies for Physical Education - 6-12
	Using PE to Motivate Students – Academically and Physically
	Health & PE Summer Curriculum Work
	NYS AHPERD
	Creating Safe Locker Room and Gym Spaces for LGBTQ Students
Allberry-Lynch, Patricia	Curriculum Coordinator Meeting
	DASA Dignity for All Students Act - Mandated 6 hour certification workshop
	CET Faculty Meeting
	Grade 1, Unit Workshops Session F (3-Part Series)
	Google Summer Bootcamp for Teachers - Level I
	Curriculum Coordinator Meeting
	Zearn Training
	Grades K & 1 Data Analysis
	First Grade Teachers Examination of Student Work with LCI
	Elementary Teacher - Changing Grade Level

	CET Math AIS/Enhancement
Ardolino, Susan	CHHS Faculty Meeting
	Creating and Sustaining Enduring Principles and Educational Values in Schools and Classrooms
	Alpine Achievement Training
Armstrong, Wendy	Alpine Achievement Training
	Curriculum Coordinator Meeting
	Long Island Learning Institute for Educators
	Effective Feedback
	Supporting English Language Learners
	Proactive Discipline Classroom Culture: Ensuring high achievement through proactive discipline structures.
	PVC Faculty Meeting
	A Look at the New York State Learning Standards for the Arts and their Implications
Arturi, Theresa	Grade 4 Workshop: Digging Deeply into the Data to Support Learning
	CEGE 532-R01/The Power of Formative Assessment
	Google Summer Bootcamp for Teachers - Level I
	LATIC (August) - Learner Active Technology Infused Classroom
	CET Faculty Meeting-Examining Student Work/Alpine Achievement Review
Baker-Gasparri, Denise	Zearn Training
	Second Grade Teachers Examination of Student Work with LCI
	Grade 2 Workshop: Digging Deeply into the Data to Support Learning
	Teachers College Reading and Writing for Grade 2

	K-2 Grade Level Reps - Examination of Student Work with LCI
	Elementary Teacher - Changing Grade Level
	Teachers College Reading and Writing for Grade 1
	CET Faculty Meeting
Ballina-Llosa, Montserrat	CHHS Faculty Meeting
	Seal of Biliteracy Meeting
	New Professionals
	World Language with LCI
Banas, Kelly	Grade 3 Workshop: Digging deeply into the data to support learning
	CET Faculty Meeting
Barkan, Eve	Google Classroom
	PVC Faculty Meeting
	Blending Grammar and Vocabulary Instruction
	The Writing Revolution: Advancing Thinking Through Writing Grades 3 - 12 Introductory Workshop
	PVC Model Schools Cohort 2018 - Job embedded professional development
Barnes, Sally	Enacting the Work of Teaching: Introducing High-Leverage Practices in Foreign Language Education
	NYSAFLT Board of Directors' Meeting and Budget Meeting
	PVC World Language Curriculum Work
	Building Listening Comprehension Skills with Authentic Resources
	Designing Articulated Performance Assessment Exemplars
	NYSAFLT Executive Committee Meeting and Budget Planning
	PWRFL Annual Spring Conference

	Northeast Conference on the Teaching of Foreign Languages
	PWRFL Workshop
	NYSAFLT Executive and Financial Committee Meeting
	PVC Faculty Meeting
	Instructional Strategies for Special Education
	Differentiating in the World Language Classroom
	Strategies for the Struggling Student
	Google Summer Bootcamp for Teachers - Level I
	Multiple Intelligences: Theory and Practice
	NYSAFLT Summer Institute "World Languages- Adventure Awaits"
	PVC World Languages Curriculum Work
	NYSAFLT 100th Annual Conference
	Fostering a Culture for Learning
	Google Expedition Training at PVC (3-Hour Training)
	Seal of Biliteracy Meeting
	Alpine Achievement Training
	PWRFL Workshop
Beja, Carrie	Social-Emotional Intelligence (SEL) Workshops for School Leaders
	PVC Faculty Meeting
	7th Grade Lab Skills
	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma

	Yale Center for EI Professional Support Network - Hudson Valley Cohort 1
	Yale - AFTERNOON SESSION for Network Support - Cohort 1
	Yale - Cohort 1 UPDATE MEETING
	ASCA Webinar: Counseling students with disabilities to self advocate.
Bernfeld, Maryann	Zearn Training
	First Grade Teachers Examination of Student Work with LCI
	Grades K & 1 Data Analysis
	Grade 1, Unit Workshops Session F (3-Part Series)
	CET Faculty Meeting
Besana, Joanna	CET Faculty Meeting
	Alpine Achievement Training
	Grade 1, Unit Workshops Session F (3-Part Series)
	Grades K & 1 Data Analysis
	First Grade Teachers Examination of Student Work with LCI
	Zearn Training
	K-2 Grade Level Reps - Examination of Student Work with LCI
	Teachers College Reading and Writing for Grade 1
Birdsall, Amanda	CHHS Faculty Meeting
	Middle School Science Summer Project
	Living Environment
	PVC Faculty Meeting

	Science Professional Development with Helen Pashley
	Science Curriculum Meeting- PVC
	Collaboration with Linda Jamison
	Diffusion Through A Membrane Prep/Collaboration with Jamie Rooney
Bohuniek, John	Curriculum Coordinator Meeting
	CHHS Faculty Meeting
	Alpine Achievement Training
	Teaching Key Components of the Common Core
	DASA Dignity for All Students Act - Mandated 6 hour certification workshop
	NUREVA Training
Bonilla, Rachel	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma
	ASCA Webinar: Counseling students with disabilities to self advocate.
	ADVANCED Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
	PVC Faculty Meeting
Bowden, Brett	PVC Faculty Meeting
Boyle, Kristyn	CHHS Faculty Meeting
	NUREVA Training
	New Professionals
	ASCA Webinar: Counseling students with disabilities to self advocate.
Bradley, Gregory	CHHS Faculty Meeting
	Supporting Struggling Learners in Secondary Mathematics

