

CROTON-HARMON

Union Free School District

Annual Report: 2016-2017

ANNUAL REPORT 2016 - 2017
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Croton-Harmon Union Free School District
10 Gerstein Street
Croton-on-Hudson, NY 10520

October 2017

Dear Dr. Fuhrman and the Croton-Harmon Board of Education,

I have no special talent. I am only passionately curious. **Albert Einstein**

Once again, I am given the opportunity to reflect on our district goals, our aspirations, our dreams and our future. Reflecting on the above quote, this year we shaped our five-year educational plan which focuses on developing students that are critical and creative thinkers and how students can use those skills to solve problems. It is our belief that developing "passionately curious learners" will bring us closer to our educational mission and vision while using the strategic plan to shape the journey.

This year we drilled down deeply into our assessment practices and the examination of student work. We see this work continuing into the 2017-2018 school year. We are engaging in work to deepen our understanding of how examining student work leads to editing assessments, curricula, lesson plans, rubrics and the actual tasks. Student feedback and the examination of work are critical components of meaningful learning experiences for our students.

Our schools remain vibrant learning environments. Our library at CET not only focuses on literacy but also challenges students with coding and STEM activities. This year, PVC opened the Innovation and Design Lab, fondly known as the "InDe Lab." Students are thrilled with these opportunities. CHHS continues to strengthen the Project Lead the Way engineering class.

The 2016-2017 educational theme, "Illuminating the Future" was enlightening as we continue to shine light on student learning. We continue to deepen our analyses of practice to ensure a rich experience for the Croton-Harmon students. Enjoy our Annual Report as you will hear the voices of our teachers, administrators, and most importantly see a solid education program of our students.

Sincerely,

Deborah O'Connell

Dr. Deborah O'Connell



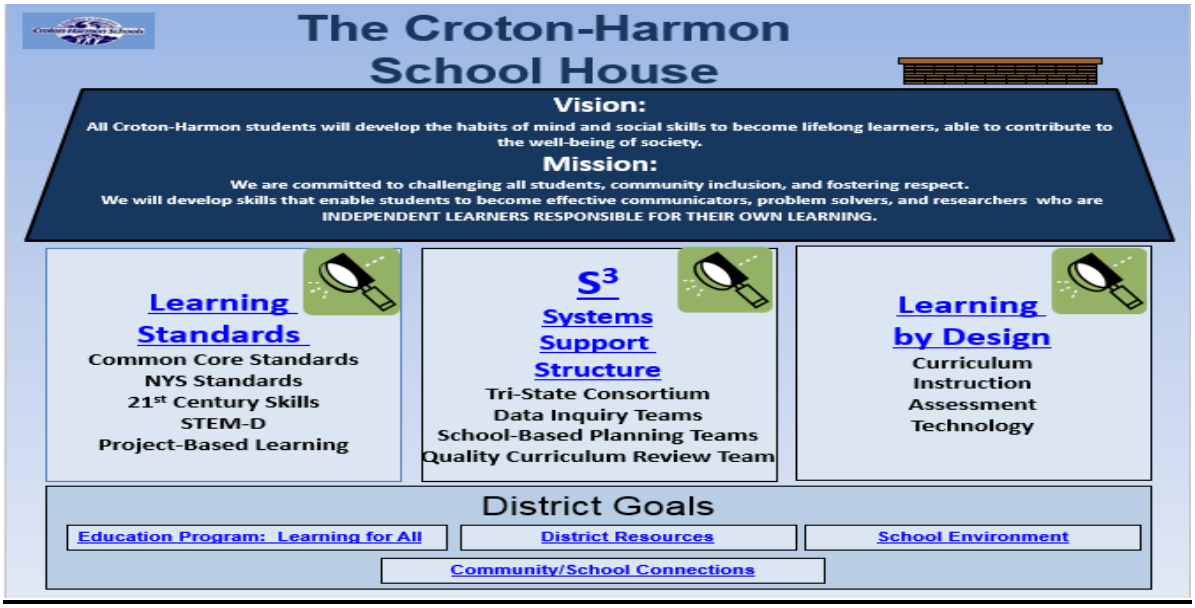
CROTON-HARMON

Union Free School District

Goal Attainment: 2016-2017

District Goals and Goal Attainment 2016 -2017

As demonstrated by the Croton-Harmon School House, the foundation outlines our overarching district goals.



These goals are as follows:

1. **Educational Program: Learning for All**. This goal focuses on Increasing learning for all in the areas of quality curriculum, instruction, assessment, and the integration of technology into quality learning experiences.

   Specific Focus Area- To continuously improve student learning through aligned common assessments that measure achievement of the application of State Standards and 21st century skills identified in the C-H mission and vision and are used to inform/support professional practice. We used the following essential questions to drive this work:

   Essential Question(s)

   a) How do our assessment and measurement systems align with our goals for learning, teaching practices, and the demands of data driven instruction?
   b) How do we support strategies for improving student performance by:
      - Exploring different purposes and protocols for examining student work & connections to the Strategic Planning Protocol
      - Making connections between formative assessments and the feedback process while applying the attributes of quality feedback
      - Developing rubrics to support student critical thinking, metacognition and presentation of work

2. Community/School Connection. This goal focuses on increasing interactions and communications between school and community.

Specific Focus Area – In 2016-2017 the Croton-Harmon School District developed its Strategic Coherence Plan with action steps. This process included various stakeholders: board of education members, administrators, teachers, students, community members, consultants. As a result of this work, the committee identified, "Critical and creative thinking for problem solving" as its main focus. Action plans were developed. Here is the plan.

Communications with the community continued to be a focus for this year. We are happy to report district recognition from the National Schools Public Relations Association (NSPRA). We won a Golden Achievement Award and Honorable Mention for the Electronic Media Category!

Golden Achievement Award
Connect with Croton - Award Listing

Electronic Media Award: Honorable Mention Winner
Capital Bond Referendum Video - Award Listing

3. School Environment: This goal focuses on promoting a school environment where everyone including students, parents, and staff members feel valued, respected, and safer.

   As a district we remain focused on safety by conducting our lock down drills, fire drills and engaging our school-based and district-based emergency response teams in tabletop exercises.

   In response to a student issue, we created the Task Force Addressing Prominent Issues in Society, to further support student needs. The Task Force created a comprehensive plan to support students and community.

4. District Resources: This goal focuses on increasing the cost-effective use of resources (including fiscal resources, time and structures).



CROTON-HARMON

Union Free School District

District and Building Reports

Croton-Harmon Union Free School District
2017 District-Level Year End Report

Department: **Health, Physical Education, Athletics and Wellness**	**Administrator / Director:** **Thomas Cunningham**

1. Data and Statistics:

Fall- 9 Modified teams 100 PVC students, 13 HS teams 204 CHHS students

Winter- 4 Modified teams 91 PVC students, 13 HS teams 169 CHHS students

Spring- 7 Modified teams 95 PVC students, 11 HS teams 174 CHHS students

Total Away events: 280 **Total Home events:** 275

NYSPHSAA Scholar Athlete Teams: Boys cross country, girls cross country, girls soccer, field hockey, volleyball, girls tennis, cheerleading, girls basketball, boys indoor track, girls indoor track, boys skiing, boys golf, girls lacrosse, girls outdoor track and softball.

2. Department Goals and Progress:

A. Facility Maintenance- Maintain constant communication with building and grounds department regarding use of all fields for practices and games. I met with head custodian from CHHS Gregory Cicero on a weekly basis to discuss logistics and use of the building. I also met with Brad Kennedy weekly during the fall and spring seasons to review schedules for outside use of fields. Tandem is used to update use of facilities throughout the fall, winter and spring sports seasons.

B. Community-

1. *Village meetings*- I met seasonally with the Village Recreation Department to discuss joint usage of the fields for the district and the recreation programs.

2. *Booster Club*- I attend the monthly Croton-Harmon Booster club meetings and all events hosted by the booster club.

3. Community use of facilities for any athletic fields or gyms is done through the athletic office.

C. Student Athletes-

1. The varsity softball team spent some time this season working with the little

league softball teams in the Village of Croton. The varsity boys basketball team and cheerleader team helped the Lions Club with the delivery of Christmas trees. The jv/varsity baseball programs run clinics for the Croton Little League players throughout the winter months. The boys and girls basketball program works with the Hope for Warriors foundation and we have a Hoops for Heroes event in January. This event raises money for the Barry Fixler foundation and the Hope for Warriors foundation.

2. We had many students earn all-league and all-section selections in the 2016-2017 school year.

D. Tandem-

1. The athletic department continues to use Tandem as a method of communicating any changes to practices and games with parents as well as building and grounds department. We continue to seek opportunities through conference calls with Tandem to improve our use of the system.

4. Professional Development and Training:

A. Attend monthly Section One Conference 3 meetings at Southern Westchester BOCES in Harrison.

B. Attended the 2016 NYSAHPERD Council of Administrators- attended state. conference for updates in Health and Physical Education.

C. I attended the Section One Athletic Administrators Association meeting in January as well as the NYSAAA conference in Saratoga in March.

D. The Health/PE department met for a full day in February to discuss the current curriculum and locate gaps K-12 to make improvements. The entire department will be working throughout the summer to develop their curriculum and address the gaps discussed at the February meeting. Kerri Tracy is the curriculum coordinator and will be meeting with the staff in September to discuss the implementation of the curriculum ideas discussed during their summer work.

5. Growth Opportunities for the 2017-2018 School Year (please include areas that need improvement):

A. Collaborate with the Curriculum Coordinator on professional development opportunities for all Health and Physical Education staff.

B. Continue to monitor the growth of the second year PE teachers at CET. These two teachers have been instrumental in providing quality instruction to our K-4 students.

C. Provide coaches with all necessary information from the state, section and local level. The information will be discussed at seasonal coaches meetings, throughout the season and in their end of season evaluation meeting.

D. Coaches evaluation- Continue to provide helpful feedback to the coaches through the evaluation process. The evaluation process involves meeting with each coach at the completion of their season and allows the opportunity for the athletic director and coach to plan for the next season. The planning process includes goals and budget needs.

E. Work with parents and student athletes to promote school spirit at all of our athletic events. We would like to see our students support each other in a positive manner and promote good sportsmanship.

F. Work with the booster club to increase the membership. This is a major issue which needs to be addressed by the entire coaching staff. All coaches have been asked to work with their parents and ask for volunteers to be representatives of the team for the booster club.

Narrative:

The 2016/2017 school year involved many transitions in the health and physical education department as well as in some of our varsity athletic teams. We hired two full time PE teachers at CET and a .4 PE teacher at PVC. These were very good hires by the committee as we saw much needed change in the entire PE and athletic department. The two new varsity coaches were in football and boys basketball. These two coaches are teachers in the district and both spend many hours moving these programs in a positive direction.

The participation numbers continue to rise and we were able to add two programs to the spring season. JV girls lacrosse was added as well as JV softball. JV softball was a merged team with Briarcliff, provided a great experience for some of our younger players, and will help with the development of the varsity program. The JV girls lacrosse program also provided an opportunity for the younger players to develop and this program has seen an increase in participation throughout the last two years. The modified girls soccer team had enough players to field a team for the first time in two years.

Our PVC and CHHS health teachers have been working extremely hard at examining

their curriculum to meet the needs of all of their students. Their collaboration over the past school and the summer will improve the curriculum for all students and address some of the some of the concerns of the district and the community. CHHS health teacher Kerri Tracy continues to be a great leader as the curriculum coordinator for the department and will keep the department focused on developing the curriculum district wide.

The Booster Club continues to support our student athletes with providing grant money to many of our teams. The boys tennis team was able to hold open gyms at a local tennis club because of a booster club grant. This was the first time our coaches were able to hold these open gyms and they plan to continue this in the future. The booster club also supports the baseball and softball teams on their annual spring trips and was instrumental in running the concession stand at all of our major events throughout the year. The events included: all home football games, Mayclim tournament, Hoops for Heroes, girls track relays and the annual cancer awareness softball game played under the lights at Fireman's field.

Drivers Education does continue to have classes at full capacity for the fall and spring sessions but did not have sufficient numbers to run a summer class. The fall 2017 class will have an orientation in September and all drivers education information is posted on CHHS website and athletic website.

Croton-Harmon Union Free School District
2017 District-Level Year End Report Form

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

1. Data and Statistics:

Number of ELL Students			
	2014-2015	**2015-2016**	**2016-2017**
K-12 General Ed	20	19	26
K-12 Spec Ed	14	22	31
Totals	**34**	**41**	**57**

Classification Rate			
	2015-2016	**2016-2017**	**Projected 2017-2018**
Total Enrollment	1667	1597	1624
Classified Students	193	193	182
Classification Rate	11.6%	12.1%	11.2%

School Aged Students	**Out of district**	**Placements**
2015-2016	**16-17**	**17-18**
17	15	18

Preschool Itinerant Services			
CPSE	**Separate Program**	**Preschool Itinerant Services Only**	**Total CPSE**
17-18 as of 7/10/17	1	15	16
16-17	5	15	20
15-16	4	18	22

TABLE OF REFERRALS to CSE and 504 committees

Source of Referral	**Outcome - Ineligible**	**Outcome - Eligible**	
School		3 504s, 8 IEPs	
Parent	16 IEPs, 1 504	17 504s, 14 IEPs	
Transfer		7 IEPs	

DATA REVIEW:

Data continue to appear similar to past years. As the data show above, the number of English Language Learners in the district rose this year, particularly at PVC. While this was an increase to our overall number, the district remains at a low percentage rate in relation to total enrollment (approximately 3%)

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 year there were two incoming kindergarten students placed out for the 17-18 school year. The district may consider creating a class for these high needs students in the future.

Preschool numbers remain fairly consistent. The number of preschool students in special programs is lower as we enter the 17-18 school year.

There was a slight increase in Section 504 plans. The law has broadened. There has been a more relaxed response from the College board and therefore more families were seeking testing accommodations through the 504 process.

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. 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.

2. Department Goals and Progress:
Goals for the 16-17 year for Pupil Personnel focused on several areas.

GOAL: Further develop the operation of the Flexible Support Program
Evidence: The Flexible Support program grew this year. The year started with 10 students and grew to 23 by the end of the year. The intake process worked smoothly. The Flex team communicated regularly with parents and they were involved with the program for their children. Outreach to community agencies increased this year as the new psychologist became familiar with the resources available.

GOAL: Oversee the work of G & R Inclusive Education Consultants
Evidence: Professional Development with G&R Inclusive Group was planned for 2016-2017. Approximately 30 teachers participated. G&R worked in district providing

workshops and on-site coaching throughout the year. The consultants were well received. In fact, next year we are implementing Co-Teaching in CET and PVC. During observations, administrators noted an increased application of the Co-Teaching models particularly parallel and station teaching.
During this process the SE department spent a great deal of time focused on the role of the Consultant teacher and the concept of "specialized instruction".
The G & R Consultants will continue to work with K-6 teachers. The focus will be on differentiation and the role of the Special Education teacher.

GOAL: Monitor the implementation of the one to one and shared aides.
Evidence: The need for one to one aides was revisited during the school year and collected data were reviewed. In some cases, one to one aides were reduced, faded back, or eliminated based on specific goal progress of the student. The Behavior Specialist became more involved in this process. The total number of SE aides required for the 17-18 school year is reduced as a result.

GOAL: Monitor the implementation of DBT STEPS-A curriculum
Evidence: DBT STEPS-A was rolled out as planned. New staff were trained. Lessons were provided inconsistently as students did not respond as planned on the high school level. Mindfulness activities and DBT lessons were incorporated into the PVC Advisory curriculum. Work will continue for the 17-18 school year. Trainers are returning to study with the workshop presenters on modifying the curriculum for implementation in Croton schools.

GOAL: Implement a data base for each student utilizing template developed for Annual Review process
Evidence: Throughout the process of planning for next year and determining necessary programs, each building (PVC and CET) engaged in a process of analyzing data. This was led by the psychologist in each building and was particularly successful in PVC. This was a continuation from last year and was even more comprehensive this year. As a result new program options were added to the continuum of services based on student need.
Additionally, some staff were trained in the use of Alpine.

GOAL: Monitor Special Education placements for least restrictive environment:
Evidence: One student has been referred back to district for the upcoming year. Teachers will provided only the mandated services listed on the IEP for the upcoming school year. Co-Teaching will be formally implemented at CET grades 1-4.

Health Services:
The nurses worked collaboratively to refine guidelines, policy and building wide practices and to support each other.
Evidence: In addition to individualized health plans and written guidelines, staff development, information on websites, parent outreach, and classroom lessons were a result of this work.

Counselors:
Counselors were more involved with a range of activities this year outside of their specific guidance responsibilities.
Evidence: All counselors joined together to engage with students after a high school assembly. All counselors participated in the Social Emotional Learning Committee planning for Dr. Thornburg's work with the district.

English as a New Language (ENL):
Emphasis was placed on increasing opportunities for family involvement. In addition, more focus was placed on identifying resources to make documents available in primary languages.
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.
The Seal of Biliteracy was implemented in the high school thanks to the efforts of Sarah Campbell and increased attention to new regulations was apparent as we planned for the upcoming year.
Districtwide activities around understanding micro-aggressions and the "hidden curriculum" were a highlight of the year.

Related Service Providers:
Related service providers continued to develop measurement strategies. The related service providers continue to explore technology to help deliver services.
Evidence: Use of checklists and rubrics has become more evident when measuring student progress.
A pilot program was conducted to trial Fast Forward.
One student was given an Assistive technology evaluation and the OT and Speech pathologist were key to this process.

Psychologists:
This year, the psychologists benefitted from the DBT STEPS- A training they received. They 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. They came together as a group on a number of occasions.
The Special Education projection process was comprehensive this year.

Evidence: Individual student data was 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.

- Psychologists presented during an evening meeting sponsored by SEPTA.

- Psychologists, along with all support staff, worked with students during a breakout session at the HS.
- Psychologists participated in all of the SELC meetings and activities.
- Psychologists signed up to develop a Social Emotional curriculum as summer work 17-18.
- Psychologists attended a Section 504 conference as a group

3. Completed Projects, Initiatives and Highlights:

- ❖ **G & R Inclusive Group**
  The district completed the first year of coaching support from G & R with very positive results as described above.
- ❖ **Cross Building Meeting Activity**
  Article discussion focused on the Hidden Curriculum and issues related to cultural competency.
- ❖ **Marc Brackett**
  "Introduction to Emotional Intelligence" Superintendent Conference Day

Legal Cases:
This year there was 1 case that resulted in legal activity and registration with the Impartial Hearing Officer system.

SEPTA Events:
An evening presentation regarding available Support Services in the district was created by the Director of Pupil Personnel and the psychologists helped to present the material to a group of parents.

4. Professional Development and Training:

Meetings for the Director of Pupil Personnel Services:

- Superintendent Conference Day March 2017 – Marc Brackett
- 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
- 3 day Administrative Retreat
- Early Childhood Professionals Meeting
- Alpine training
- Google Drive Administrative training
- Observation training with Karen Bronson
- Cross Building faculty meetings (3)

- BOE meetings (approximately 5)
- Budget Saturday
- G & R Planning and End of Year Reflection meeting
- CAN*DO (CDOS Association of Networking Districts and Organization Consortium
- Social Emotional Learning Committee (SELC) (5)
- Devin Thornburg Cross building meeting and day in district
- ENL Breakfast and Culture night
- Preschool Provider Annual Tea
- Strategic Planning meetings (10)
- Monthly Liason Meetings
- Keane and Beane Legal presentation re: recent court ruling

Conferences and Workshops:

- NYS Council of School Superintendents Conference
- Effective Implementation of Evidenced –Based Practices for Students with Disabilities
- Supporting Women in Educational Leadership (NYCOSS)
- YALE Center for Emotional Intelligence awareness session (2)
- G & R Co-teaching Workshops (3)
- Using Emotional Intelligence in Becoming a Transformational Leader
- Manhattenville College Leadership Symposium
- Leadership Guide to Developing Emotionally Intelligent and Culturally Responsive Schools

5. Growth Opportunities for the 2017-2018 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 2. Join in the coaching and debriefing sessions with staff and keep administrators involved.
- Monitor the implementation of Dialectical Behavior Therapy district wide; including the creation of a high school course.
- Support the implementation of Mindfulness districtwide
- Determine the effectiveness of behavior interventions and the use of 1:1 Aides
- Introduce the Hochman Writing program to key participants
- Oversee and monitor the rollout of a Social Emotional curriculum
- Participate in the first year of Strategic Plan
- Train new CPSE clerical support and strengthen the CPSE process
- Oversee the implementation of Wilson Reading districtwide
- Improve the quality of job coaching, internships, and career counseling
- Work closely with SE department in PVC and CHHS

End of Year Reflection – key highlights

- Department and Administrative meetings
- Aide Training
- Task Force participation
- Strategic Planning
- PACE study
- Wilson Reading
- Co-Teaching
- Marc Brackett and Emotional Intelligence
- Devin Thornburg
- SELC
- Consultants

Department meetings with all sub groups of Pupil Personnel including: psychologists, guidance counselors, nurses, ENL teachers, speech and occupational therapists and behaviorist were held throughout the year. These meetings provided all with an opportunity to build team and insure consistency from building to building. .

Individual, weekly meetings with psychologists this year allowed for review of difficult cases and proactive preparation for Initial CSE meetings. Group work focused on consistency in leading CSE meetings, supporting students, and making IEP decisions. The process to follow at a Section 504 meeting was also fine tuned as we all attended a conference with Perry Zirkel.

Aide training was provided to a number of aides and resulted in the aides becoming CPI certified. CPI is an approved set of strategies for helping a child to manage interfering behaviors

Regular meetings with principals served to strengthen collaborative efforts and address Pupil Personnel issues and concerns as a team. This year much time was spent on developing Special Education projections based on data collection and criteria for programs.

Regular Administrative Council and individual meetings with Dr. O'Connell and Dr. Fuhrman provided the Director of PPS with the opportunity to share ideas and insure common understanding or district priorities and vision.

On-going collaboration with colleagues and teachers is at the heart of the work. This can occur at Administrative Council meetings, department meetings, cross building

meetings, Strategic Planning sessions, provider meetings, at-risk meetings, parent meetings, BOCES interactions, and more. This year, a robust calendar of meetings with a variety of stakeholders was maintained.

Regular clerical staff meetings were held in an effort to become more proactive with our "tickler" of responsibilities and due dates and to make changes to processes that would result in greater efficiency. The scheduling of Annual Reviews began earlier than usual. Michele Forzaglia and the PPS Director consulted throughout the year on budget issues. Reports were generated to provide follow up to the CSE process. Christina Wallace continued to manage the observation schedule, impartial hearing requests and aspects of Medicaid. Medicaid management and State aid for high cost students through meetings and interactions with MAG was a part of the work this year. Methods to monitor the Extended School Year program so that NYS funding is optimized, continue to be developed.

In preparation for incoming kindergartners with IEPs, a team was created to effectively plan for these students. This included collaborative site visits. The Director of PPS continues to engage in yearly visits to the preschool settings within the area were again a highlight for me. The annual Preschool Tea has now become a time honored tradition.

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

By being an active participant in Tri State activities, networking with communities outside of Croton was apparent and the PPS department embraced new resources.

The role of the district Special Education Curriculum Coordinator was further developed. In this role, Kim Gaynor chaired CSE meetings, conducted sight visits, and worked on a great deal on the IEPs for out-of-district students.

Two professors from Pace College observed Resource rooms in the high school and conducted research. Croton was part of research to understand the efficacy of Resource room on the high school level

Through regular BOE involvement, including Budget Saturday, the Director of PPS was able to influence the operation of the department in order to promote student success. Ongoing meetings with the Superintendent and the Assistant Superintendents provided clarification regarding the political, economic, legal and cultural systems of the district.

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 changed once again and it was important that all understood the implications for students with disabilities.

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
2017 District-Level Year End Report

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

1. Data and Statistics:

Hardware

- Device deployments in buildings
  - Deployed 80 additional Chromebooks to PVC.
  - Deployed 40 additional Chromebooks to CET.
  - Deployed 30 additional Chromebooks to CHHS.
  - Deployed 10 Touchscreen Chromebooks for Guidance Departments.
  - Replaced 26 Dell Laptops in CHHS Science Labs.
  - Replaced 7 Kindergarten Dell Laptops.
  - Replaced 120 Teacher and Smartboard laptops throughout district.
  - Deployed 3 wall-mounted 70" Touch Screen Monitors.
  - Deployed 2 mobile cart 70" Touch Screen Monitors.
- Purchased 3 Nureva Span Projection Wall systems for CHHS Library Active Learning space.
- Launched Swivl in all 3 buildings- a video reflection platform for teachers and students- Purchase of 6 Swivl cameras, mini-iPads and accompanying cloud software licenses.
- Collaborating with Facilities department to upgrade the HVAC systems districtwide.

Software

- Addition of a managed vulnerability reporting service to identify vulnerabilities and associated resolutions with devices on the network on a routine basis.
- Started the process to upgrade the district website to make it ADA compliant.
- Implemented Compass Learning solution to PVC math teachers & integrated software with Renaissance Star Assessment results.
- Introduced Learning.com to CET teachers and students.
- Opened the district WebEdge portal for parents to view detailed NYState and Renaissance Star reports.
- Opened the eSchoolData student portal for 7th and 8th grade students.
- Launched the Croton parent app.
- Populated Alpine Achievement Data Assessment Portal for use by teachers.
- Deployed Clarity Brightbytes survey to community, teachers and students to assess technology knowledge base in district.
- Deployed the Youtube resource districtwide.

District

- Participated in a full IT Audit aligned with the OSC Management guide.
- Submitted our Smart Schools Bond funds application to NYState - includes upgrading the wireless access points districtwide and furnishings for Active Learning Space classrooms.
- The district re-furnished the PVC Indesign Lab which opened this year for the first time.
- District redesign & re-furnishing of the CHHS Library Computer lab to an Active Learning Center.
- Sent out an RFP for On-Site IT Services for 2017/18. This RFP included all IT staffing and support for the entire district network.

2. Department Goals and Progress:

- To align the Technology goals with the District Strategic Coherence Plan to help students become creative and critical thinkers for problem solving.
    - Ongoing investigation with regional technology directors, sister schools, district librarians, architects, Croton-Harmon foundation board and district administrators to investigate technology solutions to support learning in the classroom and develop active learning spaces in CHUFSD.
    - District is offering Google Bootcamp professional development to teachers to upgrade their skills in integrating technology in the classroom and help teachers embed technology in inquiry based learning.
- Seek out and share augmented and virtual reality platforms.
    - District has purchased a classroom size Google Expeditions Kit to provide students authentic learning and the opportunity to experience virtual fieldtrips.
    - District will continue to investigate augmented reality solutions and how to integrate them into curriculum.
- Provide 24/7 365 access to district network.
    - Replacement and reconfiguration of wireless systems to give wider and denser access. (Awaiting Smart Schools Bond Funding)
- Develop increased Digital Citizenship awareness for all students and teachers and integrate this into teacher norms in the classroom.
    - Information has been shared through faculty meetings. District will present to entire faculty on Superintendent Conference days.

3. Completed Projects, Initiatives and Highlights:

Technology Integration in Classrooms

- All 4th grade classrooms were outfitted with Chrome books and integrated G-Suite into instruction.
- The CHHS Cyber Squad presented Cyber Safety classes to CET 4th graders.
- 4th graders mastered PowToon's to create anti-cyberbullying videos.
- 4th graders mastered the WeVideo app on Chrome books to create Colonial videos.
- The documentary film Screenagers was shared with PVC 7th and 8th graders and followed by an advisory on this topic - Additionally Screenagers was shown to the Community at large in the CHHS auditorium followed by a discussion forum.
- All students K-12 participated in the Hour of Code and many classes turned it into a week, 2 weeks and even a month of coding.
- The Experience Science Fair features students in grades K-12. This year featured the largest participation of students in the fair's history.
- Creation of an Experience Science website to advertise past successes and ideas for future experiments.
- The PVC maker space was booked solid with classes. Started as an idea, the maker space has become the place to be if you want to be creative and innovative thinkers.
- 5th grade students explored databases on Chrome books in the classroom to collaborate on their projects: "The Human Impact on the Western Hemisphere".
- 6th grade students went digital to design solutions to issues associated with natural disasters and ultimately connect it to solutions from ancient civilizations.
- PVC Film Festival featured student created films, presentation stations and readings from the book "Wonder" by R.J. Palacio.
- 1st grade students created a digital tri-fold brochure as part of their Community unit.
- 2nd graders created digital dictionaries using Swivl to act out vocabulary words.

4. Professional Development and Training:

- Provided ongoing support for teachers with Professional Development in G-Suite applications.
- Implemented job-embedded PD for CET teachers and created the CET Tech Inquiry Team to test and learn new applications in the classroom to augment teaching and learning at CET.
- Contracted with LHRIC to participate in multi-district Computer Science/Coding Academy to develop and create a K-8 Coding Scope and Sequence for the district-specific K-8 CS vision.
- PVC teachers attended Staff Development in Achieve 3000 and Compass Learning.

- CHHS Special Education teachers attended Staff Development in Achieve 3000.
- Tech Support Staff attended training in how to use Swivl, a video reflection cloud platform to support teachers and students with video recording.
- Provided Staff Development to the CET Tech Inquiry Team on new features in Smart Notebook.
- Provided ongoing support for teachers in the eSchoolData Gradebook features and Standards Based Report Cards.
- Provided individual ongoing support through School & Faculty meetings, grade level prep time, collaboration Wednesdays, Superintendent Conference days and through the summer.
- Pixie/Wixie presentation and training for CET teachers.

5. Growth Opportunities for the 2017-2018 School Year (please include areas that need improvement):

- Coordinating technology use across grade levels so that all student receive the same skill acquisition opportunities.
- Ongoing support in job-embedded PD for all teachers.
- Support in G-Suite for students.
- Infrastructure replacement and overhaul of all switches and servers.
- Updating of wireless configuration and replacement of Access Points.

We were hoping to upgrade our wireless infrastructure throughout the 2016/17 school year. Unfortunately, the funding for this program is coming from NY State and we are still in the review process. We have moved this upgrade to our 2017/18 school year.

Throughout the 2016/17 year, we have focused on supporting teachers with professional development in embedding technology into the Learner Active Technology Infused Classroom (LATIC) process. All teachers in the district have had training in the LATIC model and this is our opportunity to help teachers use technology in a more effective way.

We are currently confronted with an aging infrastructure. Thus, we are planning to upgrade the entire backbone of the network during the summer of 2017. Concurrently, we will be replacing all the teacher hard-drives on their desktop PC's with solid state drives.

The Technology Committee did not meet this year while we awaited the full depth and breadth of the five-year Strategic Coherence Plan. Now that the plan is in place, we will reconstruct the Technology Committee and work towards identifying areas to strengthen student and teacher skills in an effort to support the district goal of creative and critical thinking for problem solving.

We will be looking at the Clarity Brightbytes survey data to help guide us in making teachers more adept at embedding quality technology solutions into the classroom.

The addition of the Alpine Achievement Assessment Portal will help teachers to look at a complete portfolio of student work so that each student can be assessed individually with a goal of eventually giving every student their own individual learning plan. This portal is a living environment in which data is added on a regular basis.

3rd grade students at CET participated in the NY State online Math Field Tests. This is the second year that CET participated in field testing. Overall, the testing went smoothly. There are still a few glitches with the software but all students were successful in completing the field tests.

Finally, with respect to privacy and security issues, the district has purchased an appliance and software to monitor our vulnerabilities.

Croton-Harmon Union Free School District
2017 District-Level Year End Report Form

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

1. Data and Statistics:

- 2668 purchase orders issued during 2016-2017
- 2016-2017 school budget passed by 80.78%
- 2016-2017 bus proposition passed by 75.52%

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 2016-2017 school year, the district continued to work with KSQ Architects to complete the 5 Year Building Condition Survey. From that work, the Board of Education compiled a scope of work for future capital projects. A vote was held on October 18, 2016 and the community approved a $20.82m bond. It is anticipated that the work will begin during the summer of 2018 depending on approval from the State Education Department.

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 2017-2018 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 drills become as automatic as fire drills.

In January, 2014, the voters of the Croton Harmon School District approved the use of $4m from the Capital Reserve Funds for various projects such as:

Carrie E. Tompkins Elementary School:

- Security vestibule reconfiguration
- HVAC system upgrades
- Installation of site lighting in gravel parking lot
- Public address system upgrades
- Add network and public address system to emergency generator to ensure no interruption of power in the case of an emergency
- Installation of intruder hardware upgrade for classroom doors to enable teachers to lock doors from the inside

Pierre Van Cortlandt Middle School:

- Security vestibule reconfiguration
- Replacement of galvanized potable water piping and sanitary piping
- Toilet room renovations
- Installation of lower parking lot lighting
- Public address system upgrades
- Add network and public address system to emergency generator to ensure no interruption of power in the case of an emergency
- Installation of intruder hardware upgrade for classroom doors to enable teachers to lock doors from the inside

Croton-Harmon High School:

- Security vestibule reconfiguration
- Creation of Video production studio
- Toilet room renovations
- Auditorium back of stage renovations
- Add network and public address system to emergency generator to ensure no interruption of power in the case of an emergency
- Installation of intruder hardware upgrade for classroom doors to enable teachers to lock doors from the inside

Athletics:

- Spencer field piping upgrades for original drains

These projects have now been completed during the 2016-2017 school year.

By using the Capital Reserve Funds, the district has been able to save the costs of a financial advisor, bond counsel and the associated interest for projects now valued at over $10.8m. These savings are estimated to be $1,539,000 over the next 15 years.

Negotiations: All contracts were settled prior to the expiration date of June 30, 2017

- Prepared all financial information and participated in negotiations with the Croton-Harmon Administrators Associations
- Prepared all financial information and negotiated a settlement with the Amalgamated Transit Unit. Rochelle O'Mara also participated in preparing for

the negotiations by providing information needed on the issues within the contract. • Prepared all financial information, contractual language information and negotiated settlements with the CSEA Clerical Unit and the CSEA Custodial Unit.
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 2017-2018 School Year • Gmail and Google Docs • Leadership training with LEAF • Strategic Coherence Planning

During the 2016-2017 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
2017 District-Level Year End Report

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

1. Data and Statistics:

College Application trends:

Year	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Early Decision/Action	324	365	267	385
Regular Applications	1110	772	578	592
Total Applications	1434	1137	845	977
# of Graduates	151	127	124	121
Avg Apps per student	9.5	9.0	6.8	8.1

Please visit our college application information chart to view other application data, including a list of colleges our graduates are attending. Available at: https://magic.piktochart.com/output/22810272-chhs-2017-grads

Caseload Data: CHHS

Year	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018 (projected)***
CHHS Enrollment*	532	515	522	527
CHHS Counseling Staff	2.4	3.0	3.0	3.0
CHHS School Counseling caseloads	222	172	174	176

*Latest Enrollment data taken as of 7/1

Caseload Data: PVC

Year	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018 (projected)***
PVC Enrollment*	538	523	512	507
PVC Counseling Staff	1.4	1.4	2.0	2.0
PVC School Counseling caseloads	384	374	256	254

*Latest Enrollment data taken as of 7/1

Caseload Data: CET

Year	**2016-2017**
CET Enrollment	592
CET Counseling Staff	1.0

CET School Counseling caseloads	592

College Representative Visits: CHHS

Year	**2015-2016**	**2016-2017**
Number of college Rep visits	51	80
Number of students attending rep visits (duplicated count)	246	679*

*Represents number of students registered to attend. Number of actual attendees is less (estimate 50%) but still represents a significant increase over previous years. We attribute this to the use of Naviance for signup, and improved communication about upcoming visits with parents. As of this writing, we are still working to determine the actual number of attendees from our paper attendance records.

Scheduling Statistics: CHHS

Year	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Total Requests	4694	4747	4666	4642
Number of unfilled requests	111	149	138	111
Percent requests filled	97.6%	96.9%	97.0%	97.6%
Total number of students	529	524	520	527
Number of students with all requests filled	428	409	402	431
Percentage of students with all requests filled	81%	78%	77%	82%
Total number of singleton courses (courses offered only once in the schedule)	48/103 = 47%	51/104 = 49%	58/109 = 53%	48/110 = 44%

Guidance and Advisory lessons taught: PVC
More than 60 classroom guidance lessons were presented to students in grades 5-8. 10 Advisory lessons at PVC were focused on social-emotional learning.

Guidance and Advisory lessons taught: CHHS
There were 18 classroom guidance lessons taught by school counselors, touching all students in grades 10-12. There were 24 Freshman Seminar classroom lessons given by counselors, providing three guidance sessions for each freshman student. 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 6 times at PVC and 3 times at CHHS this year. At CHHS the Olweus Steering Committee also led staff development activities related to the Olweus Program training and to Microaggressions. There were 6 relevant lessons implemented at CHHS through CHAP. There were 6 advisory lessons directly related to Olweus implemented through the Advisory Program at PVC.

2. Department Goals and Progress:

School counselors focused on increasing contact time with students, including developing new classroom lessons at PVC and reinforcing transition services in (rising) grades 5 and 9. PVC School Counselors introduced one:one meetings with all rising 8th grade students for academic planning, and CHHS introduced individual student/parent/counselor meetings for all rising 9th grade students.

School Counseling and Support Staff provided social/emotional support to students in all three building through some difficult community events that occurred this fall. Counseling and student support staff from all three buildings were closely involved in working with the district's "Task Force on Prominent Issues in Society" to help plan further education for all students. During the current year, that education was focused on sexual assault prevention education.

CHHS began an active RTI team, meeting every 6-12 days, which included all school counselors, and continued regular at-risk meetings attended by all counseling and support staff. PVC and CET continued with their existing RTI models, which are centered on a team approach to data review for students.

Staff in PVC and CHHS participated in new program planning, including developing new classroom lessons at PVC and a Career Speaker Program for career exploration at CHHS.

All buildings (CET, PVC, CHHS) participated in ongoing staffing changes throughout this year, supporting new staff in both PVC and CET, and assisted in hiring a school counselor at CET for fall 2017.

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.
- Began a redesign of the CHHS Guidance website (not yet public). The new website will have a more attractive splash page, including a window for current news/important events.
- Revised grade 8 transition materials and process, including simplified lists of requests sent home to parents and individual student/counselor meetings to put together requests.
- Hired one school counselor (CET).
- Maintained and updated a district Counselor Handbook, in digital website format. Conducted training for all counseling staff based on materials in handbook.
- Conducted detailed review of college application data and visits by admissions representatives. Communicated and discussed key findings with counselors and Board of Education.
- Reviewed and revised district materials related to registration processes, protocols for transgender students, and home tutoring.
- Began dedicated counselor support for ESL students, with one Spanish-speaking counselor dedicated to support Spanish-language families.
- Began 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.
- Revised the CHHS "Big-Buddy" program to provide higher quality support to rising 9th grade students; this year the program became highly selective for Big Buddies, to provide students who would be the best role models.
- Revised materials and procedures to support special testing (SSD) for the SAT and ACT, in reaction to ongoing changes in both organizations.
- Began "Career Speakers" program at CHHS, hosting 8 different speakers throughout the year.
- Began new college representative signup system for college reps to schedule visits directly through Naviance. A similar system in Naviance was used for students to sign up to attend rep visits.
- 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: Financial Aid night, Senior Parent Night; Grade 9/10 parent night; Grade 8 Parent Night; Grade 5 Parent Night; and College Symposium.

4. Professional Development and Training:

- College Networking
  - Introduced a dedicated parking spot for all college and career representatives visiting our school. This was very popular among college reps, and helped to start each visit on a positive note.
  - School counselors met with every college representative who held a session at our school. This supported networking and helped bring knowledge of new programs to our school counselors.
  - School counselors attended college tours throughout the year, and attended the BOCES College Fair.
  - Guidance Expo
- BOCES training sessions attended by counselors
  - Update on NYS diploma requirements
  - Tech center annual information and new program session
  - Annual college fair
  - Developing Innovators and Innovation Skills
  - Diploma and Credential Options for Students with IEPs
  - Transition Planning and Assessments for Students with Multiple Diabilities
- In-district trainings attended by school counselors
  - Alpine Achievement
  - Faculty meetings
  - Regular department meetings with Supervisor of Guidance
  - Cross-building department meetings with Supervisor of Guidance
  - International Baccalaureate Diploma Program
  - Critical Friends
  - New staff orientation
  - RTI training
  - Grief counseling training discussion
  - SELC
  - What Latino Students Want from School
  - The Moral Dimensions of Schools
  - SELC- Advisory Planning
- Other conferences and workshops at colleges or outside venues
  - Teaching Strategies for Students Living in Poverty
  - Counselor Day: Purchase College
  - NAMI Westchester “Let’s Talk about the Road Ahead”
  - NYSSCA Conference

- National Hispanic College Fair
- NYU open house
- SUNY New Paltz Counselor Tour
- When the Holidays Aren't So Happy – conference
- Responses to Intervention: How to Ensure Success
- Pennsylvania College Tour
- The College Clinic (Pace University)
- WCC Next Step Program

5. Growth Opportunities for the 2017-2018 School Year (please include areas that need improvement):

- Conduct a review of guidance program, including survey information, aligned with the Comprehensive Guidance Plan.
- Continue bringing in high-quality Career Speakers, and expand the program by tying in with speakers brought in by classroom teachers from the general faculty.
- Support the development of an elementary school counseling program, which builds on existing counseling curriculum and supports classroom teachers.
- Document and seek ways to expand classroom guidance curriculum offerings at the middle level.
- 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."

Narrative Summary:

With the increase of school counseling staff in the middle school and elementary school, the department worked this year adjusting to and planning for better delivery of direct services to students. Emphasis was placed upon classroom lessons and one:one advisory meetings, as well as improving transition services. At the elementary level, school counseling staff assisted by providing regular group sessions with students identified for counseling services. With a solid team in place, we expect continued improvement in delivery of services and communication with parents and the community.

The school counseling team was heavily involved in crisis response to issues that arose in the community during Fall 2016. School Counseling and Support Staff provided social/emotional support to students in all three buildings, and participated in the district's "Task Force on Prominent Issues in Society" to help plan further education for all students. During the current year, that education was focused on sexual assault prevention education.

For the coming year, we will be focused on doing a more comprehensive review of program, seeking feedback on what we do and how we deliver services. By seeking student input in more detail than we have asked in other surveys, we hope to better refine our offerings for students.

As we look to enrich program offerings, we are going to look more closely at classroom lesson offerings at the elementary and middle levels. The development of this program will be done with building leaders at the elementary and middle level. In particular, at the elementary level, it has been identified already by building leaders that there is a need for school counseling staff to work with classroom teachers to enrich lessons delivered, tying in to the existing "Second Step" program.

Croton-Harmon Union Free School District
2017 District-Level Year End Report

Department:	Administrator / Director:
Transportation	Rochelle O'Mara

1. Data and Statistics:

Transportation and Mileage:

Our buses traveled over 400,000 miles to 30 different schools. We continue to cover 100 plus runs per day excluding sports and field trips. We travel over 2,000 miles a day.

Our students were transported on 245 field trips covering 8,605 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, Paramount Theater, George's Island, JFK and LaGuardia Airports, Edith Macy Center, and Turkey Mountain.

We covered 693 sports trips traveling 19,806 miles. Thirty-three of our special education students attended summer programs at 9 different schools during the extended school year. The Village of Croton held their summer camps at our schools. We provided bus service for their recreation activities and daily pool trips.

Our vehicles went through a total of 86 DOT inspections for the second consecutive year. We achieved 100% success rate. We remain the highest achieving operation 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.

DMV Audit

In October 2016 the New York State Department of Motor Vehicles audited our 19A files. We had no violations or infractions.

Fuel prices were good this year. We averaged:

$1.62 per gallon for gasoline
$1.65 per gallon for diesel

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

During the summer of 2016, we replaced the above-ground fuel tanks at the bus garage. During the replacement process we were able to fuel up at the Hendrick Hudson bus garage--another plus for co-operative transportation.
We experienced a mild winter. We only had two snow days, three 2-hour delays, and one early dismissal.

2. Department Goals and Progress:

The opening of school for the 2016/17 school year was full of challenges with road projects and construction throughout the village. Several minor road improvement projects ran through September and affected our routes. By the third week of September we were operating on schedule without road delays.

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.

The Transportation Department partnered with the "Slow Down Croton" initiative to enhance road safety throughout the village. Several bus drivers joined the PVC student staff, Croton Police and village officials for the walk to school activity in the fall.

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 some work/studies activities at NY Sports Club, Baked by Susan, the Danish Home, the Sneaker store and here at the Transportation Dept. We welcomed Fraser Lamb two days a week to shadow our mechanics. Fraser learned about tools, inventory, shop maintenance and work orders. It was a terrific experience for our student and our staff to share and communicate about real life work experience.

In December our staff joined CET in the holiday spirit of giving. The Transportation Dept. was happy to fill a small bus with gifts for needy students. We look forward to continuing the tradition in years to come.

Our 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. Croton-Harmon HS hosted Chinese students for the week. We took them to the United Nations, West Point, and Woodbury Commons on their visit.

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 senior prom, the Croton Community Coalition paid for the rental of two coach buses. The buses were full and the students enjoyed the "red-carpet" treatment.

Transportation staff were utilized for several large events throughout the 2016-17 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. Working in conjunction with the Buildings and Grounds staff our school activities are much more organized and efficient.

Contributing to the students experiences this year our staff member, Geneive Brown-Metzger, used her international connections to get our graduating-high school senior, Daniel Parker, into the United Nations for a special tour and day-long visit. Daniel's aspiration is to work as an interpreter at the UN and Geneive was able to arrange this visit with the accommodations that were necessary for Daniel.

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, how to wait at the bus stop and safe crossing. The children are always happy to see us and to be able to sit on the school bus.

We reached out to our community with our annual participation in Summerfest. In spite of the rain, we had over 300 children and their families on our bus.

We continue to provide buses for the Village of Croton's Recreation activities. Our drivers are taking the students to Cook pool daily and on their day trips. We also shuttled some senior citizens to our high schools' theater production in June.

Technology:
We utilize all available technology in our department. The use of Transfinder, EZ Bus/ Bus Hive, and License Monitor ensures our accurate records. Our mechanics are utilizing a laptop with specialized programs particular to the vehicles we maintain. The NYS Department of Transportation has begun to digitize all of the inspections and records and will begin paperless operation beginning in the fall of 2017.

We are in the process of equipping most of our buses with cameras this summer. Our staff will be trained to use the system so we may monitor and review behavior, accidents and traffic at any time.

3. Completed Projects, Initiatives and Highlights:

I continue to work with Altaris and the District on emergency planning. During the November conference day, Transportation will be holding additional emergency planning with some 'real time' drills in evacuation, medical emergency and operational issues.

Our office staff changed this year—our dispatcher Nora Mavrommatis left to become Supervisor of Katonah-Lewisboro. A long-time driver, Linda Diorio, was appointed as Dispatcher to replace Nora. Linda and our mechanic, Manuel Beltran, will be taking the course to become 19A Examiners in October. As our population changes within the schools and our staff, we find it necessary to be able to communicate in Spanish more effectively. Manuel has worked with me for several years, translating information for students and parents as necessary.

Bus Schedule/Routing/Ridership:
Each year schedules are adjusted as necessary through the use of our Transfinder software. Routes are reviewed and tweaked for efficiency. We monitor our ridership bi-monthly and it continues to be strong. Our CET runs are very efficient and ridership is steady. We have noticed there is considerable movement within the District when families sell homes and move to another within the District. Several families have moved from Brooklyn to Croton. There has also been more new home construction within the Village than there has been in the last several years. We will be adjusting the bus schedules to give CET additional instruction time in the mornings.

In August we will meet with our cooperative transportation committee. The members are from the ten surrounding school districts. We will discuss sharing bus runs for the 17/18 school year. This cooperative is a successful cost savings for the districts involved. 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.

Communications:

- We continue to hold several town hall meetings throughout the school year to enhance effective communication within our department.
- I continue to meet bi-weekly with the mechanics to discuss repairs, work orders and maintenance schedules.
- Our office staff and dispatchers meet weekly to discuss field/sports trips, 19A testing and road construction.

Our Facilities and Athletics:
Tom, Paul and I met several times during the year to coordinate athletic events. The transportation staff provided shuttles, parking and support staff for the track and cheerleading events as well as for graduation.

For the coming school year we will be making a change for athletics at the high school. The back parking lot is no longer a safe option for pickups for sports at dismissal time. The parking lot is filled with parked cars, students and parents in cars waiting and people walking all over the parking lot. This is not a safe situation for our athletes and increases the possibility of an accident. The buses will be picking sports teams up at the front of the building from now on. We have also created signs for each bus to denote which vehicle is transporting which team.

Our Village Office & Police Department:
We continue to meet with the Police Chief, Tony Tramaglini, Village Manager, Jeanine King, and Village Engineer, Dan O'Connell, to discuss our mutual concerns and projects. We communicate about events at our schools and parking plans based on anticipated attendance. This regular communication is much appreciated by all parties involved. Croton PD informs us about road closures, water main breaks, fires, etc. Martin Garipey from the Village DPW takes special care when planning projects to minimize any conflicts with our school bus routes and timing.

At present I am working with the DPW Chief Frank Balbi on the acquisition and operation of the possible future DPW site. We have met and discussed the possibility of sharing resources, fuel pumps, parking etc. This will be an ongoing discussion but holds promise for future shared services.

4. Professional Development and Training:

This year we presented our two-required State Education Department Refreshers on 8/30/16 and 3/21/17. Our Refresher's covered:

- Diversity on the school bus-what does it mean?
- Dragging incidents
- Competence or Excellence-your choice?

We also included PJ'S Law and the Dignity for all Student's lessons.

I included a lesson on the gender identity issue. I consulted with Dr. O'Connell for information on how the district and SED requires the school to deal with it. It was a well received and timely topic.

During the March refresher we hosted Entergy and FEMA for emergency evacuation training for our staff in the event of an emergency at Indian Point.

Ellen and I attended our required professional development courses at SWBOCES in Goshen. We continue our participation with our local Lower Hudson New York Association for Pupil Transportation. We took some webinars on line which were offered by our state association. I participated online as a panelist for Jeff Olefson's instruction on reaching out to your school community. I also attended a workshop through SWBOCES on the McKinney-Vento act and its impact on school transportation.

Our staff took advantage of some webinars offered by the NY Assoc. of Pupil Transportation. The webinars were presented by Jeff Olefson and dealt with evaluating employees, dealing with difficult parents and relationships within the school district. Jeff included me as one of his panelists to discuss working with your school board, community members and staff to boost morale and improve communications. It was interesting to be included in the webinars which enabled me to reach out to colleagues throughout New York State.

From July 16th through July 19th, I attended the annual New York Association of Pupil Transportation Conference in Albany. There was extensive debate and discussion with officials from the NYSDMV and NYSDOT Driver about the requirements and changes in commercial driver's road tests and digital filing. New York State has not worked out the details requiring implementation of the new requirements nor the logistics of location for the dedicated sites. Many of the changes being implemented in New York State are a result of requirements by the Federal government. School bus drivers are being treated the same as long distance truckers. It is important to continue to advocate and question the practices or laws we are required to follow. It is necessary to attend these conferences to keep abreast of the changes in laws under NYSDMV, Department of Health, Department of Environmental Conservation, Department of Transportation and the New York State Education Department. We remain in compliance with all of our governing agencies.

5. Growth Opportunities for the 2017-2018 School Year (please include areas that need improvement):

As we go into the 2017/18 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”.

Croton-Harmon Union Free School District
2017 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, 2 day custodians (grounds), 2 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
- Out of district fields (seasonal maintenance): Croton Point, Manes, Firemen's
- Initiate bids, quotes or used cooperative bids to obtain and manage contracted services or supplies from approximately 90 vendors.
- Maintenance work orders completed: 2,309

2. Department Goals and Progress:

Projects – Completed 2016/2017

- Painting:
  - CET: Main office, and Principal's office suites and all associated rooms. Music room and MPR hallway bathrooms. Main and first grade hallways, hand railing to Spencer field, Spencer field goalposts, facilities office.
  - PVC: Classrooms 401, 402, 403, 408, 409, 410, 411, 415. Exterior columns and railings at main entry, gas piping near meters. Innovation and Desing lab room 229 and adjacent rooms.
  - HS: Exterior painting of railings near art room, fire escape stairwell near parking lot, exterior block walls on storage area near main gymnasium, Rooms 109, 149, 305 ceiling and bathroom near room 213.
- Spencer field access road - Paving and drainage repairs
- District office parking lot - concrete repairs to garbage dumpster pen slab
- District office – shrub replacements front of building

- Spencer field – rebuild catch basin
- CET - Water supply valve box replacements – Front and rear CET driveways
- CET field - Scoreboard installation.
- CET third grade sidewalk repairs near gym
- CET upper and lower playgrounds - safety fiber replacement
- CET Monet garden and district office shrub replacements
- CET - hill near fourth grade/Hughes street – Planting of evergreen trees and shrubs
- PVC room 219 – Replacement of suspended ceiling/lighting and associated asbestos abatement, re-insulation, fire sprinkler/alarm work.
- PVC sidewalk to Maple street - repair
- PVC ADA ramp repair near playground
- PVC tennis court - masonry repair
- PVC curb repair in front of building
- PVC tire swing removal – construction of four square/box ball courts HS fire escape - Sheet metal repair
- HS courtyard – drainage improvements, paver installation and shrub replacements
- HS auditorium door – improvements to interior and exterior concrete floor slabs to prevent water entry
- HS front entrance - Belgian block repair
- Transportation – Replacement of diesel and gasoline storage tanks
- District wide – replace aged computer hardware for access control and visitor management systems – System upgrades.
- District wide – enlarge the district's main server room, improved emergency power supply and air conditioning.
- District wide – improvements to digital radio and repeater system.
- District wide – 2015 District Wide Capital Improvement project punch lists completed and projects closed out.

Other Projects

In addition to capital improvement projects, the following projects/initiatives were also completed in 2015/2016:

- District wide - Lead in water testing completed at all schools in compliance with new state requirements.
- Capital Project User Group Reviews – participated in multiple user group reviews with Administration, Staff and design professionals for development of design documents.

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 off unit ventilators, roof top units, PTACs, air handlers, exhaust fans, ductless split systems, pumps, unit heaters, power ventilators, tube heaters and associated equipment.
- District Wide – painting/striping all parking lot traffic markings
- Coordination of graduation tent, platform, equipment setup and parking.
- Summer 2016 cleaning – thorough cleaning completed in all schools.
- Director of Facilities – Co-Chair of Health and Safety Committee – Four meetings held in 2016/2017. Responded to all complaints received.
- District Wide – Snow/Ice removal

3. Completed Projects, Initiatives and Highlights:

The following initiatives are planned for the 2017/2018 school year:

- Painting:
  - CET: Kindergarten classrooms/bathrooms/hallways, 2nd grade bathrooms.
  - 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 aerate and top dress with sand to improve drainage and leveling of field, sod replacement in goal mouths, extend lacrosse safety ball walls, repair valve vaults.
- CET - concrete sidewalk repairs near 3-4 grade entry, boiler room and Monet garden entry, regrade rear gravel parking lot.
- 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 – clean, seal and reline courts
- PVC – rebuild brick wall adjacent to stairway from upper parking lot to rear field, repairs to planter beds in front of older building.
- PVC – replacement of select exterior window panels and associated window air conditioners. High work requiring summer access/lift.
- HS – Increase size and accessibility of pedestrian waiting area in front exterior main entry. Install seating/benches in same area.
- HS – install concrete sidewalk near of auditorium.
- HS track – improve drainage near locker rooms.
- HS – replacement of warped metal entry/vestibule mat systems.
- HS Library – demolition, construction of new walls, installation of carpet, replacement of ceiling tile and installation of electric and data systems for installation of a new 30 foot long interactive Nureva Span learning wall.
- District wide – upgrades to lockdown/panic alert system.
- District Wide – Upgrade of HVAC Honeywell building management system and migration to virtual server.
- District wide – Submission of plans for 2018 and 2019 Capital projects to the NYSED for review and approval, Bid and award 2018 Capital projects spring of 2018. Capital project work planned to start summer 2018.

4. Professional Development and Training Completed:

- Buildings and Grounds Staff Empowerment Day – Approximately ½ of Custodians attended classroom training on HVAC unit ventilator and rooftop unit maintenance, team building, work place communication and situational awareness. Educational program was attended by approximately 180 Westchester/Putnam custodial maintenance staff and lead by Croton Harmon Schools Director of Facilities in conjunction with the New York State School Facilities Association.
- Asbestos awareness training, chemical awareness/safety, general safety – BOCES provided at CH - all staff

5. Growth Opportunities for the 2017-2018 School Year (please include areas that need improvement):

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

Croton-Harmon Union Free School District
2017 Principal Year End Report

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

1. Enrollment and demographics:

The 2016 – 2017 school year began with an enrollment of 592 students and ended with 596 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 2016 – 2017 school year were as follows:

Female: 46%

Male: 54%

White: 72%

Black: 1%

Hispanic: 16%

Asian: 8%

Multiracial: 2.83%

Native Hawaiian/Other Pacific Islander: .17%

2. Building goals and progress:

Our building goal supported the district goal-*to continuously improve student learning through aligned common assessments that measure achievement of the application of State Standard and 21st century skills identified in the Croton-Harmon mission and vision and are used to inform/support professional practice.* Teachers administered grade level common assessments in all curricular areas with the majority of assessments administered in English Language Arts (ELA) and Mathematics. All students were assessed three times (fall, winter, spring) using the Next Step Guided Reading Assessment. This testing tool assesses a student's level of proficiency in word knowledge, phonics, spelling, fluency, and comprehension. Components of this assessment were administered whole class and individually. The results from this assessment were used to plan for instructional groupings. Additionally, the Renaissance STAR computer-based assessment was administered to students three times (fall, winter, spring). The data from STAR Early Literacy, STAR Reading, and STAR Math was also used to plan for instructional groupings. Students who did not meet

grade level benchmarks in reading and math were provided with small group instruction with our AIS teachers or special education teachers during the What I Need (WIN) block. This year, we were able to provide pullout Academic Support (AS) in math to first grade students who had demonstrated mastery of grade specific math standards. The progress of students receiving Academic Intervention Support (AIS) or Academic Support (AS) was monitored using Renaissance STAR. Grade level writing assessments were administered quarterly and the results were reviewed at grade level meetings and at data team meetings. AIS Writing was provided to students in third grade; students were identified for this support based on the results of their writing assessments.

Using a protocol introduced by a trainer from Learner-Centered Initiative (LCI) student work was reviewed at grade level meetings and at faculty meetings. Formative assessment practices were analyzed using videos from the Teaching Channel. The practice of examining student work helped to ensure the reliability and validity of assessments as well as to identify next steps for instruction.

With the support of the curriculum coordinators, we were able to make progress with our district goal of improving student learning through common assessments. All curriculum committees worked on designing a specific rubric: presentation, metacognition, and critical thinking. The development of these rubrics is still a work in progress. The math committee continued to review and revise rubrics both from the Eureka math program and from teacher created assessments. They would like to spend more time creating and revising performance-based assessments. The ELA committee discussed the Next Step Guided Reading Assessment and whether or not it was being implemented with fidelity. As a result of their findings, it was necessary to revisit the "rules" on administering the running record component of this assessment.

3. Curriculum and Instruction:

Classroom teachers teach all curricular areas: English Language Arts (reading, writing, spelling, speaking, listening, and handwriting), Mathematics, Science, and Social Studies. All K-2 teachers continued to use *FUNdations* to teach phonemic awareness, phonics, spelling, and handwriting. Third grade teachers continued to use the *Words Their Way* program to expand the teaching of phonics as well as spelling and vocabulary. The emphasis in fourth grade was on academic vocabulary, and new words were introduced weekly. Reading and writing in the primary grades was taught using the workshop model. In all grades, students read and wrote in a variety of genres including nonfiction, fiction, and poetry. The fourth grade teachers used common pieces of literature such as The One and Only Ivan and The Miraculous Journey of Edward Tulane to teach comprehension skills and vocabulary. Writing prompts reflected students understanding of the story and helped them make real-world connections. After reading The One and Only Ivan, students were asked to write persuasive essays on zoos-should animals be on display in zoos?

For the fourth consecutive year, the Eureka math program has been used to teach mathematics in all grades (K-4). Zearn, a web-based interactive program, supports the Eureka math program and was used in a number of classrooms.

Units of study from *Science 21*, curriculum developed through PNW BOCES, were taught over the course of the school year. Each grade level has 3-4 units that they are responsible for

teaching. The kindergarten units were new this year; the curriculum was renovated to follow the progression of the New York State Science Learning Standards (NYSSLS). The new units of study were Weather and Climate, Forces and Interactions, and Independent Relationships in Ecosystems. New first grade units of study will be rolled out in the 2017-18 school year. First grade teachers will receive three days of training over the course of the year to learn how to implement this new curriculum.

We continue to use the Integrated Social Studies English Language Arts curriculum, which was also revised due to the new Social Studies Frameworks.
We continued to provide small group instruction for students who did not meet grade level benchmarks in reading, math, and writing. For third and fourth grade students in need of more explicit reading instruction, intervention programs Just Words and Wilson were utilized. Small group remedial instruction was provided during the What I Need (WIN) period. Other support services such as speech and counseling were provided during the WIN period.
We continued to offer before school math programs to our second, third, and fourth grade students. All of these programs were well attended.

For the second consecutive year, we piloted the introduction of World Language in fourth grade by providing French instruction for thirty minutes on a six-day rotation. The World Language committee reconvened to discuss its recommendation for Foreign Language in Elementary School (FLES). The recommendation was to hire a full-time Spanish teacher to provide Spanish instruction to all students in K-4.

All students attended forty-five minute sessions of art, library, and music once a week, and physical education twice a week. The curriculum taught in those programs supports New York State Standards and whenever possible is related to grade specific content. This year, students were introduced to coding and engineering during their library time. STEM challenges presented by our librarian showcased the creativity and critical thinking skills of our students. A three-week unit on fitness drumming was added to our Physical Education and Music programs this year.

4. Special assemblies and highlights:

Over the course of the year, students participated in their specific grade level performance. Each performance connected to the grade level curriculum and incorporated singing and movement taught during music class. Students contributed to the choreography, set design, and costumes. This year, Kindergarten students shared their academic skills in *ABC Circus.* First grade students shared their animal knowledge in their performance of *Creepy Creatures*. The second graders shared their science knowledge in *Did You Hear That Sound?,* while we traveled the globe to France, West Africa, Haiti, Egypt, India, and China with the third grade as they performed *We Are Unity*. The fourth grade thrilled us with their renditions in *Broadway Kids.* 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.
The student body and parents were entertained during our winter and spring choral/band concerts. This year approximately 100 CET students in grades 1-4

participated in the strings program. There were 65 fourth graders in band and 70 in chorus. Our chorus had the opportunity to visit the United Nations again this year. They were invited to perform at a celebration of Peace Education.

Thanks to the coordination of the CET PTA PARP (Parents as Reading Partners) committee, authors Sara Pennypacker and Jonathan Kruk presented their craft to CET students this year. Students in grades 1-4 attended an assembly in which Sara Pennypacker 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. This was the first time that Jonathan Kruk and our kindergarten visited the Croton Arboretum together; in the past, the presentation was done at school. This trip was well received and has already been scheduled for next year!

Once again, students in grades K-2 attended a "Bash the Trash" assembly where music was performed using instruments created from recycled materials. 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 5th 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 to learn more about their community. Our 1st graders were also introduced to the practice of mindfulness and yoga during an interactive demonstration by Yoga Sol.

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.

Drumming for Fitness was added to both the Music and Physical Education programs through an integrated unit that combined rhythm, choreography and dance. Classes participated during their Specials period and there was an evening event hosted by the

Music and PE teachers to allow parents an opportunity to participate in this new interdisciplinary unit.

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 yearlong 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.

Several CET faculty and staff members participated in "CET's Got Talent?", a variety show that fostered community involvement and raised money for CET PTA Enrichment Grants. Over $8,300 was raised through this event.

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 participated in several Professional Development sessions with the G&R Inclusive Group. Teams of teachers were exposed to a variety of Co-Teach models for them to implement in the classroom. Teachers were provided with feedback from G&R on their teaching methods and given resources to enhance Co-Taught instruction. Teachers focused on differentiated instruction and on methods of delivering instruction that best utilized both the special education and general education teachers.
All teachers participated in Learner Active Technology Infused Classroom (LATIC) training in order to incorporate student choice and innovative technology into new and existing lessons and units of study. We saw evidence of LATIC across grade levels and disciplines.

Four of our teachers continued their work with Learner-Centered Initiatives (LCI). This two-year project had these teachers (along with PVC teachers) develop an English Language Arts (ELA) curriculum-embedded performance task and rubric that is aligned to the Common Core ELA Standard that addresses opinion writing.

A number of teachers attended a workshop at PNW BOCES called “Language Acquisition vs. Language Disability”. This workshop addressed the natural acquisition process of an English Language Learner (ELL) and identified what should be done before making a formal referral to the Committee on Special Education for an ELL student. Best practices for teaching ELL students were shared. As our ELL population has increased each year, this was a valuable workshop for general education and special education teachers to attend.

All teachers received on-site Lexia training in order to ensure that this computer-based reading program was implemented with fidelity. This training was well received and beneficial. As a result of the training, students were assigned Lexia more frequently and the data showed significant progress was made for those students who met the minimum usage minutes per week. The building principal also received training on how to analyze the data and how to promote fidelity of the program.
All kindergarten teachers attended three days of training at PNW BOCES in order to learn the new Science 21 curriculum. The three days of training were spread out over the course of the year.

6. Building specific programs and committees:

The World Language Committee reconvened early in the school year to solidify its recommendations for World Language instruction at the elementary level. Based on the committee’s recommendation, a full-time FLES teacher will be joining the CET staff for the 2017-18 school year to teach Spanish to all students in grades K-4.

A fourth grade student was concerned with food being wasted by students during lunchtime and shared his concerns with the principal. As a result, they formed a Stop Food Waste Task Force. This task force consisted of 50 students in grades 2-4 who helped spread the message that food should not be wasted. They created skits, made posters, and wrote speeches that were shared with the rest of the student body.

7. Tri-States Involvement:

Both building leaders participated in their respective Tri-States administrator’s groups. These groups meet four times during the school year where they have the opportunity to discuss leadership roles relevant to current educational topics and participate in books discussions. The Principals’ group read *Thanks for the Feedback* by Doug Stone and Sheila Heen.

Assistant principal, Kerri Bianchi participated in a 3-day Tri-States visit to the Wappingers Falls School District. The focus of this visit was K-12 Special Education Programs. First grade teacher and math curriculum coordinator, Patricia Lynch, participated in a 3-day Tri-State visit to Edgemont UFSD to provide feedback on the

extent to which their mathematics instruction supports problem solving, critical thinking, and authentic learning experiences.

8. Communication and parent involvement:

Every two weeks a newsletter was sent home to parents via K12 Alerts. This newsletter kept parents informed of all of the happenings in the building including important dates like parent conferences and school performances. The building administrators, school psychologist, counselor, nurse, and PTA contributed articles to the newsletter. Additionally, classroom teachers sent home monthly newsletters outlining the curriculum and information related to special events and field trips. The special area teachers communicated their curriculum and special activities via a seasonal newsletter that was posted on our CET webpage. Our CET webpage was regularly updated, and contained helpful resources and links for parents. We regularly communicated to Syntax any special events for them to write about for our district webpage and *Reflections*. The K12 Alerts system was used regularly to remind parents of special events and to disseminate important information such as school security. The building principal tweeted special events periodically.
There were numerous opportunities throughout the year for parent involvement. Parents were invited in for special activities and events such as candy house decorating, pillow making, Colonial Day, and class picnics. The Fourth Grade Writing Day relied on parent volunteers and community members to teach workshops on various fields of writing. The art program provided opportunities for parent involvement as well. Parents were encouraged to share their artistic talents and art background. Parent volunteers were needed to help with grade level performances-decorating the stage, purchasing props and costume pieces, and supervising the painting of the flats used for the backdrop of the Broadway Kids performance. Parent volunteers were used to mount student artwork for the District-wide Art Show. Parents helped to shelve books in the library. Our food service would not be possible without parent volunteers to help serve chicken, pizza, and quesadillas.

Working in collaboration with the CET PTA, Principal's Coffees were held as a way to keep parents informed about topics such New York State assessments, Social/Emotional Learning, and the placement process.

The music and PE teachers invited parents in to try Fitness Drumming! This evening event was well attended!

9. Building Planning Council:

In addition to reviewing various Board of Education policies, the Building Planning Council focused on CET playground fundraising efforts, continued Food Service discussion and provided input on alternative seating options for students.

10. Growth Opportunities for the 2017-2018 School Year (please include areas that need improvement):

As we plan for next year, our focus will be on addressing ways to support the teaching and learning of critical and creative thinking for problem solving as outlined in the Strategic

Coherence Plan. Connected to this focus, we will be looking at how our school counselor can support the emotional and social needs of our students through individual, small group, and whole class instruction. As a district, we will be developing curriculum to ensure the safety and well-being of all students. We will be providing Spanish instruction to all students. Curriculum for this new program will need to be developed in collaboration with the language teachers at the middle school and high school. Our librarian will be working with colleagues from the middle school on developing coding curriculum K-8. This work will be led by trainers from the Lower Hudson Regional Information Center (LHRIC). We will be moving from a Monday-Friday schedule to a five-day schedule (A-E) in order to reduce the number of classes students miss due to holidays and school closings.

Croton-Harmon Union Free School District
2017 Principal Year End Report

Building:	**Principal:**
Pierre Van Cortlandt Middle School	**Dr. Barbara Ulm**

1. <u>Enrollment and demographics</u>:

During the 2016-2017 school year **524** students were enrolled at PVC.

The following shows the breakdown of students based on sex and reported ethnicity as per E-school data –

Female:	**272**
Male:	**252**
<u>Total Students</u>:	***524***
White:	**71.9%**
Hispanic:	**15.6%**
Black:	**4.4%**
Asian:	**4.8%**
Multi-racial:	**2.9%**
Pacific Islander:	**0.2%**
American Indian:	**0.2%**

2. <u>Building Goals and Progress</u>:

While the building goals will be the focus of ongoing work, a great deal of progress was made during the 2016-2017 school year. The following summarizes the actions taken to move towards goal accomplishment:

SMART Goal 1: To develop a strong STEM-D program so that students will engage in challenging real world problem-solving experiences that encourage critical and creative thinking and design. During the 2016-2017 school year students in all four grades will have access to the Innovation and Design Lab (INDE) for formal classroom experiences and student-initiated lunchtime programs.

***Essential Question*: How do we help students utilize basic math, science, and art skills to develop creative solutions to real world problems?**

A highlight of this school year was the creation of the new Innovation and Design Lab (INDE). What had originally been a bus garage for the 1939 school became a place for students to explore and create solutions to problems presented in all subject areas. Katie Brennan was selected as the teacher to facilitate the lab and the individual who poured her heart and soul into its creation. She attended a number of BOCES programs, which guided her development of the lab.

Tools and materials were purchased to allow students almost unlimited opportunities to be creative. In addition, Katie encouraged the donation of any item that could be used as a teaching tool or could be repurposed. For example, an old blind became part of a space colony for the surface of Mars. Both PVC staff and the community were happy to donate. Work tables and chairs were ordered giving students places to gather for planning and building. (By the end of the year these tables had been used continuously for pounding and gluing projects together. Yet, the tables still looked like brand new. While we can could say that the tables were well constructed, the more likely case is that the students cared enough to take care of the tables.)

Students used the lab before school and during their lunches to build whatever they wanted to build. Katie encouraged the students to use their imaginations. There was also a monthly engineering project posted for which students could challenge themselves. For example, students were challenged to build a catapult.

During the school day, the lab was used by teachers to extend their lessons to involve a problem-solving component. While it was anticipated that math and science teachers would actively use the lab, many other teachers also used it including World Language, health, music, and home and career skills. For example, Jessica Butts extended a health lesson on stress to have her students create a personal stress relieving device. For example, some students created toys designed for playing with a pet who they saw as stress-relieving. Katie Brennan worked with each teacher to design the engineering project to be used with students.

The INDE Lab has become a favorite room for all students at PVC. Involving students in "engineering the future" is an empowering experience. With so many challenges in the

world today, teaching students that they have the power to make the future better is an important lesson.

SMART Goal 2: To increase the capacity of the grade level RTI teams to identify students who need additional support, develop an intervention plan, and track progress, through the use of tools, including Alpine Achievement for data collection and organization.

***Essential Question*: How do we use data in our PVC RTI program to improve student learning?**

At PVC, students receive academic intervention support in ELA and math when their state assessment scores show a need. This occurs beginning in the fall. During the school year students may also be recommended for AIS support based on other data including teacher assessments and RenStar at the beginning of the year or throughout the year when a child does not show growth as expected. An RTI team makes these decisions at each grade level. The RTI team consists of a math, science, social studies, and ELA team member -along with a grade level special education teacher. The team is assisted by school psychologist, Glenn Klugherz.

This year training began on Alpine Achievement. Alpine Achievement provides easy access to student data. With this program in place the teachers can easily see all data in one location. This will make it easier to discuss the progress that a child is making and choose interventions.

Compass Math was introduced for the first time this school year. This program helped the math teachers track student progress and address student needs. The program provided direct access to math concepts that a child needs to master. Thus, this program has become a wonderful way for provide students with AIS support.

Once again, the school utilized Achieve3000 as a Tier 2 support for our AIS students in 7th and 8th grade. At the 5th and 6th grade level the program was used by all students. The program makes it easy for teachers to select reading passages that match the interests and needs of each individual student. Thus, even our strongest readers benefit from the program. By using the program with every student, a specific time could be set aside to use the program. This increased the likelihood that students would get the minimum time on the program that is recommended for seeing significant growth. Using the program with all students also took away the stigma of it being a remedial program. Thus, students were much more engaged in the program and willing to do more outside of the school day. Since student growth is directly correlated to their usage of the program, logging on outside of school had a very positive impact. Once again, PVC received accolades from

Achieve 3000 for the progress that the students made.

The RTI program at PVC has also helped teachers identify some common areas where students struggle. In this way, the teachers can implement a much needed support system for the entire class. This year it became evident that more time needed to be spent to help students in 7th and 8th grade develop specific skills such as organization, note taking, time management, etc. Over the summer the teachers will develop curriculum to teach these skills and reinforce them. It will be the goal to help students become more independent and achieve greater success.

While the math and ELA teachers have become very comfortable with using data collected from these different sources to make curricular decisions, other teachers will need to have additional support. In particular, science and social studies are two areas where reading can be very challenging for students. Reading must be properly introduced to help students negotiate difficult vocabulary words and content specific themes. This year Jackie Johnson modeled for teachers techniques that should be used to help students read in their classes. It was evident that students do not realize that skills taught in ELA should be utilized in all classrooms when reading. It is no wonder that students do not always show the same strengths in all classrooms.

SMART Goal 3: To continuously improve student learning through –

A. aligned common assessments that measure achievement of the application of standards and the 21st century skills identified in the Croton-Harmon Mission and Vision.

B. Exploration of different purposes and protocols for examining student work and connections to the Strategic Planning Protocol.

C. Making connections between the formative assessments and the feedback process while applying the attributes of quality feedback.

D. Developing and refining rubrics that support student critical thinking, metacognition, and presentation work.

***Essential Question*: How do our assessment and measurement systems align with our goals for learning, teaching, and the demands of data driven instruction?**

***Essential Question*: How do we support strategies for improving student performance by:**

1. Exploring different purposes and protocols for examining student work and connections to the Strategic Planning Protocol?

2. Making connections between formative assessments and the feedback process while applying the attributes of quality feedback?
3. Developing rubrics to support student critical thinking, metacognition, and presentation work?

In 2015, the district sent a team of teachers to a series of professional development workshop called—Teaching is the Core. The goal of this was to design authentic learning experiences and assessments for students that supported the Common Core Learning Standards. In 2016, Lauren Scollins and Michael Plotkin continued to attend the follow-up workshops provided by *Learner Centered Initiatives*, and would result in an implementation plan for the alignment of assessments with standards and student learning.

During the 2016-2017 school year, the PVC faculty was engaged in a year-long professional development experience that focused on aligning our standards-based report cards with our assessments. This included fine-tuning our assessment tools and developing strategies for using data.

Early in the year, an action plan was designed that detailed how the faculty would be engaged in this work and how the work would address both district and school goals. At each faculty meeting throughout the year, we provided the teachers with an opportunity to design rubrics, learn about providing meaningful feedback to students and engage in a critical friends group to assess their assessments, rubrics and the tasks relating to their subject.

Teachers were provided choice in how they would utilize this learning time. Teachers were surveyed and asked to choose an area in which to work on. In doing this, a wide-variety of professional needs were met and individualized professional growth was fostered. Teachers recognized how these experiences addressed the attainment of our school and district goals but did so in a manner that was meaningful to them and supported their individual professional needs.

As a result, the teachers designed new rubrics (grade-level/department and task-based), modified rubrics, examined student work, modified assessments, got their colleagues advice on how to fine-tune assessments and rubrics and practiced how to provide students with quality feedback. This work solidified our gains as a school in our transition to a 5-8 standards-based report card and supporting metacognition and student ownership of their learning.

The following summarizes the work from each faculty meeting:

August

- Examining of student work, use of protocols, application of standards, and quality rubrics.
- Connection to District Vision and Mission
- Introduction to the design of common rubrics.

September

- Empowering teachers with purpose: providing meaningful feedback to students, making instructional decisions, and evaluating reliability of assessment.

October

- The components of quality rubrics.
- Teachers used checklist provided by district to evaluate their rubrics.
- Connections made to critical thinking, metacognition, and presentation skills.

November

- The role students play in their own evaluation.
- Ways that we collect data on students and use this data to make decisions about instruction.

December

- Teachers share rubrics and receive feedback.
- Teachers continue to hone their rubrics.

By the end of the year, PVC teachers had increased their capacity for using student data to make instructional decisions.

3. Curriculum and Instruction:

This was the second year of our Standards-Based Report Card. Many parents have expressed positive feelings about the focus of the school and the documentation that communicates their children's progress. There is still some frustration expressed by parents who struggle to understand a report card and system that is different from what was traditionally used by schools. Next year we will spend time at coffees helping parents to see how the rubrics, report cards, and grade book connect and work together to provide an overall picture of a child's progress. We will need to continue to build meaningful benchmark

assessments into our programs, and wherever possible create multi-grade rubrics to show student growth over the years at PVC.

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 8th graders were given a choice of science classes. Living environment was offered as in the past. The students also had the option of studying earth science. Both of these are high school Regents classes. Students enrolled in either of these courses must pass a regents exam at the end of the class to receive the needed science credit for high school. Students were very successful in both of these courses. Next year a third science option will be available. Students will have the opportunity to enroll in an engineering course that includes curriculum from ***Project Lead the Way***. This is part of the same program used at the high school level. While this course will not receive high school credit, it will be a very challenging and meaningful learning experience for those students who enroll. Utilizing a STEM-D approach, the class will be connected to real world applications that engage students in creative problem-solving. Overall, it is important to redesign our educational systems to spend less time on basic knowledge and more time utilizing information to construct new ideas and things that affect our future quality of life. Thus, the engineering course is a means towards this end.

The Common Core Curriculum for ELA encourages reading and writing in all subjects. At PVC many natural connections have been made between social studies and ELA utilizing a Humanities approach. However, fewer considerations have been made in science and math. Last year ELA and living environment were combined to include an endangered species project. Each student selected an animal or other form of life to explore the changes occurring due to climate change. This was a wonderful opportunity for students to conduct research and report their findings in a well written paper and speech. Jackie Johnson assisted with this project to help students tackle the reading for some of the scientific sources used. This project was used as a stepping stone towards the Change Project for which they would later be involved. This is only the start of engaging students in reading and writing in science.

Math at Your Own Depth

Over the last five years, much has been done by our math educators to ensure that students are appropriately challenged and that data is utilized to make instructional decisions. Teachers have made significant progress in tailoring learning experiences to the needs of the students. Offering students creative and innovative ways to demonstrate their learning

and, take their thinking to the next level is the cornerstone that Math at Your Own Depth was built upon. Teachers differentiated learning experiences for their students based on their needs and aptitude in math. Teachers utilized diagnostic tools to understand how the students were progressing and to develop fine-tuned learning that would help students grow.

This year the school's administration and the math educators met early in the year to assess the program's effectiveness. In our meetings, we discussed what was working well for students and teachers. We concluded that we wanted to create a way of representing student progress in a manner that indicated their mastery of units of study and standards. This "tool" would, (1) provide students with precise data as to what they achieved and where they needed work, and -- (2) assist students and teachers in data-focused conferring and goal setting in a manner that gave the student more voice in the process and a greater sense of ownership (3) a reporting and progress monitoring apparatus that was transparent and provided information not represented in our report cards or on the online gradebook.

As a result of this work, each math teacher (5-8) has been using this checklist with students. Units of study/standards are checked off when a student demonstrates mastery. Students utilize this tool to reflect on their learning and make decisions as to how proceed with their learning in math. Teachers utilize this tool to help them get both a holistic and individualized look at student progress in their classes. Parents have a much better idea of how their child is progressing and what they have completed and still need to demonstrate mastery.

Math at Your Own Depth is a program that has been consistently improved over the years. Teachers' reliance on data to drive instruction and students taking charge of their learning have been the guiding principles of this program since its inception. Having put in place the necessary supports, strategies and resources has made this program successful and beneficial to the students at PVC Middle School.

Summer programs at PVC included support in ELA and math. Students were recommended for this program based on their yearly progress in these subjects. In addition, a Creative Writing class was offered for those students who were interested. Also, a math exploratory class was offered for those students who enjoy math and wanted to keep learning. All of these classes were well attended and greatly benefitted student learning.

4. <u>Special assemblies and highlights</u>:

Last summer 8th grader Forest Greece saved a small child who was at risk within the Croton Community. He called police and made sure the child received the help it desperately needed. As a result, the police chief and mayor presented Forest with a special award at PVC. In addition to this award, Forest was also presented with a citizenship award from congressional representative Nita Lowey. Forest received applause from the whole 8th grade class who were in attendance for this recognition. We are always so proud of our students and their willingness to be upstanders.

<u>Safe Routes to School</u> - Starting in July of 2016, the Village and the Croton-Harmon School District began planning for a collaborative endeavor to teach students how to stay safe on their way to school and on their way home. Michael Plotkin and Thomas Cunningham worked with Village leaders and trustees to create an action plan to coordinate the efforts of the two entities.

It was decided on that PVC Middle School would lead several facets of this initiative. PVC Middle School planned and hosted *Safe Walks to School.* Mr. Plotkin and Mr. Cunningham collaborated to designate routes that students were mostly likely to take to and from school. They divided the fifth grade classes and assigned each group a route to take. Accompanying each group were Village of Croton representatives including the mayor, police officers, village manager and members of the Board of Education.

In support of this effort, a significant amount of time was dedicated to informing parents on what they can do to help keep their students and fellow community members safe. We handed out postcard-sized flyers with safety reminders to parents and guardians during drop-off and pick-up. Safety videos were produced featuring our students providing safety tips. Communications were sent out to the community via K12 Alerts, reminding everyone of the expectations for drop-off, dismissal and riding the buses.

In May of 2017, we once again collaborated as a Village-based entity to hold two other safety-oriented events. In the second week of that month, we hosted a bike safety class that was conducted by the Croton-Bicycle and Pedestrian Committee in which sixty students from grade 5-8 participated. We also organized a Ride to School Together event. Students, teachers, administrators and village representatives met at 7:15 AM at the junction of Benedict, Cleveland and Truesdale to bike to school together. Following a predetermined route and, being led by Dr. Ulm and the Croton Police Department, a dozen students took part in this worthwhile and adventurous endeavor.

The Spring Musical – ***The Music Man*** showcased the singing and dancing talent of our students. PVC is fortunate to have a dedicated group of adults that work tirelessly with our students to create such high-quality performances. These included Dan Large and Sally Barnes as directors, and Mike Katzman as Music Choreographer. Students from the high school also participated in helping to orchestrate this middle school production. The high school students took on a leadership role and learned more about directing a show.

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 student 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 *Rivertown's 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 Sleepy Hollow Middle School after only two practices. It was a very special concert.

Our students all participated in the nationally sponsored program ***Hour of Code***. The purpose of the program was to get students more involved in computer programming. Students develop problem solving, sequencing, and logical thinking skills while participating in this fun experience. One of the goals at PVC must be to engage students to a greater extent in programming and related tasks in the future. It was also great to see how the students of all math abilities took to programming. During the 2017-2018 school year, teachers will be working with BOCES to develop a formal computer science/coding curriculum for the middle school.

The seventh grade health classes participated in ***Wellness Week*** once more this year. Each 7th grade class displayed interactive health projects and games that they had created for the younger grades during a Health Fair. The purpose of the Fair was to teach the younger students.

For the 4th year in a row, 8th graders participated in the ***Change Project*** during the spring. Each student selected a topic of interest and developed overarching questions for research. The students followed the research process as developed by the research committee. A number of universal problems were researched in depth and then the students sought to make recommendations. These included problems such as deforestation, terrorism, hunger, disease, gang-violence, prejudice, and nuclear weapons. 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 strongly included recommendations to resolve the issues. This year the writing piece was evaluated

by the ELA teachers using a well-designed rubric. The project has become a wonderful benchmark assignment for the end of middle school.

Once again, the Destination Imagination program at PVC was very strong. Parents volunteer an enormous amount of time to coach teams through regional, state and global 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.

5. <u>Building specific professional development</u>:

PVC is not just a learning community for students. The teachers are constantly learning and sharing with their colleagues. They welcome feedback and enjoy the opportunity to improve their craft. This year the ELA teachers at PVC spent time at the high school in ELA classrooms learning from their high school colleagues. Then the high school ELA teachers spent time in the middle school. In sixth grade the teachers and Michael Plotkin read the book, *Learn Like a Pirate* by Paul Solay. During team meetings they discussed the major themes of student ownership/student led classrooms, improvement vs. grade, collaboration, and active learning/creating a 21st century classroom. It is wonderful to see that PVC teachers take it upon themselves to keep learning.

Jessica Butts, Carrie Beja, and Nancy Horan attended a workshop in June with Dr. Marc Brackett. Dr. Brackett is a professor at Yale who works worldwide on developing emotional intelligence. During the next two years PVC will be working to develop a program for our students.

The staff at PVC attended a number of programs at BOCES. These included workshops focused on computer coding. Each year the math teachers engage their students in some coding practice. As we move into the next school year we hope to involve students in coding to teach other math skills. Katie Brennan and Erica Camilo will be leading the math teachers in the development of a computer science/coding curriculum. BOCES will be supporting the teachers in this work.

The ELA and special educators had additional training this year in Achieve 3000. Over the past few years this program has been used to support our reading instruction. This year, the teachers were introduced to the writing component. Also included in the training were ways

to help students track their own progress. Again, the middle school continues to focus attention on students taking charge of their own learning.

Our math teachers began using Compass Math with their students. Compass Math is a computer program that allows students to receive a self-directed instructional program. This works well with our *Math at Your Own Depth* approach. Math and special educators participated in staff development this year to get familiar with the program so that it could be effectively utilized with the students.

PVC has an active (SERT) School Based 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. Clip boards were prepared with maps and procedures for Lockdown release.

6. <u>Building specific programs and committees</u>:

RTI: An RTI team has existed at PVC for a number of years and works at the building level in PVC to develop strategies for assisting students who are not making expected progress. Glenn Klugherz works with each grade level team to build the capacity to identify and track interventions for identified students. Students who are still "at risk" even with grade level interventions are tracked at the building level to determine if special education services might be necessary. Involving teachers throughout the process maintains our belief that student interventions should be provided as much as possible within the classroom where the child is most comfortable and teachers can take responsibility.

<u>Task Force Addressing Prominent Issues In Society</u> - The PVC administration and faculty were well represented on the *Task Force Addressing Prominent Issue in Society.* Michael Plotkin, Carrie Beja and Jessica Butts attended the committee's meetings and were part of the planning of events and putting those plans into action. The group focused on a variety of efforts to increase awareness relating to sexual assault, refine curriculum and provide the community the opportunity to engage in dialogue about important issues.

PVC faculty contributed to the work of this task force in the following ways:

1. Re-thought and modified curriculum to ensure that students were exposed to important content that related to consent, positive decision making and personal responsibility.
2. Identified resources from outside the Croton-community.
3. Met with parents who had questions, concerns and needed reassurance.
4. Identified and hosted guest speakers (My Sister's Place) for PVC assemblies and classes.
5. Organized student assemblies and worked with small groups at PVC and the High School.
6. Organized and participated in parent evenings and community events like "Parent Talk" and "Screenagers."
7. Attended Task Force meetings and worked with district leadership, parents, and colleagues from the other two schools.
8. Reviewed the Code of Conduct utilizing student focus groups.
9. Increased the amount of activities, level of planning and students involved in transitioning 8th graders into the high school.

PVC faculty members look forward to continuing their involvement and work in this area and with this group of community members. The Task force is an important group in that it represents the community's responsibility to respond to present and future needs and crisis.

PVC Middle School Advisory:

What made this year's Advisory unique and helped to grow the program into its 9th year was the approach the Advisory Planning Committee took to selecting 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 teachers and administrators ponder is -- *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 topic meaningful to our students and their Advisors.

This year we utilized precepts from R.J. Palacio's book, Wonder, (2012) as the topics. The precepts (see list below) offered our students an opportunity to explore many facets of themselves, their thinking, their emotions and their relationship to the world around them.

- No man is an island, entire of itself. – John Donne
- Don't try too hard to be cool. It always shows, and that is uncool. -- Amos Conti
- To thine own, self be true. -- Hamlet, William Shakespeare

- Kind words do not cost much. Yet the accomplish much. -- Blaise Pascal
- When given the choice between being right or being kind, choose kind -- Dr. Wayne W. Dyer
- Do all the good you can…. -- John Wesley's Rule
- Your deeds are your monuments. -- Inscription of an Egyptian Tomb
- What is beautiful is good, and who is good will soon be beautiful. -- Sappho
- Keep calm and carry on! -- Saying from WWII
- Save the oceans, save the world. -- R.J. Palacio
- Everyone in the world should get a standing ovation at least once in their life because we all overcometh the world. -- Auggie, Protagonist from Wonder, (2012) by R.J. Palacio

Students and Advisors examined these precepts in their bi-monthly meetings, focusing on one precept per month. These discussions and learning experiences were supported by school-wide activities and assemblies that served to promote the ideas found within the precepts and increase the students' daily exposure to the relevancy of the concepts. An example of this was that during the month of October we held Unity Day at PVC. A Unity Day celebration and activities was conducted in the cafeteria during the lunch periods. This served to support the precept of the month *"Kind words do not cost much. Yet they accomplish much."* and make the learning even more relevant by making the connection to the bullying prevention effort made at PVC Middle School.

As in year's 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 2016-2017 Advisory-- *I wonder, am I creating in myself, the person I want to be?* The student-leaders introduced the annual theme in ceremonious form by asking their fellow students to ponder this question on a daily basis. They stressed the importance of Advisory for students and how the guiding question and the topics could assist students in becoming the people they wanted to be and play an active role in creating a world that that would be proud to live.

What strengthened the experience for our students was the leadership role students exhibited during this instructional time. Students created follow-up plans and goals that directly related to the precepts. Advisory groups designed projects that helped them bring to life the words of the precepts and take action on what they had learned and their sentiments regarding being kind, making people feel appreciated and being a positive, contributing member of the PVC Middle School community. 7th and 8th grade students designed their own lessons and ran discussions with 5th and 6th grade groups. The level of student involvement and leadership was at the highest levels we have seen to date.

Another noteworthy aspect of the program was that more teachers were involved in the planning phases than ever before. Each year the Advisory curriculum, lessons and follow-up activities are planned by the Advisory Committee. This year, teachers who were not on the committee volunteered to write lessons and orchestrate the overall learning experience. Entire teams of teachers set out to write a month's worth of lessons utilizing the Advisory lesson template. In doing this, we had achieved a more complete sense of "buy-in" from the faculty and the curriculum was representative of a real team effort.

In planning for next year, the Committee surveyed the students through focus groups to glean data about the successes of the program and what else could be done to increase the level of student ownership. The students indicated that they want to take on the responsibility of directly choosing the topics and planning the learning as they saw fit. In our planning, we have built-in time for the students to do that and every group will have the opportunity to create their own lessons on a topic of their choosing and present that in a manner that they chose.

The 2017-2018 curriculum will also be planned and written by volunteers from our faculty with the exception of those lessons planned by the students. The goal that planners were asked to keep in mind when selecting topics and planning lessons was, *"To plan Advisory experiences, lessons and a school-wide theme that addresses student's social-emotional needs, creates a positive environment and promotes personal growth in each student."* We look forward to spending time with our students next school year working to promote their social-emotional growth and guiding them on their journey of personal development.

Olweus Bullying Prevention: This was the seventh 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.

Two new clubs were added to the offerings at PVC this year. Students had the opportunity to work with Jocelyn Fontana and 7th grade parent and IBM programmer, Mr. Daly to teach students coding. It was wonderful to include Mr. Daly as a parent volunteer. The Pride Club was also started this year. This club was started with the goal of providing a safe space for LGBTQ+ kids and their allies to express themselves with no judgment or fear of discrimination. Both of these clubs were a wonderful addition to PVC.

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

During this school year Katie Brennan participated in a Tri-state visit at Pearl River School District. The focus of the visit was Problem Solving. As always being part of a school visit provides a teacher with the opportunity to learn about programs at other schools and to make professional contacts. The Pearl River visit was especially beneficial since Croton is focused on critical thinking and problem solving. This was particularly important for Katie who worked tirelessly all year to develop opportunities for students to engage in problem solving in the INDE Lab.

8. <u>Communication and parent involvement</u>:

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 Wellness Committees, ESL evening programs, attended classroom activities and student presentations, volunteered for the lunch program, and devoted countless hours to Destination Imagination.

A math newsletter was developed and posted on the website each trimester. The goal was to help parents better understand the goals and design of math at your own depth. In addition, forms were created allowing teachers and students to check of successful mastery of a math concept. This process clearly communicates to students, and their parents, mathematical progress.

The PVC PTA continued to support the school in a number of ways this year. Volunteers continued to serve lunch to our students. The PTA is representative of Croton, a community always willing to work for the good of the children. The PTA also funded a number of field trips and provided the school with some teaching materials. We look forward to the arrival of a new set of LEGOs for teaching programming in 5th grade.

Last year Sarah Campbell held a number of evening programs for the families of our ESL students. The goal of the programs was for students to show their learning through presentations, celebrate their culture, and help families be more part of the school system. This was continued during the 2016-2017 school year, but also began to include the general

education population. This year our world language teachers helped plan with Sarah. This continues to move the school forward as an inclusive and welcoming environment.

As always, we look for opportunities to involve parents in the classroom. This year many parents came to the school to shop at the 5th grade stores, visit the 8th grade Change Project displays, and participate in many student presentations. Parents were also involved this year as part of a new programming club and helping with our INDE Lab. It is always wonderful to have parents bring their expertise to the school.

9. <u>Building Planning Council</u>:

The PVC Building Planning Council met monthly during the 2016-2017 school year and was comprised of both parent and teacher representation for each grade level. In addition, a member of the board of education, and the principal and assistant principal were members of the council.

During the 2016-2017 school year the committee focused its attention on at-risk student behavior and how the school and community can work together to support the safety of the students. In particular, the committee discussed concerns about drug/alcohol experimentation within Croton. A number of individuals were invited to the meetings to help us better understand the problem and address it. Dare Officer, 6th grade students, student assistance counselor, Kayla Morales, high school students, and high school health teacher, Kerri Tracey attended meetings in this capacity.

Jackie Johnson introduced the committee to books used to help students better understand and deal with challenges they face at this age. These books deal with gender issues, suicide, sexual harassment, etc. The committee read the books and discussed how each might be used to support students' social/emotional growth.

10. <u>Growth Opportunities for the 2017-2018 School Year</u> (please include areas that need improvement):

The 2017-2018 school year will see some exciting new changes for PVC students. The following will be areas of focus:

A. Erica Camilo and Katie Brennan will be working with BOCES and the PVC teachers to develop a Computer Science/Coding Curriculum. Ultimately, this will be part of a K-8 curriculum.

B. Carrie Beja, Jessica Butts, and Nancy Horan attended a Marc Brackett workshop at BOCES and will be working with Dr. Brackett to implement his program at PVC to help our students develop their emotional intelligence.

C. Develop a Study Skills program with the goal to help students make a more successful transition to 7th grade.

D. Katie Brennan, Dara Diamond, and Linda Jamison attended Project Lead the Way training and will teach and 8th grade course entitled ***Engineering and Science*** beginning in September.

Croton-Harmon Union Free School District
2017 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 high school building goal supported the district goal-*to continuously improve student learning through aligned common assessments that measure achievement of the application of State Standard and 21st century skills identified in the Croton-Harmon mission and vision and are used to inform/support professional practice.*

The goal was presented and discussed at faculty meetings, Building Planning Council, a PTSA meeting and at SFC.

All but two action steps (listed below) fully completed. The other two which dealt with common assessments and collaboratively looking at student work (steps 8 and 9) were substantially completed and will continue during the 2017 – 18 school year.

Action Steps taken to achieve this goal were:

- Whenever possible, faculty-meeting time was allotted to allow departments to work collaboratively on their assigned rubrics.
- Building administrators attended various curriculum meetings to collaborate and hear successes and challenges the departments were having as they work on the goal.
- At least two members from each academic department participated in the two-day staff development workshop on “Looking at Student Work” to be given by LCI in January and May. The principal also attended the workshop.
- Curriculum coordinators shared progress toward the goal at building curriculum coordinator meetings. They also included this information in the department minutes to keep the District Office informed.
- Departments shared at faculty meetings the progress they are making on the creation of district rubrics.
- Best practices used in providing student feedback prior to the summative assessment were shared at faculty and curriculum meetings.
- Observation post conferences included discussions about how individual teachers looked at student work and provided feedback to students.