	The Perfect Balance: Increasing a Mindset for Continuous Improvement While Reducing Learner Anxiety
	Realign the Algebra 2 and Pre-calculus Curriculums
	Google Summer Bootcamp for Teachers - Level I
Bree, Susan M.	CHHS Faculty Meeting
	Mandatory "renorming" activity in French (AAPPL- ACTFL)
	Alpine Achievement Training
	Curriculum Coordinator Meeting
	Seal of Biliteracy Meeting
	World Language with LCI
Brennan, Catherine	TLI Technology Expo
	Thinking Deeper than Code: Creating an Agile Classroom
	Web Tools for Student-Centered Creative Expression
	Personalizing Learning: Technology-Enhanced Instruction and Practices Conference
	Engineering in the Elementary Classroom
	Thinking Deeper than Code: Creating an Agile Classroom
	A STEAM conference for Grades K-12 educators
	TLI Celebration of Teaching & Learning
	Makey Makey Invention Literacy Workshop
	Science and Engineering Course Revision
	Design and Model
	LHRIC CS/STEAM Academy: Instructional Cohort Optional Webinar

	Learning and the Brain - Merging Minds and Technology
	Science Professional Development with Helen Pashley
	PVC Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
	Design and Modeling
	Logo Summer Institute
	LHRIC CS/STEAM Academy: Summer Kickoff for Administrator Cohort and Instructional Cohort
	Learning and the Brain - Merging minds and Technology
	Project Lead the Way at PVC
	MakerSpace Facilitators Collegial Circle
	Learning and the Brain - Merging minds and Technology
	Science Professional Development with Helen Pashley
	Digital Citizenship and Media Literacy
Brunelle, Kevin	PVC Faculty Meeting
	NYS AHPERD 80th Annual Conference
Burger, Jodi	CHHS Faculty Meeting
	NUREVA Training
Butts, Jessica	PVC Faculty Meeting
	7th Grade Lab Skills
	Health & PE Summer Curriculum Work
	LATIC (August) - Learner Active Technology Infused Classroom

	Social-Emotional Intelligence (SEL) Workshops for School Leaders
	NYSAHPERD Annual Conference
	Yale Center for EI Professional Support Network - Hudson Valley Cohort 1
	Yale - AFTERNOON SESSION for Network Support - Cohort 1
	Yale - Cohort 1 UPDATE MEETING
	Yale - MORNING SESSION for Network Support - Cohort 1
	Prideworks Conference
	NYSAHPERD Nassau Zone Mini-Conference
Callahan, Ryan	CEGE 532-R01/The Power of Formative Assessment
	Teaching Social Responsibility
	CHHS Faculty Meeting
	Creating and Sustaining Enduring Principles and Educational Values in Schools and Classrooms
	Taking a Constructivist Approach to Teaching
	Supporting English Language Learners
	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma
Camilo, Erica	Writing Institute for National Board Certification
	Alpine Achievement Training
	PVC Achieve 3000
	LHRIC CS/STEAM Academy: Full Day for Instructional Cohort
	LHRIC CS/STEAM Academy: Convocation for Instructional Cohort and Administrator Cohort
	Middle School Science Summer Project

	PVC Model Schools Cohort 2018 - Job embedded professional development
	712. (CTLE Course) Writing Institute for National Board Certification
	National Board Certification Writing Workshop
	National Board Candidate Support Writing Institute
	Continuation of NBCT Cohort 2017-2018
	National Board Certification Writing Institute
	PVC Faculty Meeting
	Science Professional Development with Helen Pashley
	Google Summer Bootcamp for Teachers - Level I
	LHRIC CS/STEAM Academy: Summer Kickoff for Administrator Cohort and Instructional Cohort
	Developing Interdisciplinary Course Work - PVC Grade 5
Campanaro, Craig	Grade 4 Workshop: Digging Deeply into the Data to Support Learning
	Alpine Achievement Training
	CET Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
Campbell, Sarah	ENL Pushin Role- Title 3
	ENL Coordination- Part 154 Compliance
	Regional ESL Study Group
	PVC Faculty Meeting
	Training for Administration of the NYSESLAT
	CHHS Faculty Meeting

	Translingual Literacies and Translanguaging in the Classroom
	World Language with LCI
	Research with Children
	ELL Identification Process and Screening Interview
	Computer Assisted Language Learning
	Early Inquiry Experience in Language Education
	Alpine Achievement Training
	Enhancing ENL Instructional Planning Using Targeted NYSESLAT Data
	PVC Achieve 3000
	Manhattanville: Rose Institute for Learning and Literacy Information Session
	Seal of Biliteracy Meeting
Capone, Rebekah	K - 3 Next Generation ELA Standard Review Workshop - Hudson River Teacher Center Members
	Grade 2 Workshop: Digging Deeply into the Data to Support Learning
	Teachers College Reading and Writing Project: Units of Study in Reading K - 2
	CET Faculty Meeting
	Elementary Teacher - Changing Grade Level
	K-2 Grade Level Reps - Examination of Student Work with LCI
	Second Grade Teachers Examination of Student Work with LCI
	Zearn Training
Cardellichio, Laurel	CHHS Faculty Meeting
	Science Professional Development with Helen Pashley

Carlucci, Tara	CET Faculty Meeting
	Kindergarten Teachers Examination of Student Work with LCI
	Grades K & 1 Data Analysis
	Zearn Training
	K-2 Grade Level Reps - Examination of Student Work with LCI
Carr, Phyllis	K-2 Grade Level Reps - Examination of Student Work with LCI
	Zearn Training
	Second Grade Teachers Examination of Student Work with LCI
	Grade 2 Workshop: Digging Deeply into the Data to Support Learning
	Elementary Teacher - Changing Grade Level
	Alpine Achievement Training
	CET Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
	Designing Motivation for All Learners (UNY 701)
Chimileski, Michael	CHHS Faculty Meeting
	Alpine Achievement Training
Chousa, Joann	Literature and Digital Storytelling
	Creating Responsive Early Childhood Environments
	Teachers College Reading and Writing Project: Units of Study in Reading 3 - 5
	Grade 3 Workshop: Digging deeply into the data to support learning
	Student Teaching or Practica for TESOL Candidates
	Words Their Way Featuring Keynote by Author, Donald Bear

	Teaching English Language & Literacy to Culturally & Linguistically Diverse Students
	Linguistics and Grammar for Language Teachers
	CET Faculty Meeting
	Essential Guided Reading Instruction Grades K - 5
	Elementary Teacher - Changing Grade Level
	Teachers College Reading and Writing for Grade 1
Cobb, Phyllis	Understanding and Treating Generalized Anxiety and Related Anxiety Disorders
	Conference III Nurses meeting
	CHHS Faculty Meeting
	2018-19 School Immunization Requirements FAQs
	Athletics Clearance for the Health Office
	New Concussion Guidelines: Implications for Return to School and Sports for School-Aged Youth
	BLS for Healthcare Providers
	Care Coordination for Students with Diabetes Webinar
	Naloxone Use in the School Setting: The Role of the School Nurse
	Professional Learning for School Nurses and Health Ed. Teachers
	Understanding the Effects of Addictive substances on the Adolescent Brain
Cook, Janet	PVC Faculty Meeting
	NYSAA ADMINISTRATION TRAINING for ELA, Math and Science
	CET Faculty Meeting
	Zearn Training