- Curriculum Coordinators created an inventory of all department common assessments and shared it with the principal. The list was updated when new common assessments are created.
- Curriculum coordinators invited building administrators to join the department as they collegially looked at student work.
- A list of teachers who were unassigned each period was shared with staff in order to facilitate looking at student work and to promote collaboration in district rubric development.

3. Curriculum and Instruction:

Complete Departmental Curriculum and Instruction reports can be found elsewhere in the CHUFSD Annual Report.

In addition to looking at student work and development of common assessments and rubrics discussed in section 2 above, some curriculum and instruction highlights include:

Multiple new courses were successfully implemented during the 2016 – 17 school year. They include: Advanced Placement Computer Science, Foundations of Engineering (this course was taught in conjunction with Project Lead the Way) and a required Grade 12 English course (in the past students took self-selected English elective courses.) As in the past, high school students had the ability to take unique courses online through Virtual High School.

The high school implemented the New York State's new Seal of Bi-literacy. Two ELL students demonstrated proficiency in two languages by demonstration to a panel of educators and non-educators including a person fluent in the student's native language.

There were several examples of unique learning experiences designed by teachers during the year:

CHHS was a host site for the "Day in the Life of the Hudson River Estuary." CHHS students joined students from the region, first grade to college, to collect scientific data using hands-on field techniques to capture a snapshot of the river's ecology 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 and were posted online.

Jodi Burger and Jackie Szymanski designed a project to promote interdisciplinary collaboration and creativity. The Advanced Drawing & Painting and Creative Writing classes anonymously swapped work. Then they used each other's work as inspiration for a piece of their own work. For example, each art student selected a poem by a writing student and used it as a basis to create a drawing or painting,

while each creative writing student selected a piece of art from the Drawing and Painting class and used it as inspiration to write a poem. The culminating activity for the project was a joint meeting during which the students came together for the first time and shared the work they had created and their thinking behind it.

In Business Math a unit about the stock market had teams of students chose 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.

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.

The head of the Cary Institute of Ecosystem Studies' Hudson Data Jam project, visited with students in Ecology classes to work with datasets the students had selected for interpretation. Scientists at Cary, "one of the world's leading independent environmental research organizations", had collected the datasets, most of which are quite extensive. Working in groups or alone, students familiarized themselves with the datasets. The different datasets include Landscapes after Hurricane Sandy, PCBs in the Hudson River; Storm Impacts on Water Chemistry in a Hudson River Tributary and American Eel Populations in the Hudson River. This project engaged students in hypothesizing, exploring and analyzing their datasets.

Discussions regarding weighted grades for honors and advanced placement courses and the method used to select the valedictorian and salutatorian took place in Building Planning Council, Student Faculty Congress and with the BOE.

Members of the high school English department visited their colleagues in the middle school for a learning walk in an effort to better coordinate the curriculum between the middle school and high school.

Students participated in foreign exchange/experiences in each of the languages taught at CHHS. In January, twenty-three CHHS families hosted 24 students and 2 teachers from Jian Ping High School in China. During their visit, the Chinese students stayed with their host families, attending classes and going on brief field trips. During spring break, Greg Bradley and Lauren Maiolo led a group of twenty-two CHHS

students to China. During the February break, Zhanna Glazenburg and Sue Lewis led a group of thirty-one students on a cultural trip to Spain. Finally, this year it was CHHS' turn to host students from La Rochelle, France. Altogether, Croton families hosted 28 French students. As usual, it was a rewarding experience for all students involved.

The CHHS TV production studio became operational. It was used extensively; student-produced broadcasts were used for many purposes throughout the year, including social-emotional learning. It has become a great resource for communicating to the entire school on important and timely issues.

The high school began its four-year transition to a letter grades system by implementing the system for freshmen. Additionally, report card and progress report comments were changed for all students to better reflect behaviors that promote learning.

4. Special assemblies and highlights:

In their latest high school rankings, *US News and World Report* put Croton-Harmon High School at 192 out of approximately 22,000 public high schools in the United States. CHHS was also ranked 29th among New York high schools.

CHHS was again named a Reward School by NYSED.

During the first week of school, Administration and guidance hosted a breakfast for the fifteen students new to Croton. This was done to make them feel welcome and to give them an opportunity to meet key staff members.

The high school held multiple assemblies and dedicated CHAPs that focused on sexual consent. This was one of the ways the high school responded to an off-campus incident that occurred in the community at the end of October.

The Academic Challenge Team made it to the national finals down in Washington, DC.

The high school received a substantial grant from CHEF that will allow the computer lab in the library to be turned into a technologically robust, collaboration space.

The CHHS Fall Drama this year was, Mark Twain's, "Is He Dead?", the Shakespeare Club performed "A Midsummer Night's Dream" while this year's spring musical was Fiddler on the Roof.

A special performance of Fiddler on the Roof 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. Rochelle O'Mara also arranged for a shuttle bus to transport some of the guests to the high school.

An important part of student life is participation in clubs and activities. During the 2016 – 17, the high school had twenty-five active clubs. 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 is also available on the high school website.

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.

A Danish band from Copenhagen touring the United States gave a special performance for CHHS band students, RISE students and other students who had a free period.

Three classes of art students attended an Artist-in-Residence workshop with Jerry Pinkney at the Croton Free Library. Mr. Pinkney is a renowned artist and illustrator and long-time Croton resident and leads workshops with artists and students all over the country.

Ty Sells, was here for a school wide assembly followed by a lunch workshop. Ty's presentation focused on how students often do things that they know are not wise but still do them so that they can "fit in". His lunchtime workshops, which drew about fifty students each, included a discussion about marijuana use and the many ways that teens rationalize that it is okay and safe to use marijuana. Ty's speaker fees were funded by the Croton Coalition and the CHHS PTSA funded the pizza lunch.

During "Alcohol Awareness Month" Kayla Morales, CHHS' Student Assistance Counselor, together with the Teen Leadership Council planned and held various activities including distributing alcohol poisoning fact sheets and safety tips. The same people coordinated activities for "National Red Ribbon Week" that highlighted the potential negative ramifications of substance abuse and encouraged students to make good choices.

School Counselor, Kirby Mosenthal took a group of fifteen students to the National Hispanic College Fair at the College of New Rochelle. The students were able to meet with representatives from a broad range of colleges/universities and vocational training institutions to become aware of their many post-secondary options.

Eight high school teachers are pursing National Board Certification, they are: Melissa Alamprese, Susan Ardolino, Gregory Bradley, Lauren Maiolo, Joseph Merriam, Pamela Morrison, Sara O'Brien and Kerri Tracy. All have passed at least one of the four components required for certification.

At election time, social studies teacher, John Bohuniek, coordinated a CHAP activity that included a video made by SFC entitled “Where do you get your news? How can you tell if it is true, false or just misleading?” After watching both, students and their CHAP advisors discussed the proliferation of false news stories and sites.

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

In November, two former graduates, Jason Newman, class of 1996 and Jonathan Henes, class of 1987 were inducted in to the CHHS Hall of Distinguished Graduates. During a school-wide assembly, each distinguished graduate spoke about their lives, careers and memories of CHHS. After the assembly, each inductee spoke and answered questions in selected individual classes.

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

This spring graduating seniors attended a presentation that highlighted transitional issues students often face when they attend college in the fall; for example, issues regarding new social relationships, substance abuse issues that are prevalent at many colleges and the strategies that can be used to avoid the common pitfalls of being totally independent for the first time. The speaker was funded by the Croton Coalition.

The full-school annual awards assembly was held on Friday, June 2nd. One hundred one 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 21st. Fifty-five seniors received scholarships and/or awards for their accomplishments.

5. Building specific professional development:

The curriculum coordinator and one teacher from each academic department participated in multi-session professional development workshops that focused on looking at student work. These teachers in turn served as a resource to their fellow department members. This workshop series sponsored by the district and presented *by Learning Center Initiatives*, supported the high school’s work towards the school

goal outlined in section 1 of this report. At a faculty meeting, members of the social studies department who attended the 2-day workshop presented to the entire faculty how they were using what they learned at the workshop to collaboratively look at student work.

In October, Lisa Zeitz from The Bereavement Center spoke to the faculty. She gave the staff many insights about the different ways adolescents handle the grieving process. She also provided the staff with many concrete suggestions as to how to approach this very sensitive and difficult situation. The following month, Lisa came back and worked with the counseling staff as they are usually the point of contact for the grieving family.

Faculty meetings were regularly used for professional development. For example, Mark Maxam, Noel Schoenleber, and Donna Light presented on the topic of micro-aggressions. Several examples of micro-aggressions were given and the faculty was given time to discuss these in small groups. Jodi Burger described how she uses Google Plus to create a private Facebook-like space for each of her advanced classes. Sara O'Brien and Susan Bree presented how they are each making use of Google Voice for formative assessment and providing students feedback both from the teacher and from their classmates. Kayla Morales gave a presentation on various illegal substances, vaping and ways to identify a person who involved in substance abuse.

All faculty attended a workshop given by Dr. Devin Thornburg arranged by Karen Gatto. The workshop was designed to support staff in the on-going work with students involving consent and sexual aggression.

The high school's SERT (School Emergency Response Team) met with Brian Shanahan 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, Brian debriefed with the team pointing out strengths and weaknesses of the team's planned response. The team used this training and discussed various aspects of the scenarios with the entire faculty so that faculty members would know what their individual role(s) would be in a given situation.

Members of the various departments attended workshops at PNW Boces that focused on instruction and assessment in their specific content areas. The principal attended workshops on Investigations Under the Dignity Act and Education Law.

The principal attended the SAANYS (School Administrators Association of New York State) fall conference. The conference included an excellent, succinct summary of the various state initiatives and new requirements and the associated timelines. He brought back multiple copies of information packets and reviewed them with all administrators at an Administrative Council meeting.

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

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.

6. Building specific programs and committees:

The Big Buddy eighth grade orientation program was significantly modified this year based on feedback received from students and administrators. A more formal application process that required students to put in writing their motivation for being part of the program was implemented. All applicants were required to attend meetings during which the advisors articulated the expectations for students serving as big buddies. All applicants went through an interview process during which applicants were asked to respond to various scenarios. 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. As a result, during the extra session curriculum coordinators met with the incoming eighth graders and described the various courses in their respective departments along with the typical course demands. 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. In addition to discussing the academic presentations, the big buddies addressed some additional questions/concerns that were identified through the aforementioned survey.

SFC and its various subcommittees discussed many issues, including the transition to letter grades, weighting of courses, inappropriate use of social media, ways to better promote tolerance, grades for physical education classes, current and possible future course offerings and ways to provide economically disadvantaged students a free lunch. This last item involved lobbying the BOE to provide a mechanism so that students in need could receive a free lunch, The BOE supported this request by allocating significant funds and hiring someone to put something in place for the start of the 2017 – 08 school year.

CHHS' video production capabilities were greatly expanded this year through the opening of the grant-funded, state of the art, T.V. studio.

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.

In June, the TAP program held their traditional end of year annual recognition breakfast at the Croton Yacht Club.

This year one-hundred-seventeen seniors participated in CHOOSE.

7. Tri-States Involvement:

Both the principal and assistant principal attended their respective Tri-States quarterly meetings whenever possible. Each of these groups meet four times during the school year. At these meetings administrators have the opportunity to share and discuss leadership challenges with colleagues, receive information about current educational issues and discuss educational articles/literature.

8. Communication and parent involvement:

Principal’s Coffees were held throughout the year. Items discussed at the various Principal’s coffees include grading practices, common assessments, behaviors that promote learning, the “4 + 1” graduations option, the budget, local requirements regarding the taking of Regents and AP exams and facilities improvements slated for the 2017 – 18 school year.

The principal regularly attended the CHHS PTSA executive board meetings.

The PTSA again sponsored SAT and PSAT prep classes and college essay writing workshops.

In February, 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 build 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 into various areas of the auditorium and hallway so that parents could ask specific questions about a course or about their child.

The Guidance Department offered six evening programs this year for parents and students, These included two Financial Aid nights, Senior Parent Night; Grade 9/10 parent night; Grade 8 Parent Night; and the College Symposium.
In June, the high school together with PVC, hosted a special evening presentation for 8th grade parents regarding transitioning to the high school. Principals from both schools were available for questions afterwards.

In May, the 2017 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.

9. Building Planning Council:

Topics discussed this year by BPC include a review of the Code of Conduct; suggested revisions to the acceptable use policy; proposed regulations regarding teacher – students interactions via social media; the "4 + 1" Regents graduation requirement and the effect it will have on the Regents exams that students take; changes to the comments on report cards that were implemented this year that reflect behaviors that promote learning; weighting of courses; the selection process for the valedictorian and salutatorian; the high school's building goal; the creation of technologically-rich collaboration spaces in the library; changes being made in the big-buddy program and providing lunch for economically disadvantaged students.

Additionally, BPC coordinated the induction of two former graduates; Jason Newman, class of 1996 and Jonathan Henes, class of 1987 into the CHHS Hall of Distinguished Graduates. It was decided not to induct any distinguished graduates during the 2017 – 18 school year. BPC also discussed making the distinguished graduate program an every-other-year event in hope of establishing a more substantial candidate pool.

10. Growth Opportunities for the 2017-2018 School Year (please include areas that need improvement):

A major focus will be supporting the Strategic Coherence Plan that emphasizes critical thinking and creativity for problem solving.

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. This goes hand in hand with the creation of common assessments cited above.

The high school will continue to look at social-emotional issues, in particular sexuality and consent.

Thanks to a grant from CHEF, the Nureva Span system is being installed in the high school library. Staff will need to learn how to use this technologically advanced collaboration tool and how best to incorporate it into instruction.

The BOE has decided to use some level of course weighting of advanced placement courses for the purposes of determining eligibility for National Honor Society and for the selection of the valedictorian and salutatorian. After discussing this with students and staff, administration will need to make a recommendation to the BOE as to the level of weighting.

The CHOOSE program will undergo changes as two new advisors oversee the program. The program will utilize the district presentation rubric when assessing student presentations.



CROTON-HARMON

Union Free School District

Curriculum Coordinator Reports

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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- Next Step Guided Reading Assessments
  - We reviewed the various assessments that are given. As a committee, we decided that grade levels would no longer give the interest inventory assessment, as we do not feel it helps us to guide students when selecting books. The listening and reading comprehension assessments will continue to be given to the appropriate grade levels three times per school year. The word list inventory assessment will be given in September and in June (to show growth), but will no longer be given in January as it does not align to our Word Work programs.
  - As a committee, we analyzed overlapping texts from the K-2 assessment kit and the 3-5 assessment kid (levels K-N). The overlapping texts from these two texts are different and are scored differently. After assessing students using both assessments and through much discussion, it was decided that school-wide, teachers in grades K-4 would only assess students on levels K-M from the K-2 kit. We would assess students at a level N (grades K-4) from the 3-5 kit. The final reason for this determination was that the June benchmark for second grade is a level M. Therefore, it makes sense to assess students from the kit most appropriate for second graders at this level.
  - Students are scored on personal thinking when retelling a text. Often students do not add personal thinking into their retell, although they are capable of doing so. Therefore it was determined that the prompt, "What were you thinking about when reading this text?" will be given to students if they do not add personal thinking independently.
  - Rules previously determined at a faculty meeting were reviewed. Kelly Maloney has given out a list of these rules to teachers in order to maintain consistency when assessing students across grade levels.
- Writing Rubrics (finalized during the 2016-2017 school year) were added to Rubicon Atlas by grade level.
- We discussed the Metacognition and drafts were reviewed. The committee helped give opinions and guidance towards the development of this rubric.
- Writing Curriculum across grade levels was reviewed and discussed. The purpose of this was to determine overlapping curriculum and to get a sense of how each grade level builds upon the next.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

- Three teachers took a series of workshops on writing at BOCES (Narrative, Opinion, and Nonfiction writing). Examining student work was a part this workshop.
- Some third grade teachers took the workshop for examining student work. They focused on paragraph writing.

- Faculty meetings were also used to look at student work.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

- Kindergarten revised all of their literacy assessments and scoring guides/rubrics to better identify students who were meeting and exceeding the standards.
- First Grade recreated their writing assessment questions and revised their writing rubric to better align to the standards.
- Second Grade created a new calendar for writing assessments (which they use a writing rubric).
- Third Grade is in the process of revising their writing rubric.
- Fourth grade created a new writing rubric for their Colonial Journal Writing.

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?

- Teachers have been practicing growth mindset vs. fixed mindset in their classrooms to allow students to grow and persevere through struggles rather than give up or feel they are unable to complete tasks.

PROFESSIONAL DEVELOPMENT:

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

- Three teachers attended a series of three workshops entitled We Are All Writers (workshop for K-2 teachers).
- Many teachers attended a workshop on Language Acquisition versus Learning Disabilities.
- Some teachers attended a workshop on Direct Instruction.
- All teachers received Lexia training to support ELA instruction.

ACCOMPLISHMENTS:

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

I believe that the biggest accomplishment for our department this year was the review and determination of new rules and protocol involving the Next Step Guided Reading assessment. In our second year using these assessments, it was key that the teachers analyze both positives and negatives to giving these assessments. It was also important for us to determine which aspects of these assessments had the most meaning in order to help us determine student growth and guide instruction throughout the school year.

ADDITIONAL COMMENTS:

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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions? In September, we met with the ELA committee to discuss our metacognition rubric work. 'Key Critical Attributes' of the draft rubric were discussed. The rubric work served as our anchor throughout the year as we began to delve into the Strategic Coherence Planning Protocol for Alignment/Assessment. This year, all members of the committee were new to the math committee. This brought fresh perspectives, energy, and input into our discussions. NYS curricular updates, resources that support students and families, metacognitive problem-solving K-4, exemplary math lessons involving rich tasks, choice boards, assessment/test prep, aligning our math vision K-12 by meeting with PVC/CHHS, focus standards, other math programs, math fluency, assessments and true understanding were each discussed at length. The outcome of these discussions provided a laser focus on student expectations and performance at all levels as well as, a focus on data driven instructional practices.

CURRICULUM:

Based on the district's *Strategic Coherence Planning Protocol for Alignment/Assessment*, as a department, cite the assessment work that has occurred this year? Please use specific examples.
The district planning protocol for alignment/assessments continued to guide us. The district's vision of diverse standards-based assessments was articulated by the committee and communicated to students. Last year, grade levels delved deeply into their math assessment practices in order to have a cohesive mindset for these varied assessments. Although there is room for improvement in the creation of performance-based assessments and rubrics, our current math assessments from EngageNY, exemplars, and teacher-created assessments provide keen insight into students' strengths and weaknesses. This continues to guide our instruction. This year, our focus reached beyond grade-level work as we closely examined focus standards, benchmarks, problem solving, fluency, and assessment practices K-12. We have been able to determine where and when to supplement and how to align our assessments with the district vision of balancing formative, summative, and performance-based assessments. We need more time to focus refining assessments and exemplars that are teacher created.

Describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

We have authentic assessments aligned to standards with corresponding rubrics. We would love to have more time to work on teacher created performance-based assessments. The committee was excited to begin work on rich tasks and to modify the exemplars we researched. Our work in this area was choppy. We needed uninterrupted continuous months to return to our work. The metacognition work, cross-building meetings and surveys were valuable but sprinkled through the year making it difficult to have a continuum of work in this area. Grade levels were able to start this work but did not complete work in this area.

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 committee based our discussions on supporting students in achieving the district mission and vision goals. We realize that math is a discipline deeply based in metacognitive thinking and to gain a window into our students thinking, problem solving, and communicating, we must give them opportunities to show their work on paper and through projects and to explain their thought processes. The pillars of Common Core Math are based on providing students with the opportunity to persevere in problem solving with rigorous content. Students work on collaboration, communication, and critical thinking skills, which are interwoven into the standards. Providing them with direct instruction and guidance, as well as, a rubric or supported path to their own goal creation, is a necessity. We realize that our students are more than the sum of their End-of-Module assessments and that students problem solve differently. We value the mathematical thinking process and rich dialogue in our lessons and we build in time for students to reflect. The supports and guidance our committee worked on throughout the year allow for structured problem solving while building independence.

PROFESSIONAL DEVELOPMENT:

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

By far, the most rewarding professional development I received this year was participating in the tri-states math review of the Edgement UFSD. Being able to review a K-12 math program from the district, parent, student and administrator level was extremely insightful. I was able to make clear connections with how a district's 'systems thinking' approach trickles down to student engagement and performance. Whether it be professional development, assessments, program choice, curriculum alignment, or a clear vision of quality student work, if there is a lack of articulation and alignment from the district perspective, it can be evident at the student level. As a result of the visit, our CET committee discussed how there is a needed balance between the district vision/mission and time for teacher initiated work. Although teachers can question the district initiatives and directives for our committee meetings, we value both as they do truly support each other.

As a committee, we reviewed journal articles on problem solving, rich tasks, math vocabulary, and helping ELL students to succeed in math. We kept current with the EngageNY curriculum and testing updates. We reviewed their professional development videos and literature. District curriculum coordinator training and our work with Angela Lalor was shared. We researched and reviewed math rubrics and discussed our combined ELA/Math

metacognition rubric. We reviewed our Renaissance Star assessment data. Committee members that attended rubric and LATIC training also turn keyed this training. In addition, I attended a BOCES workshop on 'Rich Tasks' for mathematics and brought back resources and lesson ideas for each grade.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year? This year, our committee was able to take a step back and examine our practices from a K-4 perspective as well as, a K-12 perspective. Each grade level as mastered and refined their math work with students. Our implementation of the Common Core curriculum and the management of all its resources has become routine and no longer feels foreign. We know our focus standards well and can articulate quality work, differentiation, and authentic assessment. Viewing our work from a K-12 perspective adds even more value and purpose to our work. We see how understanding and fluency builds through the grade levels and courses. We realize the importance of our emphasis on strong math strategies, problem solving and fluency and are determined to provide students with rich tasks and authentic assessments. We are looking forward to continuing this work along with corresponding rubric work next year.

ADDITIONAL COMMENTS: Thank you for allowing me to serve in this role. Our committee was very committed, productive, and vocal about doing what is best for our students.

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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

Critical Thinking Rubric: We looked at Critical Thinking rubrics and documents and continued conversations with the social studies committee. The science and social studies groups met together multiple times to discuss habits of mind, purpose, questioning and information.

NYS NGSS: In the science curriculum group, we looked at the NYS NGSS to see better how to read and interpret the standards as they are written. Each grade got a handout including the storyline and standards for their grade.

There are a lot of changes in curriculum from grade to grade, so it might be a good idea to have a “swap” at some point where teachers bring materials that they no longer have in their curriculum and put them up for grabs.

We went through the Engineering Design Strands and noted that some teachers really did these well last year with STEM challenges. Science 21 is integrating these strands into their units and lessons. K was rolled out this year.

1st and K: Looking at the new Science 21 curriculum, what materials do we anticipate needing for those units? Right now, K has everything they need. Science 21 did a good job of including what is needed. As new curriculum is pushed out yearly, we may want to put out an email to see if anyone in the building has resources (that they don’t need) for those new units. The new Science 21 lessons are taking longer than 30 minutes but they are good so far. The new Kindergarten Science 21 curriculum seems to be going very well! Lisa talked about the weather unit; how the students check the weather each morning, graph it over time, used hand thermometers to do fair tests with sunlight and made real-life connections with the

weather and determining outdoor recess. They did a STEM activity where students made a “sunbrella” or something to keep an ice cube from melting in the sun. They were metacognitive and used critical thinking skills when creating the sunbrellas and in their reflections. Throughout the year, Lisa has shared what they are doing in Kindergarten with the new Science 21 curriculum.

STEM: What is STEM? STEAM? STREAM? MakerSpace?: Reni shared what she presented to the parents at the PTA Coffee and demonstrated how Ozobots are used.

Coding: Hour of Code- Many classes in grades K- 4 did coding this past December, most often through Tynker and Code.org. Reni and Laurie Perrino worked together to get classes going with the Hour of Code this past year.

Science 21 E-Blasts: We took a closer look at the updates and resources within the email blasts and the Science 21 website. We liked the section on interesting science stories in the news

Science 21 E-Blasts Contain:

1. Standards Updates
2. Upcoming Workshops
3. Interesting Science Stories in the News
4. Engineering Design (STEM Challenge with discussion questions)
5. Visual Resources (Links are by grade level for the current Science 21 unit)

Angela Lalor Workshop: We discussed the Angela Lalor Examining Student Work Workshop. We thought that Angela was a great resource for us. Teachers examined student work using protocols. We learned specifically about dimensions and descriptors and how to use them to create rubrics. The dimensions of a rubric identify the most important aspects of the process,

focus on quality, and are limited to 3 – 5 key components. Dimensions establish the language that will be used to discuss the process. Descriptors answer the question, how will the students know they are aware of their own thinking? What will students be saying or doing? Descriptors are written as statements and are applicable across content areas because they describe a quality not a product.

Microaggressions: We thought that Dr. Devin Thornburg's presentation was interesting. Lisa met with him the day before the presentation and said that the information was a little different. We liked that he allowed time for side conversations on the topic. We thought it would have been more beneficial to meet with him in smaller groups, tailored to the ages we teach. Maybe a K-1 group, 2-3, 4 and specials, etc. What microaggressions look like in elementary school is different than in high school.

Strengths:

- Use of verbs
- The values are categories
- The bullets/goals

Concerns:

- How will this rubric be used? When?
- How will we be getting data for the rubric?
- Is it a track/continuum?
- Will it be used in the way we use Bloom's Taxonomy? Will teachers use it to make sure they are creating opportunities for this to happen in their lessons?

Possible Edits:

- Change the words "application, analysis, synthesis" to "applying, analyzing and synthesizing". This is in the cognition box (the bullets)

Article discussions: Most meetings we looked at a professional article. We discussed the connections between coding and having a growth mindset. Teachers in other districts are preparing for the new science standards using real-world scenarios. It's not about teaching content, but using that content to solve problems.

LATIC: We all see the benefits of LATIC. It works well for certain units but is difficult to implement throughout the whole school year. We felt it may have been more beneficial to do LATIC as grade levels. This way, we could have worked on units what the whole grade would implement. It is difficult to work on lessons and units for a whole grade in isolation from the rest of the grade level. LATIC is a good reminder of how to organize our thinking when planning. We all understood and saw the value in LATIC and thought it would be good to have a follow-up or more in depth session next year.

We looked at the slideshow that a parent created for Earth Day to be shown to all grades at CET. It covers plastic bags, food waste at CET and recycling/reusing. The slideshow highlighted the environmental efforts at the three schools.

We discussed resources at our meetings. Teachers shared the resources, usually websites they found that worked for them with the rest of the group. We thought that in lower grades there is more content and specifically vocabulary that needs to be taught in order for students to have enough background knowledge to solve these complex problems. We agree that hands on experiences are so important and Science 21 does a great job of creating these for our students.

http://ace.caboces.org/grade4assessmentvocabulary Is a slideshow narrated by students with the top 80 or so vocabulary words for grade 4.

https://www.jognog.com is a free site (you have to sign up for a 30 day free trial) that has vocabulary quizzes for students in all subjects. There are quizzes in 3rd grade for Bunnicula chapters that review vocabulary in context.

- Pebble Go
- Bill Nye
- Magic School Bus books and videos
- Brainpop (has great definitions and up to date information)
- Discovery Education
- ABCya (forces/golf)
- Science A-Z

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

Kindergarten tried out the new Science 21 Curriculum. We looked at student work, specifically some of the engineering lessons that they did as that was the biggest change this year. The students were also introduced to directionality, which dovetailed nicely with what we did in library with coding.

As a department, we looked deeper into our use of inquiries. This involved cross-curricular connections with science and how critical thinking is embedded into all aspects of our teaching.

We reflected on STEM activities that different grades participated in this year and discussed what we learned in LATIC and how applicable it is to science.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

We spent a large amount of time on the district-wide rubric for Critical Thinking. We had many discussions centered around how the critical thinking rubric is aligned with our current instruction and how we might apply it to individual projects. Our rubrics are constantly being revised at CET. We looked at our individual rubrics and discussed how the critical thinking rubric is aligned with our current work.

We discussed at length, for multiple meetings, the Critical Thinking Rubric draft. We were extremely thoughtful and had many provoking discussions on what should be included or excluded in the rubric using our student work and data as a reference point. We kept our students at the heart of the rubric, and working together with other schools, felt they did the same.

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 new Science 21 Curriculum does even more to put 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. Teachers also encourage student collaboration and creativity through STEM challenges. 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?

We all participated in the LATIC training. Kindergarten went to BOCES to learn about the new Science 21 units. I attended a Technology Summit, Makerspace Forum meetings, and hosted the Makerspace Facilitators Forum group at CET on May 22nd. Our science curriculum group shared what we learned at these activities throughout the year. We also discussed relevant professional articles throughout the year (see curriculum meeting above for details).

ACCOMPLISHMENTS:

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

The designing of the Critical Thinking rubric was the biggest accomplishment. We had many interesting and challenging discussions throughout the science committee on wording, what should be included and making it specific enough that it would be useful but general enough that it could be used in any grade level. There was a lot of collaboration involved in the creation of this document.

Using LATIC to create authentic tasks that could be used in the classroom and sharing them with our curriculum group was another accomplishment.

ADDITIONAL COMMENTS:

Over the next few years, we look forward to the new rollout of the Science 21 curriculum now that STEM and engineering is incorporated into the units. 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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

We began our first meeting with the science department to discuss our shared mission to create a k-4 rubric for critical thinking. We reviewed critical thinking documents and shared key ideas. The following is a list of ideas we thought were important in a discussion of critical thinking:

- purpose and question are connected- if you understand the question, you know your purpose
- seeking evidence for your point of view
- inferring only what the evidence implies
- restricting claims based on data
- questioning
- interpretation and inference

We discussed Tri-states recommendations. We feel that a great deal of the recommendations are being addressed through the district development of Critical Thinking, Metacognition, and Presentation rubrics. We also need to articulate that many performance based activities are used as performance based assessments.

- **Transition from performance tasks to performance based assessments while moving from checklists to rubrics with descriptors.**
    - We wonder if there was some confusion with what we perceive as assessments being thought of as tasks. Last year, each grade level designed a performance based assessment with rubrics. (see list below)

    - Kindergarten- wants and needs

    First- Croton brochure- describing people, places, and activities
    - Second- reading a map while understanding the similarities and differences in rural, urban, and suburban communities
    - Third- "Hand in Hand" writing
    - Fourth- Revolutionary War political cartoon

- **Consider how the district definition of metacognition is transmitted to elementary students.**
    - We discussed Reni's project last year where she had the students draw their own map of metacognition.

- **Consider adding an element of metacognition to rubric.**

We completed the ***Critical and Creative Thinking FOR Problem Solving*** survey as a group. We agreed that the most important skills we want to teach at CET is to read and to be a person of good character.

- Ruth shared articles on the Croton dummy light and origins of street names. Kerri visited with a binder of information about how CET was named. This included a trove of historical documents that could be shared in class and turned into a PBL- what would you name CET and why?

We thought it might be interesting to add a reflection component to project rubrics.

We reviewed the SS/ELA website and discussed activities that were particularly meaningful and/or connected to our work in ELA.

- Grade One: First grade participates in a community study. Each class visits a different local business. Students develop interview questions for the business owners. This connects to ELA work in questioning. Interview questions are charted and shared in the hallway across the grade level. First grade also uses several read alouds connecting to social studies topics such as community helpers.
- Grade Two: Second grade conducts a rural, urban, and suburban study. This concludes with writing about if you could live anywhere in the world and why you would choose that type of community. Read Alouds are also set in various community settings. Grade 2 teachers also developed a LATIC project for the community unit.
- Grade Three: Third grade study of mapping connects to the ELA module. Essential questions for the ELA module are, "What is the power of education and reading?" and "How does where you live affect the way you get books?". Third grade examines physical environments and landforms that may or may not present physical obstacles to obtaining books. The module and the ss/ela work is rich with literature, informational texts, and enrichment materials.
- Grade Four: Based on their studies of Colonial America, fourth graders write colonial journals and participate in Colonial Fair Day. They also compose a response to Colonial Fair Day, last year in the form of a Photo Story. Fourth grade has a Native American Day and they read *Cheyenne Again* and write responses. This year, fourth grade studied the election process and participated in mock election activities.

We began our February meeting with a discussion of Dr. Thornberg's visit. Teachers felt that his talk increased our awareness of our daily interactions with children. It caused us to be reflective and continue to be aware, not complacent.

We discussed the draft of the critical thinking rubric. There was some concern that it seemed too sophisticated for elementary. The strategy dimension seems the most workable. Teachers were also curious if the rubric is intended to be holistic or task specific.

We looked at Pebble Go!, which is a great resource for first and second grade It seems a little young, but can possibly be used for third grade. We also looked at Culture Grams, which is much more appropriate for third and fourth grade. We reminded everyone that Culture Grams could be accessed through Reni's webpage.

We began the March meeting discussing Cornelia Cotton's visit to the Croton Free Library regarding "10 Outstanding Croton Women." The visit is in honor of Women's History Month and explored Isadora Duncan and nine other Croton women.

We discussed the social studies/ Ela inquiries that we implemented last year. This led to the discussion of a special Carrie E. Tompkins Elementary School inquiry. We wrote a teacher plan and designed a student packet regarding the naming of CET. The packet includes primary documents that list all of the potential names for our school. Each name includes a brief rationale. After the potential names, we included the vote tally that determined our school should be named Bethel Ridge Elementary School. However, a letter writing campaign persuaded the community to name our new school Carrie E. Tompkins Elementary School. Copies of these letters are included in the student packet. As a final task, students will be asked to write if they think CET is a good name and why or why not. Students will also write about a name they would choose for our school. Hard copies of this inquiry were submitted to Kelly and Kerri.

In April, we shared the use and development of inquiries in social studies instruction.

- In kindergarten, we pose two questions. What is a need? What is a want? This forms the basis of understanding basic economics. This work is connected to various literacy activities. One example, is the read aloud *Dandelion* which leads to discussions if Dandelion needs or wants fancy hair or clothing.
- First graders are engaged in a study of what is the Croton community. They create a brochure highlighting people, places and activities of the Croton community.
- Third grade inquiries are embedded with ELA work. Students answer the question, what is culture? This involves reading of narrative and informational texts, writing about a symbol that represents their family's culture, and a take home project that includes many symbols of their family's culture. Third graders also explore how the depiction of wolves has changed over time in both fictional and nonfiction texts. This inquiry culminates in a visit to the Wolf Conservation Center in South Salem, New York and the writing of an opinion piece about if wolves should be kept wild or placed in conservation centers.
- During their study of the Revolutionary War, fourth graders answer the question how you motivate people to join your cause. In response to this, students create a political cartoon project that involves technology, research, and analyzation of symbols. It is often difficult for students to assemble the symbols into a cohesive political cartoon. This develops inferential and critical thinking skills.
- We also discussed the article "What Did Pilgrims Look Like?" It served as a powerful reminder that who we are represents how we see others. The article explained an experiment where students are asked to draw "an immigrant", "a pilgrim," "a hippie," and a "western settler." The research showed that men always drew men but women did not always draw women. All the activists were people of color and so were immigrants. Immigrants were often drawn as people coming from Mexico.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

As a department, we looked deeper at our use of inquiries. This involved looking at cross-curricular connections particularly with social studies and ELA. We developed our own inquiry into "How CET Got Its Name." (hard copy attached). We also spent time discussing and reflecting on Tri-States visit to think about how we embed critical thinking into all aspects of our teaching.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

At CET, our rubrics are fluid and in a constant state of revision. We looked at our individual rubrics and thought about how critical thinking was aligned to our current work. We spent most of our time discussing the districtwide rubric and determining how it can be aligned to our current instruction and how we might apply it to individual projects.

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 at its very core teaches habits of mind. An exploration of communities is woven through elementary social studies curriculum. This begins in kindergarten with a study of self and the family, first grade instruction delves into the Croton community, second grade examines rural, urban, and suburban communities, third grade explores communities and cultures around the globe, and fourth grade zooms into New York state history from the times of indigenous people through the Revolutionary War. Appreciation for diverse peoples, cultures, and perspectives is naturally embedded in all our curriculum, instruction and assessment. Students will often share various social studies projects with the class (i.e. second grade's rural, urban, suburban maps and third grade's symbols of family culture project) which develops the skills of effective communicators. Research is reflected throughout the completion of such projects and problem solving is addressed as students often work in partnerships or small groups. Many of our tasks culminate with a metacognitive reflection piece that holds students accountable for their own learning.

PROFESSIONAL DEVELOPMENT:

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

As a department, we read and discussed professional articles. From a recent Marshall Memo, we reflected on "Four Suggestions on Giving Feedback." Ruth Sullivan shared that work complimented the ELA work being done with Diane Cunningham. Diane suggests that all teachers read *Thanks for the Feedback* and reminds us that teacher feedback should be specific, timely, and targeted. Feedback, in its many forms, is essential for both student and teacher growth.

We also discussed "What did Pilgrims Look Like?" from *Teaching Tolerance*. This article resonated with us in relation to Dr. Devin Thornberg 's visit. We had a powerful discussion around two key ideas. "To overlook

critical historical thinking is to undermine a fundamental tenet of social justice teaching: who we are influences how we see others." "As the United States becomes increasingly diverse and social media dramatically changes the ways we relate to one another, it is imperative that we provide learning opportunities that develop the kinds of multicultural competencies these activities foster."

Ruth Sullivan attended a workshop on Geographic Reasoning at Putnam/Northern Westchester BOCES. This workshop explored the questions "How can we help students understand the notion of place?", What is the significance of immediate location, and how does it impact our interactions with others Tim McDonnell of the New York Geographic Alliance presented several hands-on activities and practical methods to strengthen geographic reasoning among our students. A special highlight was the room size floor map of New York State. Participants did various puzzle type activities with the map. BOCES is working to obtain one of these maps to be circulated through local districts. Mr. McDonnell reminded us that of course, it is important to teach children how to read, but they must have content about which to read. If a student reads *Huckleberry Finn* and doesn't understand the geography and culture of the Mississippi River Valley, a lot of meaning will be lost. He also reminded us that geography informs history and culture and should be integrated throughout units of study, not left as a stand- alone. Ruth will share the resources and topics from this workshop at our final curriculum meeting.

ACCOMPLISHMENTS:

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

A large amount of our time was dedicated to the districtwide Critical Thinking Rubric. We discussed ways for the rubric to be specific enough to be useful and broad enough to be applicable across grade levels. In addition, we collaborated with the science department to determine how the rubric can be applied to elementary students across content areas.

Our conversations continually returned to Devin Thornberg's visit. We developed an increase in awareness of microagressions in our society. Our conversations were rich, especially after reading "What Did Pilgrims Look Like?" article from *Teaching Tolerance*. We felt that it sent a powerful message to us as social studies educators; we should never be complacent.

We delved into the use of inquiries in our classrooms. Upon reflection from our Tri- States visit, we looked at our use of performance-based assessments as opposed to tasks. We also reflected on the district-wide definition of metacognition and how it is articulated to students, especially in social studies. We would like to add a metacognitive piece to the rubrics used at the end of our inquiries. Based on Tri-Sates visits, first grade made adjustments to "What is the Croton community?" inquiry, third grade to "What is culture?" and fourth grade to "How do you motivate people to join your cause?" For second grade, we developed our own mini-inquiry asking "How did CET get its name and What name would you choose for our school and why?" This supplements the second grade study of suburban communities.

ADDITIONAL COMMENTS:

Thank you for the opportunity to work with the social studies department. Social studies is such a powerful content area as we prepare our students to be model citizens in the 21st century.

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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

-G&R Co-Teaching Model - Strategies and various models of co-teaching and partnership building

-expanding Wilson instruction and using screeners to identify students with dyslexia at a younger age

-requested visit to comparable school districts using the ICT model (will hopefully complete next year)

-implemented "Take 5" rooms for students with social/emotional needs, beneficial to have a space for students throughout the school day who require a separate space to refocus and calm themselves

-expanded use of the ABA Behavior specialist and how she will be utilized next year

-discussed pros and cons of ICT vs. CTS, research and coaching leads to higher student progress using the ICT model

-aides received training - updated their access to confidential information and students IEPs as well as their particular role within the classroom

-Toolkit was given to all "Take 5" rooms that had a vast array of student fidgets and therapeutic tools

-continued work on district rubric for "Presentation" using the metacognitive approach

CHEF grant was approved for OT seating and tools within the school for students with movement and OT needs

-transitioned to ICT services for the coming school year (1st-4th grades)

-K will remain CTS

-students will be receiving resource room services in 17-18 school year

-Language Acquisition vs Language Disabilities workshop turnkey

-trialed the Fast Forward program for students with severe reading delays and phonological awareness, may expand program next school year after student data is analyzed

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

-integration of existing student data to analyze specific deficits (STAR reports, Next Step reading assessments, simulation tests)

-use of teacher made assessments to target IEP specific student goals

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

-worked as a group to align existing grade level assessments/school wide assessments/statewide assessments and national assessments to align to IEP goals (i.e. the creation of the district wide goal bank that is aligned to existing researched based 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?

-creation of the Take 5 room

-implementation of mindfulness within our classrooms, curriculum work

PROFESSIONAL DEVELOPMENT:

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

-Language Acquisition vs Language Disabilities workshop turnkey

-Fast Forward Program

-Wilson Language Instruction

-Dyslexia Workshop

-G&R Coaching (Integrated Co-Teaching Model)

ACCOMPLISHMENTS:

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

-expansion of Wilson language interventions across the district

-approved grant and purchased new seating/OT tools for use within the school

-implementation of the Take 5 space

-implementing the use of ABA specialist within the school

ADDITIONAL COMMENTS:

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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

1. AIS groups - we reviewed the selection process. Guidance created class lists and teachers deliberated on how to use the AIS recommendations generated by teachers last Spring. Most of us decided on this approach: if a student is not recommended by Guidance for AIS, but was on the earlier teacher list, then we used past REN STAR scores to help as the tipping factor.
2. Ren STAR- we reviewed how to access past performance scores and how to use the data to inform instruction
3. Metacognition rubric - we researched and used information from articles to frame essential questions for this process. The English team worked on development of this rubric.
4. Rubric work with Angela Lawlor and LATIC: we continued to refine and strengthen our assessments, unit tasks and rubrics.
5. BOCES argument based rubric work

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

Examination of student work was ongoing at our meetings this year, using the common TAG model for feedback:

Tell the writer a strength, something you like, Ask the writer a thoughtful question, Tell the writer some suggestions for next steps.

Questions to ask:

- *What are the students' overall strengths?*
- *What are their overall needs?*
- *What patterns emerge?*
- *What instructional decisions can you make based upon this data?*

We read and scored 4 students essays, two typical/average 7th graders and 2 typical/average 8th graders. We noticed that although we all scored within similar ranges, our assessments were influenced by the population we teach. So for example, teachers who work with struggling students tended to score an average piece higher than did teachers who work with higher functioning students.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

1) We examined our already strong rubrics that were developed in response to the CCSS and standards based grading at PVC with a focus on the following:

--Use specific verbs and Descriptors on Rubrics that show what students are doing as well as what they are not.

-Introduces a specific claim and explains how it differs from others.

-Develops the claim with evidence, examples and facts.

--the speaker looks at the audience and also down as his paper during presentation (instead of *speaker occasionally looks at the audience).*

--the writer provides both relevant evidence as well as some non relevant evidence (instead of *the writer occasionally provides relevant evidence*).

Levels 1 and 2 should have as many descriptors as higher levels or else students do not understand what they have already done well.

2) Peer feedback: We watched this video and considered what makes peer feedback effective:
https://vimeo.com/38247060\

3) BOCES update on rubric work - the following observations were made:

- ➢ Concerns with the rubric:
- Grades 7 and 8 had to use a separate presentation rubric for projects because the argument rubric did not include this element
- the high school was not part of this work, so 8th grade could not align to 9th grade and this made it difficult to write the Level 4 criteria
- the criteria was not clear or strong enough and students were scoring in the proficient range on this rubric when normally they score level 2 on our content rubric.

➢ Strengths of this rubric:
-aligned across the grades from elementary to middle school

-common language indicators

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 created common assessments in order to ensure the quality of instruction across grade levels. Our department was a forerunner in creating a strong, developmentally appropriate writing rubric that was used across all grade levels. We continue to use that rubric 3 times per year so that students can effectively set benchmarks and measure their progress as writers. In addition, we have healthy and vibrant reading workshops in each class, including independent reading. Students are encouraged to read across a wide range of genres, and to demonstrate their understanding through conferences, partner talk, book clubs, written and oral presentations. Teachers use Bloom's Taxonomy higher level questioning strategies and

strands, as well as rich, complex texts to encourage thoughtful discussion, critical thinking and analysis. Bloom's Question Starters

We have in place strategies that promote a strong Independent Reading program: *teacher book review talks, a strong library of literary, contemporary and YAL novels, time for IR in class, teacher belief and energy in value of the program.* At the 8th grade level, we ordered YAL novels on the topics of gender and sexuality as we saw a need in our students for books that reflect their lives.

We have created formative assessments that give students specific feedback on strengths and goals: *what they already do well and how they can improve.*

PROFESSIONAL DEVELOPMENT:

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

Achieve Staff Development

BOCES rubric work

LATIC work

Angela Lawlor Rubric workshops

ACCOMPLISHMENTS:

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

- ***Learning walks with High School***-We are collaborating with Noel Schoenleber to conduct learning walks between 8th and 9th grade.
- ***New Common Core standards draft*** - we reviewed them and noted that the primary modifications seem to be merging literature and informational reading skills, as well as a new section on Lifelong readers and Writers, and revision of grade level text complexity requirements. We will use these new expectations to inform our planning for next year.
- ***Spelling instruction*** – we reviewed the revised CCSS to look for patterns of

instruction and decided that a common focus could be Greek and Latin roots. We would use *Words their Way* or other resources and do skills instruction during Lab or Helping Periods.

- **Assessments** that measure developmental growth and clearly communicate performance to both parents and students.
- **Google Classroom and Google Drive** to improve the quality and quantity of student work, and as as vehicle for providing feedback.
- ***Skills Instruction*** *during Lab or Helping Period* are being considered, especially at 7th/8th grade as students do not have strong study or organizational skills. The structure of the follows. **We propose common team meetings for 7 / 8 grade and 5 / 6 grade to discuss this possibility**

Skills instruction proposal:

- ➔ Trimester 1 - skills instruction - note-taking, academic survival (a program Rick Casey used), Achieve, study skills, organization, spelling (Greek and Latin roots)
- ➔ Trimester 2 - assessment on above skills
- ➔ Trimester 3 - a common interdisciplinary current events project, similar to 8th grade Change project.

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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

★ **Informing Community about Math at Your Own Depth**

Outcome: The department continues to update the Google website for math curriculum to share information with the Croton Harmon community. In addition, PVC teachers and Michael Plotkin have created, written and published the quarterly "Math Moments" newsletters that addressed specific themes in math and included a problem of the month for children to complete at home and submit for a prize. All of these newsletters have been archived on the PVC website.

★ **Metacognition**

Outcome: Metacognition has been brought up throughout the year, as we reviewed and revised the district-wide rubric. As a math department, we feel metacognition is an essential process that helps students think about each math problem and visualize the scenario prior to the solving process. This can help students determine what mathematical operations need to be used. In addition, we feel it is important to have students reflect on their own learning preferences and error analysis opportunities. These opportunities help students learn more about their learning styles and can become better mathematicians in the future.

★ **Support Program - Compass Learning**

Outcome: In June of 2016, we identified Compass Learning as a potential support program to use to help students learn foundational and application of skills to further their success in our classrooms. Throughout this year, we participated in several days of professional development, and troubleshooted problems throughout the initial stages of implementation. We helped students learn how to use the program and how grade-levels can work together to assign common assessments and folders/tiles to help students practice specific skills that need improvement to grow even more.

★ **Summer Programs - New and Revised**

Outcome: Based on analysis of student work, we determined that more and more students are coming into our classrooms that need foundational skill support. Therefore, with the help

and support of administration, we added one more summer program: Math Boot Camp to support those learners over the summer. We also added a Google Survey for all camps, to better tailor each session based on the students' needs who are attending during that time.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

Grade level and the entire department met to analyze student work and through this process, we determined that many students need support with foundational skills before they are able to access higher-level application type problems. Therefore, a math boot camp was created to focus on building these foundational skills in students who need the additional practice and we have been using Compass Learning to build these foundational skills throughout the year as well. We also discussed strategies that we used in the classroom to help address trends, patterns and outliers that we noticed among student work. We collaborated with each other to strengthen our requirements, grading keys, and rubrics to ensure that they are extremely clear for students.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

- ★ The assessments and rubrics are varied as they include both formative, summative and performance based ways to evaluate student learning.
- ★ We ensured that the assessments/rubrics are aligned to the standards by completing the strategic coherence planning protocol for alignment and assessment template for each unit (last year and reevaluated them again this year).
- ★ We used backwards design when creating assessments and used our knowledge of our goals to determine what assessment methods would effectively measure these standards when given to 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?

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 the common core 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 project-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. Our continuation of metacognition further aides 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 several Compass Learning training sessions throughout the year 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, microaggressions,and the Yale socio-emotional workshop

ACCOMPLISHMENTS:

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

- ★ Maintenance/Improvements of Google website for math department
- ★ Creation, development and publication of quarterly Math at Your Own Depth newsletters
- ★ K12 alerts regarding happenings in math
- ★ New and revised offerings of potential summer math programs/opportunities
- ★ Implementation of Compass Learning Program
- ★ 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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

-Common Assessments

In our second year of work with common assessments- we spent time reflecting, revising and looking at increasing student feedback and revising for quality assessments.

-Rubrics

We looked at the Critical Thinking Rubric, gave feedback and began to gather information to share as we create a CT rubric.

-Earth Day/Science Fair

School wide we created a pledge chain that all students participated in during advisory. 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. 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!

-8th Grade Science Course

-Adoption of new Science Standards

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

During breakout sessions at the Faculty meeting and following up in department meetings, we brought copies of student work to use different strategies with to leave quality feedback. We looked at rubrics and student work to examine how we would grade them using rubrics and on the report card.

With the transition of a new science course (earth science) in 8th grade we spent time ensuring consistency and understanding in report card standards and examination of student work using rubrics.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

We worked closely with Ray to help align Earth Science to the standards based report card at PVC. We looked at lab rubrics being used in LE and ES to try to make connections across 8th grade. Each grade level shared the rubrics she created to align with the standards on the report card.

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?

In examining the overarching essential questions that frame each year of PVC Science we see the connection to investigating the world around us, exploring how scientists solve problems and communicate, research and design solutions to problems, work as a team and as an individual and finally be independent thinkers and learners. Students in 5th grade science look at our local communities to research structures and build a better bridge; they look at the health of the Hudson river and how it affects our lives. 6th graders create solutions to natural disaster issues all over the world, and question things we can and cannot see like light and sound waves. 7th graders look at our energy sources and evaluate what they think is best or could be improved. They look at cells including bacteria and viruses and how it impacts lives and the environment and write about their findings for 'scientific journals'. We have made hands on science and real world connected more centered in our use and work with the InDe lab this year. Along with that opening up science choices in 8th grade allows our students choice to be independent thinkers and learners.

PROFESSIONAL DEVELOPMENT:

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

Lauren attended a transition workshop for the New NYS Science Learning Standards with Jamie Rooney from CHHS.
Lauren and Jenny presented on Robotics at the LHRIC Tech Expo. Katie attended the expo.
Lauren and Katie attended a Project Lead the Way – Gateway program learning session.
Laurel Cardellichio presented to the department about authentic data.
Dara participated in the co-teach professional development this year.

ACCOMPLISHMENTS:

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

Lauren and Jenny presented on Robotics at the LHRIC Tech Expo.
Successfully implemented Earth Science in 8th grade.
The Experience Science Fair was a HUGE success this year! We started a website and had an incredible turnout.
The InDe lab completed its successful first year.
We've begun a transition to implement a Project Lead the Way course in 8th grade.

ADDITIONAL COMMENTS:

We are looking forward to making the transition to the New NYS Science Learning standards and learning more about this shift in the next few years.

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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

We discussed the tri-state recommendations, critical thinking rubrics and revisions to standards. Due to the tri-state visit last year we were focused on addressing the recommendation about creating a Mission statement and defining Critical Thinking. Our meetings resulted in the creation of a Mission Statement and along with the work from the other buildings; we have a district wide understanding and rubric for Critical Thinking. Additionally, the 7th and 8th grade standards will be revised to better support the curriculum and assessments.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

As a department, through working with LCI, we examined student work and refined our methods so that feedback would be timely, effective and specific. Using examples of student work, and our rubrics, we evaluated how we were giving feedback, and evaluated assessments and rubrics to ensure we were assessing standards and the content and skills we value as a district. Additionally, in participating in student work review and review of feedback methods we were also able to explore the design of assessments and revise ones that were not clear or were not connecting to standards clearly.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

Teachers participated in workshops with LCI to revise and potentially create new rubrics as necessary. Meetings were used to share and collaborate on rubrics and support the revision and development of rubrics. Rubrics are used with all major assessments and potentially with smaller assessments depending on the skill or content emphasized. For instance, over the course of a semester individual skills may be focused on as a smaller part of a unit, so only that one part of a rubric may be used. However, by the end of a unit, there will be one major assignment that draws in all the skills emphasized. These skills are taken directly from the standards addressed in that unit-in this way the rubrics address the standards because the rubrics are a breakdown of the 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?

In the Social Studies department our curriculum incorporates the vision and mission of the district through the big ideas, enduring understandings, essential questions, standards, and assessments. One of the six standards for Social Studies is that of civic participation, which requires students to contribute to the well being of society, be problem solvers, researchers and independent thinkers. Many assessments require effective communication, independent thinking, and research and require students to be responsible for their own learning. Moreover our enduring understandings and essential questions engage students in the content and in the process of learning. Big ideas such as multiple perspectives, conflict, and change relate to the enduring understandings that change and conflict are inevitable and necessary, and all events can be seen through different viewpoints. Through this frame, and others, the content of Social Studies is explored, revealing history as a story that can have many interpretations. Therefore, engaging students to discover and defend their interpretations, encouraging them to question resources and the status quo and instilling in them a desire to be life-long learners.

PROFESSIONAL DEVELOPMENT:

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

5th through 8th grade teachers participated in BOCES workshops, refining curriculum and sharing and learning from other districts in the area. Teachers participated in LATIC workshops. All grade level teachers participated in workshops with Learner Center Initiatives, in refining our methods of student feedback and rubric building.
Additionally, Social Studies teachers participated in the faculty wide workshop about micro-aggressions. Over the summer, teachers will be participating in BOCES workshops addressing the NYS Curriculum Standards specifically regarding 7th and 8th grade.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?
As a department we accomplished the addressing of some of the Tri-State recommendations and built off of the foundation developed last year during the tri-state visit. As a department we are much more cohesive, especially with the connected standards from grade level to grade level.

We successfully created a Social Studies Mission Statement and contributed in defining Critical Thinking so that there is a shared understanding of what it is, what it looks like and how it should be assessed. Additionally, we helped and contributed in the development of a critical thinking rubric and revised and strengthened our own rubrics to better reflect metacognition and critical thinking.

ADDITIONAL COMMENTS:

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

Building: PVC	Department: Special Education	Coordinator: Glenn Klugherz

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

This year, the special education department discussed and developed the presentation rubric, co-teaching as part of the middle school continuum, Response to Intervention, Annual Review, Special Education programming for the 2017-2018 school year, Wilson reading supports, and new assessments.

The Special Education department at PVC was instrumental in the development of the district presentation rubric. The department was reflective in their input and made valuable contributions.

The department discussed the ability to integrate a co-teaching supports into the middle school special education programs. The conversation included a discussion of the facilitators and barriers of co-teaching in middle school.

Facilitators:

- All teachers are excited and enthusiastic to support all learners
- Has the potential to support a variety of learners within the mainstream classroom
- General Education teachers have the potential to learn a wider variety of teaching strategies for struggling learners
- Special Education teachers have the potential to obtain a deeper understanding of content and curriculum

Barriers:

- Based on the current schedules, there is not enough time for adequate co-planning
- General education teachers may be resistance to co-planning and co-teaching
- The curriculum will need to be at a level that meets the needs of some of our strongest students and some of our most struggling learners which may make the curriculum too challenging for our most struggling learners to effectively negotiate
- This model fits better into the model at CET because the teachers can instruct a class throughout the entire day

Response to Intervention

- The district is in the progress of acquiring a new computer program to track RTI interventions and student progress
- In grades 7 and 8, RTI periods were provided so Special education teachers would be able to work with struggling students

Annual Review

- The annual review process was started earlier this year compared to years past. The process was started in late January instead of late February. In addition, the school called parents to schedule their

child's meetings instead of scheduling the meetings without parent feedback. The goal was to limit cancellations. Reflections from this change are as follows:

- Fewer cancellations
- Instead of working through one grade level in a day, meetings were held for multiple grade levels in a day. The effect was that teachers were pulled out of their class for one period and made instruction choppy. It was good that a teacher was not pulled from instruction for the entire day
- It was hard for special education teachers to arrange coverage (they needed coverage for two half periods instead for an entire day)
- Many teachers reported that it was easier for them to have coverage for an entire day to complete the meetings instead of one hour meetings over the course of several days

Special Education Programming (2017-2018)

- Co-teaching does not seem like a realistic option for PVC due to the need to significant planning time and the nature of the middle school schedule
- Special Class will be provided, but grade levels will be combined (ELA 5/6, 7/8 & Math 5/6, 7/8)
  - Teachers expressed concern with combining math grades due to the sequential nature of math instruction
  - Teachers also expressed concern with only having a special education teacher providing instruction and suggested that the class be either co-taught or a Consultant Teacher model with a general education and special education teachers instructing and supporting the students.
- Consultant Teacher Services – will be provided in all grades for ELA and Math (Direct and Indirect), Social Studies and Science (Indirect)
  - Teachers feel that Consultant Teacher Services should be provided daily and directly for all subject areas

Wilson Reading Supports

- The district will be offering Wilson Reading Supports to students who meet the criteria
- There are no Special Education teachers who are Wilson Certified. There are three teachers at PVC who are Wilson training, but have not received the Wilson Certification

New Assessments – The district purchased several new assessments that will help us better understand students learning needs in the following areas:

- Reading (decoding, reading comprehension, fluency, accuracy, and rate)
- Writing (spelling, sentence creating and combining, vocabulary, and essay composition)
- Math (mathematical problem solving and math calculations)
- These tools can be used to further understand a student's area of weakness or can be substituted for other testing that we commonly use that may not measures skills as precisely

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

- The Special Education department spent time creating the presentation rubric. Each department member provided feedback based on their experiences and reflections when working with students and evaluating students work
- Department members engaged in examining student work as part of their collaborative work with other departments
- The Special education department spent the majority of the year reflecting on behalf of the learners that they support and advocate for to determine the most appropriate supports currently and for the 2017-2018 school year

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

- Members of the Special Education department collaborated with other departments to design rubrics that align with content area standards. Members participated in the following activities:
    - 3-8 ELA rubrics
    - BOCES training for Rubric creation

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The Special Education department works with students to help transfer the skills that enable a young learner to enjoy and be a successful learner, to developed and pursue their individual passion, to develop the skills to find information and determine its legitimacy, to critique information with their lenses, and to be responsible for their learning. The Special Education department continually seeks to strike the right balance of support and encouraging students to be independent learners. Members of this department understand what students can and cannot do and they encourage youngsters to advocate for themselves when necessary and to push themselves to do the best of their abilities.

This is evident in our students by their decreased need for supports as they transition through the middle school years. There are many students who have had extensive learning needs that have decreased over the course of their academic career and other students who no longer require the supports of special education. There are students whose learning needs remain the same, but who have made significant relative progress, but have disabilities that will require ongoing supports.

The curriculum that is provided within the classroom and the supports provided outside of the classroom are designed to meet the needs of all students and instill in them the vision and mission of this district.

PROFESSIONAL DEVELOPMENT

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

Members of the Special Education Department participated in the following professional activities/workshops during the 2016 - 2017 school year:

- Co-teaching
- ESL Workshops
- Cultural Diversity Workshop
- Disability or language acquisition workshop
- The power of formative assessment
- Just Words (Wilson Reading Program)
- National Boards
- LATIC Training
- Mark Brackett (RULER)

ACCOMPLISHMENTS:

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

During this school year, Sue Lewis has been working towards her ESL certification. In addition, Marisa Gendron and Stephen Palenscar have been working towards the National Boards certification and hope to pass all of the necessary assessments and project work before the end of the summer.

ADDITIONAL COMMENTS:

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

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

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

Common assessments

Common rubrics

Reviewing student work

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 process required hours of discussion and implementation. We had to write rubrics and assessments aligned to the standards, as well as use the parent portal, and convert the 8th grade standards-based grades to letters. We concentrated on these issues in many of our meetings. The outcomes are strengthened parent-teacher communication , a 5-8 report card, and aligned assessments and rubrics.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

We began to emphasize the examination of student work when we had our Tri-State visit. As a 5-12 department, we collected and reviewed student work. This tied in nicely with rubric development. We created rubrics and used them to ensure consistency across languages

and grade levels. We thought deeply about what we want our students to know and be able to do and used the observations we made from student work to encourage growth.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

The standards are central to everything we do and include reading, writing, listening and speaking. All of our assessments and rubrics relate to one (or more) of the standards. We use a variety of assessments, both informal and formal. Informal assessments include question and answer, white boards, exit tickets, etc. Our more formal assessments include quizzes, tests, projects, video/audio recording, and more. Whenever possible, we use the common assessments across languages and include a cultural component.

We also looked at our assessments and discussed how to separate the content from skills in order to grade the assessments. For example, is it possible to separate knowledge of vocabulary from reading? This ensured that our grading practices were aligned with the assessments and the 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?

Communication is our primary goal. Learning world languages expands the pool of people with whom our students can communicate. They learn to read, write, listen and speak in the target language, as well as develop cross-cultural skills and understandings.

Our students are problem solvers. In the World Language classroom students use language in authentic scenarios. They learn what to do when they are sick, lost, bored, etc. They can use language to express an issue and solve a problem.

They are also researchers and independent thinkers. As a department, we often use technology to promote independent learning. Our assignments often involve choice and we encourage our students to set goals and guide their own learning. The work we have done with metacognition is central to this process.

Our curriculum, instruction, and assessment will help create lifelong learners who contribute to the well-being of society.

PROFESSIONAL DEVELOPMENT:

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

Maria D'Amato took several courses through the Long Island Learning Institute for Educators. She participated in Harriet Barnett's workshop for curriculum coordinators/World Language administrators at PNW BOCES.

Sally Barnes participated in NYSAFLT Annual Conference in Syracuse and Spring Conference in Poughkeepsie, and was active in the Public Relations Committee and Teacher Incentive Grants Committee. She also attended the FLES Fest in NYC, a workshop for FLES Educators.

Qi Song attended NECTFL Annual Conference and Annual New York International Conference on Teaching Chinese, and took a course at BOCES.

Charlene Sirlin presented sessions at the NYSAFLT Annual Conference in Syracuse and at the NECTFL Annual Conference in New York. She attended the ACTFL Annual Conference in Boston and the NYSAFLT Spring Conference in Poughkeepsie. She serves on the NYSAFLT Board as a Regional Director for Mid-Hudson / Westchester. Professional development courses were completed at PNWBOCES and LHRIC. She is also a representative for PVC to the Hudson River Teacher Center.

Marie Sullivan attended a workshop at BOCES called Promoting Academic Language and Literacy in Spanish: Developing Language Skills in the Content Areas which helped her with her heritage class. Marie also took the NYS ELA (5-9) CST and passed. Once she takes the DASA workshop, she will be certified.

ACCOMPLISHMENTS:

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

Annual Restaurant Trips (May)

Trip to Quebec (February)

Heritage Language Course

Taconic Opera Trip (October)

NYSAFLT Board of Directors' Appointment (C. Sirlin)

NECTFL Conference (C. Sirlin presented and S. Barnes attended)

Visit of La Rochelle Students to PVC World Language Classrooms (April)

Participation in Seal of Biliteracy Committee (S. Barnes)

ADDITIONAL COMMENTS:

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

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

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- Metacognition and how to create a rubric that assesses it: We articulated criteria related to metacognition that are included in the district rubric.
- The alignment of the English 9 through English 12 research papers/projects: We have revised the book list for the English 11 research paper and we'll add an assessment to hold English 11 students more accountable for reading the required nonfiction text selection for this paper. We also made sure that the English 9-12 research papers/projects are scaffolded in terms of the reading requirements and the required number of pages and cited sources.
- The English elective program: We've made suggestions for electives we can propose next year. Now that we have a core English 12 class, the electives can be focused more on enrichment and student interests.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

- Grade-level teachers met to review writing tasks and rubrics and to examine and assess students' writing in order to ensure validity and reliability.
- We adopted the LCI feedback format of articulating Strengths, Questions, and Next Steps in response to students' writing.
- Ashley Valentine and Noel Schoenleber participated in the LCI Workshops on Examining Student Work, and Erica and Noel participated in the LCI summer coordinators' workshop.
- Erica Fiorini and Sue Ardolino sought feedback on the College/Personal Essay assignment from the Guidance department to ensure that it aligns with college guidelines and expectations.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

English 11

- Revised unit tests for *The Crucible* and *Macbeth* so questions align to specific standards.
- Revised *The Things They Carried* Unit Test so it is now a "mini Regents." A war-themed passage, poem, and speech are included in the exam; students are asked questions about those texts as well as the thematic connection of each to the novel.

English 12

- Created unit tests for *The Swallows of Kabul*, *The Handmaid's Tale, and Othello*, and questions align to specific standards.
- Created common assessments such as the College Essay*, The Swallows of Kabul* literary analysis essay, the *Dawn* thematic comparative essay, *The Handmaid's Tale* social issues research paper, and The Cultural Close-Up novel research paper and presentation. Created a rubric with language that reflects the standards for each of these assessments.

AP Literature and Composition

- Revised rubrics for literature responses to *Tess of the D'Urbervilles, Twelfth Night*, and *Hedda Gabler*. They are now fully developed analytical 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?

- 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.
- Each core English course includes at least one presentation assessment.

PROFESSIONAL DEVELOPMENT:

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

Susan Ardolino

- Building Professional Learning Communities to Improve Student Learning
- Teaching and the Change Process
- LATIC Training
- Taking a Constructionist Approach to Teaching
- Improving Student Learning Though Engagement
- Made progress toward National Board Certification

Erica Fiorini

- Summer work to develop English 12 course
- Investigations Under the Dignity Act (workshop at BOCES)
- Achieve 3000 Training
- Seal of Biliteracy Committee

- LATIC Training
- Summer LCI Workshop - Examining Student Work
- Alpine training

Joseph Merriam

- Made progress toward National Board Certification
- Co-led Critical Friends

Noel Schoenleber

- Building Professional Learning Communities to Improve Student Learning
- LATIC Training
- LCI – Examining Student Work Workshops
- BOCES Meetings for ELA Chairs
- Worked with the Olweus Steering Committee and helped present to school faculty about issues related to diversity

Jaclyn Szymanski

- Mentored a Pace University student teacher January through March, 2017.

Ashley Valentine

- Dyslexia Awareness Session and Simulation Workshop Participant
- G & R Inclusive Group Workshop Participant
- Instructional Supports for English Language Learners Workshop Participant
- Enhancing Our Understanding of Students with Disabilities
- LCI – Examining Student Work Workshops
- The Learning Institute Technology Expo, Presenter
- Close Reading: Looking Through the Lenses Workshop Participant

ACCOMPLISHMENTS:

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

- We developed and implemented a core English 12 course.
- We arranged a learning walk exchange between English 8 teachers at PVC and English 9 teachers at CHHS in order to foster continuity between these grades.
- We have worked together to create and implement common assessments for all the courses in our department that are taught by more than one teacher.
- Because CHHS's local assessment score is based on the English Regents exam, the English department has played a major role in supporting students and faculty with NY State 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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

This year the math department worked on math vocabulary, and terminology. With the changes in curriculum both the vocabulary and terminology have changed. It is important for us to be sure there is fluidity between the expectations of the common core and the College Board.

The department developed a math rubric that we plan to give students so they can understand what is expected of them to not only score higher, but to give richer and clearer answers. We will be coming up with several sets of exemplar papers for different types of problems.

We also continued our discussion on grading and formative versus summative assessments. With this in mind several of us tried to envision how we look at assignments such as problem sets. These assignments took on less of a grade and students could have them checked with the thought of them as a learning tool with constant feedback. Then several questions would be put on the formative assessment to see if the students truly understood the concepts they were getting.

The department also had a discussion of going with a final in Geometry verses the Regents exam. Many of the students are choosing to opt out of the regents exam due to the 4 plus 1 rule given to us by the state last year. With this in mind as a department, we have agreed to give a common final before the regents exam. As of right now, we are not sure how it will be counted. We will then use it as a teaching tool for prep for those students who plan to continue onto the regents exam.

The on-going topic that the department is working on is the syllabi Algebra 2/Trigonometry and the Pre-calculus. The math curriculum no longer meets the Calculus curriculum as it had in the past and our department as well as other schools are trying to re-align the curriculum so that the common core curriculum will comfortably meet with the AP Calculus curriculum.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

The math department has looked at student work from two different angles this year. One is our formative/summative assessments and the other is common assessments.

Eileen Pike, Isabella Zappa and Susan Dudman took a workshop on types of assessments and how to use them with feedback. Several discussions in our curriculum meetings have been around this topic. As stated previously we took one of our departmental assessments given at almost all levels and looked at how and why we use it. We also looked at how we were using it as feedback for both the student and the teacher. We decided to change how we expected it to be done and how both the student and the teacher use it as a learning tool. We discovered that by offering proof reading and assistance, we as teachers get feedback sooner and can therefore alter how we can give assistance to the group as a whole, through “Do Nows” and altered lessons.

Students now look at problem sets as a way to review and practice, not just another assignment. Also by linking problem sets to summative assessments, we have given them a different standing in the student’s mind.

The two common main assessments that were given this year were the midterms in Geometry and Algebra 1 . These assessments were reviewed by the teachers involved and were discussed by the department. The conversation evolved around the types of questions that were asked. We found that students seem to score better on multiple choice questions than free response. The department discussed multiple ways to alter multiple choice and free response questions to reaffirm the validity of the questions.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

This year the math department created a draft for a rubric that students and teachers could use on free-response questions based on a basic 4 category split. Next year we are hoping to compile exemplars to use as a guide for consistency between teachers as well as a learning tool for students.

The department uses multiple common assessments in the Algebra 1 and Geometry. These are the only two courses that are taught by more than one teacher. Common problem sets, quizzes, unit tests and midterms are given within these courses. The department uses a blueprint to make sure that the questions align to the 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 believes in teaching the whole student. We encourage students to be self-advocators, free thinkers and responsible adults. With this in mind, we design our classes so that students are encouraged to try various methods to solve problems, testing the validity of their methods. A few examples of this would be: surveys and projects in the statistics class, the geometry class testing the given results using numbers vs proofs vs written arguments and the Pre-calculus class solving real life problems through technology, basic algebra and logic.

We foster an environment where students take risks and communicate their ideas and understanding to their peers. We promote students assisting other students within the classroom. Many of our students tutor within the high school as well as PVC and CET.

One of the main areas that I would like to highlight is the Business Math course which was re-designed by Kurt Lindner. Kurt, created several projects that allow students to be free thinkers and come up with inventions or projects in which they have to figure out finances and present their plans/concepts to a panel of teachers and community members. He also brought in many guest speakers to promote the concepts of his course through the real world.

PROFESSIONAL DEVELOPMENT:

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

Eileen Pike, Isabella Zappa and Susan Dudman took the workshop that was offered by the district on assessment and feedback. Kym Garrett and Susan Dudman met over the summer to work towards the successful transition of the Algebra curriculum. Greg Bradley completed the 2nd component of the National Board Certification. Soyoung Lim took multiple courses on coding and workshops on art that she can use with the Pi squad.

This summer the department will be participating in multiple courses including google workshop and Latic workshop.

ACCOMPLISHMENTS:

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

The members of the math department are active in the extra-curricular lives of our students.

Greg Bradley is the coordinator for the Chinese exchange. He does all of the arrangements for both exchanges and he travels with our students, making sure that they are safe and all goes well. Eileen Pike is the cross- country coach and Isabella Zappa is the coach for girls modified basketball. Kurt Lindner is the coordinator for the Explorers Club. This club participated in so many outdoor activities, it would be difficult to list them all. Soyoung Lim does the Pi Squad and the Computer Club. Kym Garrett is new to the high school this year and has begun to revamp the Introduction to Algebra course. Susan Dudman helps out and scores at the basketball games and the track meets.

ADDITIONAL COMMENTS:

This year the math department has been blessed with the following aides: Stephanie David, Kristyn Boyle and Markian Ozaruk. These aides have supported the CTS classes of Algebra and Introduction to Algebra. Their presence in the classroom and their knowledge of the content was invaluable to the students. The additional support is crucial to the success of our neediest students going forward.

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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- **New courses:** There has been and continues to be an ongoing discussion as to whether we are offering too many electives and whether those electives offered are providing students with useful skills and content.
- **New technologies:** Whether we are using 3D printers, visual design tools, Google Classroom, simulation/model software, international databases, and/or extremely large datasets, learning what's new, what's doable, how to do it, how to teach students to make the most of these tools, is invigorating and exciting. We value the opportunities available both within and outside of the district to develop our expertise in these domains.
- **Data collection & data analysis:** "Big Data" has moved beyond the scientific arena and into the classroom. Research institutions have made large, ongoing datasets available to the public and in some cases, have invited students to interpret the data both scientifically and creatively e.g. the Cary Institute's Hudson Data Jam competition, Lamont-Doherty's Day in the Life of the Hudson, and the Regeneron/NASA Endeavor Leadership Program with Teachers College.
- **New NYS Learning Standards:** A phenomenon based approach is being promoted and that is in direct alignment with what we are doing in and out our classrooms. We are all enthusiastic about this direction, and while we may need to modify certain aspects, we welcome the opportunity to continue pursuing the path we've been charting. Data collection & data analysis, inquiry based labs, field work---these are real life experiences without answer keys.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

The science courses we teach are diverse but as a department, we are united in our use of the scientific method and/or the design brief. We took a look at our lab report checklists and agreed to the following common practices:

- Give students time to correct/improve their work
- Give students a chance to edit each other's work prior to having teacher evaluate it.
- Use test corrections as a form of summative assessment

Part of the school year, we were engaged in developing a critical thinking rubric as a foundation for our work. We obtained *The Thinker's Guide to Scientific Thinking: based on Critical Thinking Concepts & Principles* by the Foundation for Critical Thinking Press and found the Grid-Foundation for Critical Thinking to be extremely helpful. Subsequently, we created our own rubric.

- **Physics** is working on incorporating computational thinking skills, computer science and programming into the curriculum in a systematic way. The goal is to use programming as another way of assessing student understanding of topics covered e.g. a student who understands physical behavior should be able to program a computer simulation showing this behavior.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

- Over the past two years, common assessments have been developed and used primarily in the Earth Science and Chemistry courses. In both cases, the Regents standards apply.
    - **Earth Science**: The midterm exam was designed using the Regents Standards. Standards for material covered in the first part of the year were reviewed---each question on the exam matched a standard and each standard was addressed.
    - **Chemistry:** The labs that were used as common assessments are aligned to the Chemistry Regents Requirements (listed in the labs). The Chemistry teachers have agreed that these labs are highly significant as they measure the students' understanding of two important chemistry concepts of stoichiometry and equilibrium."
- In some courses that are taught by only one teacher, common assessments were developed with curricula designed by regional institutions e.g.
    - Curricula for
        - "A Day in the Life of the Hudson," a collaboration between Columbia University's Lamont-Doherty Earth Observatory and the NY Department of Environmental Conservation in which students monitor the Hudson and analyze the results
        - the "Hudson Data Jam," developed by Cary Institute of Ecosystem Studies which invites students to ask and answer questions by analyzing large datasets
        - "Mammal Dynamics" created by Teatown educators in which students analyze data from camera traps, graphed and analyze their results, have become a significant part of the project based Ecology course. All of these activities align to NYS standards.
    - Techniques of accessing and interpreting information developed by NASA and available on the National Ocean and Atmospheric Administration (NOAA) and the Hudson River Environmental Conditions Observational System (HRECOS) websites were introduced to AP Environmental Science students as well as to science teachers at both the middle school and high school. These activities align to the NGSS standards.

- The *Examining Student Work* workshop given by Angela Lalor provided a great deal of information as to how rubrics can guide students, both instructionally and in assessment. As participants, we were also given time to apply various protocols and techniques to our specific classroom needs. For example, tweaking a rubric to address why there isn't a

match between what a student did and what the expectations of the task were, or how to even the field so everyone has the same opportunity as the student who "gets it" are extremely valuable tools. I hope the entire Science Department is introduced to these techniques so we can use them together to continue our work in creating/revising meaningful rubrics and common 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?

The District mission goals are considered when designing and carrying out curriculum, instruction and assessment work. Evidence can be seen when

- students ask a question, learn to interpret collected and/or published scientific information (data tables, graphs, journal articles) and then ask a new question to determine next steps
- teacher rubrics and assessments are designed to invite hands on understanding of concepts and skills, as well as encourage students to be responsible for their own learning
- students are genuinely motivated to learn more because they seek to address a real world problem whose solution may positively impact other people's lives
- we produce students who are scientifically literate citizens
- we stand together as a community who cares about its members.

PROFESSIONAL DEVELOPMENT:

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

- BOCES workshop: Transitioning to the New York State Science Learning Standards (NYSSLS)
- STEM Teachers NYC at Teachers College, "Energy is Energy: a 2-part workshop on a consistent approach in Bio, Chem, and Physics
- Regeneron STEM Teaching Fellow
- Science Research statistics workshop (SUNY Albany)
- Science Research Teachers Excel workshop (Teatown)
- Google training (August, 2017)

ACCOMPLISHMENTS:

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

- Helped transition our part-time staff member, Joseph LeBlanc
- Successfully implemented the Project Lead the Way's "Introduction to Engineering and Design" course
- Engineering students toured the NYU Tandon School of Engineering Labs through the World Science Festival/World Science Academy
- Ecology students participated in
    - "A Day in the Life of the Hudson," 1 day field monitoring & data analysis using HRECOS and Lamont-Doherty data site
    - Teatown Mammal Dynamics fieldwork & analysis of camera trap photos of mammal dynamics

- Hudson Data Jam Competition
- "Using Hudson River Data in STEM" workshop held May 17/May 31 by a teacher for teachers
- Participated in the "Experience Science" Fair
- Invited participant to the National Academies of Science National Conference "Teacher-Scientist Partnerships"
- Wrote a series of seven pieces on the science research process for *Science News* magazine's *High School Educator Guide*, one of which has been published thus far. It can be found here.
- Invited participant to the National Academies of Sciences, Engineering and Medicine sponsored Convocation on Increasing the Role and Significance of Teachers in Policymaking for K-12 Engineering Education. The convocation brought together educators, industry representatives, and policymakers from across the nation to tackle the topic. The complete convocation report can be found here.
- selected to serve on the American Association fo Physics Teachers (AAPT) Master Teacher Leader Taskforce. The charge of the task force's focus is on developing and supporting strategies for supporting quality physics instruction across the country and inspiring and growing new teacher leaders.
- participated in the review and edit of NYS ELA standards (reading and writing within the content are section). The new standards have been adopted.
- continued work and collaborations with colleagues at the NYS Master Teacher Program invited to join and participate in the activities of the Empire State STEM Learning Network
- presenter & workshop leader, "Translational Ecology Forum," Cary Institute of Ecosystem Studies, July 2017.

- hired as a curriculum developer for the "Hudson Data Jam" project by the Cary Institute of Ecosystem Studies (August 14-18, 2017)

ADDITIONAL COMMENTS:

This is my year 1 as Curriculum Coordinator and I have learned a lot. I look forward to collaborating with my department colleagues in setting meaningful goals and standards for our students and ourselves.

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 Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- **Reflection on Tristates reports**. The Tristates team suggested that the department have a clear mission and we discussed what we thought should be represented in this. Themes that we thought important to a mission statement included, clear acknowledgment of historical thinking skills, civics and economics components, and reflection. The reports also suggested that the department reevaluate rubrics; looking for opportunities to further standardize and to use common rubrics for multiple assignments, as opposed to having a different detailed rubric for every assignment. We were able to utilize new AP rubrics for essays and discussed using pieces of these rubrics into the next school year. Particularly for the new global honors offering, we have planned to use pieces of our current rubrics, when appropriate, to target certain skills and to familiarize students with the rubrics that they will continue to use as they progress through social studies. For example, instead of creating an entirely different rubric for a global honors essay, we might take out the part of the essay targeting "thesis statements" to begin instruction on starting this level essay.
- **Electives.** As a department, we wanted to develop a rotating schedule for electives and we were able to come up with a two year plan. Also, we have opened each elective up to all grades and eliminated pre-requisites. This way, students should have more than one opportunity to take a particular course of interest.
- **Common assessments and rubrics.** We continued to implement common assessments that had been standardized during the 2015-2016 school year. This year, we met and reflected on the success of those common assessments and worked together to strengthen the assignments and their rubrics. For example, several projects were changed to include annotated bibliographies as opposed to standard citations and the global 9 belief systems project was enhanced by adding a "comparison" component in order to deepen research and analysis criteria. We also added an 11th grade research project to ensure that the students are building upon the research process, formally, during every year of social studies at CHHS. Furthermore, in regards to research, we invited Pam Morrison to two different department meetings in order to foster collaboration in developing the research process. We worked with Pam to develop project timelines and to plan for the creation of accessible sources for our

students at each grade level, most of which became available on the school library website.

- **Examining student work, particularly as it applies to grading according to the new AP rubrics.** As a department, we were able to produce examples to represent rubric components and to help standardize grading practices. College Board had not released examples of student work or anchor papers to represent all of the changes and so we worked together to identify these things ourselves. The new AP US History Exam was released in May 2016 and the AP World in May 2017.
- **Developing a Global 9 Honors program to be implemented in the 2017-2018 school year.** I discussed practices and procedures with the English Department since they currently have an honors offering for 9th graders and I presented the information to the SS department. We, in turn, discussed our philosophy on offering such an option and what kind of design would work best for a social studies course. We considered several models and came to the following conclusions;
    - the honors program would be self-enrolling and students may opt to participate or not on their own accord.
    - students would need to maintain an average of an A- to be awarded honors designation at the end of the year (noted on transcripts).
    - we would target a particular historical thinking skill each marking period and designate an "honors" assignment that would connect to it specifically. An example might include a paper on change and continuity over time in marking period 1 and a project on causation in marking period 2.
    - There will be 1 major honors assignment per marking period and at least one of these would be project based.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

At each department meeting this year, time was set aside to address this focus. Three of us participated in the "Examination of Student Work" professional development sessions and so we were able to bring back information to the whole group and implement practices. At the 2nd session, we discussed steps to take that would help ensure alignment between directions, assignments, and rubrics. We used the methods learned in order to reexamine 9th and 10 grade research paper assignments and then to apply certain procedures to the feedback we provided students. We used meeting time to locate anchor papers from each of our classes to use as examples of each level of achievement according to our standard rubric.

Also, as mentioned earlier, members of the department currently teaching AP courses worked together to examine student work as it pertained to the new standards and rubrics. We often compared student responses to the same prompts or to the same historical thinking skills in order standardize our practices and to locate examples that would represent the different components of the rubrics.

Depending on the assignment, teachers would link up to examine student work on common assignments or we would work together as a department to evaluate work. At the start of the year, we did more whole group work so that we could discuss procedures, practices, and expectations. We made a concerted effort to address historical thinking skills and ways to implement them further within both the Regents and AP curriculums. Creating a more cohesive system of addressing these skills and further standardizing vocabulary, helped the department work together to assign and examine student work. Of course, we believe our students are helped by these common practices.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

Participating in the Student Work workshops provided protocol for assessing these assignments and their rubrics and they provided even more time to do so. This years departmental common assessments included;

Global 9: Belief Systems Project and Thematic Essay, African Trading Kingdoms DBQ, Ancient Rome Project, Turning Points Research Project, Local Final Exam.

Global 10 Regents: Human Rights Violations Research Paper, DBQ and Thematic Essays using a standard rubric and targeting the same historical thinking skills.

AP World: LEQ and DBQ Essays targeting the same historical thinking skills and using the same, College Board, rubrics. Multiple Choice and Short Answer Questions and full exams designed based upon College Board Standards and evaluated using the CB rubric. Mapping activities based upon each period of time included in the curriculum.

US 11 Regents: Reform Movements Research Project, DBQ and Thematic Essays using a standard rubric and targeting the same historical thinking skills, Constitution Test, Civil War Mini DBQ, Progressive Era Media Advocacy Project

Econ/PIG - Credit Card Accountability, Responsibility & Disclosure Act Research Project & Presentation

Many of these common assessments had been implemented prior to this school year and so we were able to enhance them further by evaluating each and adjusting accordingly. In particular, we were interested in assessing the assignment next to the most updated social studies standards, seeing as they have changed in the last year. For example, to strengthen our research component, as required by standards, we adjusted the Ancient Rome project to include an annotated bibliography. An example of an assessment created this year would be the US 11 Regents assignment. The assignment includes a standards based rubric that builds appropriately on the 9th and 10th grade rubrics used to assess those required projects.

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?

Each course includes curriculum that lends itself to teaching research and presentation skills, civic responsibilities, and effective reflection practices, to name a few. Each course has at least one major research project that requires students to work with several sources. We teach students, in cooperation with Pam Morrison, how to properly source information, how to use the sourced information, how to recognize bias and perspective, and how to qualify and quantify sources.

Each course also includes assignments that involve both research and presentation. In global 9, students actually create a presentation rubric and self and peer assess throughout the process. By 12th grade, our students are actively beginning to successfully participate in society beyond school, as it is built into curriculum and instruction. They create resumes, write cover letters, participation in mock interviews, and acquire references. These activities also

help our students prepare for CHOOSE internships, which most participate in, and which culminates in a presentation witnessed by peers, staff, and community members.

With class websites updated daily and grades posted to portals by each teacher, students have even more of an opportunity to be responsible for their own learning. All teachers in the department post homework and assessment information on a class calendar and many maintain student resource pages where kids can access both required and additional course materials. Through the use of the portal, students have the ability to check on their own progress and to make up any work that might have been missed, without having to first check in with the teacher for additional information. Furthermore, large research assignments are designed to include teacher, student, and peer-feedback so that each individual may reflect and work towards enhancing their work.

PROFESSIONAL DEVELOPMENT:

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

- LATIC Training
- AP World Workshop in August (Maiolo) and November (Maiolo & Naughton)
- AP US History Workshop in August (Bohuniek)
- LCI Training, Examination of Student Work (McConville, Maiolo, Bohuniek)
- Dr. Thornberg's "Hidden Curriculum"
- Cross-Building Rubric Development & Training Session with Angela Lalor
- National Boards' Cohort (Maiolo)
- Critical Friends, including 10 staff observations each (McConville & Maiolo)
- Graduate Course on Civic Engagement (Lombardo)
- AP Tutoring through College Board (Bohuniek)

ACCOMPLISHMENTS:

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

- Implementing Tristates' recommendations, including examination of rubrics and strengthening common assessments.
- Examining transitions between grade levels and creating a more cohesive experience for students. For example, we added an 11th grade regents research project to

compliment the assignments that had already been offered in global 9 & 10 regents.
- Developing a Global 9 Honors program to be implemented in the 2017-2018 school year.

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: Support Services**	**Coordinator: Dan Delaney**

CURRICULUM MEETINGS:

Focus Points:

Consultant Teaching/Co-Teaching
Programing
IEP Development
Progress Monitoring
Achieve 3000 (Pros and Cons)
Alpine Training
Indicator 13
Learning Centers (What do they look like in your classroom)
RTI/AIS
Preparing for Annual Reviews
Testing Accommodations- Midterms and Final Exams
Maintenance and Administration of Test Center and coordinating required services

CURRICULUM:

Progress Monitoring and the examination of student work, plays an important role in special education. Much of what we do as special educators is examine and/or analyze the work that our students have done. This allows us to gauge whether or not our students are meeting their IEP goals. We do this by systematically collecting work samples, reviewing work samples with students, examining grades, reviewing progress reports, recording observations, collecting teacher feedback and observations, conducting student interviews, facilitating student self-reflection, and by consistently providing effective feedback on works in progress.

Most of our assessments are IEP driven. Each Special Education teacher has designed his/her own rubrics to determine whether or not their student/students have achieved their goals. We have created study skill rubrics, reading rubrics, writing rubrics, math rubrics, and social/emotional rubrics. Rubrics are specific to each student. As consultant teachers we are always modifying, scaffolding, and redesigning assignments. Kelly did this both Earth Science and English 9. Jonna worked closely with Sue Dudman and Kym Garrett to make assignments more accessible to students with disabilities.

In order for students to become lifelong responsible learners, contributors to society, effective communicators, problem solvers, researchers, and independent thinkers; it is essential that they are

self-aware. Much of the skills that are taught in the special education classrooms focus on the ability to self-advocate for their own learning needs, self-assess their progress, and self-reflect on their performance. As high schoolers, it becomes evident to them, through special education instruction, that learning with greater independence is the main objective. Many of the classified students have IEP goals that relate to self-advocacy, self-monitoring behavior, self-assessing academic progress, and initiating and/or completing work with greater independence. In order to become an independent learner, the student must obtain an understanding of their learning needs, abilities, strengths and weaknesses. This understanding provides students with the knowledge they need to work toward improving their academic, social, emotional and behavioral performance. Students are supported by their special educators as they begin to learn and practice how to self-advocate for their learning and emotional needs with trusted adults. They then work toward transferring the self-advocacy skills across all settings. These practices assist students in becoming effective communicators. Students are instructed that learning in general is a process and each individual embarks on a different path to get where they need to be and earn their own success. Throughout the year, the special educators facilitate self-reflective experiences for the students (e.g. interviews, prompts, etc.) which serve as learning opportunities on how to self-assess their own progress and take responsibility for the progress made. Students will often provide special educators with feedback on their academic successes and failures, which allows for the students to engage in problem solving strategy building to address the situation. For example, students can problem solve how to better prepare for an assessment by reflecting on what they did. Did they set a realistic goal for the assessment, how they were proactive in preparing for that assessment, assessing if their preparation was enough to achieve their goal, and then finally making a plan tof igure out how the preparation strategies can be improved for the next assessment.

PROFESSIONAL DEVELOPMENT:

Kelly - Dyslexia Workshop; Collaborated with Eric, Glenn, Carrie, and Linda to better streamline 8th grade programming. Latic Training

Jonna - Olweus Committee; The Winner's Circle with Jim Wright (5 day workshop - helping the special education student in the Mainstream classroom), Dyslexia Workshop, Latic Training, Achieve Training

Dan - Curriculum Coordinator . Worked on presentation rubrics .Task Force on Consent.

Sam - Attended LATIC training in February, Attended 2 sessions of Achieve 3000 training. Collaborated with mainstream Social Studies Dept.

Ryan - Attended 2 sessions Achieve 3000 training

Eric - Olweus, Big Buddy Coordinator

David- Attended LATIC Training, Attended 2 sessions Achieve 300 training

ACCOMPLISHMENTS:

Flex Program

We are proud of our Flex Program. David Xavier and Nancy Horan have designed a program where at-risk students can be supported both academically and emotionally throughout the day.

Rise Program

-Our RISE students are participating in separate internships in the community.
- ESY (Extended School Year)

TAP Program

-The Special Class Social Studies component of the TAP Program had three students experience success on the Global Studies Regents exam in January with scores of 76, 65 and an IEP Safety Net Score of 62.
-The TAP US History Regents class worked hard during the course of the school year in preparation for the regents exam in June with high expectations for success as well. A total of 5 students from the program will be taking the exam.
-Students of the RISE Program experienced another successful year in a separate section of a TAP US History class.

Resource Program

All of our classified students are graduating this year with plans for further education.

ADDITIONAL COMMENTS:

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

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

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

Since we had a new teacher in our department, we spent quite a bit of time discussing and sharing examples of the following (to help our new department member align her work with our current practices):

Curriculum content at each level across languages

Assessments and grading practices at each level across languages

Best practices in the classroom at each level across languages

We also discussed:

Metacognition and the district-wide rubric

NYS Seal of Biliteracy requirements

Changes in AP exam (speaking section)

District wide survey

Protocols for looking at student work (3 protocols provided by LCI)

Giving student feedback

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

We reviewed the 3 protocols discussed during the 2 day workshop given in district by LCI (noting their similarities and differences, depending on the use each one served). We also discussed the protocol shared during the workshop on how to give student feedback, and shared some examples of how we currently give feedback to students. Individual teachers did informally use the task rubric and reliability rubric to rewrite certain tasks and to consider the validity of the rubrics used to assess student work. All teachers continued to (informally) compare student results to task and rubric to make subsequent instructional decisions, although this process may not have been formally recorded using the protocol sheet and student data recording sheet.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

We did not create department-wide rubrics this year, although we have made some strides in this area in previous years. Susan and Sophie participated in last year's summer assessment institute with LCI and so we created several assessments (including rubrics) that were directly aligned with the standards. During the 2 day LCI workshop on looking at student work, Susan began developing a writing/speaking rubric for level 2 (Checkpoint B), to better align it to the standards/proficiency guidelines (and to make clearer to students the overall standards for performance in level 2); she plans to continue developing this rubric during the upcoming summer assessment institute. Individual teachers also tweaked individual project or presentation rubrics to make them more valid tools of assessments or to make them more student friendly throughout the year.

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?

Susan and Sophie attended last summer's assessment institute

Susan attended the 2 day LCI workshop on looking at student work

Alison, Nora and Linda participated in LATIC training

Linda participated in the year long sequence of meetings for new teachers to the district

Sophie participated in a number of webinars throughout the year on technology and Chinese teaching pedagogy.

Several teachers from the department belong to online listservs or chat groups related to different areas of FL pedagogy (AP listservs, Chinese pedagogy chat groups, etc.)

Susan continued to rate language proficiency tests and to update her skills in rating language proficiency through LTI (ACTFL).

ACCOMPLISHMENTS:

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

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.

The China exchange, with the participation of 22 host families, welcomed a group of Chinese students into the school community; later in the year, 22 students traveled to China for 10 days to complete the exchange cycle.

The La Rochelle exchange welcomed 28 French students into the school community. With the participation of 24 host families, and the support of administration, faculty in all buildings, members of the transportation, secretarial and custodial teams, the program involved visits to all district schools, to the Croton area and to NYC. Next year, our hosting American students will travel to La Rochelle to complete the exchange cycle.

ADDITIONAL COMMENTS:

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

Building: Pierre Van Cortlandt Middle School	**Department:** Art	**Coordinator:** Wendy Armstrong

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- The District Art Show
  - mounting
  - photos for flyers and brochures
  - building usage forms
  - supply lists
  - art show floor plan
  - signage
- Critical Thinking Rubric
  - definition
  - categories
  - details
- Possibility of creating Special Education Art Class was discussed
- Rubrics and assessment development and alignment

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

- LATIC: Each department member participated in LATIC training provided by the district. The department discussed how to apply training in lessons (or how it is already applied; e.g., real-world connections).
- Assessment: the department continued to vertically align rubrics K-12; but, more specifically aligned curriculum within building levels. For example, at the HS, teachers changed rubric language to read the same across for each rubric level.
- Student Work: each teacher brought in student work to discuss how current rubrics are applied to assessing students' progress and informing next steps. The team applied Critical Friends' Protocols (e.g., the Tuning Protocol) to help facilitate and direct discussion.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure that they are aligned to the standards?

- Slope Assessment created at Middle School.
  - students draw a simple slope on the back of their artwork and then self-assess where they thought they fell when reflecting on project criteria.

- PVC t uses a standards based report card with a 1-4 skill level (1- Not meeting, 2- Approaching, 3- Meeting 4- Exceeding learning expectations). All rubrics and evaluations reflect the same 1-4 system.
- Align more closely to student self-reflective summative assessment.
  PVC uses a standards based report card with a 1-4 skill level (1- Not meeting, 2- Approaching, 3- Meeting 4- Exceeding learning expectations) so rubrics and evaluations reflect this same 1-4 system.
- Analytic Rubrics were developed at the HS using methods and guidance outlined in the LATIC course.
- As mentioned above, the HS aligned the language of their rubrics for each class; specifically using the same 'titles' for the levels.

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 Art room at CET is set up more as an Art Studio rather than a classroom, in that students from Kindergarten through Fourth grade maintain, distribute, collect, and organize all art materials and artwork. Projects presented are theme based (either with an interdisciplinary connection or within a sequence of units within the Art curriculum/NYS Art Standards) which include specific skills & concepts, but also allow for a wide range of choice in use of tools & materials in order for the students to challenge themselves and likewise become more independent thinkers, problem solvers and creative risk-takers. To clarify directions with a project or to enhance the skills & concepts, students view artwork from their peers and discuss that artwork within a positive critique atmosphere. 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.

- At the Middle School level students are encouraged to take risk and be more independent. Projects are still broken down into small steps to help students be successful, but within those steps there is room for creative choice and risk. All projects are connected closely with the NYS Art Standards.
  Our goal with this age group is not only to build confidence in their artistic ability, but to also give students a better understanding of art and its applications. Showing students the interconnectedness of all the disciplines enhances and strengthens the educational process, as well as enriching the lives of our students.
  An intrinsic component of this curriculum is the systematic development of the student's critical thinking and aesthetic sense. To achieve this, students experience a variety of mediums and materials, as well as learn about art history and different cultures.