Cueto, Janet	Teachers College Reading and Writing for Grade 2
	Writing Institute for National Board Certification
	Alpine Achievement Training
	CET Faculty Meeting
D'Amato, Maria	PVC World Language Curriculum Work
	Alpine Achievement Training
	Foreign Language in the Elementary Schools Collegial Circle
	Curriculum Coordinator Meeting
	PVC Faculty Meeting
	Essential Questioning in Classroom Practices
	7th Grade Lab Skills
	Google Summer Bootcamp for Teachers - Level I
	Strategies for the Struggling Learner
	Tech Effects on Student Behavior and Learning
	Foreign Language Leaders Collegial Circle
Daubney-Morrison, Pamela	CHHS Faculty Meeting
	NUREVA Training
	SLS Network Meeting: Mindfulness and Weeding
	The New Google Sites!
	2017-2018 Critical Friends
	Digital Citizenship and Media Literacy

	SLS Annual Joint Conference - Fostering Dynamic Learning in School Libraries
	21st Century Learning Design Camp
Deacy, Eileen	Essential Guided Reading Instruction Grades K - 5
	Grade 4 Workshop: Digging Deeply into the Data to Support Learning
	Teachers College Reading and Writing for Grade 2
	Elementary Teacher - Changing Grade Level
	CET Faculty Meeting
	Integrated Social Studies/ELA: A Deeper Dive in Grades 3-4
	Google Classroom to Transform Elementary Learning
Deak, Jonna	CHHS Faculty Meeting
	Curriculum Coordinator Meeting
	Alpine Achievement Training
	CDOS Credential: Implementing Program Options
	Career Development and Occupational Studies Commencement Credential
	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma
Delaney, Daniel	CHHS Faculty Meeting
Diamond, Dara	7th Grade Science Curriculum Development
	Science and Engineering Course Revision
	Science Professional Development with Helen Pashley
	PVC Faculty Meeting
	Project Lead the Way at PVC
	Project Lead the Way

Dillon, Maureen	PVC Faculty Meeting
	Building Communication and Teamwork in Schools
	Google Summer Bootcamp for Teachers - Level I
	Science Professional Development with Helen Pashley
	PVC Achieve 3000
Dinis, Nicole	CHHS Faculty Meeting
	Tell Me A Story: Applying Mobile apps for Narrative Language and Literacy
	Creating and Sustaining Enduring Principles and Educational Values in Schools and Classrooms
	CHHS Faculty Meeting
	PVC Faculty Meeting
	Building Professional Learning Communities to Improve Student Learning
	The Power of Formative Assessment
	Culturally and Linguistically Appropriate Evaluations - PNW BOCES
Diorio, Linda	Managing Difficult Employee Conversations for Non-Instructional Supervisors
	Effective Communication Strategies for School and District Leaders
Duchin, Justin	CET Faculty Meeting
	Yale Center for EI Cohort 2
	RULER Training
	Yale Center for Emotional Intelligence Awareness Session - Cohort 2 - The RULER Approach
	Meeting with Kevin Brunelle
	Health & PE Summer Curriculum Work
	Project Adventure - Adventures in Low Elements

Dudman, Susan	Revamp Introduction to Algebra Curriculum
	CHHS Faculty Meeting
	Revamp Introduction to Algebra Curriculum
	CHHS Curriculum Coordinator Meeting
	Math Chairs Collegial Circle
	Realign the Algebra 2 and Pre-calculus Curriculums
	NUREVA Training
Dwyer, Lisa	PVC Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
	National Board Certification Writing Institute
	National Board Certification Writing Workshop
	Writing Institute for National Board Certification
Dyakina, Tatiana	Mechanics Modeling (NYS Regents aligned)
	CHHS Faculty Meeting
	Science Professional Development with Helen Pashley
Ernau, Katherine	Teaching Social Responsibility
	Creative Problem Solving
	Westchester-Lower Hudson Council for Social Studies
	Promoting Peer Feedback
	PVC Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
	The Power of Student Questions: Using the Question Formulation Technique (QFT)

	Effective Classroom Management
	Tech Effects on Student Behavior
Fallon, Eileen	CET Faculty Meeting
	Alpine Achievement Training
	Grade 1, Unit Workshops Session F (3-Part Series)
	Zearn Training
	First Grade Teachers Examination of Student Work with LCI
	Grades K & 1 Data Analysis
	Teachers College Reading and Writing for Grade 2
	Elementary Teacher - Changing Grade Level
Ferrara, Raymond	2017-2018 Critical Friends
	CHHS Faculty Meeting
	PVC Earth Science Modification
	PVC Faculty Meeting
	Science Professional Development with Helen Pashley
Finan, Tracey	Google Classroom
	PVC Achieve 3000
	PVC Faculty Meeting
	7th Grade Lab Skills
	Google Forms
Fiorini, Erica	CHHS Faculty Meeting
	CHHS Curriculum Coordinator Meeting

Fitzgerald, Lauren	Social Emotional Curriculum K-12
	ADVANCED Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
	Alpine Achievement Training
	CET Faculty Meeting
Flynn, Kevin	PVC Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
	Understanding and Assessing Dyslexia by Incorporating the Shaywitz Screener
	Developing/Implementing Classroom Strategies to Address Students' Executive Function Difficulties Tiers 1, 2 & 3
	CET Faculty Meeting
	Teachers College Reading and Writing for Grade 2
Fontana, Jocelyn	PVC Faculty Meeting
	Health & PE Summer Curriculum Work
	Google Summer Bootcamp for Teachers - Level I
Frey, Lisa Marie	Dyslexia Awareness and Simulation Session
	CET Faculty Meeting
	Strategies for Teaching based on Autism Research & Links Curriculum
	Elementary Teacher - Changing Grade Level
Fuerst, Linda	PVC Model Schools Cohort 2018 - Job embedded professional development
	Mandarin User Group Meeting
	SLS Annual Joint Conference - Fostering Dynamic Learning in School Libraries
	NYSCATE 21st Century Learning Design Camp