In this type of comprehensive educational setting where students, teachers and curriculum are interdependent, art education becomes an integral part of the total school experience. It supports and connects to the common core. It enhances and contributes to the way students look at the world and life. Art becomes a satisfying and exciting experience for students because its sole purpose is not only to improve artistic skill. In this type of environment students see how art can be widely applied to life and development. It is all interconnected. Students are evaluated primarily on their understanding of the concepts being presented, their level of engagement, whether they take risks and their level of commitment and care to the process and product. Our building uses a standards based report card with a 1-4 skill level (1- Not meeting, 2- Approaching, 3- Meeting 4- Exceeding learning expectations) so my rubrics and evaluations reflect the same 1-4 system.

- In the sequence of art courses at the high school (e.g., 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.

- Students in the HS advanced classes (e.g., Drawing & Painting, Advanced Drawing & Painting, and AP) attended a field trip to MoMA to see gallery shows specific to 'art as commentary' and social awareness. Consequently, students developed artwork based on their own perspective on issues meaningful to them.

- Students in the advanced HS 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 on-line and in class, and finally, make adjustments to their projects based on feedback.

-

PROFESSIONAL DEVELOPMENT:

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

- Art department attended LATIC training
- Engaging your Beginners - Jane Hill - Hidden Curriculum - Cross Building Mtg.
- NYS Art Teachers' Association Conference
- Understanding Cultural and Linguistic Diversity PNW BOCES (CET)
- **Art Teachers Symposium -** SUNY New Paltz campus: *Art Leads the Way Through STEAM Education* (CET)
- NBCT (National Board Certified Teacher)
- SELC-Full District Faculty

- Devin Thornburg met with district faculty regarding microaggressions, sexual aggressions

ACCOMPLISHMENTS:

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

- District Art Show
- CET Nature Leaf and Fish Printing (Gyotaku) Art Workshop with Third and Fourth graders with local artist Joe Mullins
- CET parents volunteered to help with the above listed workshop, helped Fourth grade students draw & paint 4ft x 6ft stage flats for Broadway Kids, and assisted in mounting student's artwork to construction paper in preparation for the District-wide Art Show.
- Field trip to the Museum of Modern Art to view "Art as Commentary"
- AP Art show
- CHHS Art workshop at the Croton-Free library with artist Jerry Pinkney

ADDITIONAL COMMENTS:

- Harry Chapin Memorial Run Against Hunger: facilitated the Pumpkin Painting & Face Painting Activity Booths, delegated CHHS student volunteers to specific jobs, organized & transported a wide variety of materials (CET)

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

Building:CET	**Department:Music**	**Coordinator:Marlena Peters**

CURRICULUM MEETINGS:

With the exception of the Common Core, 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, Planning protocol and rubrics. We always had conversations on how to help our students audition for NYSSMA, WSCMA policies, guidelines and due dates.

We reviewed our assessment policies focusing on the performing groups, using the rubrics we created and adding a "call in" system where the HS and MS students call in and play part of a piece of music, to be assessed.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

This year we discussed how we could have the instrumental and vocal students individually assessed. CHHS and PVC have student's call in to google voice to assess individual progress. Each week the students are given an assignment then need to call in so the teacher can hear them alone and assess their progress.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

The music department created rubrics last year. We continued to use our current rubrics and used them as a guide for our work on the presentation rubric. We used the State and National standards as a guide when we created them.

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 department we provide our students music from other cultures, field trips to the United Nations and 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.

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 that help the overall performance of our school group.
- Mike Weinstein worked on the music for several direct-response television commercials.
- Marlena Peters, Lisa Sable and Sara O'Brien are working towards National Boards.
- Marlena Peters serves on the CoNGO Rights of the Child committee at the United Nations

ACCOMPLISHMENTS:

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

2017 Music Department Accomplishments

Students from CET, PVC, and CHHS were adjudicated at the NYSSMA auditions. From the scores received, students are picked to participate in the All-County/All-State Bands or Orchestras.

4 CET students selected to participate in the All-County Elementary Festival Chorus.
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.

- 3 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
- 3 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
- 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.

CHHS Senior wrote a piece to be performed at Graduation

School and Community

- 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 were split between all 5th/6th grade groups performing on Wednesday, May 10th and the 7th/8th grade groups, Harmony-on-Hudson, and Jazz Band performing on Wednesday, the 17th. There was also a school concert for all performing groups on May 10th.
- PVC staged the musical Music Man

CHHS presented Fiddler on The Roof for Croton Seniors

- 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 2017 two performances.
- Kindergarten, First, Second & Third grade at CET performed grade level concerts-2 performances each
- CET welcomed BASH THE TRASH, who provide a residency for the entire second grade, two workshops per class
- Students participated in All-County/All-State festivals.

- CHHS Musical “Fiddler” - 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 9th annual Rivertowns Honor Band and Orchestra in Ossining.
- Lisa Sable coordinated and hosted the Elementary All-County Band auditions at PVC.

PVC Select chorus performed at the United Nations headquarters as part of the Conflict-Awareness and Implementation of Peace Education

- CET 4th Grade chorus performed at the CHHS basketball game

CET 4th Grade chorus performed at The United Nations as part of the Peace Education event at the FDR park on Roosevelt Island

ADDITIONAL COMMENTS:

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

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

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions?

- We continued discussing curriculum and aligning to both the Health Guidance Document and PE Guidance Document.
- We discussed assessments & student work.
    - Grading practices
    - Formative assessments
    - How to keep them student-centered & have students involved in grading process
- Presentation Rubric:
    - We spent many meetings discussing the presentation rubric and breaking down the different indicators and requirements for each indicator.
    - We had a lot of rich discussions about our grading practices and were able to collaborate and share a lot of amazing ideas with each other.
- Main Focus: Consent, Sexual Assault, Respect & Responsibility
    - We spent time analyzing our curriculum and seeing where this topic is addressed.
    - We met with outside organizations and administration to gather information on how to address these topics more than we currently do.
    - We identified, highlighted and celebrated the work that has been done already to address these topics.
    - We evaluated curriculum and themes that we plan on working on this summer with summer curriculum work.

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work.

- We had members of each building attend the LCI training offered by CHUFSD.
    - Members shared what they learned with rest of department.
    - Those that attended shared the 3 Protocols and how to analyze if your tasks are meeting your learning objectives.

- Members shared how to analyze rubrics to see if they are addressing the learning standards and scaffolded in such a way to drive student learning.
- Members shared the importance of using formative assessments to drive curriculum and student learning.

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?

- Through the LCI Workshop we began to break down our individual rubrics and see if they addressed the learning standards for our various skills and then made adjustments as needed.
- Examples:
  - PVC & CHHS Health:
    - We have begun the process of taking the learning standards from the NYS Health Guidance Document and adding them to our rubrics.
      - Quote from PVC Health Student, "These standards actually make sense."
  - CET Phys. Ed:
    - A rubric has been created using the LATIC Model where students design their own drumming for fitness routine.
    - The NASPE standards are used for the rubric column 3.
    - Another rubric was created for a cardiovascular unit based on the NASPE standards.
      - A rubric has been created for a cardiovascular endurance unit where students checked their heart rate level and recorded the number of steps they took using their pedometers at different stations. Not only did they have to be competent in the motor skill (STD 1), but they had to apply knowledge of principles to the activity (STD 2), they exhibited responsible personal and social behavior that respected self and others (STD 4), and they closed with recognizing the value of physical activity and it's benefits.
  - Media: Johanna Mustacchi
    - Johanna shared a very powerful and useful tool she uses with her students. She creates a rubric with various indicators and gives the students a list of requirements for the project/task. The students then fill out column three and state what it would look like for them to meet the requirements of the task. They also fill out column one and state what it would be like if they totally missed the mark. Throughout the task and after it is completed students assess themselves. They must state evidence as to what column they fell in. If they fell in column two they needed to state why and if they believe they fell in column four (above & beyond) they needed to cite evidence. She reported that this helped the student interact with the rubric more.
  - Media: Assessments - Johanna Mustacchi

- Most of my Media and Communications class assessments, across all three grade levels, 6th, 7th and 8th, followed the same format:
  - A hands-on project, either collaborative or solo, to demonstrate understanding and mastery of a topic
  - A rubric that identifies each standard addressed by the project, breaking each standard down into separate assessment areas
  - A self-reflection exercising metacognition, assessed with an additional rubric focused on metacognitive skills

Example:

8th grade cyber safety lesson for the 6th grade

  - Students work in collaborative groups to create an engaging lesson for a 6th grade Media class on one of six topics (chosen by the 8th graders). This experience touches on all four standards in my curriculum: writing, presentation skills, integration of multimedia and collaboration.
  - After their presentations, students are assessed using a rubric
  - After their presentations, students reflect on their own personal growth, challenges and the connections they made to the "real world."
  - After their reflection, students are assessed using a rubric

Student projects:

  - 6th Grade - advertising, photojournalism, animation (to sell, to inform, to entertain)
  - 7th grade - PSAs to promote change in the media industry; personal speeches to inspire change
  - 8th grade - cyber safety/digital citizenship lessons for the 6th grade; empathy building cyber crime court cases
- Based on the LHRIC workshop over the summer on Active Learning Spaces I designed my new classroom to have a variety of seating options and work spaces for a variety of learning styles and comfort. In addition to tables and chairs, I have yoga-ball seats, bean bags, a standing desk,

a conference table with comfy arm chairs, a “cozy corner” to stretch out in, and chair-desks. Students move the furniture around to suit their tastes and work in collaborative groups. At the end of class, they know to “reset” the room.

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 makes our curriculum student-centered and aligned to our vision and mission by:
    - Having overarching and essential questions for our skills and content knowledge
    - Using real-life scenarios
    - Incorporating student interest into our lessons & tasks
    - Using student feedback when considering projects, tasks, & guest speakers
    - Having students involved in creating rubrics
    - Using peer-assessments & self-assessments on projects & performances
    - Students reflect on their learning during and after learning
    - Students have choice in projects & tasks
    - Students help design projects
    - Students access reputable sources and professionally cite sources
    - Students peer educate & peer advocate
- Examples:
    - Students in Jessica Butts’ 8th Grade Health Classes peer educate PE Students at CET.
    - High School Health goes through real-life scenarios that involve consent & sexual assault. They present to the class on if consent was lacking and how the scenario could be changed so there is consent.
    - Yoga students at CHHS present a “Yoga Flow” to their class with a meditation.
    - PVC Media addresses Gender Roles & how media objectifies women and men.
    - In Media students make presentations, role play, and problem solve with topics like gender bias in the media, violence in the media, digital citizenship and more.
    - At CET Students participate in station work with various PE Skills and self-assess.

PROFESSIONAL DEVELOPMENT:

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

- Members of the Department Attended the NYSAPHERD Conference with our Athletic Director
- Suzanne Leslie attended the national conference - SHAPE America Boston 2017 Convention.
- Members participated in the LCI & LATIC training offered by CHUFSD.
- Media:
    - CONNECTING EMOTIONAL INTELLIGENCE WITH MINDFUL HABIT CHANGE - Daniel Goleman, Tara Bennett Goleman
        - This workshop centered around the fostering of emotional intelligence using mindfulness skills and other awareness exercises. There was a particular focus on the application of these skills in Social Emotional Learning programs in schools. Of specific interest to me was the breakdown and explanation of emotional intelligence and how closely all the concepts relate to and integrate well into the DBT STEPS-A curriculum.
    - Google Sites
        - In a one-day workshop I learned all I needed to know to create a brand new website for my class, as well as a new website for the PVC PRIDE Club.
    - 20% Genius time
        - Learned concepts and driving ideas behind passion projects; learned bad idea factory, elevator pitch, how to set up passion projects - with an eye to adapting the concepts to self-directed learning in my classroom. During the course, we got to interview and hear experiences from a Google employee who is part of the 20% program there, and a teacher who has implemented such a program in her science classroom.
    - Active Learning Spaces
        - This workshop was eye opening in helping me understand how to better make use of classroom spaces, how to give students more agency in the design of the room and placement of the furniture and how to use different types of spaces, groupings and levels to suit different types of learning situations.
    - LGBTQ Toolkit for Teachers

        - This is a WNET workshop to which I was invited to be introduced to and given a toolkit of curriculum materials relating to LGBTQ issues - very pertinent to my role at the PRIDE Club advisor.
    - I co-led a curriculum meeting with Allison Romm on Equity - “Equity Literacy for All - Paul C. Gorski/Katy Swalwell - Hidden Curriculum”
    - I attended a curriculum meeting on Emotional Intelligence with keynote Mark Brackett
    - Book: “Role Reversal: Achieving uncommonly excellent results in the student-centered classroom” by Mark Barnes
        - This book focuses on passion projects, putting choice into the hands of students and taking the teacher out of a controlling position in the classroom. Turns teachers into much more of a guide on the side. Many of the strategies outlined in this book align well with 20% time concepts and my plan to turn my classroom into a more student-controlled learning environment.
- PVC Health:
    - LATIC Intro. 5/17/17
    - A Message of Hope and Determination for Youth Prevention 5/10/17- Student Assistance Services
    - SERT Training at PVC- March 2017
    - SELC- Inviting All Students to Learn 3/22/17
    - K12 Health/PR Curric Review 2/14/17
    - Don't Hit Send- SWBOCES Consortium 2/7/17
    - SELC Advisory Planning with Devon Thornburg- 1/18/17
    - When the Holiday's Aren't So Happy- Student Assistance Services 12/14/16
    - NYSAHPERD Annual Conference 11/17 and 11/18/16
    - Current Drug Trends- SWBOCES 11/2/16
    - In Defense of the Teen Brain- Student Assistance Services 9/28/16
- CHHS Health & PE:
    - In Defense of the Teen Brain
    - Current Drug Trends: Effective Ways to Reach Students About the Risk of Drugs
    - Courses: (Rockland Teachers Center)
        - Building Professional Learning Communities to Improve Student Learning
        - Teaching & The Change Process

ACCOMPLISHMENTS:

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

- Department:
  - We are very proud of our role we played with the topic of consent & sexual assault.
    - Two of our members sat on the the panel for the community night.
    - Two of our members were also active members of the Task Force and helped in the planning of the CHHS assembly & breakout sessions.
    - The entire department met for a professional development day and analyzed our curriculum.
    - Members have made themselves available to the staff, community and students to help assist with this topic in different capacities. (ex: parent meetings, meeting with alumni, etc.)
    - One member attended the "Take Back the Night" event to show support to our students.
    - Both CHHS & PVC have worked with My Sister's Place to incorporate them into our health curriculum.

- CET:
  - Drumming for Fitness
    - For students & a PARENT NIGHT!
  - Family Fun Night
  - Fall Festival
  - Field Day
- PVC:
  - Wellness Week
- CHHS:
  - Continued development of Sports Medicine Course
    - Connections made with Marist, NY Presbyterian Hospital Physical Therapy & Sports Orthopedic - Dr. Nicole Belkin
  - Created the STAR Club based on student need
    - Field trip to Adelphi University
    - Meetings with Dr. Thornburg on microaggressions & diversity

- Harry Chapin Run Volunteers & Turkey Trot Volunteers
- **Media: Johanna Mustacchi**
  - I started the new PVC PRIDE Club
    - 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.

- PRIDE Club website (link)
    - This website has pages that define words used in the LGBTQ+ community as well as a useful page giving ideas on how to deal with homophobic slurs
- Safe Space
    - I introduced the placement of Safe Space stickers (a symbol indicating to students that a classroom or office is a safe space for LGBTQ+ youth) on classroom doors at a Faculty meeting and many faculty placed them on their classroom doors
- Film Festival
    - I was an integral member of the team that produced the PVC film festival, which focused this year on our Advisory themes based on the book “Wonder” by R.J.Palacio. Parents and students attended the evening in late April when we celebrated the filmmaking talents of our students as well as a clubs fair to introduce the community to all the extra-curricular activities our school has to offer.
- New class website (link)
- I added a new edition of the Digital Citizenship Newsletter (link)
- As a team leader, I lead a weekly team meeting that all Special Area teachers are expected to attend. This has provided us with a weekly opportunity to voice concerns, discuss students' needs, explore collaboration opportunities and become up-to-date with news and events. As the team leader, I have arranged for numerous meetings between other staff members and administrators and either some or all of the Specials team. I am the liaison between our team and the other team leaders in the building.
- As a member of the Advisory Committee, I met with the other members to discuss the strengths and weaknesses of our Advisory program and plan for next year.
- As a member of the PVC Wellness Committee, I met with other committee members (teachers, staff, administration, parents, students) to discuss health and wellness at school.

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department:** Special Education District Coordinator	**Coordinator:** Kim Gaynor

CURRICULUM MEETINGS:

With the exception of the Common Core, list the topics or issues your department discussed/addressed this year. What are the outcomes of these discussions? N/A

CURRICULUM:

Examination of student work was a key focus this year. Describe how your department engaged with this work. N/A

Not including the district-wide rubric work (metacognition, presentation, critical thinking), describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards? N/A

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? N/A

PROFESSIONAL DEVELOPMENT:

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

I attended several CSE roundtables, kept up on changes from the NYSED via email updates. I attended a workshop with Dr. Dee Berlinghoff, Scaffolding the Common Core for Students with Disabilities for math and ELA. I was able to use many of the strategies in my resource room. I also attended a workshop entitled, Understanding Specially Designed Instruction for Students with Disabilities. I debriefed Karen on each workshop and shared specific information of the valuable components of each to be shared with teachers.

ACCOMPLISHMENTS:

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

I assisted Karen in managing out of district IEPs; collected progress notes on these students, observed many out of district students. I chaired several CSE annual review meetings at PNW BOCES. I also will continue to review and finalize IEPS as the annual review season wraps up and teachers continue to complete them.

ADDITIONAL COMMENTS:
I continue to learn about the role of CSE/Special Education supervisor under Karen's guidance. I have been able to assist her in many ways throughout the year and to communicate the purpose of special education, the role of special education teachers, and the continuum of services to my colleagues. This year, I have worked closely with David Xavier, a second year teacher in the Flexible Support Program, advising him on how to work with our common students and parents, and how to prepare specialized instruction for students in his resource room (gave him sample lessons). I also spoke to him about the importance of building a library of resource materials for his own resource room. Additionally, I shared copies of books and resources with him.

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

Building: CHHS	**Name of Club:** Online Coordinator (VHS)	**Advisor(s):** Tanya Thibideau
Frequency and Duration of Meetings: Bi-monthly online check-ins and in person conferences as needed, depending on individual student progress.		**Number of Students in Core Group:** 13 students completed their 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. We had record number enrollments this year.**
- **Courses selections varied among students, Art History, AP Psychology, Languages, including Sign Language and CAD were among the courses where we had multiple 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, like Journalism and AP Psychology and AP Art History.**

Comments:
Drops in AP courses (specifically Psychology) are still higher than I would like. Students are just not aware how much work is involved in an online courses, especially an AP. I am still trying to figure out a way to drive this home with them, but I have not been successful. I meet with all students prior to classes starting to go over course expectations and time commitments involved in an online course. I

also have the students and parents sign a contract stating the average amount of time that is expected for an elective course, an honors course and an AP course, but the drops continue. I will continue to use this as a goal for myself to retain these students better.

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

Building: Carrie E. Tompkins Elementary	**Department: Volunteer for all three schools**	**Coordinator: Ana Maria Strattner**

MEETINGS HELD:

I met with Dr. Furhman on two occasions. I also met with each grade level and spoke at faculty meetings. I sent out emails recruiting more volunteers. I also sent out emails reminding teachers of the possible volunteers that were available to them. I conducted several correspondences with teachers from all three schools, in an effort to set up volunteers in their classrooms.

MEETING AGENDA TOPICS:

*Getting the word out that we are looking for new volunteers – K-12 alert
*Discussing possible volunteers available for the classrooms.
*How volunteering will look in each classroom
*Updating the data base for all our volunteers
*Next steps in terms of gaining more volunteers and getting the word out to teachers next year

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?
I still believe that the addition of volunteers in our school is an extremely important one. Tapping into the resources of our community and providing teachers with volunteers to help them in their classrooms is essential. I think that the volunteers were able to open the student's eyes to other possibilities.

CLASSROOM/SCHOOL CONNECTIONS

What activities and connections did you facilitate this year?
I was able to add about 5 new volunteer names to our volunteer data base. I was able to recruit new volunteers for CET's 4th Grade Writing Workshop Day. I was able to provide, Brie LaFuente with parent volunteers for the art show.

About eight teachers approached me at the beginning of the school year from both the high school and middle school, asking me for volunteers. I emailed some names of possible volunteers and asked them to contact me so that I could inform the volunteer that their services were needed. Unfortunately, even after several follow-up emails with the teachers, I was unable to coordinate the volunteers. I am not sure where the break down was.

ACCOMPLISHMENTS:

What are some specific accomplishments for volunteer program for this school year?
I continued to update the volunteer data base. I am very pleased that more volunteers decided to become involved with our school community. This data base contains contact information for each volunteer, as well as their skill and availability. I prepared a survey monkey for teachers in order to find out how the volunteers

can better serve them in the future. While only a limited number of volunteers were placed, teachers started talking with each other and sharing the benefits of having volunteers in their classroom. Again, I think that next year, volunteers will be in greater demand based on some of the teacher's experiences.



CROTON-HARMON

Union Free School District

Co-Curricular Activity Reports

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CET	**Name of Club:** Broadway Kids (Enrichment Program)	**Advisor(s):** Marlena Peters Brienne 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:** Entire Fourth grade (130 students)

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 CET faculty, staff, and K – 3 student body, and once at night for parents.
- Musicals performed included: ***The Wizard of Oz, Xanadu, Chitty Chitty Bang Bang, Newsies, School of Rock, All Shook Up***

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 52” x 6 ft. stage flat (see below pictures). They also made posters as advertisements around the school 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 positive way. It also allows students to experience the different aspects of theater which they could continue at PVC, CHHS, and beyond.

Croton-Harmon Union Free School District
2017 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:** **30- 40**
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 and then moved on to the Mayan Numeral System. In preparation for the study of the Mayan Numeral System, we covered 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. As per student request, our last class consisted of solving "really hard" word problems. Students were required to use skills from lessons on place value, fractions and needed the ability to crack secret codes!		
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. We began with 40 students and wound up with 30 "regulars."**		

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
CET	**4th Grade Chorus**	**Marlena Peters**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Every Thursday 7:40-8:25AM		70

1. Description/Purpose/Goal of This Club:

Rehearsal and performances of Choral literature.

2. Bulletin 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 United Nations
- Performed for the CHHS Varsity Basketball Game
- 4 students were selected for Westchester All County Chorus

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 United Nations. The children were part of a 4 Freedoms celebration at FDR park. The students attended additional rehearsals to prepare for the concerts and extended their school day to participate.

Comments:

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

Building: CET	**Name of Club: Moems** **Math Olympiads**	**Advisor(s): Stella M. Landi-Lopez**
Frequency and Duration of Meetings: **Every Tuesday** **October 26th – March 8th 7:30-8:25am**		**Number of Students in Core Group:** **25**
1. Description/Purpose/Goal of This Club: **Math enrichment**		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **The students practiced math enrichment problems and completed a math challenge once a month. This challenge is entered into Math Olympiads.**		
Comments: **This is a great program for students who are motivated to enrich their math skills. The students really enjoyed this program.**		

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

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:** N/A (See comments below)

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 2016-2017 book.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

We were able to include in the 2016-2017 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
- Candy House 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
- Pages showing how “Life is Good” at CET

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.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building C.E.T.	Name of Club Hands on Equations	Advisor: Debbie Liebert
Frequency and Duration of Meetings: Friday morning for 22 weeks		Number of students:30-40
Second Grade Math Enrichment This class was for second graders who wanted math enrichment		

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.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CET	**Name of Club:** **Before and After School Strings**	**Advisor(s): Jane Parkhouse**
Frequency and Duration of Meetings: **Mon – Fri before and after school** **7:40-8:20am 2:30-3:15 pm**		**Number of Students in Core Group:** **56 violin and cello students arranged in small groups of 5 - 8 students according to age and ability.** **Also, 20 1st grade violinists team taught with Sara O' Brien**
1. Description/Purpose/Goal of This Club: Continue to teach strings at CET to help build a string program in the Croton-Harmon school district.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: • **Year began with 56 students playing violin, viola, cello and double bass.** • **Between January and May, 6 students returned instruments.** • **Team-taught 20 1st grade students with Sara O' Brien on Tuesday mornings.** • **All students played in the CET winter concert.** • **All students played in the CET spring concert.** • **6 students attended NYSSMA at level 1 or 2. All scored in the excellent or outstanding range.**		
Comments: **I continue to work closely with Sara O'Brien, organizing the CET string students into small classes that are age appropriate, which also takes into account their musical abilities and experience. We plan concert programs for the CET concerts and pick repertoire that meets the needs of the wide range of abilities. To accommodate the large number of new students this year, we decided to team teach a class of 20 first graders.**		

Croton-Harmon Union Free School District
2017 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 3:00-4:00**		**Number of Students in Core Group:** **Approximately 10 per session**

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:

- **Print making**
- **Flip books**
- **Masks**
- **Fall leaf suncatchers**
- **Cardboard winter village**
- **Film Festival Information Board**
- **Watercolor paintings**
- **Tissue paper flowers**
- **Other projects**

Art Club is a very popular club. Since some students only have art for a trimester, it 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:

The two sessions enable us to do projects that would be difficult with a larger group.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:PVC	**Name of Club:Band**	**Advisor(s):Lisa Sable**
Frequency and Duration of Meetings: Every Tuesday and Thursday – 42 minutes, during and after school/weekend performances.		**Number of Students in Core Group: 164**
1. Description/Purpose/Goal of This Club: Rehearsal and performances of Concert Band literature.		
• **2. Bulletin 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)** • **Planning/prep/rehearsals for Rivertowns Honor Band (collaboration concert with Briarcliff Manor, Ossining and Sleepy Hollow School Districts** • **NYSSMA evaluations – help to prepare students for auditions, working at NYSSMA auditions** • **WCSMA participation at events and adjudication for auditions** • **CHHS pep band when needed** • **General extra-curricular help for students** **Students experience small group as well as large ensemble performances. They also experience a sense of community by playing with the high school students. Participation in the band is required for them to audition for the All-County Bands. We had two PVC students make the All-County Bands this year.**		
Comments:		

Croton-Harmon Union Free School District
2017 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 3-4pm		**Number of Students in Core Group:** 17

1. Description/Purpose/Goal:
Students meet once a week to solve chess problems and play games of chess. Students have an opportunity to learn the basics of the game through simple strategies. Chess problems also challenge them, forcing them to think of multi-step solutions. In a version of chess, known as "Anti-Chess" or "Loser's Chess," the goal of the player is to be the first to lose all their pieces. This requires a different way of looking at the chessboard and improving overall skills. Students also play larger, 4-player games known as "Bug House Chess." Here, children are able to develop other strategies and skills. Other variations of the game, such as "Opposite End" and "Genesis" Chess help the students think about the game from a different perspective. Finally, students across grades 5-8 have the chance to interact with one another in an authentic forum.

2. Bulletin point list of achievements, highlights, events & activities:
- Students meet weekly for chess club. This year showed a lot of support from the 5th and 6th grade class. Understandably, students in the upper grades are often involved in other after-school activities such as modified sports. One great moment was on April 4th, when Peter Barkman ran a simultaneous chess game versus the chess club members. Each student had a chance to play a game against Peter as he walked around the room making moves for each game. He was helpful to the students and pointed out possible strategies to the chess club members. I hope that this will be a recurring visit.

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 briefly acting out battles 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 a separate 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. We will look for ways to incorporate this web tool in our future work.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:PVC	**Name of Club:** **PVC Chorus**	**Advisor(s): Michael Katzman**
Frequency and Duration of Meetings: **2x per week**		**Number of Students in Core Group:** **100+ in 5/6, about 50 in 7/8**
1. Description/Purpose/Goal of This Club: **<u>To Sing choral repertoire using good vocal technique</u>**		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **- December 2016, the choruses sang in both an in-school concert and evening concert** **-May 2017, the choruses sang in both an in-school concert and evening concerts**		
Comments: **It was an excellent year for both the 5/6 and 7/8 choruses. I have attached the rosters of both groups with this report**		

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **Code Club**	**Advisor(s):** **Jocelyn Fontana**
Frequency and Duration of Meetings: **Tuesday's 3:00 - 4:00PM**		**Number of Students in Core Group:** **Twelve**

1. Description/Purpose/Goal of This Club:

Code Club members learn code concepts through lessons that vary in difficulty, programming language, and interest such as music, art, game design, and storytelling. We followed the Girls who Code curriculum.

(https://girlswhocode.com/)

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- **Mr. Daly (parent) attended meetings.**
- **Members attended PVC Film Festival April 25, 2017.**
- **Concept focus - loops, variables, conditionals, and functions.**
- **Club members were able to explore computer science in a fun and friendly environment. Members worked together and individually on projects.**
- **Coding skills/experience ranged from beginner, intermediate to advance.**

Comments: Shoshana Daly - club founder 2017.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
PVC	**Club Dirt**	**Katie Brennan**
Frequency and Duration of Meetings: Fall and Spring Thursdays after school 3-4		**Number of Students in Core Group:** 10

1. Description/Purpose/Goal of This Club:

Learn about gardening, how food is grown, and what is needed to keep plants alive.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Presented at PVC film night
- Designed T-shirts used for Croton Community Earth Day celebration

- Students have a fundamental understanding of what is needed to keep a garden. We worked with seeds and seedlings that were transplanted.
- 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 first year working on the garden, so it is definitely a work in progress. I am working with the town to get native species, butterfly and bee attracting plants.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: PVC/CHHS	**Name of Club:** Destination Imagination	**Advisor(s):** Zhanna Glazenburg, Laird Luebbers, Shannon Hunt
Frequency and Duration of Meetings: • September-May: approximately two meetings per week • 1-2 weeks before each competition (regional, states and global finals) teams meet daily		**Number of Students in Core Group:** CHHS - 29 PVC - 37

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. The focus of the program is on supporting students in developing and enhancing their teamwork and creative problem solving skills while working on solving the DI created challenges.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

CHHS started the 2016-2017 season with five DI teams:

- one Technical Challenge team
- one Scientific Challenge team
- one Project Outreach teams
- one Improve team
- one Fine Arts team

All five of the CHHS teams advanced to the Global Finals in Knoxville.

PVC started the 2016-2017 season with seven teams

- two Technical Challenge teams
- two Scientific Challenge teams
- one Project Outreach team
- one Improve team
- one Fine Arts team

Three of the PVC teams advanced to the Global Finals in Knoxville.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **Drama Club 5th and 6th**	**Advisor(s):** **Dan Large**
Frequency and Duration of Meetings: **Tuesdays: 3 to 3:50**		**Number of Students in Core Group:** **20**

1. Description/Purpose/Goal of This Club:

Students explore the dramatic arts through theatre games.

2. *Include a brief narrative about student learning, skills and experience:*

Ensemble Building:

By its nature, theatre requires the creative input of all its participants. Students work together to rehearse, construct, perform and promote their show.

Self Confidence:

Young performers discover how to take creative and emotional risks and learn to trust their abilities throughout the rehearsal and performance process.

Reading & Literacy Skills:

From constantly reading their scripts immersing themselves in the story, memorizing their lines, and taking notes at rehearsal, putting on a show is an active and engaging approach to improving literacy at an individualized pace.

Public Speaking Skills:

Young performers become comfortable speaking in front of a group. Whether performing for their peers during rehearsal or for their school and local community during a performance, students gain expertise and confidence with this valuable life skill.

Self-Discipline:

Students learn the importance of being reliable and trustworthy members of an ensemble. Through learning their choreography and lines and actively participating throughout the process, students acquire valuable self-discipline techniques

.

Critical Thinking & Problem Solving Skills:

Due to the show's collaborative nature, all students become valuable in trouble shooting elements of their production. Working out the nuances of a character or a tricky scene change allows participants an opportunity to creatively tackle challenges.

Engaged Imaginations:

Theatre is most dynamic when the imaginations of its creators are fully engaged. Throughout the process, students create another world through acting, dance, music and design.

Communication Skills:

Young performers discover how to clearly articulate their thoughts and questions throughout the rehearsal process.

Creative and Emotional Outlet:

Having a creative outlet on a regular basis is not only part of a well-rounded education, but also vital to a child's well-being and emotional health. Producing a show provides growth opportunities for all varieties of learners: kinesthetic learners explore dance and their bodies in physical space, linguistic learners dive into the spoken and written word, and spatial learners devise inventive sets and the arrangement of objects in space.

Enhanced Empathy:

Young performers explore the lives of others through character work and exploration of story. Providing participants with first-hand perspective aids in the development of well-rounded students and citizens.

Community Engagement:

Putting on a show is a fantastic way to connect with our local community. Parents, community centers and local vendors can all help in the creation of sets, props, costumes and publicity.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
PVC	Homework Club	Linda Jamison and Jackie Johnson
Frequency and Duration of Meetings: Tuesday (Johnson) and Thursday (Jamison) after school (apx.2:55) until 3:45		**Number of Students in Core Group:** Varying numbers each meeting

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. Bulletin 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 in the library after dismissal. They have mastered the ability to self-select and prioritize their goals for the session and record them on daily homework goal sheets. These goal sheets are used to ensure that students utilize their

time productively and monitor/report to teachers how they are spending their time. Information on student productivity is disseminated to the faculty and staff following each session. Teachers may also forward assignments, as well as long term projects, to the advisors so that students can best be aided in completing them. Students actively engage in time management as they try to get as much of their homework completed as possible. Students are asked to record the time they enter and exit the session (if they leave early). In some instances, students are required by a faculty member to attend homework club in order to complete late or missing assignments. It is also sometimes recommended to parents by teachers and guidance counselors, as an additional support for struggling learners. It is also a great opportunity for students to work on cooperative projects together. High school volunteers continued to attend homework club this year to help younger students with their homework. This was a way for high school students to obtain community service hours while also helping younger students to meet their personal goals. Homework club provides a safe, structured and supportive learning environment for students across all grade levels.

Comments:

It was another wonderful year to be involved with this program/club. We greatly appreciate the continued access to an aide and high school volunteers as the program continues to grow. We have also seen a tremendous increase in the number of students attending from the upper grades, primarily 8th. We sincerely hope that the club will continue in the future, as it has become integral to the development of time management, study strategies, organizational techniques and overall increased academic success for many students.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:PVC	**Name of Club:Jazz Band**	**Advisor(s):Lisa Sable**
Frequency and Duration of Meetings: Every Tuesday 3-4 PM		**Number of Students in Core Group: 25**

1. Description/Purpose/Goal of This Club: To rehearse and perform various styles of music such as swing, latin, rock, etc. in a Jazz Band.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- **Winter and Spring concerts (2 days and 2 nights)**
- **Recruitment Concert for CET students**
- **8th grade performance at graduation**
- **Rehearsals after school throughout the school year**
- **Prep time (music selection, music preparation, etc.)**

Students learned how to play as a small ensemble focusing of the genre of Jazz. Rhythms and notes are typically more complicated than Concert Band music.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **International Club**	**Advisor(s):** **Maria D'Amato** **Charlene Sirlin**
Frequency and Duration of Meetings: **We tried a variety of meeting times this year. We met before school, after school (monthly) and after school (weekly). The weekly after school meetings were the most successful.**		**Number of Students in Core Group:** **5 attended regularly. Other students attended when available or interested in the topic. Usually we had between 5-10 students per meeting.**

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. Speakers shared short phrases and vocabulary such as numbers or days of the week (if they spoke the language of the visited 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.** • **The Quebec Field Trip was organized through the International Club. Next year it will be an independent club.**
Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

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:** **8**

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. Bulletin 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.**

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **Math Club II**	**Advisor(s):** **Philip Ranieri**
Frequency and Duration of Meetings: **Once per week (Every Monday) – We haven't concluded yet.**		**Number of Students in Core Group:** **8**

1. **Description/Purpose/Goal of This Club:**

This year we continued making our experience "Escape the Room " more of a mobile activity so we can change venues easily. This was a much harder task than we originally had expected. Due to those struggles and the wants of the students to do other activities that involved math thinking, we chose certain weeks to take a break from making the "Escape Room" mobile and chose to incorporate math strategies in games like chess, cards, and other strategy games. The whole year was dedicated in using lateral thinking skills, deductive reasoning, and problem solving skills in any game we played or discussion we had.

2. **Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:**

NEW THIS YEAR - We had the pleasure of having two ninth grade students as peer math tutors during Math Club II sessions so students had yet another option to get the extra assistance they need.

- They can demonstrate mathematical reasoning in:
  - sports
  - tricks
  - movies
  - games
  - cards
  - everday decisions
  - Rube Goldberg functions
  - Escape the Room apps and creations
- Think:
  - Holistically about Math
  - Critically
  - Sequentially
  - Strategically
  - Laterally
  - Develop the importance of devising a plan

- They experience:
    - Possibly revise or modify as a work in progress
    - Ability to devise a plan of action
    - Execute that plan

Comments:
I felt like this year, I pushed the “Escape Room “project a little too much on my core population. I had everything prepped and I was excited but I knew that many of the students had not experienced an activity like this outside of school so they demonstrated less of an interest as their peers in the grade above. Next year, I might start off with more of their ideas of what they want out of the club instead of assuming a continuation of interest as I had done this year. I do not want to forsake the continual process of making the “Escape Room” mobile and ready but find other ways in motivating students to take more ownership in it.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **PRIDE Club**	**Advisor:** **Johanna Mustacchi**
Frequency and Duration of Meetings: **Once-a-week, full school year**		**Number of Students in Core Group: 7**

1. Description/Purpose/Goal of This Club:

Description:

The PVC PRIDE Club (People Respecting Individuality, Diversity, and Equality) is safe space for **LGBTQ+ kids 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.

Goal:

As the club evolved, the importance of educating the student body about the LGBTQ+ community and its allies became clear. Club members expressed concern that peers considered there was a stigma attached to club membership and some members felt peer pressure to drop out. It therefore became a mission of the club to plan ways to break the stigma.

With a growing number of transgender students in our school, it is also the goal of our club to provide a safe environment to discuss gender identity issues as well as to create a school environment free of discrimination, harassment, and intolerance.

2. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Some of our achievements include:

- A student Bill of Rights
    - Everyone is equal
    - We are all free to be ourselves
    - Everyone has the right to keep their identity to themselves until they are ready to share
    - Unconditional respect for chosen identities
    - Students and teachers should respect each other's preferred pronouns
    - Include everyone, no matter their identities
    - Treat others the way you want to be treated
    - Students should feel safe to attend school without being bullied or called derogatory names
    - We all have the right to how we feel
- Schoolwide LGBTQ+ and Allies education campaign: wall signs
- "Safe Space" stickers on classroom doors
- PRIDE Rainbow wall painting in club headquarters, room 224
- PRIDE Club poster and representation at Film Festival Clubs Fair

Plans:

- LGBTQ+ Celebrities awareness campaign
- LGBTQ+ themed book club
- How to come out safely campaign
- Lunchtime LGBTQ+ education cafeteria workshop
- Possibly take a group to the PRIDEWORKS conference at Pace University next year

PRIDE Club meets every Monday, from 3 to 4 PM in room 224.

Typical PRIDE Club Meeting Agenda

- Introductions and preferred pronouns
- Icebreaker game
- Share and support
- Videos and resources
- Plan and produce PRIDE campaigns

Comments:

This is the first year PVC has had a PRIDE Club (often known as a Gay Straight Alliance, or GSA). During the first week of school, I was approached by a current 7th grade student who asked if I would start the club with him. We investigated the high school's PRIDE Club, visited them at one of their meetings and interviewed their advisor and members to get an idea of how to embark on this journey. The name of our club was based on their club name at the time.

The student and I began by educating ourselves about LGBTQ+ issues and decided we would advertise the club by creating an education campaign of wall signs all over the school. When I asked the student why he wanted the club, he expressed that he wanted to have a safe space to be himself and feel supported.

A total of 12 students "tried out" the club and the core group settled in at approximately 7 students. During the period of the Spring Musical, some students had to split their time, but most were able to continue to attend. I do find that our club, as is the case with most clubs, had to compete with the robust sports offerings of the school district, which conflict with club times and rob clubs of core members.

The primary activity of each club meeting is sharing. These students seem to be starved for talk about gender identity and other LGBTQ+ issues within a supportive, safe and confidential environment. Very quickly, students were opening up about personal issues and family stories as they felt more and more comfortable with each other and felt they could trust me.

The addition of my daughter, Julia Lynford, a graduate student at Long Island University's Clinical Psychology PsyD program, and under the supervision of our school psychologist, Glenn Klugherz, was invaluable in this initial year of the club. Julia joined the group to pursue her credit for group facilitation, and she was integral to fostering an atmosphere of trust, support and confidentiality. The students felt very comfortable speaking to her and she's proven to be a supportive presence at every meeting.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: PVC	**Name of Club:** School Store	**Advisor(s):** Sarah Wellman, Emma Akhondzadeh
Frequency and Duration of Meetings: 1x/week- 45 minutes 7:15 am meeting, Wednesday (before school)		**Number of Students in Core Group:** 10

1. Description/Purpose/Goal:

The purpose of the School Store is to:

- Develop and promote student participation and leadership
- Foster and support school spirit, pride and unity
- Engage in school service at PVC
- Engage in marketing, advertising, public relations, promotions, and the buying and selling of products
- Learn the skills of inventory, and product demand

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

- Running of the school store
- Managing inventory
- Weekly openings
- Expanded school store offerings
- Maintained financial records
- Became self supportive

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

The school store was created out of the Student Council last year. This year it continued as a separate entity, with its own treasurer and budget. School Store members learned to share ideas with one another about how to create a positive school culture and community through the school store. School Store members interacted and interfaced

not only with their peers, but also with teachers, and administrators throughout the school year. They learned how to establish group rules, organize inventory, respond to customer demand, price and advertise merchandise and overcame scheduling demands.

4. Goals for Next Year:

School Store members look forward to offering and expanding more inventory, school gear and more opportunities for PVC students to access the school store.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:PVC	**Name of Club:** **Select Chorus**	**Advisor(s):Michael Katzman**
Frequency and Duration of Meetings: **1x per week**		**Number of Students in Core Group:** **44**
1. Description/Purpose/Goal of This Club: **Select chorus is a mixed grade group of young singers who audition to participate. They sing more challenging music than the main choral groups**		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **- Performed at the Winter Concert in December 2016** **- Performed at the Croton Harmon Tree Lighting event at Vassallo Park in December 2016** **- Performed at the Spring Concert at PVC, May 2017** **-Performed at the United Nations, May 2017**		
Comments: This year was a great year for the PVC Select Chorus! We performed some very challenging music and the children sang beautifully!		

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
PVC	Social Action Club	Alison Romm
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Once a week for 50 minutes		5

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. Bulleted point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- UNICEF: We 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, we 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.
- Petition to Ban the Sale of Bottled Water in Parks: We supported the banning of sales of bottled water in America's National Parks by writing letters and gathering signatures on petitions to give to the local government. The students explored the perspective of the National Parks to learn why this cause was important. They also learned how to campaign for a cause.
- Holiday Cards for Veterans: We made cards for wounded veterans in hospitals that couldn't come home for the holidays to see their families.
- Reusable Bag Initiative: Our club partnered up with the Croton Climate Initiative to help promote awareness for Croton's Reusable Bag Initiative. The students learned about the environmental harm that comes from using single use plastic bags and encouraged the Croton community to use reusable bags.
- Food Drives: We 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 we 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.

- Club Fair: We participated in the PVC Club Fair. The students explained the different aspects of the club and what we had accomplished so far this year.
- SPCA Dog Walk & Pet Fair: We raised awareness for this event that helped raise funds for the SPCA. We posted flyers around the school and made announcements over the loudspeaker.

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
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
PVC	**Spring Musical**	**Dan Large, Sally Barnes,** **Mike Katzman**
Frequency and Duration of Meetings: **January through April 1 (3-5 days a week for 2 hours/day)**		**Number of Students in Core Group:** **53**

1. Description/Purpose/Goal of This Club:

To stage a musical for students from grades 5-8 complete with acting, singing and dance

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

- *Students rehearsed after school 3-4 days a week to stage **Music Man** , a classic in the American Musical Theater repertory.*
- *They learned choreography of challenging dance numbers, lyrics, music and harmonies of classic songs by Meredith Wilson.*
- *Blocking and dramatic text from the book of the musical.*

Include a brief narrative about student learning, skills and experience:

Ensemble Building:

By its nature, theatre requires the creative input of all its participants. Students work together to rehearse, construct, perform and promote their show.

Self Confidence:

Young performers discover how to take creative and emotional risks and learn to trust their abilities throughout the rehearsal and performance process.

Reading & Literacy Skills:

From constantly reading their scripts immersing themselves in the story, memorizing their lines, and taking notes at rehearsal, putting on a show is an active and engaging approach to improving literacy at an individualized pace.

Public Speaking Skills:

Young performers become comfortable speaking in front of a group. Whether performing for their peers during rehearsal or for their school and local community during a performance, students gain expertise and confidence with this valuable life skill.

Self-Discipline:

Students learn the importance of being reliable and trustworthy members of an ensemble. Through learning their choreography and lines and actively participating throughout the process, students acquire valuable self-discipline techniques

.***Critical Thinking & Problem Solving Skills:***

Due to the show's collaborative nature, all students become valuable in trouble shooting elements of their production. Working out the nuances of a character or a tricky scene change allows participants an opportunity to creatively tackle challenges.

Engaged Imaginations:

Theatre is most dynamic when the imaginations of its creators are fully engaged. Throughout the process, students create another world through acting, dance, music and design.

Communication Skills:

Young performers discover how to clearly articulate their thoughts and questions throughout the rehearsal process.

Creative and Emotional Outlet:

Having a creative outlet on a regular basis is not only part of a well-rounded education, but also vital to a child's well-being and emotional health. Producing a show provides growth opportunities for all varieties of learners: kinesthetic learners explore dance and their bodies in physical space, linguistic learners dive into the spoken and written word, and spatial learners devise inventive sets and the arrangement of objects in space.

Enhanced Empathy:

Young performers explore the lives of others through character work and exploration of story. Providing participants with first-hand perspective aids in the development of well-rounded students and citizens.

Community Engagement:

Putting on a show is a fantastic way to connect with our local community. Parents, community centers and local vendors can all help in the creation of sets, props, costumes and publicity.

Comments:

Goals for Next Year:

As you can see, our students are gaining valuable life skills through this production. We're looking forward to jumping into rehearsals and hope you will join us on opening night next year for another enriching experience! Thanks for your continued support in providing our students with this educational experience.

It is our hope that the Spring Musical will continue to be a major part of the drama experience at PVC. We would like to see additional positions on the co-curricular list such as: Choreographer, Costume Designer and Producer. These positions are integral to the theatrical experience our students enjoy every year.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):** Sarah Wellman
PVC	Student Council	Emma Akhondzadeh
Frequency and Duration of Meetings: 1x/week- 45 minutes 7:15 am meeting (before school) 2x/year- 45 minutes (3:15 meetings after school) Members of Student Council		**Number of Students in Core Group:** 15

1. Description/Purpose/Goal:

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

- School wide town hall meetings and election of officers
- Organized and held 2 School Dances, 5th/6th grades and 7th and 8th grades
- Considered and provided student input about school policy (Advisory program, Code of Conduct, Dress Code, etc.)
- Created and maintained PVC Student Council website
- Participated in promoting student council and the school store at the Film Festival
- Collaborate with the Quebec Squad to help fundraise

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

Student Council members learned to share ideas with one another about how to create a positive school culture and community and to improve student life in general. Students were elected to leadership positions (President, Vice President, Treasurer, and

Secretary, Parliamentarian and grade level representatives) by way of school wide elections and elections held within Student Council. Student Council members interacted and interfaced not only with their peers, but also 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 about their school, community and their roles in the community.

4. Goals for Next Year:

Student Council members look forward to offering and expanding more leadership opportunities for PVC students next year.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
PVC	Yearbook Club	Suzanne Lewis and Linda Jamison

Frequency and Duration of Meetings:	**Number of Students in Core Group:**
Mondays from 3pm to 3:45 pm with students from end of September until the beginning of April. We meet 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.	Started with 20, mostly 5th and 6th graders; 7th and 8th graders fluctuated by sport and season. The students were responsible for taking photographs as well as creating page designs. We regularly had 7-10 student

1. Description/Purpose/Goal of This Club:

The primary goal of the yearbook club is to organize, manage, create, order and finally, disseminate the PVC middle school yearbook.

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 (ie; 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 and fun this year. The fifth and sixth graders are motivated and ready to move into leadership roles over the next few years. It is great to see how interested they are in creating a memorable book for their peers.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**Art Club**	**Chase Stevens**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
One Hour long, every other week.		**7**

1. Description/Purpose/Goal of This Club:

The Mission statement of the 2017 CHHS Art Club is "We do things. We make Stuff. We do art." We seek to provide students with art experiences that do not fit into our current curriculum/classroom.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Decorated the Art Club bulletin board outside of the Guidance Office.
- Learned watercolor techniques
- Painted still lives
- Learned about double exposure and bulb setting photography
- Made light paintings and long exposure photographs
- Learned linoleum cut techniques
- Printed linoleum cut patches
- Organized a fundraiser to sell patches
- Learned how to draw graffiti style lettering.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):** Susan Ardolino
CHHS	Book Club	Pam Morrison
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Monthly on Friday 3:00-4:30		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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Books read and discussed this year include:
  - Song of Achilles (Miller)
  - A Thousand Splendid Suns (Hosseini)
  - The Princess Bride (Goldman)
  - The Night Circus (Morgenstern)
  - Slice of Cherry (Reeves)
  - 1984 (Orwell)
  - Frankenstein (Shelley)
- Discussed film and fan culture surrounding these as well as other books
- Developed an online presence on the CHHS Library web site
- Created a Book Club "journal" for reading and responses to be passed on to future groups

Comments:

Once again we had a core group of dedicated kids who were dedicated to their enthusiasm and passion for reading. They read quite a variety of books from YA to adult, satire to mystery and had fun, yet intellectual, discussions of those books. The students also made connections between things they had read and personal experiences, leading to even deeper discussions. Their eager enjoyment encouraged other students to participate, when possible, despite conflicts with sports or other clubs.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: Croton-Harmon HS	**Name of Club: Big Buddies**	**Advisor(s): Eric Rosen and Kirby Mosenthal**
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- 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:** 50 seniors in fall, 45 juniors in 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. Bulletin 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 this year in order to select a group of upperclassmen who will be responsible and reliable Big Buddies. 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
- 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: We are planning one more event on June 19th for the Little Buddies. We would like to provide additional time for the Little Buddies to get to know their Big Buddies to continue strengthening their relationships, as well information sessions run by CHHS faculty to help them to learn more about the academics at the high school.

Croton-Harmon Union Free School District
2017 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: Twice weekly, Saturdays, and other days – from 9/13/17		Number of Students in Core Group: 20

1. Description/Purpose/Goal:

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

- Competed in the Westchester Tournament of Champions at White Plains H.S.;
- Won the prestigious Omar Q. Beckins Tournament at White Plains H.S.- Jack and William Mahoney named to “All-Tournament” Team;
- Won *M.A.C.C.#4* Metropolitan Academic Challenge Competition at Horace Greeley High School;
- Won *M.A.C.C.#2* Metropolitan Academic Challenge Competition at Horace Greeley High School;
- Continued to recruit several new Members – maintaining a very strong group of Seniors, Juniors and Sophomores;
- Recruited 8th Graders in PVC for 2017-2018 team;
- Competed in two separate local events: *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;

- Competed in the "*Golden Cactus Academic Challenge*" tournament (students vs. teachers) – students won for the 5th straight year;
- Presented Leadership Award to Sophie Bauder;
- Presented Knowledge Award to Sarah Seidman
- Attended National Academic Championship in Washington, D.C [Note: This is a totally separate event from the activities covered as a CHHS extra-curricular club]; Had 5-1 record in preliminary round, won first round of play-offs, lost in second round of play-offs;

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

C.A.C.T.I. had a banner year and competed as one of the very TOP TEAMS in the Region – winning 3 tournaments and maintaining 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 bad 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 Juniors and Sophomores – 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.

4. 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;
- Defending our "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);

Comments:
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
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** CHOOSE Advisor	**Advisor(s):** Dan Delaney
Frequency and Duration of Meetings: four evening presentations to parents Numerous CHAP meetings Nine weekly meetings once program begins 117 presentations		**Number of Students in Core Group:** 117

1. Description/Purpose/Goal:

To facilitate and support the CHOOSE Internship program in all areas.

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

- Introduced program to both students and parents in the fall.
- Interviewed 130 students individually as to whether they wanted to participate and if so what topics they were interested in.
- Coordinated the mentor assignments with faculty
- Worked on placements for students, phone calls, emails, utilizing previous contacts
- Conducted weekly meeting with all 117 participants to discuss the criteria of the program and to review the grading rubrics
- Reviewed criteria of journal writing , annotated bibliographies and interviews and used examples from last year
- Spoke at length about research component of CHOOSE and how to document the research
- Showed student examples of presentations and reviewed the rubric for presentation evaluations
- Held training session for all new evaluators
- Scheduled the evaluation committees
- Attended all the presentations
- Graded each experience
- Created spread sheet of placements for future reference

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

Students learned a wide variety of skills from resume writing, interviewing techniques, time management, prioritizing of tasks to more academic skills dealing with research, recognition of sources of valid information and correct formation of annotated

bibliographies. Considerable time was spent on effective presentation skills, especially the most effective use of PowerPoint.

4. Goals for Next Year:
Expand the number of possible internship sites.
Have more students be proactive in obtaining their internship
Work with new members of CHOOSE advisory team for analysis and transitioning of the program

Comments:
Students need to be more responsible in dealing with correspondence relating to the program.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Concert Band	**Advisor(s):** Jazz Zantay
Frequency and Duration of Meetings: Every A,B,D,E,F, and H day as well as various events: CET Halloween Parade, 2 concerts, visit to PVC, Memorial Day, etc.		**Number of Students in Core Group: 27**

1. Description/Purpose/Goal of This Club:
The CHHS Concert Band is an instrumental performing group. Students work throughout the year on many different pieces, which are geared toward various performances and events. Students work to improve his/her musicianship through homework assignments, group rhythm exercises and overall contribution to the band.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Rhythm, blend, dynamics, breathing and chorale exercises: *Sound Innovations Ensemble Development, Peter Boonshaft*
- Improving knowledge of Scales: *Treasury of Scales, Leonard B. Smith*
- Various Sight Reading exercises
- Music History discussions
- Ear training exercises: musictheory.net
- Introduction to Conducting

The students have further developed their musicianship skills through our performances and daily rehearsals. Concert Band requires that students collaborate with one another in order to achieve a common goal of expressing oneself through music. Students developed an artistry for expression and character in each piece, which was further explored through rhythmic, breathing, and balance and blend exercises. These various events and performances allowed students to showcase their improvements and serve the school community through music.

CHHS Concert Band – 2016-17

Date	**Event**
9/2016 thru 6/2017	Rehearsals every A, B, D, E, F, and H Day
8/31/16	CET Halloween Parade Performance
11/16	Student Volunteers at All-County Auditions
12/7/2016	Winter Concert Performance at CHHS
2/17	Performance at PVC for 8th Graders
4/26/2017	Spring Concert at CHHS

5/25/17	Career Speaker Performance
5/1 thru 5/29	Memorial Day Rehearsals
5/29/17	Memorial Day Performance

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:CHHS	**Name of Club:** **Explorers Club**	**Advisor(s): Kurt Lindner**
Frequency and Duration of Meetings:		**Number of Students in Core Group: 38**

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. overnight backpack in Harriman State Park– Students learned the skills of route finding, shelter erection, outdoor cooking, camp etiquette, low etiquette hiking, and fire starting. Through learning these skills students learned self-reliance, consequence/reward of decisions, collaboration, argument resolution techniques, time management and stress management.
2. 6 hour Mohonk day hike – Students hiked 6 miles along carriage trails with amazing views of the Hudson Valley to the Mohonk Preserve where they rock scrambled and climbed through a 100ft vertical crack. 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. 2 hour Croton River paddle – Students kayaked the Croton River in less than desirable conditions. They explored the local environment from a different perspective while challenging their physical and mental stamina. Students learned self-reliance, peer assistance, collaboration skills, consequence/reward of decisions, appreciation of natural beauty, time and stress management.
4. 9 hour Ski/snowboard trip at 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. 4 hours on Catamount High Ropes Course – Students learned teamwork, safety procedures, and climbing technique all while pushing their mental and physical limits.
6. 3 hours of Indoor Rock Climbing at Gravity Vault - Students learned teamwork, safety procedures, and climbing technique all while pushing their mental and physical limits.
7. events still to come: overnight backpack in May, rafting/camping overnight in June of 2017

8. 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:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Chorus	**Advisor(s):** M Weinstein
Frequency and Duration of Meetings: 6/8 days in cycle plus concerts		**Number of Students in Core Group:** 27

1. Description/Purpose/Goal of This Club:

The Chorus course satisfies the 1-credit, state-requirement for art and music. No audition is required and there is no prerequisite. Rehearsals and learning is set at a pace for students with little or no musical training….but adjustments are made according to the current group.
Open to grades 9-12. Selections performed are selected by the students in a democratic process (as long as they are educationally sound, challenging, and appropriate).

Two (2) night concerts are performed plus any special events and/or field trips.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Yearly Spring and Winter Concerts performed
- NYSSMA – Preparations for student auditions – 4 Chorus students attended NYSSMA this year
- WCSMA – Preparations for performances with group(s) i.e. band/chorus/orchestra
  All-County, Area All-County, All-State, and other performing groups
  3 Chorus students attended Area All-State this year
- Site-singing, music theory, solfege, ear-training, rhythm studies, etc.
- 2 students attended the All-State Festival in Rochester

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **CHINESE**	**Advisor(s):** **SOPHIE WANG-PAOLICELLI**
Frequency and Duration of Meetings: **Every other week unless there are school holidays**		**Number of Students in Core Group:** **About 30**
1. Description/Purpose/Goal of This Club: **Students come to Chinses club to experience different Chinese cultural aspects, such as food, language, movies about Chinese history and culture, traveling in China, and traditional games……**		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **Students learn to** • **Make Chinese food, such as dumplings, fried rice, seaweed rice…..** • **Watch Chinese movies that related to Chinese culture, history……** • **Play Chinese traditional games** • **Practice Chinese language skills** • **Discussions about China exchange trips** • **Many other topic discussions that related to Chinese Culture**		
Comments: **Club members always try their best to attend and experience Chinese culture through various club activities. This year, the club leaders have come up many creative ideas for the club activates.**		

Croton-Harmon Union Free School District
2017 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: 11 Monthly (or bi-monthly) (a minimum of 9 meetings)		**Number of Teachers in Core Group: 13** (including facilitators)

1. Description/Purpose/Goal:

The purpose of a CFG is to behave as a professional learning community and discuss different educational topics in order to improve instruction and teaching methods. As stated by the National School Reform Faculty (http://www.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

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

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

- Teaching writing across curriculums
- Rubrics
- Protocols for permission slips
- APPR: end of year reporting and domains 2 & 3
- Constitution Convention
- Assignments: class projects; authenticity
- Problem-based learning
- Teaching habits of learning
- Increasing student focus and engagement
- New library make-over
- Increasing academic rigor
- Honors options for Social Studies
- RTI
- Differentiation for ELL students

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

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

Observations

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

Protocols

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

Comments:

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

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Debate Club	**Advisor(s):** John Bohuniek
Frequency and Duration of Meetings: Every Tuesday		**Number of Students in Core Group:** 16

1. Description/Purpose/Goal of This Club:
Debate Club's mission is to encourage students to express their opinions through strategic argumentation, explore multiple perspectives, and promote discussion throughout our community.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Student took part in Lincoln-Douglas, and Public Forum style debates throughout the school year.
- Developed public speaking skills that focused on diction, syntax, cadence, tone, and body language
- Researched debate topics to develop central argument, uncover counter-arguments, and prepare rebuttals
- Debate topics this year included, but were not limited to: Presidential Election, Voting Age, Electoral College, College Athlete Compensation, Grammy and Academy Awards, School Dress Codes, Mandatory Minimum Sentencing, Andrew Jackson: Hero or Villain?, and Internationalism or Isolationism.
- Speech topics this year included, but were not limited to: Campaign for local office, Student of the Year Award acceptance, and Promposal.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: high school	**Name of Club:** **CHHS Drama Club**	**Advisor(s): Myrlin Valerio**
Frequency and Duration of Meetings: **M-Th 6-9, 6 weeks**		**Number of Students in Core Group:** **20**
1. Description/Purpose/Goal of This Club: **Introduce students to traditional or contemporary drama/comedy, foundations of acting and components of theater production.**		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **play selection: introduces students to different forms of theatre- 2015, theatre of the absurd.** **Audition Process: Highlights students ability, versatility, working with other actors.** **Rehearsal Process: Development of character(s) through physical and vocal acting practices, memorization, collaboration, listening.**		
Comments: **Students were introduced to Tina Howe's 1976 absurd comedy, *Museum* which takes place on the final day of a group show of three fictional contemporary American artists being exhibited in a major museum of modern art. In the course of this last day some forty people walk through the show. With a cast of 18, the play offered these young actors the challenge of playing 40 distinct characters who are funny, vicious, intense and often moving.**		

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Winter Drama	**Advisor(s):** Joseph Merriam
Frequency and Duration of Meetings: November: Auditions, 11/22, 6:00-9:00 December: 2 rehearsals, 6:00-10:00 January 3-31: 4 rehearsals/week, 6:00-10:00 February 1-9: 4 rehearsals/week, 6:00-10:00 February 10 & 11: 2 performances, 5:00-11:00		**Number of Students in Core Group:** 19 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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Rehearsed *A Midsummer Night's Dream* December 2016-February 2017
- Performed *A Midsummer Night's Dream* February 2017

The choice for this year's production was simple: the students asked specifically for it. Since it has been eight years since I last directed this play, I was happy to comply. I was very pleased with the results – we had some standout performances from several of the upperclassmen. In fact, that's my only concern about the play – had an unusually large proportion of seniors in the cast, which makes me worry about who we'll have in next year's show. I guess I'll just have to deal with that problem when the time comes. On the positive side, freshman Paige Varekamp has an interest in directing and volunteered to be assistant director, in which role she has been enormously helpful and which she plans to continue next year.

Among this year's challenges and opportunities were the following:

- **Costuming, Makeup, Fight Choreography and Set Design**: Costumes and makeup were beautifully done by seniors Olivia Huigens and Loretta Violante. The set was handled admirably by Chase Stevens and the stage crew, and I was able to hire Hudson Valley Shakespeare Festival actor Ryan Quinn for the fight choreography, which worked out wonderfully, as it has in the past.

- **Working with Stage Crew**: Chase Stevens was great to work with; he was very proactive and entirely willing to work with me on design and construction. He has terrific rapport with the students, and everything went smoothly under his direction.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Filmaking Club	**Advisor(s):** M Weinstein
Frequency and Duration of Meetings: E/O Thursday, helping period, and throughout every school day at anytime		**Number of Students in Core Group:** 21

1. Description/Purpose/Goal of This Club:

The Television Studio, the video production room, the equipment, and I will all be available to students who wish to work on their own or group'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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

-
- Other subject-area visual-based projects included:
- 1) Rory Parker – English project
- 2) Sophia Matthews/Aiden Baker – Environmental PSA
- 3) David Rodriguez – English video project
- 4) Andrew Anfinteatro - English video project
- 5) Page Varekamp – Destination Imagination Video Project

CHOOSE Projects (2 students)

Trey Glickman and Zohra Shaukat are producing a documentary about the class of 2017. They are interviewing all the seniors about their experiences while in the Croton-Harmon school district while showing clips from their many years in the district.

- Teacher projects – edited micro-aggression video for CHAP advisors to present an appropriate version to the CHAP groups
-
- CHTV Broadcasts included some of the following:
  1) TED Talk Broadcast – Focusing on Consent
  2) Video Announcement that allowed administration to address off-campus incident
  3) TV Studio Ribbon-Cutting Ceremony and Sandy Galef, Dr. Furhman, and Mr. Capasso interviews
  4) CHTV Winter Holiday Broadcast
  5) CHTV Senior Graduation Broadcast
  6) French Exchange Student interviews

7) Ten CHTV News Broadcasts that included school, local, and national news, school sports, music and movie reviews, food reviews, and student-opinion interviews

As a direct result oof their experiences in video production, four VP4 students will major in Communications and Filmmaking in college next year and 1 will minor in Communications.

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 and for other core subject projects.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **French Club**	**Advisor(s):** **Susan Bree** **Alison Rhoades**
Frequency and Duration of Meetings: **Approximately once or twice each month**		**Number of Students in Core Group:** **12-15**

1. Description/Purpose/Goal of This Club:

The CHHS Cercle Français serves to provide *all* interested students, irrespective of their level of French, age, or enrollment in French classes, opportunities to join together to learn about, share, and enjoy the French language and Francophone culture in a non-academic setting.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- **Movie screenings**
- **Crepe Making/Fundraising for CHHS students**
- **Game playing – French board and card games**

Comments:

The French Club met throughout the school year with varying frequency. Led by Celine Brad and Jolie Wasserman, the group continued their efforts to serve and develop a group of students interested in French language and Francophone culture. From year to year the French club attracts students whose enthusiasm is quite variable and the goal of this year's group was to build on last year's successes.

It is remarkable that there were members from every grade, every level of French.

At the beginning of the year. the members held brief after-school meetings to discuss possible French-language films and screening dates.

We held a couple of "game events" during which students stayed after school to learn about and play French board games and card games together

In the Spring, the group decided to sell Crepes during lunch periods. This event was quite successful. The funds raised are intended to defray the costs of purchasing items for care packages for patients in the Montreal Children's Hospital. The CHHS French Club members will write cards to the patients as well.

As the year draws to a close, the group continues to meet to discuss plans for next year's activities. The students aim to organize another event for the PVC students as they have in years past and would like to continue to attract a broad range of CHHS students to their events.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Freshman class officers**	**Advisor(s):** **Kim Gaynor**
Frequency and Duration of Meetings: We met several times throughout the months of October, November, December, and a few times in January.		**Number of Students in Core Group:** **4** **Julia Meyer, President** **Grace Reyer, VP** **Chelsea Davis, Secretary** **Sasha Rozenshteyn, Treasurer**

1. Description/Purpose/Goal of This Club:
The faculty advisor oversees the main event for the class, which is to prepare for the annual talent show. The annual talent show is a class fund raiser that serves two purposes: one is to have students work collaboratively in leadership roles within the school to orchestrate the talent show from start to finish, and the other is to raise funds to offset the cost for their sophomore year trip to Hershey Park.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Students achieved the following:

- Communicated to pull the show together through class meetings and through advertising, writing minutes of the meetings, and sending emails.
- Collaborated by auditioning acts, coordinating the line-up of acts, and running the dress rehearsal with stage crew.
- Fulfilled different leadership roles prior to and during the dress rehearsal including: stage manager, program checker, announcer, and community outreach for prizes.
- Fulfilled different leadership roles during the night of the show: stage manager, bake sale vendor, judge, revenue collector, program distributor, and assisting the emcee.
- Managed all the problems, personalities, and unexpected surprises that come along with putting on an actual show with professionalism.
- The treasurer counted and deposited all talent show and bake sale revenues under the guidance of the class advisor and was held accountable for communicating this information to the other officers.

The talent show was a success. It was comprised of ten acts, and raised $348. After the show, the students created and wrote out thank you cards to the prize donors in the community, and hand delivered them. They reflected on how well things went and what they would do differently. This experience brought students together who may not ordinarily interact with one another, and served as an excellent way of bringing people together in the community. Working on the talent show in the capacity of a class officer is a rich experience and is one of many opportunities available to students at CHHS that rounds out their educational experiences, and serves as preparation for college and career readiness. The camaraderie among the students, teachers and parents working together on this event is palpable and is what makes this event and the Croton community so uniquely special.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	Name of Club:	Advisor(s):
CHHS	Human Rights Task Force	Brett H. Bowden
Frequency and Duration of Meetings: Weekly from 9/22/17		Number of Students in Core Group: 10

1. Description/Purpose/Goal:

The *Human Rights Task Force* believes that the purpose of freedom is to safeguard it for others. Towards this end, we welcome ALL students interested in furthering human rights and civil liberties.

We provide the structure for character builder endeavors – and exist as a "safe place" for LGBT students as well.

We strive to provide a safe, tolerant, and intellectually provocative venue for CHHS students who want to make a difference in their school, community, state and nation.

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

- Promoted school-wide Political Literacy discussion of issues related to the 2016 Presidential election;
- Discussed Topics ranging from: Quiet Racism in your school/district/community/ world; social Justice; Black Lives Matter; Refugee Crisis, Free Speech/Protesting National Anthem; College Cost/Debt; Media Portrayal of gender/politics; Sexual Assault on campus/in military – Brock Turner's release; Burkini Ban; White Privilege/Affluenza; Civil Liberties & Technology; Women's Education around the World & appreciating OUR own educations; Islamophobia; 2016 Election; Women's Health & Reproductive rights; Media Literacy & Bias; Microagression and Free Speech;
- Co-Sponsorship, attendance at Human Rights Student Institute for High School Leaders at Manhattanville College (sponsored by the *Holocaust and Human Rights Education Center*);
- Presented Club awards to Ella Deutchman and Rory Curtin;

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

HRTF members learn…

- The actions of a few can greatly impact and influence a larger group in a small high school like CHHS;
- There are only four roles one can play in life: *bystander*; *victim*, *perpetrator* and *upstander*;
- Being an Upstander is not the frequently chosen route most individuals take;
- A small group of committed individuals can make a difference and change the world;
- Often, raising awareness is more important (and more difficult) than fund-raising;
- Researching for a workshop helps frame a narrative that can be presented to others;
- It is vital to learn how to work together with people you don't initially get along with;
- Doing the right thing takes as much *perspiration* as it does *inspiration* – and is often taken for granted in a world filled with situational ethics;

4. Goals for Next Year:

Please see "Comments";

Comments:

I remain quite proud of advising the Human Rights Task Force – a group I founded in my first year at CHHS, 14 years ago;

It would have been nice if I had been approached before the S.T.A.R. club was created to consult on its intent/purpose at CHHS (much of which has been addressed and tended to by the HRTF for years). However, S.T.A.R has a duplicate Mission, goals, and enrollment – and regrettably, I do not see a way to sustain the HRTF moving forward, – and as such, cannot advise it in 2017-2018;

It would be a shame for the Croton community to lose a human rights club in name at CHHS – especially given the local/state/national/global climate;

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**Interact Community Service Cub**	**David Xavier**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
1-2 x /month		**13**

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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Interact Club was able to recruit a large group of new members that are eager to get involved and help to improve their community.
- Planning is underway to redefine the clubs goals and identify one local and one regional project to focus the clubs efforts.
- Club elections led to the naming of three new members as Interact officers.
- Members of the Interact Club helped to raise awareness and funds for the fight against world hunger by participating in the Harry Chapin Run Against Hunger.
- The Interact Club worked to make CHHS students aware of community service opportunities and helped them to get involved.
- Members of Interact provided support to the Croton library book and bake sale.
- Collected clothing for donation to Good Will.

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
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Jazz Band	**Advisor(s):** Jazz Zantay
Frequency and Duration of Meetings: Every A, D and F day as well as various events: CET Halloween Parade, 2 concerts, visit to PVC, Memorial Day, Graduation, etc.		**Number of Students in Core Group: 9**

1. Description/Purpose/Goal of This Club:
The CHHS Jazz Band is an instrumental performing group. Students work throughout the year on many different pieces, which are geared toward various performances and events. Students work to improve his/her musicianship through homework assignments, group rhythm exercises and overall contribution to the band.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:
- Rhythm, blend, dynamics, breathing and chorale exercises: *Sound Innovations Ensemble Development, Peter Boonshaft*
- Improving knowledge of Scales: *Treasury of Scales, Leonard B. Smith*
- Various Sight Reading exercises
- Music History discussions
- Ear training exercises: musictheory.net
- Jazz improvisation exercises: *Blues Warm Up: Jonathan Laflamme*

The students have further developed their musicianship skills through our performances and rehearsals. Jazz Band requires that students collaborate with one another in order to achieve a common goal of expressing oneself through music. Students developed an artistry for expression and character in each piece, which was further explored through rhythmic, breathing, and balance and blend exercises. The Jazz Band students also work to improve his or her jazz skills in improvisation and theory. These various events and performances allowed students to showcase their improvements and serve the school community through music.

CHHS Jazz Band – 2016-17

Date	**Event**
9/2016 thru 6/2017	Rehearsals every A, D, and F Day
8/31/16	CET Halloween Parade Performance
12/7/2016	Winter Concert Performance at CHHS
2/17	Performance at PVC for 8th Graders
4/26/2017	Spring Concert at CHHS
5/25/17	Memorial Day Rehearsals
5/29/17	Memorial Day Performance

5/1 thru 6/22	Graduation Rehearsals
6/22	Graduation performance

JAZZ BAND PERFORMANCES

12/2016

1) Blues Machine

2) The Way You Look Tonight

3) I'll Be Home for Christmas

4) The Bare Necessities

4/2017

1)	Sesame Street Theme	Arr. by John Berry
2)	Stomper	Paul Clark
3)	Come Fly With Me	Rick Stitzel
4)	Smooth	Arr. by John Berry
5)	Freedom at Midnight	Arr. by Michael Sweeney

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
CHHS	Junior Class	Pam Morrison

Frequency and Duration of Meetings:	**Number of Students in Core Group:**
● Monthly (or more, when needed) with class officers ● On occasion with the whole class, as needed	135

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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Cookie Dough Fundraiser
- Junior Prom
- Color Wars Decorating

The Juniors class officers chose a new venue this year based on a variety of quotes they received. They did an excellent job soliciting quotes, comparing locations and making a selection. They took control of planning the menu and making food choices. In addition the class officers learned shared decision making as well as delegating responsibilities. They were enthusiastic and motivated in fund-raising and did an excellent job, considering they came into the Jr. year without a great deal of money in their account.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
CHHS	La Rochelle	Bree**/**Rhoades
Frequency and Duration of Meetings: Parent meeting on March 22, 2017 Student meetings were held, together and in smaller groups, as needed.		**Number of in Core Group:** 24 hosting students (although French students also attended or visited numerous classes at CHHS, CET and PVC) 28 French 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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Planning for the 2017 exchange began in September, 2016. We exchanged a series of email messages with our colleagues to establish the best dates for the French students' proposed visit, comparing our vacation schedules for the 2016-2017 school year, and chose a period of just more than two weeks in April, 2017 for the Rochelais to visit. We spent some time trying to find alternative dates since the visits this year began during our spring vacation, which created complications for some families, but in the end no better alternative was possible. The dates agreed upon were April 13-29, 2017.

In October-November, 2016, our colleagues at the Lycée Jean Dautet received approval for their trip, and began to collect applications from interested student participants. In December, we solicited applications from interested host families from our French III and IV classes. In January we received 24 applications for 28 possible positions within the program, so we needed to house more than one Rochelais with some Croton families in order to accommodate everyone. Furthermore one Croton family was away during vacation, so we found a former host family who was willing to accommodate their Rochelais guest during the first weekend of the exchange.

The selection and matching process took approximately a month. We took into consideration many different factors while selecting host families, including allergies, student interests and hobbies, and the gender of guests/ hosting students.

We spent the next two months planning and organizing the calendar of events. Because the Rochelais arrived during the vacation period, we organized a few “optional” events (on Saturday, April 15 and Monday, April 17) during the vacation period for all students to spend time together and begin to get to know each other. Once classes started again, the formal calendar of events began. The Rochelais spent 5 days in the city, visiting various points of interest. They asked us to make reservations/arrangements for them to visit the United Nations, the Whitney Museum of Art, the Lower East Side Tenement Museum, the 9-11 Memorial, and the Statue of Liberty/Ellis Island, and to help them plan visits to various different neighbourhoods in Manhattan. They traveled to and from the City using Metro North group travel.

For the rest of their visit, the Rochelais spent time in and around Croton. They were warmly welcomed to CHHS by Mr. Capasso and Mr. Maxam at a breakfast reception on Tuesday, April 18 and attended classes at the high school over two complete school days, thanks to the generosity of our teaching staff who welcomed them into classes in every department. The Rochelais completed projects with French classes at each level at CHHS, and visited French, Spanish and Mandarin classes at PVC. They also spent a morning visiting classes and participating in different activities at CET. Many thanks to our colleagues in both PVC and CET, particularly Sally Barnes who scheduled students into classes at PVC and met groups of students at the welcome center between classes, and to Linda Reich who created a schedule of classes to visit at CET and who organized a letter exchange between individual Rochelais and elementary school students.

Rochelais students attended the high school production of “Fiddler on the Roof” across all three performances with their host families, and were welcomed for dinner into the homes of non-hosting Croton families on Monday, April 24 for “Dinner on the Town.” On Friday, April 28, the eve of the Rochelais’ departure, we held our traditional Pot Luck Dinner for all hosting families and our visiting guests, for which American families brought dinner and our Rochelais guests brought dessert.

Many thanks to our custodial staff who, throughout the two weeks of the exchange, went above and beyond to provide clean space and support for the many meetings, receptions and events involved in the exchange program. Many thanks as well to our dedicated transportation staff, who got our group to and from the airport and the train station on numerous occasions. We are truly fortunate to have such an accommodating and supportive custodial and transportation staff in our district: without their help, we could not provide such a pleasant stay for our guests.

Croton families have provided us with a great deal of positive feedback about their experiences. They made meaningful connections with our guests and were very sad to see the French group leave. The faculty of all 3 schools were extremely complimentary about the Rochelais’ behavior during class visits; the French group, too, expressed their appreciation for the many opportunities they were given and the great kindness shown to them during their stay.

During the visit and after the Rochelais’ departure, we had conversations in several classes about the many differences between the American and French school systems and debated the pros and cons of each system. Croton students expressed the opinion that the French students “speak better English than we speak French”, which led to the realization that activities (i.e. practice) done outside of the classroom (listening to music, watching television or movies, etc.) all contribute to a faster development of proficiency. These opportunities are more widely available to students of English around the world due to the wide influence of American popular culture outside of the US, but are not unavailable to our students of French in the US thanks to internet and other media resources. We also spoke of ways that we can help to make this kind of opportunity available to our students outside of the classroom.

We asked the Rochelais students, as well, to reflect on their experiences as part of the exchange program. Their comments can be read below. We have lightly edited their comments to make them slightly more readable.

Comments:

First it is a very good thing, in my opinion, to discover other cultures and the American one is similar but very different from the French one (or Rochelais one). The food, the buildings, the school, it's always good to learn how people live in the other countries. For example, I discovered Broadway and its musicals, the high school of Croton or just the peanut butter, which are all great!

Then, that is the best way to improve my English, because it's written everywhere, spoken everywhere and you have to understand to be able to speak. In class, it's not the same, that's why exchange of this type are really important: because that is the fastest and also the best way to speak English.

Also, I came to the United States with people of my class and now, I leave the United States with friends. We didn't just discover the Statue of Liberty or the Empire State Building, we also discovered each other, and I think that without this exchange it wouldn't have been possible. We all became closer, with a lot of things to laugh about that our friends who stayed in France would not understand.

But I also became friends with people I could never met if I wasn't in the exchange, and I think it's a very beautiful thing. Not only my correspondent but a lot of Americans, who are all very cool persons and if I didn't go to the United States, I would never discover them, which is, I think, such a sad thing.

And, the most important thing, is that this exchange makes me grow, in my head. Living in an other family helped me to understand things that I wouldn't be able to understand if I was still in France.

So be in Croton –on-Hudson helped me from many points and it is very important to perpetuate this exchange because it is and old exchange and I think that it's a really cute thing that for thirty years, Croton-on-Hudson and La Rochelle were doing this exchange and I'm proud of being one of those.

I really want to thank the Croton Board of Education truly for allowing us to live this unforgettable experience,

Carla GAILDRAUD

****

I can learn words, expressions, irregular verbs in class. I can hear English in listening music or watching movies. I can learn loads of things by myself, but I've never learned more than during the time I spend here, in Croton. I have of course improved my English, learned new words, but I also discover a new culture, met new people, and that's the most important. This is the aim of a learning process.

A school exchange isn't the same thing as a trip. We didn't just do tourism, even if the days in New York City were amazing: we went to school, we lived in a American way for more than two weeks, ate a different type of food (not as bad as people say). It was a human experience, and there were not only American students and French students; we were just two teenagers, laughing together and being friends. When I thought about the United States, about New York, it seemed so far, but I can now consider the world as a great ball, with millions of human hearts which beat together, whatever their side of the Atlantic.

The school system here is very different, and I found that it may have been easier to be a student in the United States than in France: shorter days, less students per class… It was also really interesting to go to the C.E.T and to the middle school, to also promote the French culture!

I think we had a great chance to visit New York City, because this city is a great melting-pot. It's an amazing mixt of different culture and people. The visit to the United Nations was really striking, and I think that it will stay for most of us something memorable.

I hope the students who will come next year in La Rochelle will have the same feeling about this exchange.

I really want to thank the Croton Board of education for allowing us to live this wonderful experience, deepest regard

Nolwenn LEROUGE

****

This trip in United States has been one of the best experience of my life. We learned so much during those days in Croton and New York! I liked to visit the city, go in beautiful museums… and shopping of course! It's really more interesting to go in an English speaking country to learn English. We live in total immersion in American families, which is very helpful to know how to speak fluent English. And my host family is so nice! I get along so well with my penfriend that I was a bit tired every day because we always talked all the night long… About our own languages, our friends, our schools, our passions… And know, we are trying to plan her coming in France this summer because we don't want to wait until next year to see each other again. I was very touched when she told me that I am now like a member of the family.

I also get to learn the small town of Croton and the other students of the exchange. After only a few days, I was able to walk from my host family's house to the high school alone. We got into the habits of Croton students, like going to the Black Cow after school or eating Blue Pig ice cream… During the weekends, we did a lot of bonfires, or picnics with all the students from both countries. We forged so many bonds! It's really enriching to be a part of a solid group. I learned a lot about myself and the other students, French or Americans.

I realized a children's dream by visiting the City of New York, [along] with my best friend who also did the exchange. We visited the Statue of Liberty, a symbol of the United States, we saw the Empire State building, we visited Ellis Island Museum, the Whitney Museum, the Met, the MoMA, the Tenement Museum, the UN, we took pictures on the Brooklyn Bridge, in Time Square, we walked in Central Park, we took a yellow school bus (we see that only on TV in France), we saw the musical of the high school, we went in an amusement park and to the March for science… such meaningful experiences which I will always remember ! If someone would ask me what I preferred in USA, I'm not sure to be able to choose one…

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Eglantine CHEMINADE

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Two weeks after our arrival in Croton, I can now share my thoughts about this exchange.

We learned a lot while we were in the US. First, we all got closer and learned how to act like a team, a family and not as simple classmates. We learned how to live in a group and look after our friends. But, in terms of the exchange, we learnedhow to live in another family, another culture very different from ours. I knew American culture will be [different] but I wouldn't think that much. Food, people and education everything is really different. I think the main difference is high school.

But, we also learned more about our own culture. I've noticed that social behavior is really different from French to American, for instance, French are more easily into physical contacts then Americans, we like to touch people, to kiss them etc… I think we learn faster

being in the US then in our class in France because here we can really see and build our own opinion instead of just hearing about it.

I learned lots of new words and expressions of the everyday life just by being in my host family, in the kitchen, etc… I also got to hear many teenagers' expressions. I applied my English by talking with my host family and my friends but also by reading the newspaper every morning and watching [TV] series in English. We also saw the high school Musical in which you have to understand sung English. For example, I went horseback riding with my host sister. At first, I couldn't understand a word of what the teacher was saying because this is not something we learn in English class but I got to learn many words such as walk, trot, canter, gallop to finally understand her.

First, I think being away of my family is pretty hard and made me realize how much I love them and, as I said previously, I helped me to think not just [about] myself but [about] everyone and to live the way my host family lives and not the way I do. But, it also helps us to stay who we are in a way too. I think for a first exchange it is maybe better to come as a group but then, to [learn] faster and better I think it is better to come all alone so you are not tempted by speaking French.

I will remember for a long time this exchange and all the meaningful experiences I lived; the City with my friend, the March for Science with my host sister, the high school days, the bonfires… The only way this trip would have been better is if it had lasted longer; two weeks are not enough!

My advice would be to dare; to [learn] a foreign language you have to dare speaking even if it will not be perfect and [if] you don't have a good accent. You have to go talk to people and have fun! Doing an exchange trip is not something you will do many times so you also have to enjoy.

I really want to thank the Croton Board of Education, truly, for allowing us to live this unforgettable experience.

Lea BERDAH

****

It was a great experience for me and the other French. During this travel I learned a lot about the culture and the language. [...] I learned something more important than study in class: how to live and to speak like an American. that's we can't learn at school and it's very important to learn the language. I learned a lot of expressions like "American like apple pie ".

I'm different [from who I was before making the trip] in some way because of the experiences in the US, because the exchange opened my mind in some ways.

The [most] meaningful experience was when I was with my family for Easter. The funniest was the moment when I didn't understand [something], and the father went to find the dictionary to explain it to me.

I went to US before just with 3 friends and it's very very different with a large group. You meet more people and I made more [connections] with the others American students. I think the only things for a better trip would be to be more with the family or to do more activities with the American students.

I truly want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Simon BESSON

****

I have traveled in different manners (with my parents, summer camp,...) but I definitely think that this exchange is the best way to discover a country. Living with a family helped me to understand a culture which is very far from mine. I learned real things that you can't find in a book.

During these two weeks I built a lot of new relationship and I also could strengthen my relationship with my friends. So now, thanks to this exchange, we form a real group of friends.

I spent several days at school and it was the most different thing between France and America. Here, sport and art are very important and the atmosphere is relaxed compared to my strict high school. So it changed my opinion of French school system.

The visit of the United Nations has really moved me because of it significance. This organization promotes peace between all counties in the world and, for me, this exchange values the same ideal. So it's important to keep doing exchanges to weaken the fear and the hatred of the unknown.

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Agathe ZONGO

****

To me I really loved this exchange and I think this is a big chance and opportunity to be a part of something like this. This trip was a great way to talk more English than I usually

do and improve it. It was also good to know the differences between these two countries, discover an entire new culture and habits.

For example the school here is very different from France, you are freer and you can talk with your neighbors in class, and classes seems less difficult than in France that's why students can choose AP classes if they want to work more on a subject. For this I think this is better her because you can really have dialogues with your neighbors and teachers and so you can exchange different point of view, and also you can pick the class you want to follow and that are interesting for you. The schedule is very different too, here students leave school very early and have a lot of free time to practice their hobbies.

I also have to get used to the American way of life in my host family, which is a little different but not too much , because for example they celebrated Easter like in my French family.

Concerning the learning of the language I learned lots of expressions and new words that are useful on a daily basis to dialogue with people and ask information. To me I think I have learned more things during this trip than in one year of English class. I also learned some slang from the American students.

I keep very good [memories] from this trip and I have met very nice people in Croton that welcomed us very well. I think I will keep in touch with the students and maybe see them a next time because they are very kind and funny.

In my opinion I think it is better to travel with a school group than with your family because you have to manage lots of things that will make you more autonomous.

I wish to all students from Croton or La Rochelle to experience a trip like this and I hope this exchange will keep going and maybe gather more people.

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience

Augustin FLIPO

****

First of all, I learned a lot of things about the American culture. The clichés telling that everything is bigger than in France is totally true. We went to New York City, and skyscrapers are literally everywhere. The city is very big, but you don't get lost that easily, because the streets and avenues are numbered.

I really liked the landscape around Croton-on-Hudson, the forest is very beautiful, and we can see here animals that are rarer or just don't live near La Rochelle, such as deers, or eagles.

My correspondent is John von Reissig, and his family and he were really kind with my French friends who lived with me in their house. We played soccer or video games together, and it was such a good experience.

I would really love to come back in the United States, and I will never forget this two incredible weeks.

Benjamin STEPHAN

****

I really enjoyed this trip for many reasons. First of all, being surrounded by the American culture was a great experience. There are little differences between the French and American culture. I was surprised by the size of products. Here, everything is bigger. Then, I had the chance to come to school. The American system is totally different. Arts and sports take a more important place than in France. I think it's a really good thing. They are in the center of the education. Moreover, students here can choose their classes every year. It's a good thing because their orientations, after school, are I think, easier.

Then, spending two weeks inside an American family was, I think, the best way to [experience] the culture. We did many things together and I was able to experience the American way of life. I learned many words and I really improved my English. Also, I think it was better to travel in a group than alone. Moreover, there was a nice atmosphere because we were all friends. We also spent a lot of time in New York City. For me, visiting the UN was the most meaningful visit of the trip. I also really enjoyed the basketball game. It was a pleasant time supporting a teacher's team all together.

This trip changed my opinion about Americans. They are really nice and open-minded. Moreover they are always here if you are lost.

I truly want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Constance LAVILLE

****

This exchange was a way to learn about the American culture, about people, and to apply what I previously learned in a classroom.

First, I enjoyed to discover the way of life of an American family, sharing their house, their life and their language. This experience has allowed me to live as an American student during the time I spent in Croton.

School in La Rochelle is very different from here, where arts, sports and student's blossoming take up a leading place. Also, be an American student is easier than be a French student, because of shorter days of class and relaxed atmosphere.

Moreover, discovering New York City was a dream that I *[was able to] realize* thanks to this exchange, and I had such good time. The city gathers people from all over the world since the beginning of its history, and it is nowadays a melting pot of nationalities, religions, cultures and languages.

I have done things here I thought I would never done and I have learned a lot. This trip was also an opportunity to reinforce cohesion and links between people: it was a human experience.

Finally, I think that it is really important to keep this exchange, because it is a life experience which change you. It was a wonderful trip and an exceptional opportunity to learn.

I really want to thank the Croton Board of education for allowing us to live this experience, deepest regard,

Emma LOUVEAU

****

First of all, I would like to thank the Croton Harmon High School and especially Dr Bree and Mrs Rhoades whom permitted us to do this exchange. This kind of exchange is a

great chance for all Americans and French to improve our language skills but also to discover and live one another culture and way of living.

My name is Gwenaelle Pons-Gall, I'm 17 years old and it is my second exchange with the United States in two years so I think I have experienced a little bit of an average American teenager life's.

While I was in the United States, I discovered that the school system is really different from ours in France, in that Americans' schedules are less overloaded. The Americans students are hard-working. Then, the families are welcoming like we are a part of the family, they are really into art and sports.

The most meaningful experience I had was the guided tour we had in the United Nations, it was interesting as I would like to become an interpreter and it would be a great and motivating project to become one in this organization.

Gwenaelle PONS-GALL

****

I would like to explain to you in this letter how enriching this exchange was for me.

First of all, because we were living in American families, we could share the very American way of life. Since we had to speak only in English it allowed us to improve our skills in this language, but also to be able to manage in any situation.

Going to an American school teaches us plenty of things such as the differences between our schools and yours, I think that the system is more modern here in the United States. Teachers are friendlier with students, it makes us want to learn.

I also think that being far from our families help us becoming more mature and autonomous.

Thanks to this trip, I went to places I didn't know before, for instance at a Broadway play with my host family, to the Washington Square Park, or Bryant park with our group.

If I had come alone in NY, the experience would have been much different. Being with a group creates friendships, and teach us lots of values like, being on time, helping each other and being patient.

This trip could not have been better, I wish I could stay longer, I'll miss Croton, NY and my host family.

I feel very lucky, having the chance to participate to such an amazing adventure, I love school trips, I love to travel and I think that this exchange is a real opportunity to make students more open minded.

I truly want to thank the Croton Board of Education, for allowing us to live this unforgettable experience.

Irene MARTY

****

First I have to speak about the culture, which is very different in the United-States. There are a lots of differences in schools, in food (I found French food better), in sports (the popular sports are not the same) but we have been well integrated in class, and in our families.

Also, I learned lots of new English expressions thanks to a dialog that we've written in French and in English with Croton's students. (LMAO, billboard, poolroom…)

I think I'm different because I'm more able to learn new cultures now.

The most meaningful experience has been the first time I saw Times Square. It represented the American culture: everything is bigger and taller.

The first time I heard the word "poolroom "I thought it was a swimming pool so I brought a swimsuit.

The only thing that could make the trip better is seeing Ground Zero, because it is a very famous place and we did not see it.

But it was a very good trip!

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Jules KRABAL

****

This was my first time in America and also my first school exchange.

I can affirm you that it was such a great experience. First of all because it was a great opportunity to discover the American high-school. I noticed so many differences between

the French and the American school. It's really interesting and without this exchange I would never know this. I find this good that the American high-schools promote sport and art! Thanks to the exchange I had the opportunity to improve my English because of the total immersion in an American family for 2 weeks.

During this two weeks we went to school of course but we also went in New York City where we had the chance to visit a lot of museums and good sites like the UN, the Whitney, the Tenement, the Statue of Liberty.

But we also did scavenger hunt and rally which permit us to discover this city and to have fun with our correspondent. I discovered American culture through the typical food, (Reeses, pop tart, hotdog, burger, pudding..) and I loved it. We also tried fast food like Five Guys and Starbucks.

I also discovered baseball and lacrosse, two sports that we don't have in France.

We made new relationship with the American students, we were all friends in this exchange so we had a lot of fun all together. We did a lot of bonfires, it was my first time, I've never did this before. We were all together around a fire, eating marshmallow with the sound of a guitar in the air.

I hope I'll keep in contact with all my American friends and for a long time. I cannot wait to receive them in La Rochelle when we will at our turn make them discover the French culture and our beautiful town.

This exchange is for me a kind of American dream, going to New York City was really important in my wish list so I'm so glad to got the opportunity to do it at only seventeen and with all my friends. I hope I will go to the US many times in the future because I enjoy a lot this country and culture.

I hope that this exchange will still exist for such a long time, because it is a way to realize teenagers dreams.

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Lili-Charlotte RAUD

****

First of all, I want you to know that this trip was a wonderful journey. I made new friends, I saw and discovered some amazing things, I learned a lot about the American culture and history. Being there was one of the best experiences of my whole entire life. Also, thanks to this exchange, we created a big family, with two schools, and two countries.

Everything began on the 13th of April, 2017. We saw our [host]-students for the first time, and it was kind of emotional because we all talked with them on the internet for like two months before we met. They were so nice with us, and we were already happy to be there. After that, we discovered their parents, and then their houses. We were well welcomed.

During this trip, we went to the city, and it was like a dream coming true to see New-York for real. Everything was bigger than in France. In fact, everything here is so different than in our country, that's why we learned a lot, and that's why American students have also a lot to learn in France. We went to Liberty Island and Ellis Island, that was a really powerful feeling to see this worldwide symbol of liberty, and we learned a lot of things about the immigrants and their struggle. We also visited museums like the Tenement Museum and the Whitney Museum, we went to the UN which was a great experience, we went to Times Square, Brooklyn, Coney Island, Central Park… everything was amazing and interesting!

By the way, we also went to school here, and we discovered the American school system which is really different than in France. Here, you have subjects we don't have in France,

like art, health, creative writing, and it was so cool to discover that. We talked with the American students in those different classes, and thanks to that, our English is now so much better! The Americans taught us their ”slang”, and we taught them the French one. We were feeling like real little Americans.

I’m so sad to leave tomorrow after those amazing two weeks, but I can’t wait for next year, I’m so excited to see my American friends in France! That’s going to be so cool.

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience, deepest regards.

Lilo FOUCAUD

****

First, I have to say that it was a very great experience because I’ve learned many things about American culture and traditions, and I saw that it was very different from France. I think the main difference is the school. In France, the school is so much longer (from 8 a.m. to 6 p.m.) and so [much] less funny, we can’t speak, eat, drink, have our mobile phones in the classrooms. There is more respect for the teachers too, I think. Another difference is the food, the French one is so much healthier than the American one. [Finally], the sports played are very different, we don’t have American football or baseball.

Another interesting part of this exchange is that we learned words or expressions with our correspondents that we don’t learn at school like “LMAO”, “to keep it dank”, “gold digger”…

Of course, it was amazing to see things that we see only on TV like lady liberty, the empire state building, the Rockefeller, the MET, central park…

To travel as a group was very important for me because first, I could be with my friends, but we could share or impressions or vocabulary we learned to get different points of view.

I've only one regret, it's when we went to the museum of natural history, most of it was closed because of a "special event", and I really wanted to visit it because of the movie "night at the museum".

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Marius KRABAL

****

Coming in Croton during these two weeks made my dream come true: - live in an American family - Play Basketball with the High school team - Attend at a baseball game.

Also, I saw that American and French students don't have the same rhythms of life. For example Americans school days are really short because they begin at 8am and finish only at 2pm whereas in France we finish at 6pm. More of that, they can drink, eat or do what they want during classes.

In addition, this trip made me improve my English because I learned a lot of common expressions and listening to English everyday made me more familiar with the language. That last point allows me to dream about a future job in an English country. Also, this trip has really convinced to stick to my aim which is to live in the USA once I'm a grown up .

That's why I really want to thank the Croton Board of Education for allowing us to leave this experience.

Maxim BARTHUEL

****

I'm Oscar Augay, I'm 16 and I'm a French student from La Rochelle and I'm going to tell you why this exchange is really good.

In this country, I learn that everything is bigger, that American people don't eat like us in France, like when they can they eat, they have a little lunch when we have a heavier meal at the same hour and it's not the same things that they eat. But I really love these things.