	The New Google Sites!
	The Power of Student Questions: Using the Question Formulation Technique (QFT)
	SLS Network Meeting: Mindfulness and Weeding (New Date)
	Digital Citizenship and Media Literacy
	Westchester-Lower Hudson Council for Social Studies
	PVC Faculty Meeting
	7th Grade Lab Skills
Gagliano, Debra	Culturally and Linguistically Appropriate Evaluations
	Strategies for Teaching based on Autism Research & Links Curriculum
	Elementary Teacher - Changing Grade Level
	The Power of Formative Assessment
	Building Professional Learning Communities to Improve Student Learning
	Curriculum, Management, and Assessment
	Tell me a Story: Applying Mobile apps for Narrative Language and Literacy
	The Writing Revolution: An Overview Featuring Dr. Judith Hochman
	CET Faculty Meeting
Gallagher, Ian	New Professionals
	Science Professional Development with Helen Pashley
	Middle School Science Summer Project
	PVC Faculty Meeting
	PVC Model Schools Cohort 2018 - Job embedded professional development

Gallagher, Noah	Cooperative Learning and Learning Team Structured
	Science Professional Development with Helen Pashley
	7th Grade Science Curriculum Development
	Changing Mindsets: Using Growth Mindset to Encourage Student Development
	STEAM Education
	Students with ADHD
	21st Century Classroom Technologies
	Dangerous Trends in Adolescent Behavior
	PVC Achieve 3000
	7th Grade Lab Skills
	PVC Faculty Meeting
Galotto Sullivan, Ruth	Grade 3 Workshop: Digging deeply into the data to support learning
	CET Faculty Meeting
	Integrated Social Studies/ELA: A Deeper Dive in Grades 3-4
	Curriculum Coordinator Meeting
	Elementary Social Studies Leaders Collegial Circle: Continue the Journey Because Now is the Time!
Garrett, Kym	CHHS Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
	NUREVA Training
	Improving Student Performance in Algebra I Using the Graphing Calculator
	Effective Classroom Management

	Effective Feedback
	Addiction Awareness
	Revamp Introduction to Algebra Curriculum
	CHHS Faculty Meeting
Gendron, Marisa	Alpine Achievement Training
	Google Expedition Training at PVC
	Proactive Discipline
	Promoting Literacy in Your Community
	Curriculum Coordinator Meeting
	7-8 Special Class Curriculum Planning
Gerkhardt, Noelle	PVC Model Schools Cohort 2018 - Job embedded professional development
	Elementary Teacher - Changing Grade Level
	PVC Faculty Meeting
	WRS ® Level 1 Certification: Fall Web Practicum Cohorts
	New Professionals
Giordano, Dawn	The Writing Revolution: Advancing Thinking Through Writing Grades 3 - 12 Introductory Workshop
	PVC Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
	LATIC (August) - Learner Active Technology Infused Classroom
	Alpine Achievement Training
Glazenburg, Zhanna	Alpine Achievement Training
	Science Professional Development with Helen Pashley

	CHHS Faculty Meeting
	Computational Modeling Physics First Summer Curriculum Workshop
	Google Summer Bootcamp for Teachers - Level I
	AAPT Winter Meeting
	NYS Academy of master Teachers
Glynn, Gina	Grade 3 Workshop: Digging deeply into the data to support learning
	Curriculum, Management, and Assessment
	Making Inclusion Work: Instructional Strategies for Students with Learning & Behavior Problems
	Designing Motivation for All Learners
	Social-Emotional Learning: A New Approach
	The Power of Formative Assessment
	CET Faculty Meeting
	Critical and Creative Thinkers for a Global Age
Gonzales, Lauren	WRS Advanced Word Study: Online Course Steps 7-12
	CET Faculty Meeting
	The Writing Revolution: An Overview Featuring Dr. Judith Hochman
	Grade 4 Workshop: Digging Deeply into the Data to Support Learning
	Manhattanville: Rose Institute for Learning and Literacy Information Session
	Think Big With Think Alouds: Modeling Comprehension Strategies for K-5 Readers
Hager, Debbie	Dyslexia Awareness and Simulation Session
	CET Faculty Meeting

	Teachers College Reading and Writing for Grade 1
Herbert, Kira	PVC Model Schools Cohort 2018 - Job embedded professional development
	Creative Problem Solving
	The Writing Revolution: Advancing Thinking Through Writing Grades 3 - 12 Introductory Workshop
	Educator Event: Civil Discourse
	Promoting Peer Feedback
	TLI Technology Expo
	PVC Achieve 3000
	Google Expedition Training at PVC (3-Hour Training)
	PVC Faculty Meeting
	Image, Sound and Story
	Google Summer Bootcamp for Teachers - Level I
Horan, Nancy	Social Emotional Curriculum K-12
	ADVANCED Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
	New CSE/CPSE Chairperson Training
	PVC Faculty Meeting
	Curriculum Coordinator Meeting
	CHHS Faculty Meeting
	ASCA Webinar: Counseling students with disabilities to self advocate.
	Changing Minds: Using Growth Mindset to Encourage Student Development
	Thrive: Supporting LGBTQ Students in School

	The Perfect Balance: Increasing a Mindset for Continuous Improvement While Reducing Learner Anxiety
	Building Parental Partnerships
	Supporting Students in Crisis
	Alpine Achievement Training
Hubbard, Erica	Elementary Teacher - Changing Grade Level
	Behavioral, Academic, and Social Interventions for the Classroom (BASIC)
	Grade 3 Workshop: Digging deeply into the data to support learning
	Alpine Achievement Training
	CET Faculty Meeting
Jacobi, Jenna	Social-Emotional Learning: A New Approach
	Designing Motivation for All Learners (UNY 701)
	CET Faculty Meeting
	Alpine Achievement Training
	Critical and Creative Thinkers for a Global Age
	Curriculum, Management, and Assessment
	Grade 2 Workshop: Digging Deeply into the Data to Support Learning
	Second Grade Teachers Examination of Student Work with LCI
	Making Inclusion Work: Instructional Strategies for Students with Learning & Behavior Problems
	K-2 Grade Level Reps - Examination of Student Work with LCI
	Zearn Training
	Teachers College Reading and Writing for Grade 2