I learned a lot of expressions and new words so much that I can't remember just one, and I'm very happy to see that I can apply what I learned before in class.

I was very glad to be in this trip, because I saw things that I already saw (in papers , on screens , etc.) with my eyes, and it's so different, I really realize what is happening and that's always wonderful to see a different culture, even if it's close to ours. So now I see the USA in a little different way, but it's so big, there will be always something to discover in it, so that's why I like this country. It also changed me a bit, because now I further understand the huge patriotism that they have with their great nation. The people aren't the same there too, and I found them much more welcoming and friendly that people are used to be in France, so I'm very happy that I can meet them.

It was very important that I was in a group, because if I wasn't, I couldn't have seen what I saw, because there was so many things that I really didn't know.

But, in English, I could have learned more to make my trip better, because sometimes it has been difficult to me to tell what I wanted.

So, if I could give some advice to someone who is going to travel somewhere, it will be like: try to learn a language that you can speak where you are going to go, so that people there can understand, and that will be awesome.

I truly want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Oscar AUGAY

****

Being in the US for the first time, this exchange was a great experience for me. I was able to visit all kinds of important buildings and monuments, to go in an American high school, and most of all, to meet new people and make foreign friends. I was able to see various aspects of American culture : a great fondness towards sports and greasy food, a different school system, pledging allegiance to the American flag, something quite surprising for a French person…

The exchange was also very useful to improve my level of English : learning all kinds of new sayings, obscure and complicated words that aren't often seen in class, or simply slang, which is after all a part of language that isn't often learned in class. Furthermore, speaking English so much also helped me improve my accent and my spelling.

But this exchange wasn't only improving language, it was also a discovery of New York, which is for me one of the most fascinating cities in the world. Seeing countless famous places, such as the Statue of Liberty, Ellis Island, Brooklyn, the Whitney museum, the

Museum of Modern Arts, Central Park, the Empire State Building, the New York Library, all those impressive skyscrapers, the Brooklyn Bridge, the UN…

Most of all, I was able to meet countless Croton inhabitants, a lot of students from the high school, the middle school and even the primary school, and of course, the pen friends, who were all extremely nice. This exchange also helped me getting closer to the persons in my own group : not only did I make new American friends, but the exchange also strengthened my bond with all my fellow students. So I truly wish to thank the Croton Board of Education for allowing once again this precious exchange.

Paul BRICOU

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In this period, I learned a lot of words, about the American culture and another way of life. It was very interesting. The American culture is very different about the food. The food is not the same as in France. There aren't any family meals like in France. Courses are very different also. Pupils can eat, drink, and go to the toilets [during class]. A lot of subjects don't exist in France like computer science, health, yoga… Courses finish earlier than in France. That's cool.

I learned a lot of news expressions like crunchy, sunburn, awkward… This new words will can serve me for the baccalaureat or in the English classroom. I did a lot of nice activities like visit NYC, go to a bon fire, go to classroom in the high, middle and CET school.

I spent a lot of time with American correspondents, my English is much better now and I had new friends in another country. The group of students was very nice, a good atmosphere in the group. My favorite moment was the first bon fire with the all group. A very nice and awesome moment. We danced and joked. When I'm in NYC, I learned a lot

of things that [wouldn't have learned] if I had come alone. We visited museums and different suburbs.

I want to thanks the High school and others schools in Croton, the teachers and the Croton Board of Education and the pupils for everything.

Thibault AUDOUIN

****

I think that those two weeks were some of the best weeks I had in my life.

During my trip in New York and Croton-On-Hudson, I've found that there are many differences between France and America in terms of educations for example. It seems like everyone in school can do whatever they want. It's stricter in France but I think it's better. We have more school but the studies hours are better for learning.

I haven't learned many new words except some reduction for text-messaging like btw for "By the way" or tmrw for "Tomorrow".

I think that the most meaningful experience for me was New York because we were with my friends, trying to do our best in this city by ourselves. I've created connections and friendship with people who were in my school but I didn't really know. I have a lot of photos, videos and before all, memories. I think I'm different, I mean, it was the first time that I left my house and my family for a so long time and family is important for me. I think this country changed myself, my mind, and my feelings.

For me it was important to be in a group, friends are important, you can't let them be alone! No seriously being in a group make us better, faster and stronger.

I truly want to thank Croton Board of Education for allowing us to live this unforgettable experience.

Ugo TANTY

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Dear superintendents of school and members of the Croton Board Education, while I was in the US, I learned a lot of things. I learned that the American culture was very different from [culture] in France.

Firstly, the food, I think the food is better in France. When we went [to grocery shop], everything was very industrial, packed. In France we have more natural food and the taste is completely better in France. But in the United States we can find more easily vegan food and I think it's a good thing. Also, they don't eat a lot of vegetables.

Secondly, we have different ways to say 'hello'. In France we kiss each other on the cheek, or we press our hands, here, in the US, we just say 'hi' with sometimes a hand gesture.

Thirdly, the American schools are totally different than the French schools. The first time I was present at a class, I was a little bit shocked because the level of the American students is smaller than the one of the French students. Also, students make a lot of noise and can get out of the class whenever they want without asking. In France, we have to ask before if we can go to the toilets or anything else. I also observe that American students can have their phones but in France it's forbidden. The days are [shorter] in America too, in my country we begin school at 8:00 AM and we finish at 6:00 PM. Then, in France we eat at fixed hours, and with all our family, in the US, they eat whenever they want and in my family, without being together.

About my personal experience, I think the most difficult thing was the accent because I have a bad one but my teachers understand me. The problem in America is that I talk with real English-speaking persons, so with a bad accent they can't understand me and it was my biggest problem. But the con is that with real English-speaking persons I could learn expressions and how they talk in the daily life so it was really interesting.

Travelling in the US allowed me to see a lot of things that I wanted to see in my life like the statue of Liberty, Ellis Island, the Empire State Building, Central Park, Times Square and others, but also discover others beautiful monuments, museums, places like the Tenement museum, the Whitney museum, the MoMA, Brooklyn, Chelsea, the UN and others. Now, I can tell that my favorite places in New York are Coney Island, Central Park, Time Square and Brooklyn (especially the Brooklyn Bridge). I discovered a big admiration of the Americans for the musical Hamilton. In France it's not a very famous musical but here everybody is a fan of Hamilton. They made me love this show and I decided to come back in New York to see it.

I think travelling as a group have pros and cons. The pros are that it was my first time in New York City so we could visit as little groups so I wasn't scared about getting lost in the city. Another pro is that I could share my beautiful trip with friends and laugh more. The con of travelling as a group is that alone, I could learn to manage by myself to locate myself in a big city, to provide for my visits or anything else. Also, we were 2 French students in my family so if I had a problem to say something in English, my friend could help me, so it was easier but maybe I [didn't improve as much as I might have] than if I was alone.

If I had to give myself advice before the trip I certainly would say myself to not be afraid of speaking English and of making mistakes because it's how we learn to speak, and that could be advice for the futures Croton travelers in La Rochelle.

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Flora COURTEL

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This trip taught me how America really is, I discovered the beautiful streets and avenues of New York, the great views, all the woods in Croton, and also who the American people are. I met many awesome persons, we shared such great times together, and I'm really happy to know that I'll see them again next year. I also discovered things I never knew before; for example I noticed that the classes here are way different than the ones in France, there are less hours of class and the classes themselves work differently.

I also learned new expressions, such as btw for "by the way", or tmrw for "tomorrow" and other things like that.

This trip changed my opinion about the USA in general: I usually heard in France that America was worse than we thought, that it's one of the worst country to visit, or that I'll miss France. Now I almost don't even want to come back to France, and I think USA is a great country that isn't as bad as some people say.

My most meaningful experience during my trip was the days I spent in New York with my friends, trying to find our paths, almost getting lost in Times Square, trying to survive among the crowd, etc. We were by ourselves, free to do whatever we want, go wherever we want. It was really great and I will never forget that because I had so much fun with my friends.

I'm really happy that I went to USA with my friends, for me New York would have been pointless if I had been alone. Being in a group makes you live more amazing things, I had a great time with my friends because we were together.

If I had to give an advice to future travelers, I would tell them that exchanges are for me the best opportunity to live an amazing trip, discover people you don't know, spend a little part of your life with them, and all share what I think is the best experience you could have.

I truly want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Sacha LECOURIEUX

****

I am writing you this letter to share my thoughts about the trip to the US in 2017. This trip has been realized by Mrs Rhoades and Dr Bree. I would like to thank them for it because it was my best trip so far.

While I was staying in the US, I learned many things about the American culture. The social links in America are very different . People are so welcoming and that is really helpful when you don't know anybody in a foreign country. So compared to France it's really different but in a good way.

I truly want to thank the Croton Board of education for allowing us to live this unforgettable experience.

Tom BRABANT

****

Coming here in Croton made me learn to live in another family for two weeks, I had to change my habits and I also had to speak a language that is not my native language (quite difficult at first but now I can say that I improved my English). I also knew how to think for a group and not only for me, it was a really great (and a little bit hard) experience. My family showed me the real American culture and sometimes I was shocked by the differences

between French and American culture. Going to an American high school also showed me the many differences between French and American school system (for example in France we can't eat or drink something in class whereas here it's allowed, when I saw students eating, drinking something or even using their phones in class I was very surprised.

I noticed that American people have more organized events (such as brunch on Sundays etc…) than us. I knew before I came that American food is a lot different as our food, way heavier. Being here made me realized that American citizens see us as "chic" people (we don't have the same way to dress).

I improved my English by learning new common expressions (expressions and words we can use every day), listening to new songs (and trying to understand them), reading ads or just seeing what is written on a food packaging helped me to speak better but first of all to understand better.

I'm not different because of my experiences here, I just learned a lot of things about the culture and the language but this cannot change me deeply.

I don't really have "a most" meaningful experience here because everything was great and I will remember this trip all my life (being a part of an American family, going to school, going to the City, all the bonfires we made etc…).

I learned to think for a group and the best anecdote I can give here is the bonfires we made, it was great, we danced, we sang etc… We were a real group. Travelling as a group was very important for me, I came 4 years ago in the City only with my family and it was very not the same thing. When we were in the City as a little group of friends we had to speak to each other to know for example when we have to meet (if we had to go shopping for example and if the group had to be divided).

If I could do the trip again, I would speak more to American students and try to understand better than I can now.

The advice I can give to students travelling to Croton or to La Rochelle is to speak the language we learn (French for Americans and English for French) because this experience will probably never happen again and this is the best way to speak another language and being fluent at the end.

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Jeanne JOURDAIN

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I really enjoyed this trip for many reasons. First I think that it's a really good experience. We stay more than two weeks immersed in an American family, with a correspondent. Thanks to this I could improve my English, I could learn about the American culture.

The thing which surprised me the most was the size of everything: the size of the house, of the car …. and also the food is really different: there is sugar in everything, a lot of fast food, and there are less vegetables and fruit or healthy food ! The school here is really different, the way to teach student surprised me. Student are much more free, they are able to drink, eat, go outside of the class. If they don't want to learn, to not listen they can. In their school there are a lot of things there aren't in France, and which is so good like they have art class or yoga to take out the stress, relax between some hard classes.

American student taught us some American young expressions like when something was really great and we enjoyed it, we say that is "dope"; so I can say that this trip was really dope.

I don’t think that the trip changed me, except maybe the fact that I improved my English. Also it was a chance to do this exchange so I was always positive.

It’s hard to choose [the most meaningful event] because everything was amazing, but maybe the first day in New York City because we visited the United Nation a really interesting visit I couldn’t do without the exchange; and then we went to Coney Island. I really enjoyed to see the basketball show in the high school of Croton, that was really American and I had a lot of fun.

Traveling as a group like with the exchange is totally different from traveling alone. Both are good. But I think we have more opportunities to travel alone and thanks to the high school I could do with group. The atmosphere is so different, everybody was friends and so we had a lot of fun together.

I really want to thank the Croton Board of Education for allowing this exchange.

Juliette GRACIES

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These two weeks in an own family allowed me to improve my English and to learn plenty of things. It allowed me too, to share a part of my life, my culture and my experience with new people and to learn theirs.

First, I have observed many differences at school. In fact, we went two days with our pen friend so we can observe how they work and how the teachers managed to teach. I saw that the teachers were not as strict as the French and that the students were more independent.

These two weeks of American life allowed me to improve my English. I have also learned lots of new words and new ‘everyday’ expressions. It helps me to understand more easily a real discussion instead of just hearing some at school.

Having an host family helped me to be plunged into the real American life so I can make my own opinion of their way of life and their habits but first of all to live like a real American girl and eat, talk, watch the TV like them. I noticed that they watch many TV shows every day, that they eat bigger portions than us, less vegetables and many dishes prepared and fat food. They also speak very fast !

They don’t have fixed hours to eat, they can just take some snacks and eat a real dinner at 6 pm, they also don’t have a canteen at school where they can buy some food and eat inside.

I really want to advise the futures travelers to be open minded and to not be shy. They have to enjoy this experience and take all the benefits of it. It passes very fast so we don’t have the time to hesitate. I understand that it’s not a problem to make mistakes but it’s really important to talk and discuss with all the people that we can meet.

It was one of the best experience of my life and it allowed me to grow up, evolve and progress.

I really want to thank the Croton Board of Education, truly, for allowing us to live this unforgettable experience

Zoe PENAUD

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This experience allowed me to learn a lot of things. I noticed that in America everything is bigger. Roads are larger, cars are bigger and even food is served in a larger quantity. About the culture now I learned that you have to give tips each time you go to a restaurant or call for any services. Moreover it was really difficult to adapt to the taxes because we don't have any in France.

Also during classes we are not allowed to drink, eat, get out and use our phones… So when we were in school here it was quite shocking but I think it's a common thing here. Then we don't have subjects like art, recording lab and health. Here also, P.E is very important whereas in France it's not. Students can also be part of clubs and I think it's very interesting but they do this because they finish school at 3pm. When we went to middle school, students asked us questions and it was really weird. They asked us if we had phones and cars in France as if we lived in the Middle Ages. But that was funny!

I would not say that this experience changed me but I would say that it allowed me to be more at ease with strangers and speak more of English as we were immersed in the country.

The thing I liked the most while I was here was the day when I went to Cold Spring with my correspondent. It's such a nice place, very calm and relaxing. We walked down the river and went in little antique shops. We had so much fun. The second place I liked the most was Coney Island, it is such a famous place and it reminded me La Rochelle with this long beach. Another amazing place was obviously Times Square, screens everywhere, crowded with people and shops at every corner.

Traveling with my class was the best thing I think because it gave us the chance to learn something while having fun. I had a really good time here in America, everyone was so nice and understanding and I would do it again for sure if I had the chance. The only thing is that we didn't stay long enough to enjoy fully New York and our family. If only we could expand the trip of one week it would be absolutely perfect.

To all of the future Rochelais, I would advise them to enjoy fully this exchange, be kind and friendly with everyone and they will return your kindness for sure. Communicate as much as possible in English this will improve your language.

I really want to thank the Croton Board of Education for allowing us to live this unforgettable experience.

Maellys BOUNIOL

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: Croton-Harmon High School	**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: 8**

1. Description/Purpose/Goal of This Club:
The Fourth Floor Literary Magazine represents and expresses the creative and artistic abilities of the students (and faculty) of Croton-Harmon High School. Through highlighting these talents, our goal is to bring attention to and foster an appreciation of the arts. The magazine also offers a forum and outlet for students to express their emotions, beliefs and dreams.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- **Students from the Fourth Floor coordinated an art/poetry swap between a Painting and Drawing class and the Creative Writing class. The collaboration will be highlighted in the magazine.**
- **Students from the Fourth Floor hosted their first open mic night on June 1st at the Croton Academy of Arts.**
- **Members of the group took more time this year to focus on their own writing**
- **Involved my creative writing classes in putting the magazine together**
- **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**

The Floor has continued to work closely with the Creative Writing classes in order to collect work, generate ideas for the writing contests, and get feedback on certain pieces for the magazine. This year was exciting because students were able to orchestrate a swap between a Painting/Drawing class and the Creative Writing class. For this, students created an original painting or poem and then swapped with a student from the other class so that the art student would create a piece about the

poem and the writing student would create a poem about the painting. The project was a great success and will be highlighted in the magazine. Students were thrilled to host their first open mic night at the Croton Academy of Arts on June 1st. Students from the club organized the event, which included reaching out to the community to find a venue. We hope to hold more events like this in the future. 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.
Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:Spring Musical**	**Advisor(s): Sara O'Brien**
Frequency and Duration of Meetings: Mon-Thurs. 7-10pm from 2/13/17-4/23/17		**Number of Students in Core Group:** **30**

1. Description/Purpose/Goal of This Club: To prepare and perform a musical theater production.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

1. **Featured in Lo-Hud as part of the High School Musicals Highlight.**
2. **Senior Citizen open rehearsal. Our event made the front page of the Gazette!**
3. **We presented 3 well attended performances at CHHS**
4. **We were invited to send two students to perform in a Tri-County Cabaret sponsored by Lo-Hud. Ben Bauder and Julie Smith performed "Do You Love Me?" from Fiddler on the Roof.**

Students and teachers alike, learned about the trials and tribulations of putting on a full fledged production. From funding, advertising, costuming, attendance, learning lines, choreography, and most importantly, teamwork. At the end of the day, we had a successful run, and the students are excited to do it again next year.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Model UN**	**Advisor(s):** **John Bohuniek**
Frequency and Duration of Meetings: Every Tuesday		**Number of Students in Core Group:** 26

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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Students became the founding members of CHHS Model UN and 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.
- Listened to guest speaker Roger Stavis who shared stories from his career as a defense attorney including having to defend a man who took part in the first Al Qaeda terrorist attack in the 1990s.
- Worked through 2 mini-MUN simulations on Nuclear Proliferation and Syria
- Attend EdgeMUN where students prepared for and took part in committees on the French Revolution, South China Sea, Israel/Palestine, Arab League, and Nuclear Proliferation

Comments:
At the end of the year we held elections for club positions, and are planning on doing an extended overnight trip to Rutgers University next December for their Model UN conference.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** National Honor Society	**Advisor(s):** Ashley Valentine Pam Morrison
Frequency and Duration of Meetings: ● Monthly Tuesday meetings ● Other meetings as needed		**Number of Students in Core Group:** ● 37 Seniors

1. Description/Purpose/Goal of This Club:

- To recognize and develop the qualities of service, character, scholarship and leadership required of membership in the NHS
- To offer opportunities for students to demonstrate and strengthen the aforementioned qualities
- To support 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. Bulletin 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 the "Foundation for Education in Honduras"
  - Connected with schools through pictures and letters
  - Collected school supplies for elementary school in Honduras
- Placed students in numerous Community Service situations
  - Harry Chapin Run for Hunger
  - Lion's Club Tree Sale
  - Village Earth Day
  - Library Book & Bake Sale (fall & spring)
- Monitored the selection process for new members and planned the induction ceremony (which is run by current seniors)

Comments:

This year's seniors took the initiative to brainstorm ideas for a self-designed service project, selected one from various options that had a connection to our school, and implemented the project throughout the latter half of the year. This included a PSA on CHTV as well as communication with other schools to coordinate drop off points.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Tiger-Clause on-line newspaper**	**Advisor(s):** **Kim Gaynor**
Frequency and Duration of Meetings: We meet every Friday, the first month of school and then every other Friday for check-ins. Students also come in individually to check-in with their articles and to get new assignments. Duration approximately 30-45 minutes. I tend to meet with new members more frequently, as in the case of my three new writers this year. I have also met with them during my prep periods during the day since they cannot make after school meetings due to other commitments.		**Number of Students in Core Group: 5** **Harrison Savell** **Jolie Wasserman** **Ella Deutchman** **Alexandra Barkan** **Julie Smith**

1. Description/Purpose/Goal of This Club:
The purpose of this club is to give students a chance to experience writing news articles to inform, express opinions, or give advice. They also learn the difference between writing an essay/paper (academic writing) vs. writing a news article. It opens up the possibly of pursuing communications/journalism as a career for students who may not have otherwise considered it.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- One student editor, who has been a long time writer.
- She promoted the newspaper at the club and activities fair in the beginning of the school year during CHAP.
- She facilitated club meetings, explained the inverted pyramid, the 5ws and H, and a news lede to staffers.
- These writing strategies are reinforced and discussed every time a student sits with me to revise or edit an article.
- We recruited two new members who learned the difference between writing an essay and a news article.
- The on-line paper allows for flexible due dates. This has helped to increase student participation in this club.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** **Pi Squad**	**Advisor(s):** **Soyoung Lim**
Frequency and Duration of Meetings: **Three times/month, 40 - 50 minutes**		**Number of Students in Core Group:** **8 - 10**

1. Description/Purpose/Goal of This Club:

The Croton-Harmon High School Math Team, Pi Squad, is a student-led organization that is 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. Bulletin 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.
- Guest Speaker – Invited Mr. Janovsky three times. Mr. Janovsky introduced various topics in math such as number theoretic functions, modular arithmetic to string designs codes, and history of math.
- Participated math competitions – Bebras Challenge and Purple Comet.
- Participated in the district wide Science Expo – Math Riddles and Number Estimation game (5/4/2017)

Comments:

Croton-Harmon Union Free School District
2017 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, 3-3:30		**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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Created a bulletin board display to show how to be an ally.
- Participated in a post-assembly discussion about healthy relationships and consent in the LGBTQ community with Lisa Scott from My Sister's Place.
- Hosted a viewing of the film *Call Me Kuchu*, about LGBTQ human rights activists in Uganda, where it is illegal to be gay.
- Watched the documentary *Growing Up Trans*.
- Organized a trip for seven students to the PrideWorks Conference for LGBTQ Youth and their Allies at Pace University. Unfortunately, it was canceled due to a snow day.
- Met with a PVC student and Johanna Mustacchi in order to help them plan to launch a PVS PRIDE Club.)
- Hosted a presentation by Alex Minzt, the assistant producer at OutCasting, Public Radio's LGBTQ youth program, which is headquartered in Westchester. Three students volunteered at the program's studio in White Plains, and one student produced a podcast for the show.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club: Programming Club**	**Advisor(s): Soyoung Lim**
Frequency and Duration of Meetings: Three times/month, 40 - 50 minutes		**Number of Students in Core Group: 10-13**

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, webpage design and game/app developing using various software tools.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Clover Project – Students built an old-fashioned computer using recycled components of computers. It has Intel Pentium II processor and runs with Linux.
- Through this project students learned hardware structure in computer.
- Raspberry Pi – Students learned about the credit-sized computer, which can do much of practical programming projects.
- Cyber Squad – Students visited CET on the nation-wide Computer Security Awareness day (11/30) to educate 4th grade students on basic computer safety skills.
- Students started to learn Mobile App developing.
- Three members attended Mobile App Development workshop and competition at PACE University.
- Presentation at Croton Public Library – Students presented about "Cyber Scams Targeting Seniors and How to Avoid Them" at the Croton public library (4/21)
- Participated in the district wide Science Expo – (5/4/2017)

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Select Chorus	**Advisor(s):** M Weinstein
Frequency and Duration of Meetings: Every double day, concerts, field trips		**Number of Students in Core Group:** 17

1. Description/Purpose/Goal of This Club:

This group is an audition-only, advanced sub-set of the main chorus. Students must be enrolled in Chorus full-time in order to audition and participate in this high-level group. Rehearsals and learning is set at a faster pace and higher expectations are set on these advanced students. The group rehearses every double-day, 2x p/cycle and the material performed is selected by the students in a democratic process (as long as it is educationally sound, challenging, and appropriate).

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Annual auditions held w/current students performing group and individual assessments
- Rigorous material selected for this advanced group---some being a capella
- Yearly Spring and Winter Concerts performed
- NYSSMA – Preparations for student auditions – 4 Select Student are auditioning for All-State Level 6 Chorus
- WCSMA – Preparations for performances with group(s) i.e. band/chorus/orchestra
  4 Select students were chosen for this year's Area All-State Chorus

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Senior Class Advisor**	**Advisor(s):** **Dan Delaney**
Frequency and Duration of Meetings: **As needed**		**Number of Students in Core Group: 130 students**

1. Description/Purpose/Goal:

To create a meaningful focused senior year for students and parents and to offer support and clarification whenever necessary.

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

- **Maintained regular email correspondence with parents regarding college application deadline dates, scholarship information ,student academic progress and all senior year information**
- **Coordinated scholarship application process for seniors for in house scholarships.**
- **Planned and supervised Senior Prom, Senior Luncheon and Senior Picture Day at Croton Point.**
- **Sat on Awards Committee**
- **Collected and noted all senior activity fees**
- **Measured all students for cap and gown and ordered them**
- **Planned Senior Awards Night**
- **Served as liaison to community scholarship sponsors**
- **Supervised graduation ceremony and all speeches and performances**
- **Maintained weekly email correspondence with all seniors**
- **Tallied all community service hours. Assigned tasks for hours to those students needing them. Fielded requests from the community for volunteers**
- **Consulted with families regarding college application and acceptance process.**
- **Planned a parent dinner to be prepared by the students for June 21**
- **Monitored students in creation of a class video**

2. Please write a narrative about student learning, skills & experience:

Students learned about the college application process and the complexities of the financial aid process. Care was taken for those students pursuing alternative post CHHS paths e.g. Tech schools, Gap Years, World of Work

3. **Goals for Next Year:**
   Continue to improve communication with parents and students
   Encourage greater use of Naviance scholarship information by students
   Share particular strategies and necessary target dates with coadviser

Comments:. It was a challenging year. Exciting but challenging.

Croton-Harmon Union Free School District
2017 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:** 12

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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Performed *A Midsummer Night's Dream* in February 2017
- Plays attended at the Hudson Valley Shakespeare Festival, summer 2016:
  - *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
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Sophomore Class of 2019	**Advisor(s):** Ilana McConville
Frequency and Duration of Meetings: Meetings 1-2x a month (roughly 25-30 minutes)		**Number of Students in Core Group:** 5

1. Description/Purpose/Goal of This Club:
Class officers, during their sophomore year, plan, organize, and run 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 trip so that the cost of the trip, overall, would be accessible to each of their peers. Class officers met multiple times over the fall and winter months to strategize different activities to raise funds but also to get their classmates involved in the planning process. Students met regularly with their sophomore peers during CHAP meetings to provide important details of the trip such as due dates and had students volunteer to work and donate for each bake sale and for the car wash.

2. Bulletin 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 holding a bake sale. Students interacted with many members of the community as well as many of their teachers.**
- **Students held multiple small bake sales during the school year to raise additional funds for the Hershey Park trip. Students volunteered to provide baked goods/treats to sell during their lunch periods on a number of Friday afternoons. Many students from the sophomore class also volunteered to work each bake sale.**
- **Class officers met with the Board of Education to express their excitement on attending the end of year trip as well as speaking on behalf of their grade. They informed the Board of their fundraising activities and organization of the trip.**

Comments:
The end of year trip to Hershey Park was successful. Students worked extremely hard throughout the year to organize the trip, gain student input on activities to raise funds, and increase student involvement in the planning process.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Spanish Club**	**Advisor(s):** **Linda German**
Frequency and Duration of Meetings: **Twice a month/ one hour**		**Number of Students in Core Group:** **14 students**
1. Description/Purpose/Goal of This Club: **To give students the opportunity to learn about culture through music.**		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **Students were able to learn how to dance "Bachata, Merengue, Salsa, Cumbia, etc" and learned some Spanish songs along the way.**		
Comments: **Students were very excited to find out they could dance to the Spanish Rhythms. Some were able to tell the difference between one genre and the other by listening to songs. At the beginning "everything sounded the same" to some. Cute.**		

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Spanish Exchange/ Cultural Experience**	**Advisor(s):** **Zhanna Glazenburg** **Suzanne Lewis**
Frequency and Duration of Meetings: September-December three times a month. Additional "meetings" were conducted digitally. January & February weekly meetings up until our departure February 17, 2017; four parent meetings were also held. Additional meetings have been held since we have been back to plan presentation.		**Number of Students in Core Group:** **31**

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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:
As part of the preparation for the trip, students were asked to research and conduct presentations for the group on the following topics:

- History of Spain and its influence on the world
- History of Spanish monarchy
- Contemporary history of Spain and current events
- Spain's role in Europe and the European Union
- Art and artists of Spain and surrounding countries
- Music and dance of Spain and its influences on the global culture
- Food of Spain, its origin and influences
- Spanish literary traditions
- Spanish festivals and cultural traditions
- The sports and Spanish people
- Islamic art compared to western art
- Modern art and architecture

The trip left on February 17, 2017 and returned February 27, 2017. The tour started in the south of Spain (Andalusia). It tracked the history of the country from the Nasrid Dynasty rule as we traveled to Granada and Castilian rule while visiting Seville to modern

day. From Andalusia we advanced closer to the modern day by visiting Madrid and exploring the rich art and history of the Spanish capital. Then we took the high speed AVE train to Barcelona (capital of Catalonia). Additionally, we spent a day in a Spanish school.

Students also learned money management, travel safety, how to navigate in a subway, communicating through a language barrier, packing light, etc. For many of these students, this was the first time “away” from their parents. Students have to make decisions for themselves. This is a good precursor to leaving for college.

Comments:
While in Madrid we visited the Ies Beatriz Galindo School. They have expressed interest in starting an exchange with Croton-Harmon. Currently, we are in the process of gathering the logistics to make it happen for the 2017-2018 school year.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**Spirit Club**	**Ashley Valentine / Eileen Pike**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
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.		**20+**

1. Description/Purpose/Goal:

The club mission is to foster school spirit at CHHS and to promote a true sense of community by hosting 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. Bulletin point list of achievements, highlights, events & activities:

- Spirit Week (Fall): Students & staff were encouraged to dress in a different theme each day. Students decided on themes.*(Pajama Day, Tie Dye Day, Jersey Day, 90s Day, 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. *(Athletes v. Mathletes, Western Day, Tourist Day, class color day)*
- Color Wars Hall Decorating Contest
- Halloween Costume Contest: Students were awarded in 4 different categories and honored with a photo in the 2016-2017 yearbook

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

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 decorating the gym, obtaining appropriate supplies, planning, and playing the music. The students are constantly working towards boosting school pride, morale, and camaraderie. They are expected to exemplify school spirit and CHHS pride.

4. Goals for Next Year:

We would like to continue these CHHS traditions during the 2017-2018 school year. In addition, we would like to add a “Penny Wars” component to COLOR WARS so that different classes can work together raise funds for different activities or charities.

Comments:

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
CHHS	Student Faculty Congress	Dan Delaney/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 (+ 4 faculty members)

1. Description/Purpose/Goal of This Club:

- To facilitate discussion about student life at CHHS and disseminate information about programs and policies affecting students. Encourage development of leadership skills

- Support District Goal: *Promote a school environment where everyone including students, parents, and staff members feel valued, respected and safe.*

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Planned and facilitated SFC retreat in the fall
- Planned and facilitated Student Ping Pong Tournament and Video Game Night to benefit the Greg Rodriguez Scholarship Fund.
- Organized and monitored class officer and SFC elections
- Solicited and selected at large candidates
- Helped initiate inaugural year of CHTV announcements in CHAP, including election discussion/coverage (move from the "town hall" format formerly used)
- Discussed various issues of importance to our school, including: CHTV broadcasts, consent, lunch program, school policies, technology, pronoun usage, teacher shadowing of students, multiple double days at end of quarters, flagpole dedication, arts in our school, environmental issues and facilities
- Hosted speaker Lisa Scott from My Sister's Place on consent issues
- Provided representatives to district "Special Issues" task force
- Lunch program: presented information on the issue to the Board of Ed, investigated options, met with school leaders and other stakeholders, provided information,

- Instituted “Positivity Week” (discussions and activities held during lunch with the focus on positivity and wellness)

Comments:

Congress had many initiatives this year and was very successful in implementing them. The students are very proud of their role in getting a plan for a lunch program in place at CHHS and, in the future, PVC and CET. They have been a strong group of students who stepped up to the plate as both individuals and a group to address sensitive and important issues in our school and they deserve a great deal of respect from the faculty and administration for their role in leading the school this year.

Croton-Harmon Union Free School District
2017 Co-Curricular Year End Report

Building: CHHS	**Name of Club: Teen Leadership Council**	**Advisor(s):Kayla Morales**
Frequency and Duration of Meetings: Tuesdays 3:00-4:00pm		**Number of Students in Core Group: 8**

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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Students attended monthly Westchester County Youth to Youth meetings. These meetings include students from all different schools in the county coming together to build on their leadership skills and share ideas that can be implemented in their schools.
- TLC helps with monthly school awareness activities, the biggest being
    - Substance Abuse Awareness Month & Red Ribbon Week – Students signed the pledge to be substance free and celebrated with a photo booth. For Halloween, we also had a "Rotunda of Reality", which included the scary truth behind drugs and alcohol use with pictures.
    - Alcohol Awareness Month: There was an alcohol related fact announced every morning and afternoon during the week of April 3. An alcohol fact scavenger hunt also took place during lunch that week.
- Every November Teen Leadership Council helps the Croton Community Coalition with the Candle Light Vigil. Students light candles and recognize those in the community that are struggling with addiction, those who have lost their lives to addiction, as well as celebrate those that are in recovery.
- In December TLC members attended a High School Leadership Conference with students from different schools in the county who came together to build on their leadership skills and share ideas that can be implemented in their schools.
- On the last day of classes, June 9th, Teen Leadership Council held "The Fest", an event sponsored by the Croton Community Coalition. TLC members helped organize, set up, and run the event which included a mechanical bull (Don't get thrown off course by drugs and alcohol), a dunk tank (Don't get pulled under by drugs), Foggle course (Don't let your mind get fogged from alcohol and drugs), a DWI Simulator, and music.

The Croton Community Coalition helps financially send Croton Teen Leadership Council students to a four day International Leadership Conference in Rhode Island.

Comments:

Croton-Harmon Union Free School District
2017 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:**
As needed bi-weekly		**10**

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:

- We both worked closely with seniors on senior sections of the book.
- We both distributed all books.
- We both emailed and met with our Jostens contact.
- Dan coordinated and scheduled Senior Portrait Days and make ups.
- Dan coordinated Underclassmen photo shoots and distributed orders.
- Dan reviewed all quotes.
- Dan collected and formatted all ads for the book.
- Dan Maintained payment records.
- Dan Oversaw the online ordering of the book for all students
- Dan Collected all orders after the online ordering deadline passed.
- Dan Paid all bills due.
- Dan Monitored Senior Portrait schedule during the week preceding the beginning of school
- Dan Contacted photographer for Candid Photo Day.
- Dan oversaw the production of the photos for all underclassmen.

• Chase took photos at the senior picnic.

• Chase coordinated with all Fall, Winter, and Spring coaches to schedule a photo day.

• Chase coordinated with all club advisors to schedule a photo day.

• Chase collected rosters from all co curricular groups.

• Chase coordinated with directors for each performance to schedule photo day.

• Chase took all pictures of extracurricular activities e.g. clubs and sports and plays.

• Chase collected all team rosters.

• Chase took candid photos of staff and students throughout the 2015-2016 school year.

• Chase used Photo shop to enhance and edit images.

• Chase designed all page layouts.

• Chase formatted the photos for all underclassmen.

- Students Photographed school events
- Students attended training sessions to learn how to use the Jostens web platform
- Students uploaded and sorted photos for the yearbook
- Students chose and imported photos
- Students imported and spell checked rosters for co-curricular groups
- Students scanned and compile images for senior ads
- Students formatted and edited senior ads

Comments:

Next year, Legacy studios will take all team pictures, fall, winter and spring.

Croton-Harmon Union Free School District
2017 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:** **100**
1. Description/Purpose/Goal of This Club: To provide instruction and performance opportunities for string students in grades 1-12.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **1. CET, PVC, and CHHS Winter Concerts** **2. CET, PVC, and CHHS Spring Concerts** **3. PVC Students participated and performed at the Rivertowns Honors Orchestra Festival.** **4. PVC ⅞ Orchestra attended the Gounod opera Faust at Taconic Opera.** **5. PVC ⅞ Orchestra attended the career talk at CHHS with Bill Sherman** **6. About 25 students district wide participated in the NYSSMA solo evaluation festival in Somers.** **7. 2 CET, 3 PVC, and 3 CHHS students were accepted in the All County or Area All State Orchestras.** **It has been a great year for strings here in Croton Harmon! We explored music from different cultures, and this spring, all my students grades 1-12 learned music written by American composers. It was a fun program, and the students loved the continuation of theme from each school.**		
Comments:		



Croton-Harmon

Union Free School District

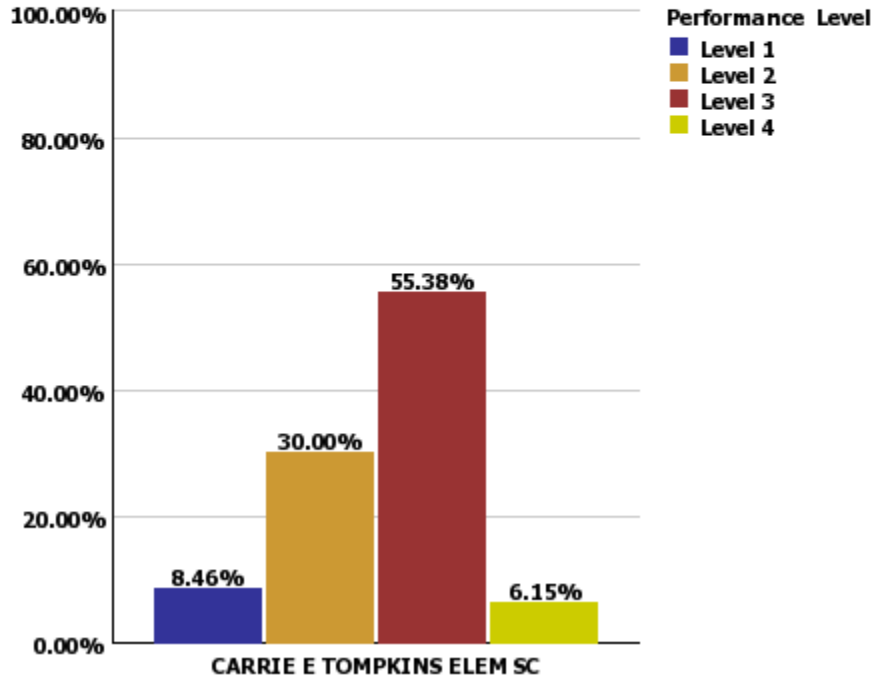
Appendix A1 Data Review

2016-2017 Grade 3-8 (ELA/Math) Performance Frequency Distribution

2017 - Grade 3 ELA

Building: 003 - CARRIE E TOMPKINS ELEM SC **(# of Tested Building Students:** 130)

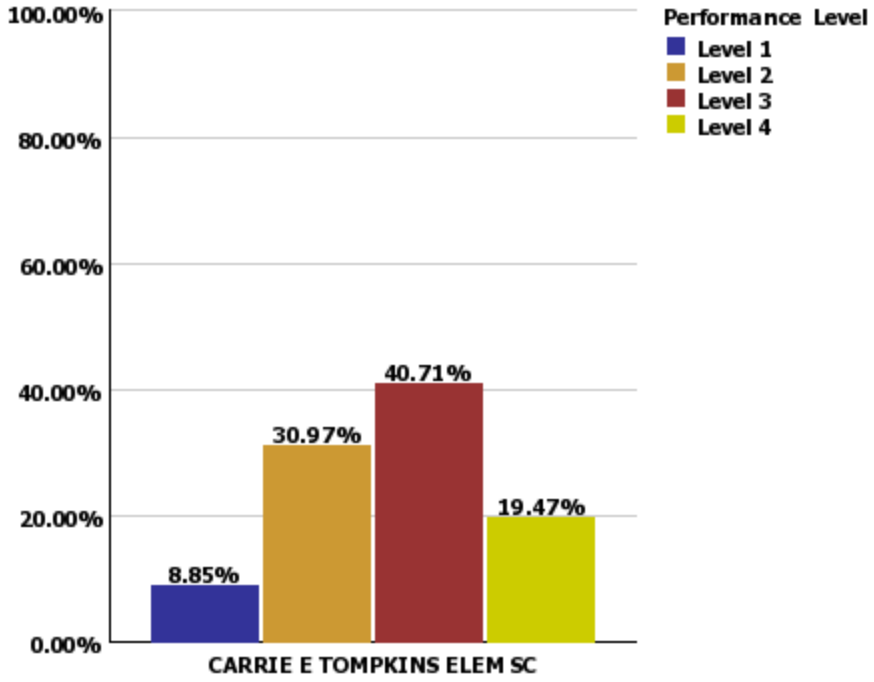
Performance Level	Range	Building Count	Building Percent
Level 4		8	6.15%
Level 3		72	55.38%
Level 2		39	30.00%
Level 1		11	8.46%



2017 - Grade 4 ELA

Building: 003 - CARRIE E TOMPKINS ELEM SC **(# of Tested Building Students:** 113**)**

Performance Level	Range	Building Count	Building Percent
Level 4		22	19.47%
Level 3		46	40.71%
Level 2		35	30.97%
Level 1		10	8.85%

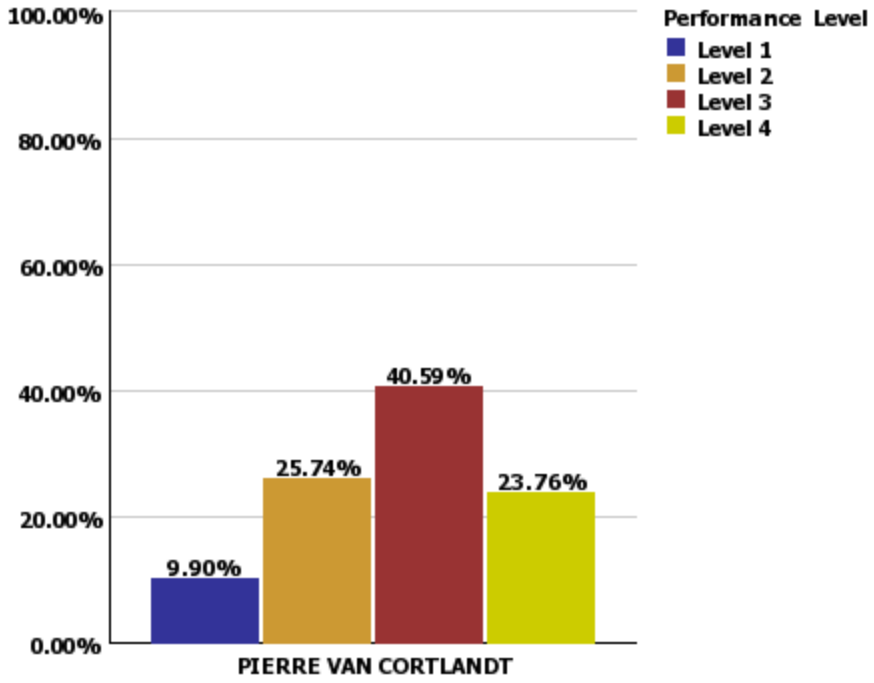


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 101**)**

2017 - Grade 5 ELA

Building: 002 - PIERRE VAN CORTLANDT **(# of Tested Building Students:** 101**)**

Performance Level	Range	Building Count	Building Percent
Level 4		24	23.76%
Level 3		41	40.59%
Level 2		26	25.74%
Level 1		10	9.90%

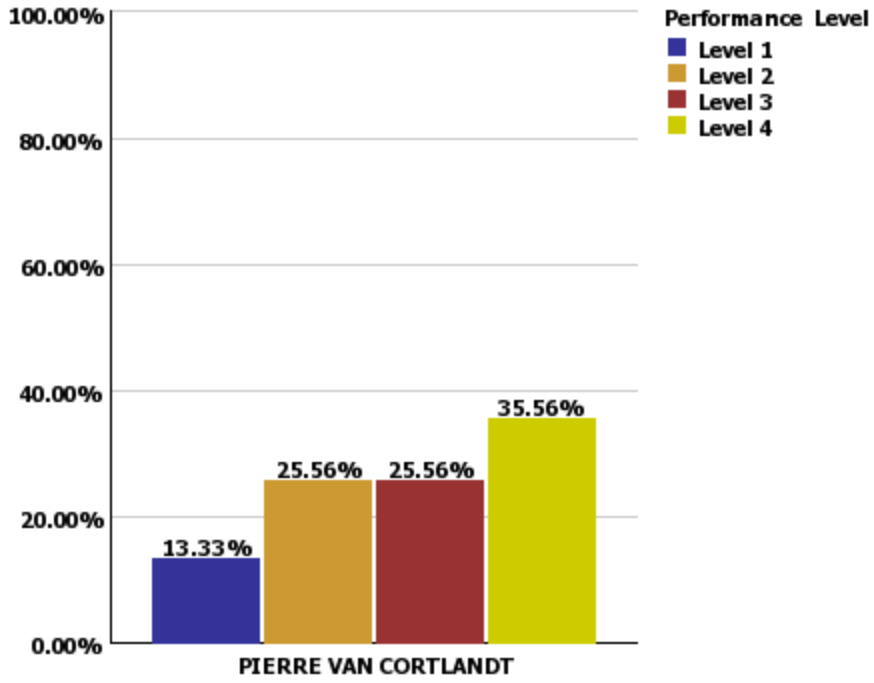


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 90)

2017 - Grade 6 ELA

Building: 002 - PIERRE VAN CORTLANDT **(# of Tested Building Students:** 90)

Performance Level	Range	Building Count	Building Percent
Level 4		32	35.56%
Level 3		23	25.56%
Level 2		23	25.56%
Level 1		12	13.33%

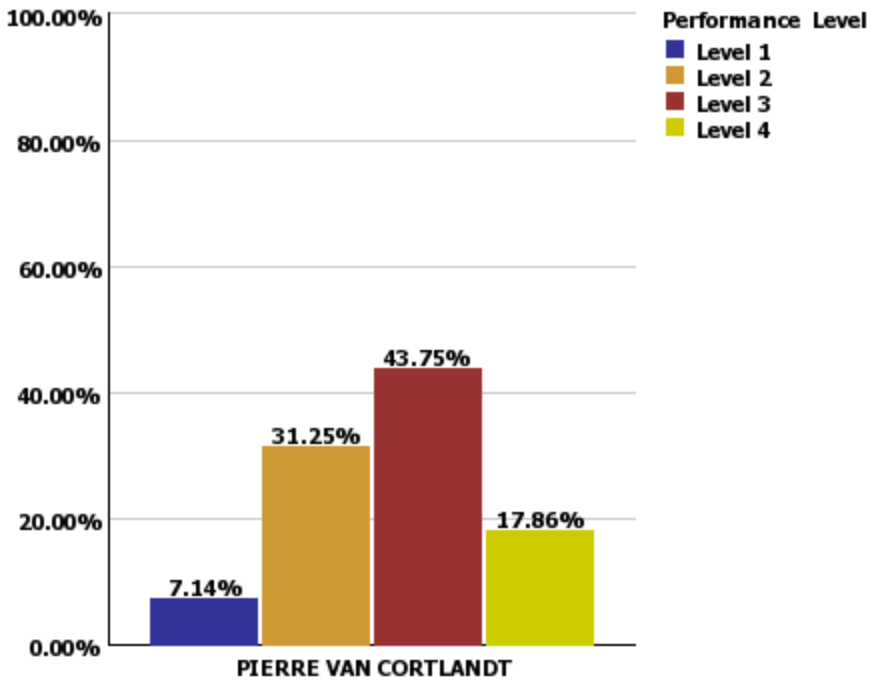


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 112**)**

2017 - Grade 7 ELA

Building: 002 - PIERRE VAN CORTLANDT **(# of Tested Building Students:** 112**)**

Performance Level	Range	Building Count	Building Percent
Level 4		20	17.86%
Level 3		49	43.75%
Level 2		35	31.25%
Level 1		8	7.14%

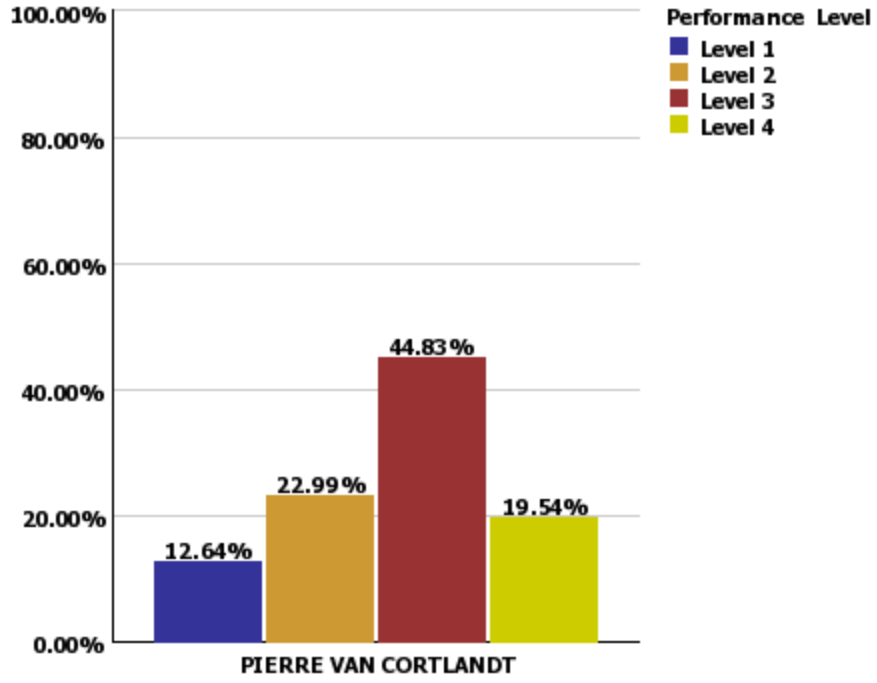


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 87**)**

2017 - Grade 8 ELA

Building: 002 - PIERRE VAN CORTLANDT **(# of Tested Building Students:** 87**)**

Performance Level	Range	Building Count	Building Percent
Level 4		17	19.54%
Level 3		39	44.83%
Level 2		20	22.99%
Level 1		11	12.64%