Jamison, Linda	Science and Engineering Course Revision
	Alpine Achievement Training
	Project Lead the Way
	Google Summer Bootcamp for Teachers - Level I
	PVC Faculty Meeting
	PLTW--Energy and the Environment
	Approaches to Literacy Instruction in Early Childhood Through Adolescence
Johnson, Jacquline	PVC Faculty Meeting
	Google Expedition Training at PVC
Jordan, Nora	CHHS Faculty Meeting
Katzman, Michael	CHHS Faculty Meeting
	PVC Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
Kelsey, Jennifer	PVC Faculty Meeting
Klugherz, Glenn	PVC Faculty Meeting
	Social Emotional Curriculum K-12
	ADVANCED Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
	The Many Hats of the School Psychologist Annual Conference
	Dissertation Maintenance (School Psychology)
	Social-Emotional and Character Competencies: Helping Youth to Thrive
	The IDEA and Section 504/ADA: Legal Currency concerning K-12 Students
Lafuente, Brienne	Unpacking and Designing with Discipline-Specific Standards (Visual and Media Arts)

	Educator Event: Supporting Early Learners
	A Look at the New York State Learning Standards for the Arts and their Implications
	Metropolitan Museum of Art Educator Event: Civil Discourse
	Google Summer Bootcamp for Teachers - Level I
	CET Faculty Meeting
Landi-Lopez, Stella	Google Summer Bootcamp for Teachers - Level I
	Enrichment Math
	Building Better Math Brains
	New Professionals
	Supporting Struggling Learners in Elementary Mathematics
	CET Faculty Meeting
Large, Daniel	Alpine Achievement Training
	PVC Faculty Meeting
Leslie, Suzanne	CET Faculty Meeting
	Project Adventure- Adventures in Low Elements
	NYS AHPERD 80th Annual Conference
	Organization of the Community Relations Program
	Legal Aspects of the Administration of Schools
	School Finance
	Health & PE Summer Curriculum Work
Lewis, Suzanne	Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
	PVC Faculty Meeting

	Create a Level I Vocational Assessment for all 8th graders
	7th Grade Lab Skills
	Alpine Achievement Training
Liebert, Debbie	CET Faculty Meeting
	Making Vocabulary Meaningful for Students and Teachers
	Zearn Training
	Cyberbullying: What Teachers Need to Know!
	K-2 Grade Level Reps - Examination of Student Work with LCI
	Second Grade Teachers Examination of Student Work with LCI
	Grade 2 Workshop: Digging Deeply into the Data to Support Learning
	Teachers College Reading and Writing for Grade 2
Light-Donovan, Donna	CHHS Faculty Meeting
	Science Professional Development with Helen Pashley
	University in the High School Program Science Research Workshop
	CHHS Faculty Meeting
	Environmental Data Literacy Project - An Alternative to "Alternative Facts"
	33rd Annual Upstate New York Junior Science & Humanities Symposium
	Google Summer Bootcamp for Teachers - Level I
	Curriculum Coordinator Meeting
	Research Teachers Conference
	NUREVA Training

Lim, Soyoung	Computer Science Teachers Collegial Circle
	CHHS Faculty Meeting
	Realign the Algebra 2 and Pre-calculus Curriculums
	Maximizing the Learning Environment for Increased Student Achievement and Growth
	Mobile App Development with Android
	Google Summer Bootcamp for Teachers - Level I
	How to Make a Freaking iPhone App - iOS 10 and Swift 3
Lindner, Kurt	CHHS Faculty Meeting
	Business Math Curriculum Map
	Google Summer Bootcamp for Teachers - Level I
	Alpine Achievement Training
Liss, Stefanie	K - 3 Next Generation ELA Standard Review Workshop - Hudson River Teacher Center Members
	Teachers College Reading and Writing Project: Units of Study in Reading K - 2
	CET Faculty Meeting
	Grade 1, Unit Workshops Session F (3-Part Series)
	Curriculum Coordinator Meeting
	First Grade Teachers Examination of Student Work with LCI
	Zearn Training
	K-2 Grade Level Reps - Examination of Student Work with LCI
	Grades K & 1 Data Analysis
	Teachers College Reading and Writing for Grade 1
Maiolo, Lauren	CHHS Faculty Meeting

	2017-2018 Critical Friends
	Supporting English Language Learners
	CHHS Curriculum Coordinators Meeting
	Unpacking the Enduring Issues Essay
Martineau, Cori	Online Session I - Middle Level Education: Foundations for the Middle Years
	CHHS Faculty Meeting
	CET Faculty Meeting
	Wilson Reading Steps 7-12 Practicum
Martins, Christine	New Professionals
	CET Faculty Meeting
Martucci, Ben	CHHS Faculty Meeting
	Yoga and Mindfulness for Fitness
	PE 10-12 Curriculum Development
	CHHS Faculty Meeting
	Health & PE Summer Curriculum Work
	Creating Safe Locker Room and Gym Spaces for LGBTQ Students
	NUREVA Training
McConville, Ilana	CHHS Faculty Meeting
	Alpine Achievement Training
	Unpacking the Enduring Issues Essay
	2017-2018 Critical Friends
McDonald, Martin	PVC Faculty Meeting

	New Professionals
McManus, Renoir	SLS Annual Joint Conference - Fostering Dynamic Learning in School Libraries
	Makey Makey Invention Literacy Workshop
	SLS Network Meeting: School/Public Library Collaboration Case Study and Mid-Year Goal Check-In
	AASL National School Library Standards for Learners, School Librarians, and School Libraries
	LHRIC CS/STEAM Academy: Full Day for Instructional Cohort and Administrator Cohort
	Curriculum Coordinator Meeting
	MakerSpace Facilitators Collegial Circle
	Hudson River K-4
	LHRIC CS/STEAM Academy: Summer Kickoff for Instructional Cohort
	CET Faculty Meeting
Merriam, Joseph K.	CHHS Faculty Meeting
	Manhattan College AP Summer Institute
	The Writing Revolution: Advancing Thinking Through Writing Grades 3 - 12 Introductory Workshop
	2017-2018 Critical Friends
Moll, Travis	Grade 4 Workshop: Digging Deeply into the Data to Support Learning
	Using Evidence-Based Reading Comprehension Instruction:Powerful Approaches for Close Reading
	Curriculum Coordinator Meeting
	Alpine Achievement Training
	The Writing Revolution: An Overview Featuring Dr. Judith Hochman
	CET Faculty Meeting
Moore, Annemarie	CET Faculty Meeting

	Google Summer Bootcamp for Teachers - Level I
	Grade 4 Workshop: Digging Deeply into the Data to Support Learning
Moore, Jennifer	CHHS Curriculum Coordinator Meeting
	CHHS Faculty Meeting
	2017-2018 Critical Friends
	69th Annual NYSATA Conference: Art Connecting Community
More, Jo-Ann	Grade 3 Workshop: Digging deeply into the data to support learning
	Alpine Achievement Training
	K - 3 Next Generation ELA Standard Review Workshop - Hudson River Teacher Center Members
	CET Faculty Meeting
Mosenthal, Kirby	CHHS Faculty Meeting
	56th College Clinic
	CHHS Faculty Meeting
	ASCA Webinar: Counseling students with disabilities to self advocate.
	Exploring College Options Counselor Breakfast: Westchester, NY
	CHHS Faculty Meeting
	2017-2018 Critical Friends
	Peekskill Community Network Monthly Meeting
	Guidance Expo 2017
	TECH Center Annual Informational Event
	CHHS Faculty Meeting

	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma
Mustacchi, Johanna	LGBTQ Inclusive Schools Professional Development Workshop
	PRIDEWORKS Conference
	Nonfiction Film as a Teaching Tool
	Workshop for Applying Image, Sound & Story curriculum to Media Literacy
	PVC Faculty Meeting
	Google Drive Add-Ons & Chrome Extension
	Social Networking and Today's Students: What Does it Mean to be Social?
	The New Civil Rights Era Within Our Classrooms: Embracing the LGBTQ Student
	Supporting English Language Learners
	Media Literacy Education: Skills and Strategies for Determining the Reliability of Sources
	ADVANCED Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
Nastasi, Emily	CHHS Faculty Meeting
Naughton, Thomas	CHHS Faculty Meeting
O'Brien, Sara	Google Expedition Training at PVC (3-Hour Training)
	CHHS Faculty Meeting
	PVC Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
Occhipinti, Sam	CHHS Faculty Meeting
	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma
	English 9/10 Curriculum Writing
	ASCA Webinar: Counseling students with disabilities to self advocate.

	Alpine Achievement Training
Palencsar, Stephen	NUREVA Training
	Alpine Achievement Training
	Google Summer Bootcamp for Teachers - Level I
	7-8 Special Class Curriculum Planning
	Proactive Discipline Classroom Culture: Ensuring High Achievement Through Proactive Discipline Structures
	Cyber Bullying and Internet Safety
	Integrated Co-teaching in an Inclusion Classroom
	PVC Faculty Meeting
	CHHS Faculty Meeting
	ASCA Webinar: Counseling students with disabilities to self advocate.
	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma
Payne, Laurie	MAHEC Project ECHO for School Nurses - 10 Part Webinar Series
	Adolescent Substance Abuse Issues
	PVC Faculty Meeting
	EDUCATION AND CARE: A Collaboration to Support Health and Learning
	Enhance Effective Medical Emergency Response Teams at Each of Your School Sites
Pegna, Christina	Science Professional Development with Helen Pashley
	PVC Faculty Meeting
	PVC Achieve 3000
	Elementary Teacher - Changing Grade Level

	Middle School Science Summer Project
	PVC Model Schools Cohort 2018 - Job embedded professional development
Percoco, Lisa	Foreign Language in the Elementary Schools Collegial Circle
	World Language in Elementary School
	New Professionals
	CET Faculty Meeting
Perrone, Dorothy	Strategic Coherence Committee Meeting
	First Grade Teachers Examination of Student Work with LCI
	Grades K & 1 Data Analysis
	Data Professional Development
	Strategic Coherence Plan
	Technology & Diversity Training
	Zearn Training
	G & R Observation
	Special Education Meeting with Administration
	Alpine Achievement Training
	CET Faculty Meeting
Pike, Eileen	ENL Verbal and Nonverbal Communication
	Google Summer Bootcamp for Teachers - Level I
	CHHS Faculty Meeting
	Emotional Intelligence, Reflective Practice and The Theory of Self-First

	Google Bootcamp
	Supporting Struggling Learners in Secondary Mathematics
	Improving Student Performance in Algebra I Using the Graphing Calculator
	CHHS Faculty Meeting
	2017-2018 Critical Friends
Ranieri, Philip	Science and Engineering Course Revision
	PVC Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
	Alpine Achievement Training
Reich, Linda	CET Faculty Meeting
	Curriculum Development Planning Meetings (Capacity Building) - Grade Three
	TLI Celebration of Teaching & Learning
Reich, Linda	Grade 3 Workshop: Digging deeply into the data to support learning
Rescigno, Jennifer	Science Professional Development with Helen Pashley
	TLI Technology Expo
	PVC Achieve 3000
	Curriculum Coordinator Meeting
	Google Expedition Training at PVC (3-Hour Training)
	Fostering A Culture For Learning
	PVC Faculty Meeting
	Strategies for Struggling Students
	Science Professional Development with Helen Pashley

	PVC Faculty Meeting
	Math Chairs Collegial Circle
	Science Professional Development with Helen Pashley
	Google Summer Bootcamp for Teachers - Level I
Rhoades, Alison Louise	Review of French II and French III Curricula
	Alpine Achievement Training
	CHHS Faculty Meeting
	2017-2018 Critical Friends
	CHHS Faculty Meeting
Rimoli, Nancy	Supporting All Students Within the Reading and/or Writing Workshop Structure
	Dyslexia Awareness and Simulation Session
	CET Faculty Meeting
Rinaldi, Josephine	Strategies for Teaching based on Autism Research & Links Curriculum
	CHHS Faculty Meeting
Roberts, Marlena	Curriculum Coordinator Meeting
	CET Faculty Meeting
	Google Summer Bootcamp for Teachers - Level I
Romm, Alison	Blending Grammar and Vocabulary Instruction
	Google Expedition Training at PVC (3-Hour Training)
	Westchester-Lower Hudson Council for the Social Studies
	5th Grade Vocabulary and Grammar Unit Development
	PVC Model Schools Cohort 2018 - Job embedded professional development

	Writing as a Tool to Promote Advanced Thinking in All Students
	Developing Interdisciplinary Course Work
	Google Summer Bootcamp for Teachers - Level I
	Developing Interdisciplinary Course Work - PVC Grade 5
	LATIC (August) - Learner Active Technology Infused Classroom
	PVC Faculty Meeting
Rooney, Jamie	Science Professional Development with Helen Pashley
	CHHS Faculty Meeting
	Living Environment
	PVC Earth Science Modification
Rosen, Eric	CHHS Faculty Meeting
	Alpine Achievement Training
	Creating and Sustaining Enduring Principles and Educational Values in Schools and Classrooms
	Social Emotional Curriculum K-12
	ADVANCED Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
	ASCA Webinar: Counseling students with disabilities to self advocate.
	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma
Saladino, Nancy	PVC Faculty Meeting
	Alpine Achievement Training
Schmidt, Eric	PVC Faculty Meeting
Schoenleber-Fontan, Kristin Noel	CHHS Faculty Meeting

	Alpine Achievement Training
	Secondary ELA Leaders Collegial Circle
	Curriculum Coordinator Meeting
	Embracing Diversity
	PrideWorks Conference for LGBTQ Youth and their Allies
	The Writing Revolution: Advancing Thinking Through Writing Grades 3 - 12 Introductory Workshop
Scollins, Lauren	DASA Dignity for All Students Act - Mandated 6 hour certification workshop
	Communications and PR
	UNDERSTAND AND USING RESEARCH
	HUMAN RESOURCES
	SCHOOL LAW
	DISTRICT LEADERSHIP INSTITUTE
	ISSUES & TRENDS IN CURRIC
	Curriculum Coordinator Meeting
	PVC Achieve 3000
	Ethically and Socially Responsible Supervision
	PVC Faculty Meeting
	Science Professional Development with Helen Pashley
	Schools as Learning Organizations
	Google Summer Bootcamp for Teachers - Level I
Shapiro, Jill	Google Summer Bootcamp for Teachers - Level I

	CET Faculty Meeting
	Grade 4 Workshop: Digging Deeply into the Data to Support Learning
	Using Evidence-Based Reading Comprehension Instruction: Powerful Approaches for Close Reading
Sirlin, Charlene	Global Citizenship: Experience the World from Your Classroom
	World Language with LCI
	NECTFL (Northeast Conference on the Teaching and Learning of Foreign Language
	Web Tools for Student-Centered Creative Expression
	NYSAFLT Board of Directors Meeting
	PVC World Language Curriculum Work
	NYSAFLT (New York State Association of Foreign Language Teachers) Annual Conference
	Google Summer Bootcamp for Teachers - Level I
	Next - Level Google Classroom Worksheets
	PVC World Languages Curriculum Work
	PVC Faculty Meeting
Song, Qi	PVC World Languages Curriculum Work
	Strategies for the Struggle Student
	PVC Faculty Meeting
Spalding, Michael	CHHS Faculty Meeting
	Science Professional Development with Helen Pashley
	Chemical Hygiene Officer Workshop
Stark, Eileen	CET Faculty Meeting
	CEGE 597-R01/Taking a Constructivist Approach to Teaching

	Alpine Achievement Training
	PVC Faculty Meeting
	Building Professional Learning Communities to Improve Student Learning
	The Power of Formative Assessment
	Elementary Teacher - Changing Grade Level
Stevens, Chase	CHHS Faculty Meeting
	Stage Crew Curriculum Building
	2017-2018 Critical Friends
Stouber, Dafna	Elementary Teacher - Changing Grade Level
	Teachers College Reading and Writing for Grade 1
	Kindergarten Teachers Examination of Student Work with LCI
	Grades K & 1 Data Analysis
	Zearn Training
	Young Makers and Engineers: A Focus on Making in Grades K-2
	Alpine Achievement Training
	CET Faculty Meeting
Strattner, Ana Maria	CET Faculty Meeting
	Alpine Achievement Training
	LATIC (August) - Learner Active Technology Infused Classroom
	Grade 4 Workshop: Digging Deeply into the Data to Support Learning
Streany, Jr., Joseph P.	7th Grade Lab Skills
	PVC Faculty Meeting

	Westchester-Lower Hudson Council for the Social Studies
	THE AUTISM SPECTRUM AND TODAY'S CLASSROOM
	PVC Achieve 3000
	Google Expedition Training at PVC (3-Hour Training)
	The Power of Student Questions: Using the Question Formulation Technique (QFT)
Sullivan, Marie	PVC World Language Curriculum Work
	Training for Administration of the NYSESLAT (1/2 DAY)
	Instructional Strategies that Support Success for English Language Learners (Elementary Educators)
	Google Summer Bootcamp for Teachers - Level I
	ENL Pushin Role- Title 3
	PVC World Languages Curriculum Work
	PVC Faculty Meeting
	Languages Other Than English (LOTE) Technology Showcase
Szymanski, Jaclyn	CHHS Faculty Meeting
	Jump Start National Board Certification - Foundations & Component 3
	Summer Reading Revamp
	The Writing Revolution: Advancing Thinking Through Writing Grades 3 - 12 Introductory Workshop
	Language Acquisition vs. Learning Disabilities - PNW BOCES
Thibideau, Tanya	CHHS Faculty Meeting
	Fostering Student Success and Retention from High School to College
	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma

	TECH Center Annual Informational Event for Counselors
Tome, Lauren	Introduction to PROMPT Technique
	CET Faculty Meeting
	CPSE Colloquium - PNW BOCES
	New CSE/CPSE Chairperson Training
	New CPSE Chairperson Training -
	THE IDEA AND SECTION 504/ADA: LEGAL CURRENCY CONCERNING K-12 STUDENTS
	Culturally and Linguistically Appropriate Evaluations
Tracy, Kerri	2017-2018 Critical Friends
	Teaching Social Responsibility
	CHHS Faculty Meeting
	Curriculum Coordinator Meeting
	Mindfulness in Education
	Rocky Relationships
	NUREVA Training
	NYS AHPERD Conference
	Supporting English Language Learners
	Teaching Consent
	ADVANCED Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
	The Power of Formative Assessment
	Health & PE Summer Curriculum Work

Troise, Leslie	CHHS Faculty Meeting
	Tech Center Annual Informational Event
	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma
	Transition Specialist Network
	56th College Clinic
	CHHS Faculty Meeting
	An Open House At Tilly Foster Farm
	2017-2018 Critical Friends
Valentine, Ashley	Google Summer Bootcamp for Teachers - Level I
	LATIC (August) - Learner Active Technology Infused Classroom
	Language Acquisition vs. Learning Disabilities
	CHHS Faculty Meeting
	Summer Reading Revamp
	English 9/10 Curriculum Writing
	NUREVA Training
	CHHS Faculty Meeting
	Curriculum Coordinator Meeting
Valentino, Jessica	Zearn Training
	Kindergarten Teachers Examination of Student Work with LCI
	CET Faculty Meeting
Vlad, Lisa	CET Faculty Meeting
	Kindergarten Teachers Examination of Student Work with LCI

	Grades K & 1 Data Analysis
	Zearn Training
	K-2 Grade Level Reps - Examination of Student Work with LCI
Walter, Kaitlin	Second Grade Teachers Examination of Student Work with LCI
	Grade 2 Workshop: Digging Deeply into the Data to Support Learning
	Alpine Achievement Training
	CET Faculty Meeting
	The Writing Revolution: An Overview Featuring Dr. Judith Hochman
	Social-Emotional Learning: A New Approach
	Designing Motivation for All Learners
Wang-Paolicelli, Sophie	ENL Pushin Role- Title 3
	CHHS Faculty Meeting
	Seal of Biliteracy Meeting
	Training for Administration of the NYSESLAT
	PWRFL Conference co-sponsored by NYSAFLT
	iChinese Reader Webinar
Weinstein, Michael	CHHS Faculty Meeting
	CHTV Broadcast Preparations
	Music Curr Meeting
	CHHS Faculty Meeting
	PVC 8th Grade Orientation

	CHTV Meetings (3)
Weiss, Megan	Alpine Achievement Training
	K - 3 Next Generation ELA Standard Review Workshop - Hudson River Teacher Center Members
	CET Faculty Meeting
	Kindergarten Teachers Examination of Student Work with LCI
	Grades K & 1 Data Analysis
	Zearn Training
	K-2 Grade Level Reps - Examination of Student Work with LCI
Wellman, Sarah	Curriculum Coordinator Meeting
	Co-teaching and Integrated Service Delivery for ELL Students
	21st Century Classroom Technologies
	The Power of Student Questions: Using the Question Formulation Technique (QFT)
	Google Expedition Training at PVC (3-Hour Training)
	Alpine Achievement Training
	PVC Faculty Meeting
	Building Parental Partnerships
	Media Literacy Education: Skills and Strategies for Determining the Reliability of Sources
	Essential Questioning in Classroom Practice
	7th Grade Lab Skills
Wexler, Daniel	CHHS Faculty Meeting
	Alpine Achievement Training

	New Professionals
Woolley, Robin	ASCA Webinar: Counseling students with disabilities to self advocate.
	Yale Center for Emotional Intelligence Awareness Session - Cohort 2 - The RULER Approach
	New Professionals
	NYSSCA Annual Conference
	New Professionals (PPS Staff) - Follow Up Meetings for PPS Staff
	Alpine Achievement Training
	CET Faculty Meeting
Xavier, David	Alpine Achievement Training
	CHHS Faculty Meeting
	NUREVA Training
	Transition Early Bird Special: Updates to the Superintendent's Determination for a Local Diploma
	The Perfect Balance: Increasing a Mindset for Continuous Improvement While Reducing Learner Anxiety
	Language Acquisition vs. Learning Disabilities - PNW BOCES
	CHHS Faculty Meeting
	ADVANCED Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)
Zabbia, Maryann	Curriculum Coordinator Meeting
	Metropolitan Museum of Art Educator Series non Civil Discourse
	Co-teaching and Integrated Service Delivery for the ELL Classroom
	Implementing NonFiction Rich Texts in the Content Areas
	Writing as a Tool to Promote Advanced Thinking in All Students

	7th Grade Lab Skills
	PVC Faculty Meeting
	Media Literacy Education: Skills and Strategies for Determining the Reliability of Sources
Zamperlin, Patricia	CET Faculty Meeting-Examining Student Work/Alpine Achievement Review
	CET Faculty Meeting
	Kindergarten Teachers Examination of Student Work with LCI
	Grades K & 1 Data Analysis
	K-2 Grade Level Reps - Examination of Student Work with LCI
Zantay, Jazz	Band Instrument Maintenance for Wind Educators
	CHHS Faculty Meeting
	Westchester County Arts Leadership Association Professional Music Ed Development Day
	CHHS Faculty Meeting
	Band Maintenance Course
Zappa, Isabella	Alpine Achievement Training
	CHHS Faculty Meeting
	NUREVA Training
	ENL Verbal and Nonverbal Communication
Zinman, Matthew	Prideworks a Conference for LGTBQ youth and their Allies
	PVC Faculty Meeting
	7th Grade Lab Skills

Croton-Harmon

Union Free School District

Appendix A3:

Croton-Harmon Graduates

Arizona State University
Bates College
Berkeley College NYC Midtown Location
Binghamton University
Brown University
Carnegie Mellon University
Colgate University
College of Mount Saint Vincent
College of the Holy Cross
Colorado Mesa University
Cornell University
Drexel University
Dutchess Community College
Emerson College
Fashion Institute of Technology
Florida State Univ College of Motion Picture Arts
Grinnell College
Harrisburg University of Science & Technology
High Point University
Hobart and William Smith Colleges
Hofstra University
Ithaca College
John Jay College of Criminal Justice of the CUNY
Keene State College
La Salle University
Manhattanville College
Merrimack College
Mount Holyoke College
Northeastern University
Oberlin College of Arts and Sciences
Pace University, New York City
Paul Smith's College
Pepperdine University
Purchase College State University of New York
Purdue University
Rensselaer Polytechnic Institute
Rider University
Rochester Institute of Technology
Rose-Hulman Institute of Technology
Rutgers University-New Brunswick
Sacred Heart University
St. John Fisher College
St. Thomas Aquinas College
State University of New York at Albany
State University of New York at New Paltz
Stony Brook University
Suffolk University
SUNY Alfred State College
SUNY Buffalo State College
SUNY College at Brockport
SUNY College at Cobleskill
SUNY College at Geneseo
SUNY College at Oneonta
SUNY College at Potsdam
SUNY College of Environmental Science and Forestry
SUNY Fredonia
SUNY Morrisville State College
SUNY Plattsburgh
Syracuse University
Temple University
The George Washington University
The University of Alabama
The University of Tampa
Tulane University
Union College (New York)
University at Buffalo The State University of New York
University of California, Berkeley
University of California, Davis
University of California, San Diego
University of California, Santa Barbara
University of Colorado at Boulder
University of Delaware
University of Michigan
University of North Carolina at Charlotte
University of Pittsburgh
University of Rhode Island
University of Rochester
University of Vermont
Vanderbilt University
Vassar College
Villanova University
Westchester Community College
Worcester Polytechnic Institute

POST-GRADUATE PLANS
of Students with IEPs and 504s (for the past two years)

Class of 2017

CLASS.	COHORT SIZE	DIPLOMA TYPE		POST GRADUATE PLAN		
		Regents	Local	4 Year College	2 Year College	Seek Employment
504	9	9	0	8	1	0
IEP	9	5	4	6	1	2

Class of 2018

CLASS.	COHORT SIZE	DIPLOMA TYPE		POST GRADUATE PLAN			
		Regents	Local	4 Year College	2 Year College	Military Enlist.	Gap Year
504	11	11	0	10	0	0	1
IEP	7	3	4	3	3	1	0