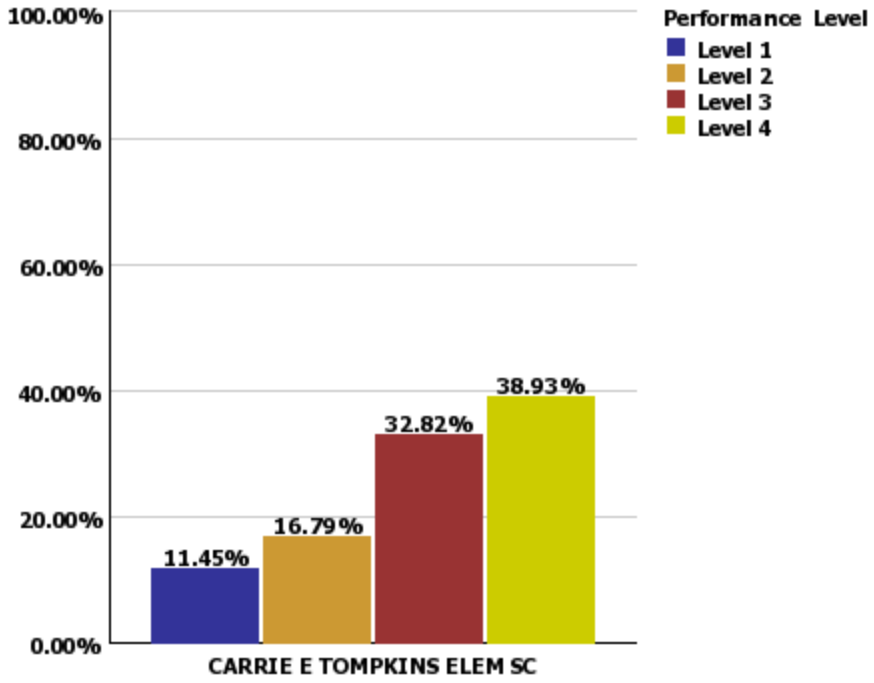


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 131**)**

2017 - Grade 3 Math

Building: 003 - CARRIE E TOMPKINS ELEM SC **(# of Tested Building Students:** 131**)**

Performance Level	Range	Building Count	Building Percent
Level 4		51	38.93%
Level 3		43	32.82%
Level 2		22	16.79%
Level 1		15	11.45%

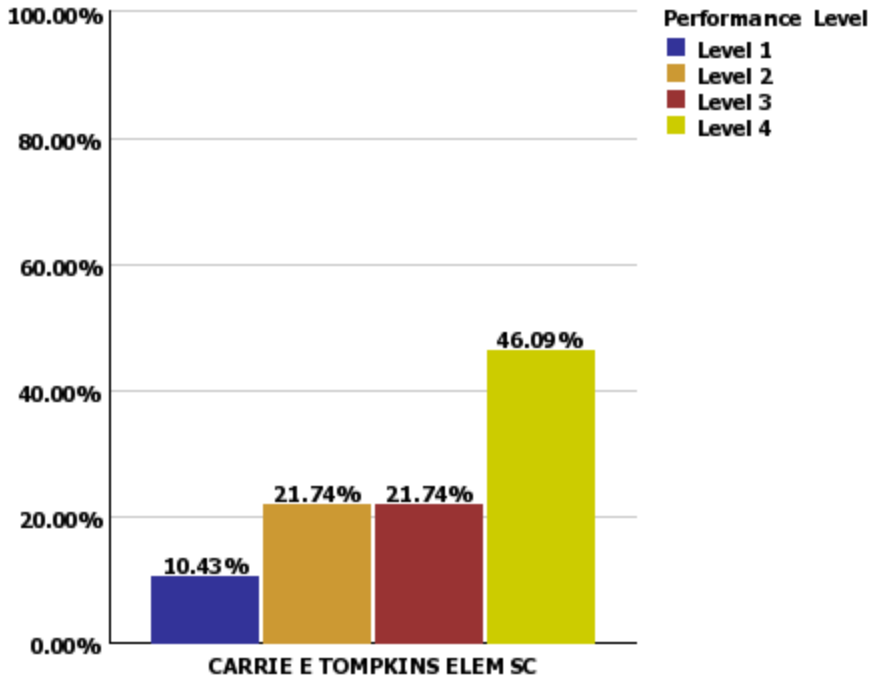


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 115**)**

2017 - Grade 4 Math

Building: 003 - CARRIE E TOMPKINS ELEM SC **(# of Tested Building Students:** 115**)**

Performance Level	Range	Building Count	Building Percent
Level 4		53	46.09%
Level 3		25	21.74%
Level 2		25	21.74%
Level 1		12	10.43%

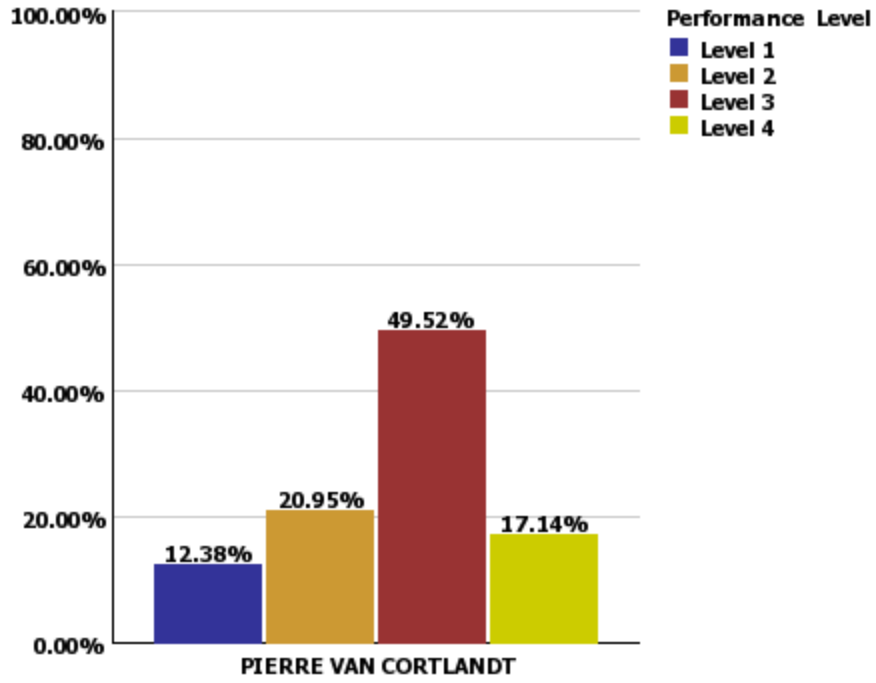


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 105**)**

2017 - Grade 5 Math

Building: 002 - PIERRE VAN CORTLANDT **(# of Tested Building Students:** 105**)**

Performance Level	Range	Building Count	Building Percent
Level 4		18	17.14%
Level 3		52	49.52%
Level 2		22	20.95%
Level 1		13	12.38%

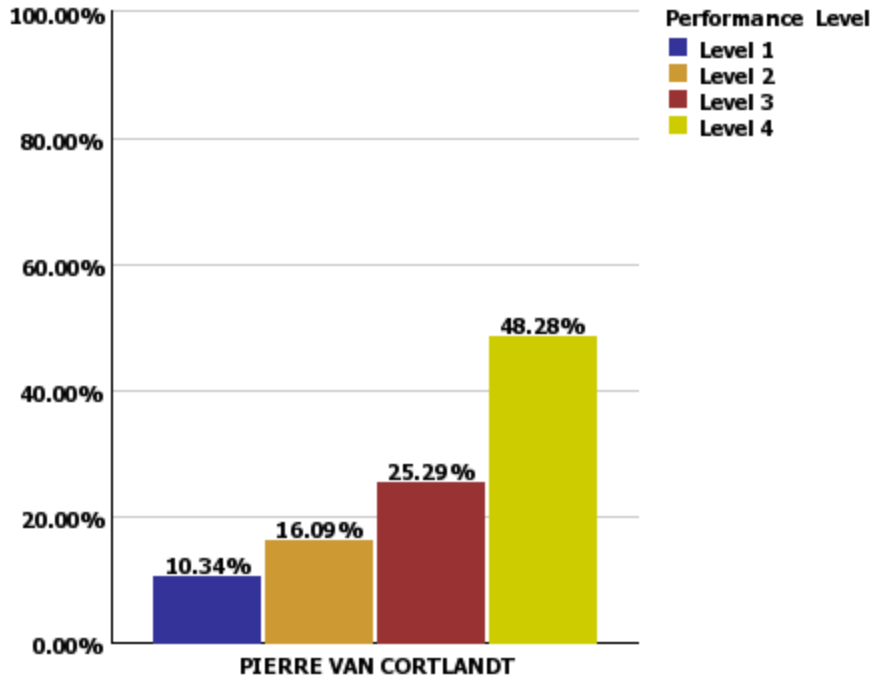


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 87**)**

2017 - Grade 6 Math

Building: 002 - PIERRE VAN CORTLANDT **(# of Tested Building Students:** 87**)**

Performance Level	Range	Building Count	Building Percent
Level 4		42	48.28%
Level 3		22	25.29%
Level 2		14	16.09%
Level 1		9	10.34%

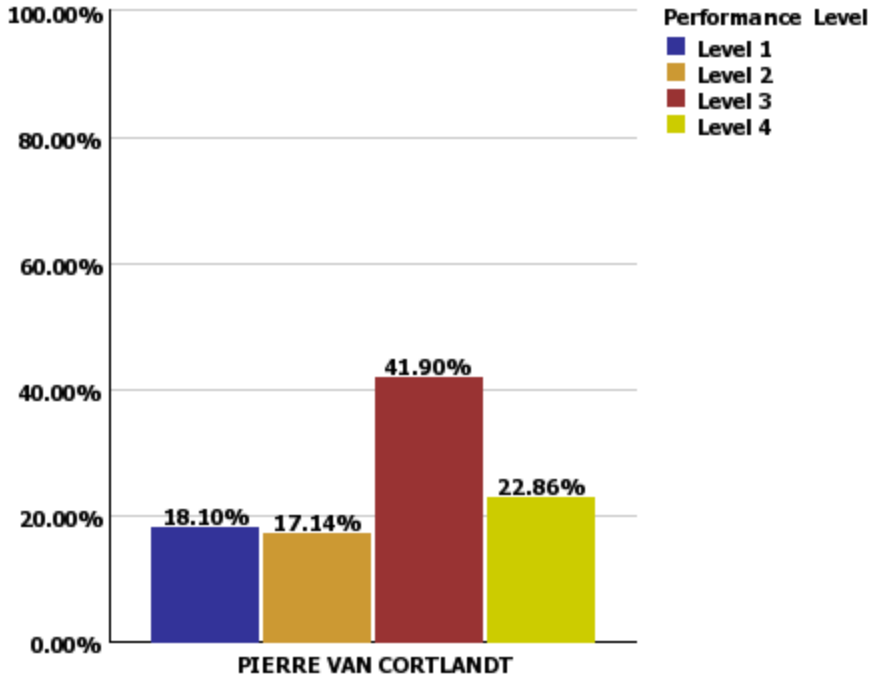


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 105**)**

2017 - Grade 7 Math

Building: 002 - PIERRE VAN CORTLANDT **(# of Tested Building Students:** 105**)**

Performance Level	Range	Building Count	Building Percent
Level 4		24	22.86%
Level 3		44	41.90%
Level 2		18	17.14%
Level 1		19	18.10%

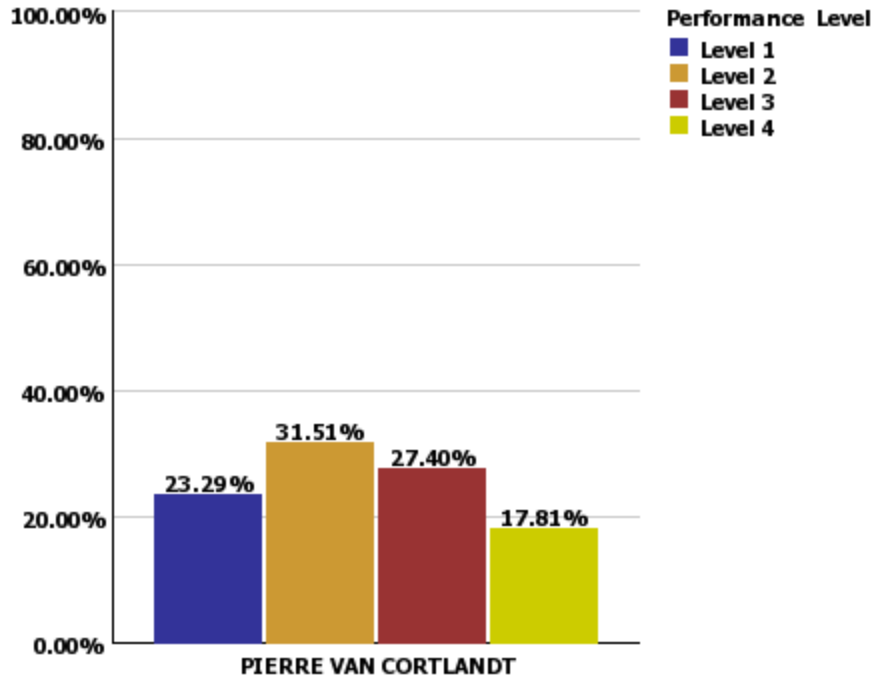


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 73**)**

2017 - Grade 8 Math

Building: 002 - PIERRE VAN CORTLANDT **(# of Tested Building Students:** 73**)**

Performance Level	Range	Building Count	Building Percent
Level 4		13	17.81%
Level 3		20	27.40%
Level 2		23	31.51%
Level 1		17	23.29%

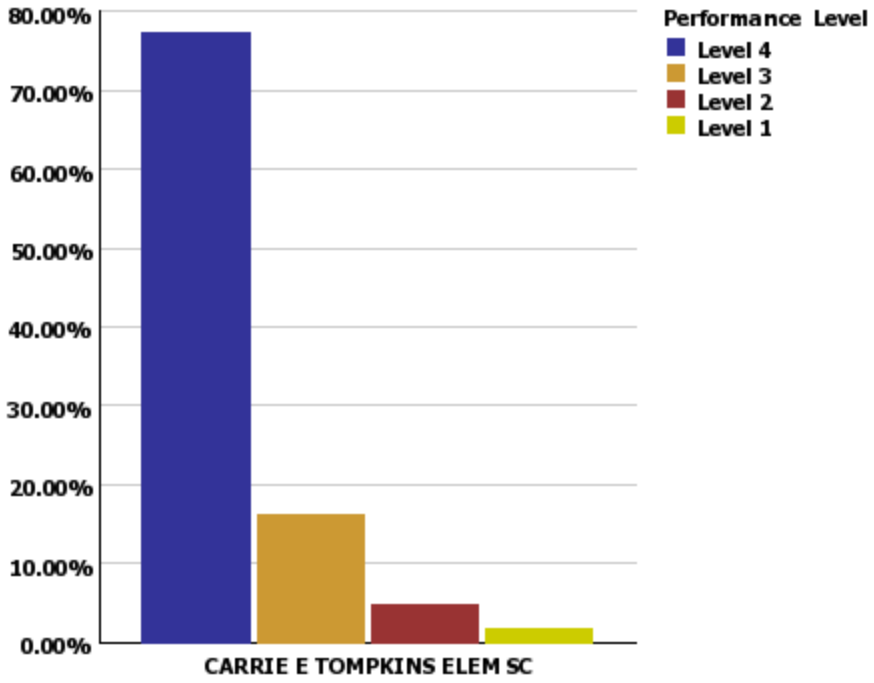


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 124**)**

2017 - Grade 4 Sci: Scale

Building: 003 - CARRIE E TOMPKINS ELEM SC **(# of Tested Building Students:** 124**)**

Performance Level	Range	Building Count	Building Percent
Level 4		96	77.42%
Level 3		20	16.13%
Level 2		6	4.84%
Level 1		2	1.61%

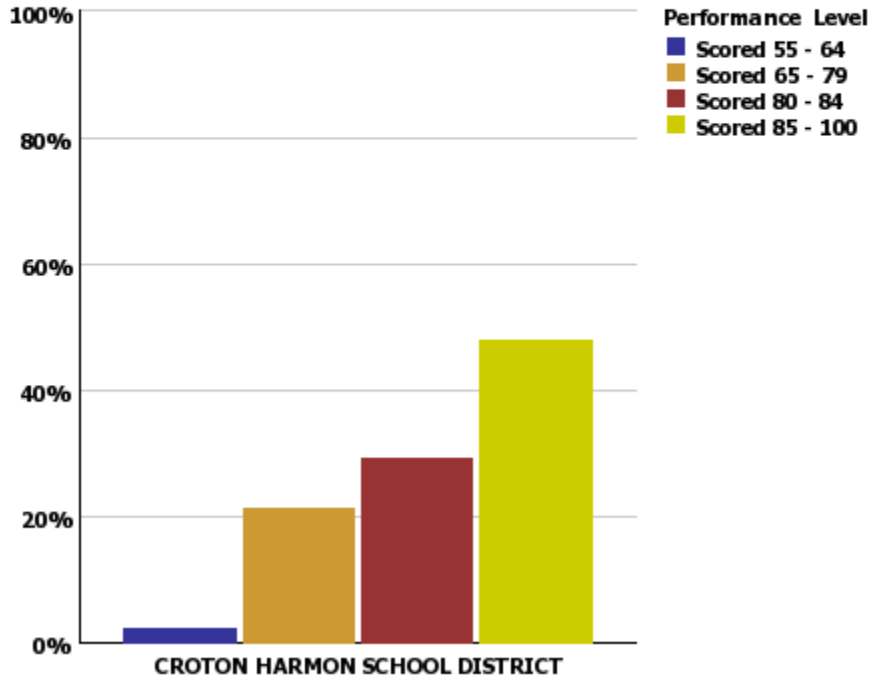


2016-2017 Regents Performance Frequency Distribution

District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 151**)**

2017 - All Regents Common Core Algebra I

Performance Level	District Count	District Percent
Scored 55 - 64	3	1.99%
Scored 65 - 79	32	21.19%
Scored 80 - 84	44	29.14%
Scored 85 - 100	72	47.68%

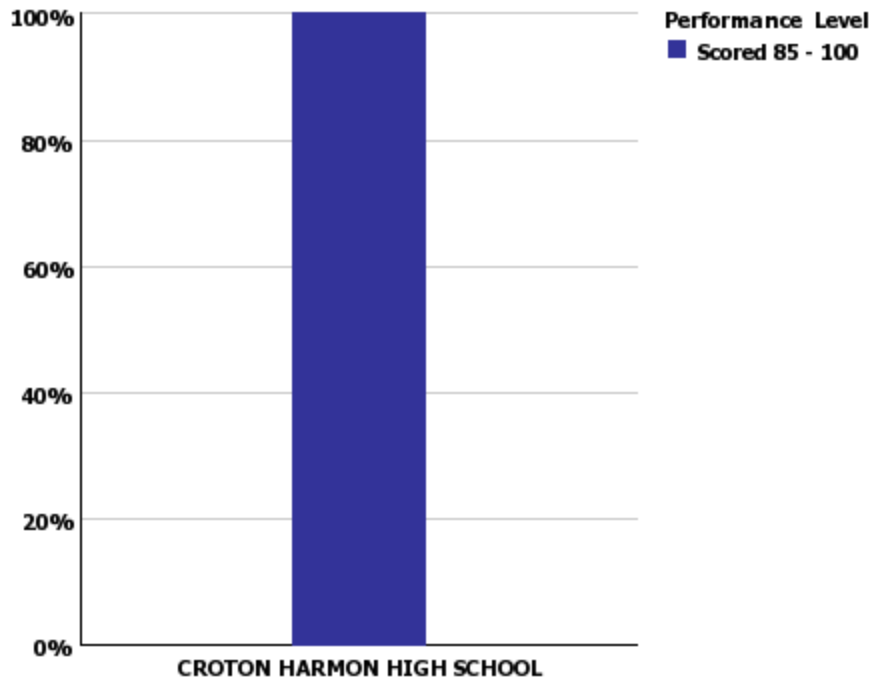


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 1**)**

2017 - All Regents Algebra2/Trigonometry

Building: 001 - CROTON HARMON HIGH SCHOOL **(# of Tested Building Students:** 1**)**

Performance Level	Building Count	Building Percent
Scored 85 - 100	1	100.00%

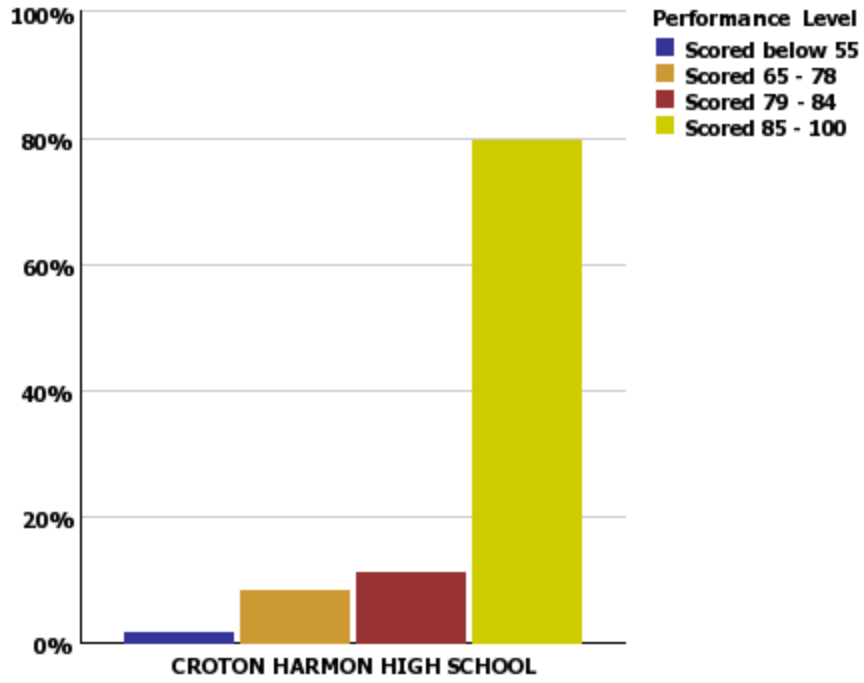


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 136**)**

2017 - All Regents Common Core ELA

Building: 001 - CROTON HARMON HIGH SCHOOL **(# of Tested Building Students:** 136**)**

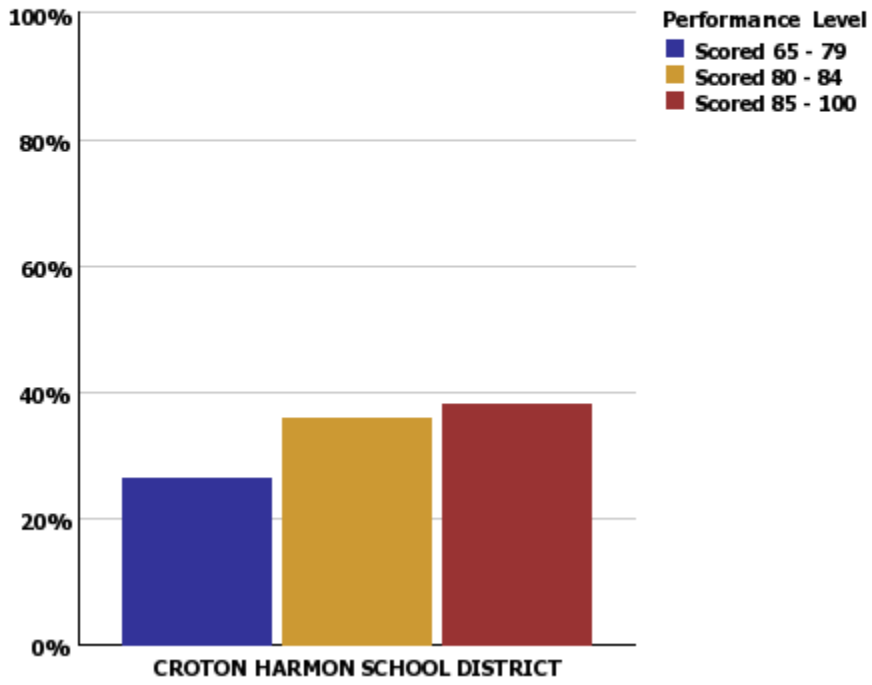
Performance Level	Building Count	Building Percent
Scored below 55	2	1.47%
Scored 65 - 78	11	8.09%
Scored 79 - 84	15	11.03%
Scored 85 - 100	108	79.41%



District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 42)

2017 - All Regents Common Core Geometry

Performance Level	District Count	District Percent
Scored 65 - 79	11	26.19%
Scored 80 - 84	15	35.71%
Scored 85 - 100	16	38.10%

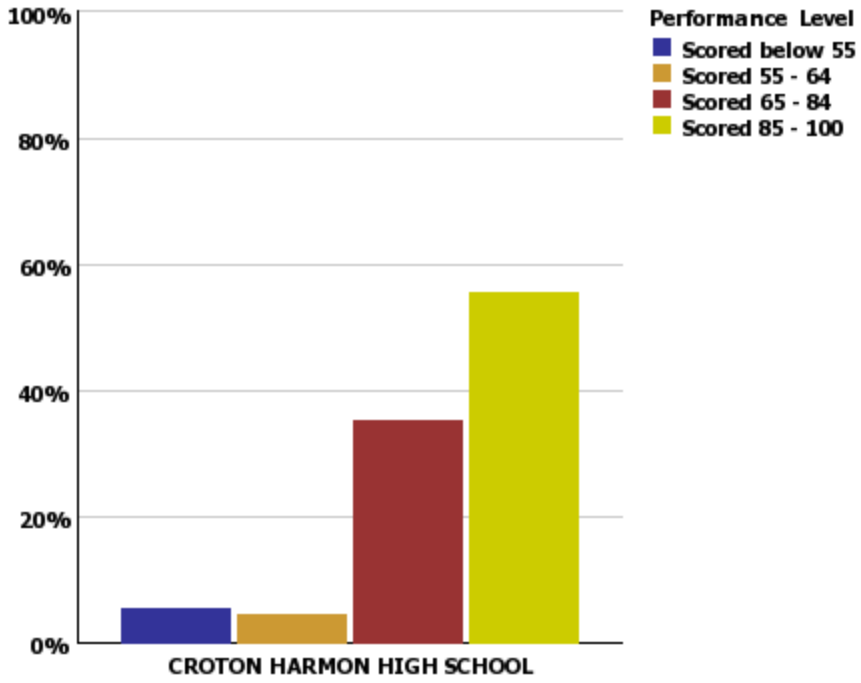


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 117)

2017 - All Regents Global History

Building: 001 - CROTON HARMON HIGH SCHOOL **(# of Tested Building Students:** 117)

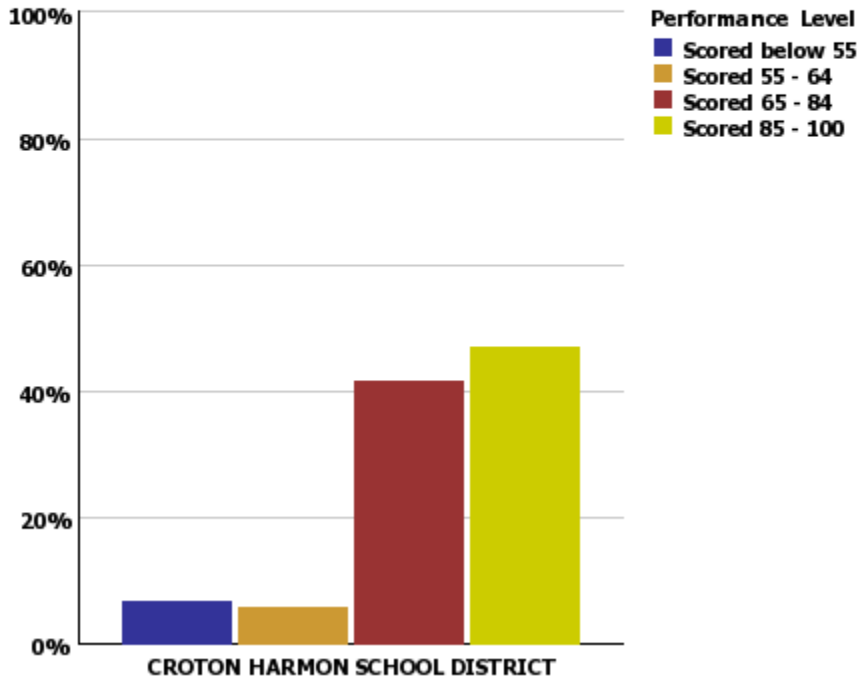
Performance Level	Building Count	Building Percent
Scored below 55	6	5.13%
Scored 55 - 64	5	4.27%
Scored 65 - 84	41	35.04%
Scored 85 - 100	65	55.56%



District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 92**)**

2017 - All Regents Living Environment

Performance Level	District Count	District Percent
Scored below 55	6	6.52%
Scored 55 - 64	5	5.43%
Scored 65 - 84	38	41.30%
Scored 85 - 100	43	46.74%

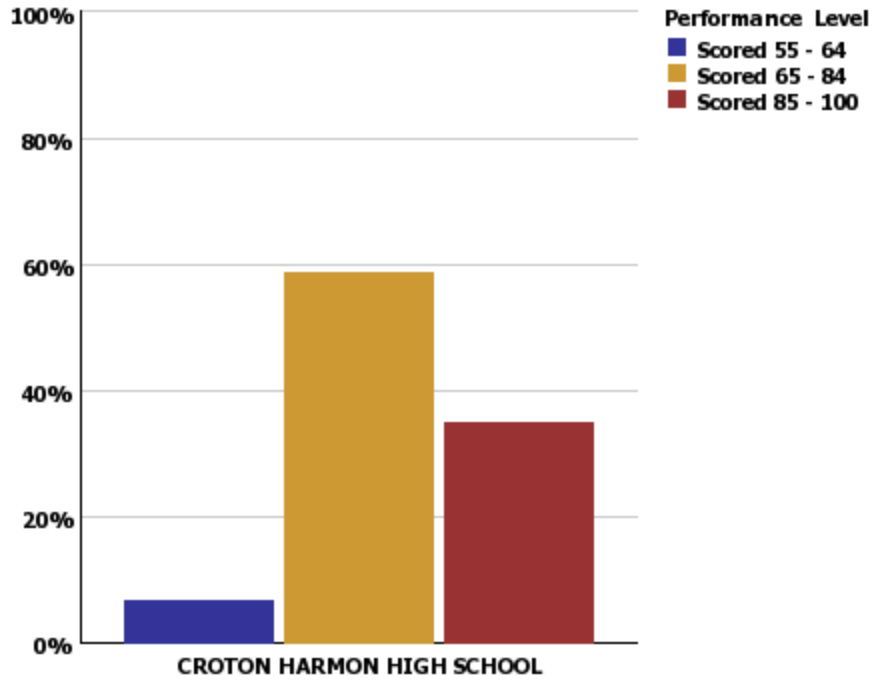


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 46**)**

2017 - All Regents Phy Set/Chemistry

Building: 001 - CROTON HARMON HIGH SCHOOL **(# of Tested Building Students:** 46**)**

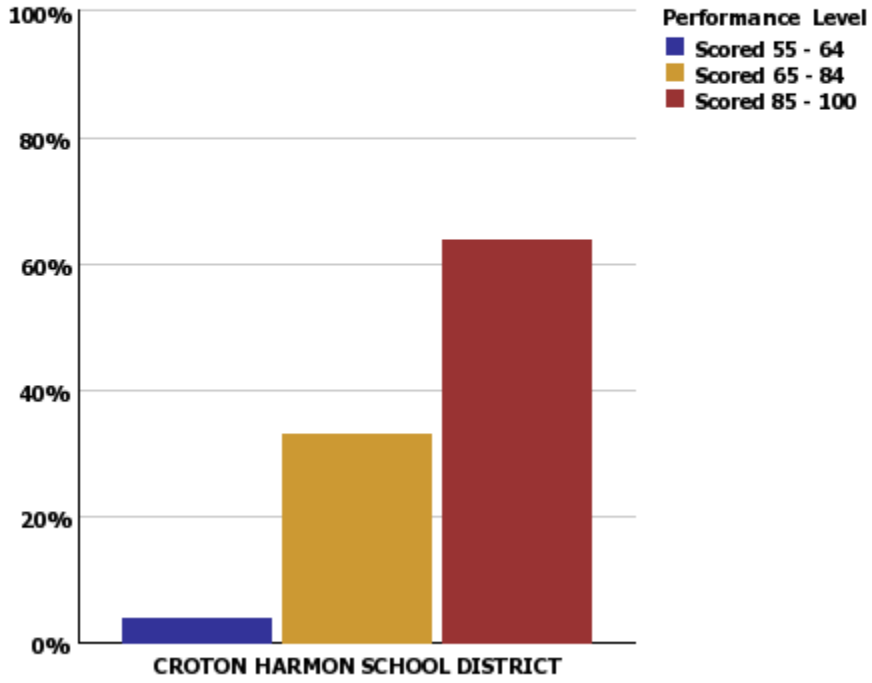
Performance Level	Building Count	Building Percent
Scored 55 - 64	3	6.52%
Scored 65 - 84	27	58.70%
Scored 85 - 100	16	34.78%



District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 168)

2017 - All Regents Phy Set/Earth Sci

Performance Level	District Count	District Percent
Scored 55 - 64	6	3.57%
Scored 65 - 84	55	32.74%
Scored 85 - 100	107	63.69%

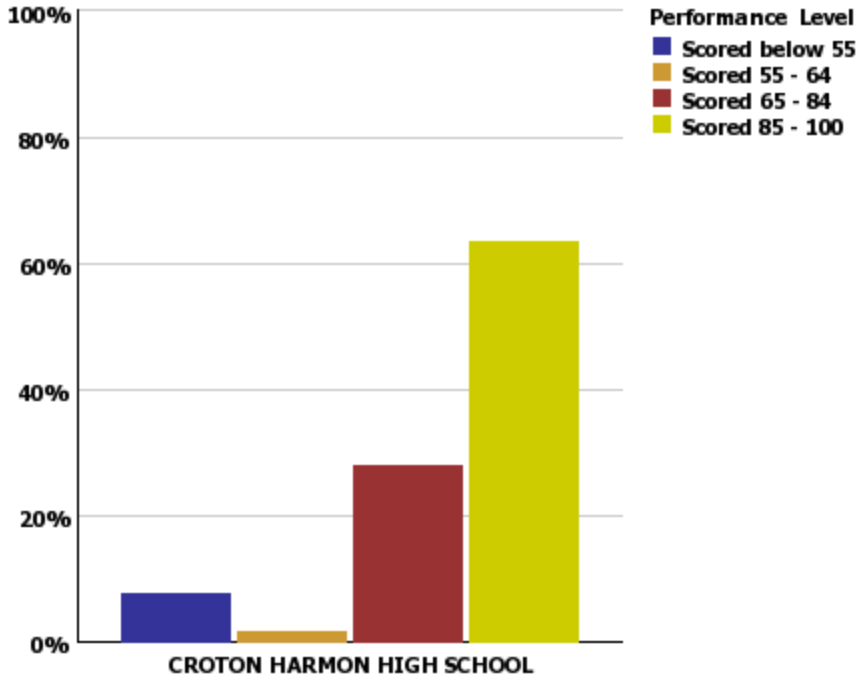


District: 660202 - CROTON HARMON SCHOOL DISTRICT **(# of Tested District Students:** 68**)**

2017 - All Regents US History&Gov't

Building: 001 - CROTON HARMON HIGH SCHOOL **(# of Tested Building Students:** 68**)**

Performance Level	Building Count	Building Percent
Scored below 55	5	7.35%
Scored 55 - 64	1	1.47%
Scored 65 - 84	19	27.94%
Scored 85 - 100	43	63.24%



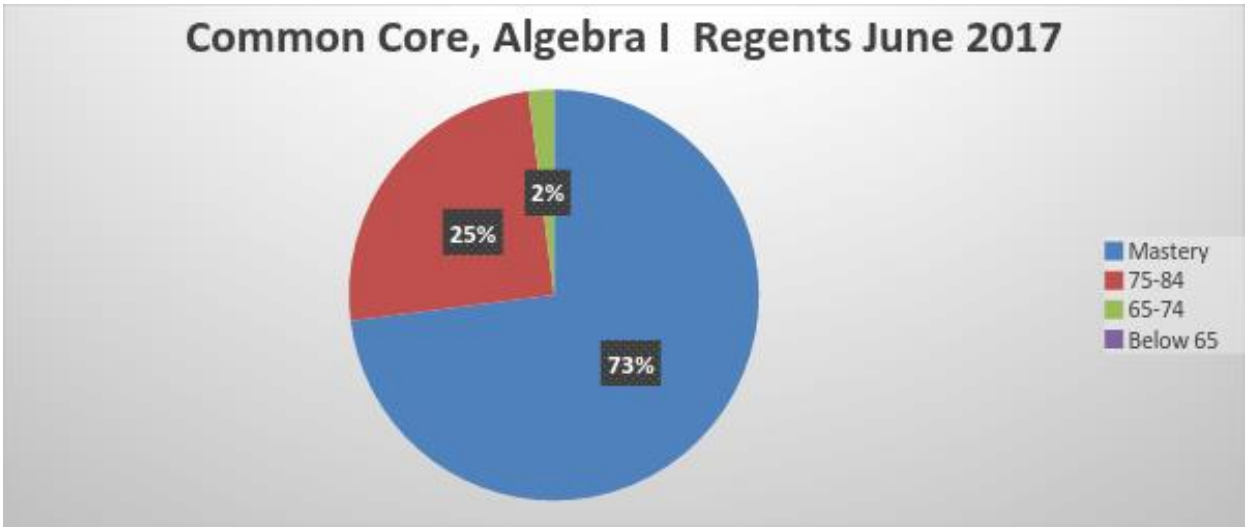
CET –New York State Testing Program (NYSTP) 2016-2017 Data

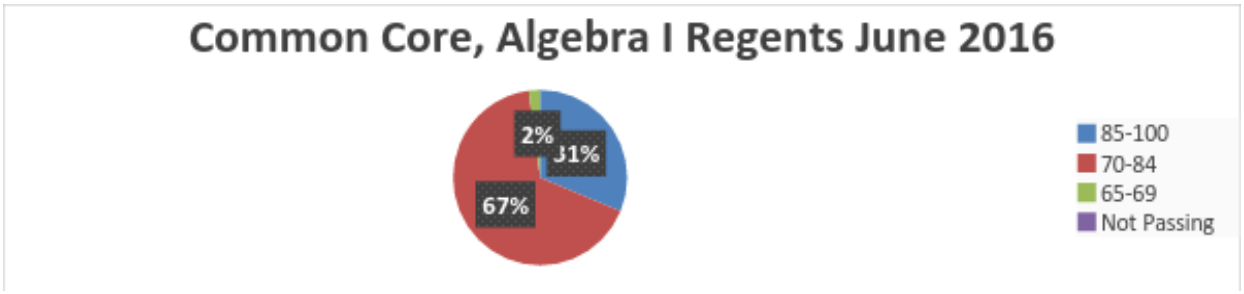
Grade 3 ELA Results			Grade 3 Math Results		
	2015-2016	2016-2017		2015-2016	2016-2017
Level 1	10%	9%	Level 1	11%	12%
Level 2	21%	30%	Level 2	20%	17%
Level 3	57%	55%	Level 3	23%	33%
Level 4	13%	6%	Level 4	46%	39%
Grade 4 ELA Results			**Grade 4 Math Results**		
	2015-2016	2016-2017		2015-2016	2016-2017
Level 1	10%	9%	Level 1	10%	10%
Level 2	27%	31%	Level 2	15%	22%
Level 3	40%	41%	Level 3	32%	22%
Level 4	24%	20%	Level 4	44%	44%

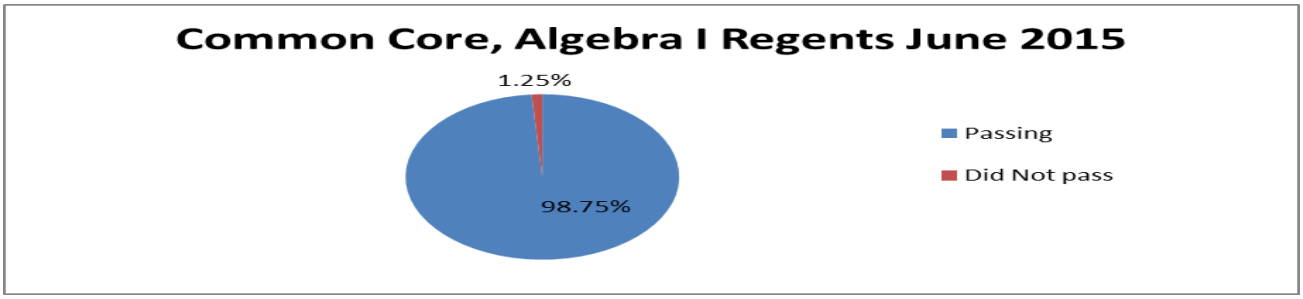
Assessment Data for Pierre Van Cortlandt Middle School for 2016-2017

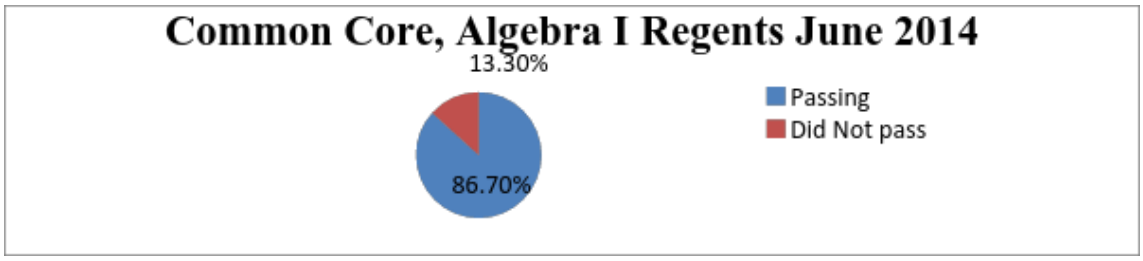
Common Core, Algebra I Regents

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	47	73.0%	Mastery
Scored 75-84	32	16.0%	
Scored 65-74	1	2.0%	
Scored below 65	0	0.0%	
Total Students	**64**		**Passing 100 %**



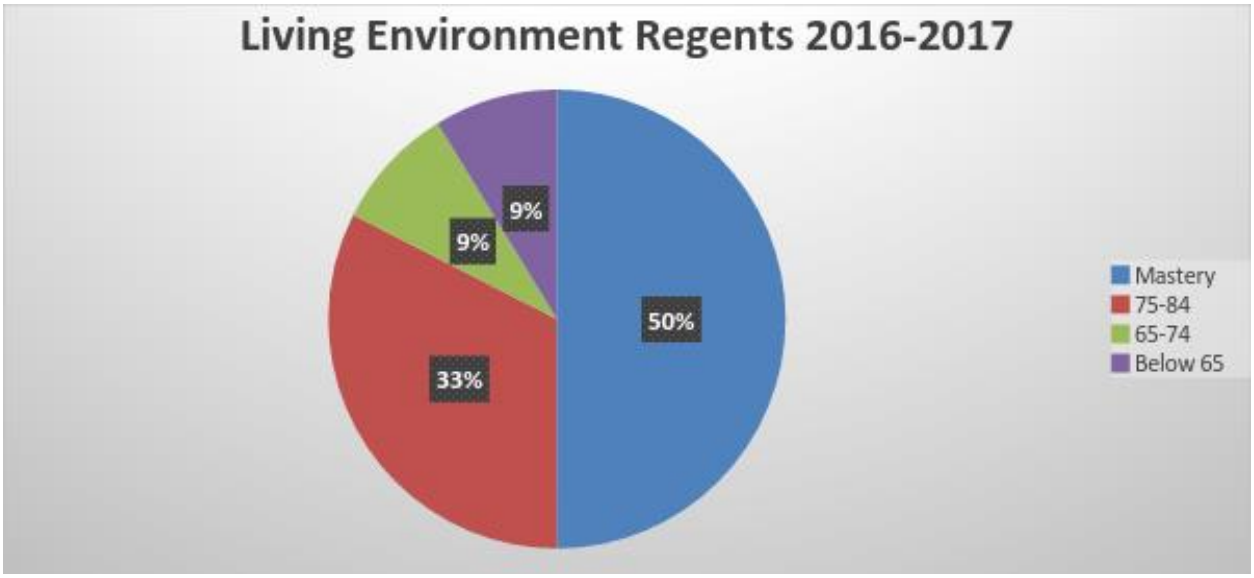






Living Environment Regents-June 2017

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	40	50%	Mastery
Scored 75-84	26	32.5%	
Scored 65-74	7	8.75%	
Scored below 65	7	8.75%	
Total	**80 Students**		**Passing 91.25%**



Comparison of Previous Years and Cohorts

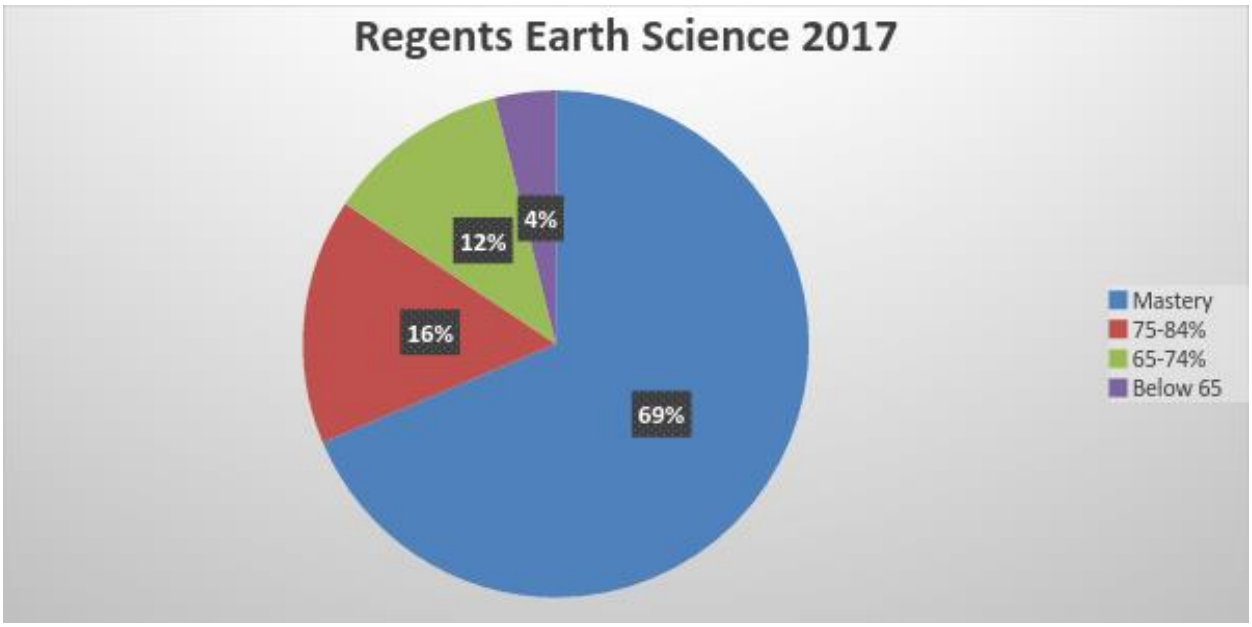
Mastery Rate for 2015-2016: 49.12% Passing Rate for 2015-2016: 98.5% Below 65% 2015-2016: 1.5%

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 2017

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	35	68.62 %	Mastery
Scored 75-84	8	15.68 %	
Scored 65-74	6	11.76 %	
Scored below 65	2	3.9%	
Total	**51 Students**		**Passing 96.07%**



World Languages: End of Year Assessments - June 2017

Assessment	Passing/Student Count	Mastery (85% or higher)	65-84
8th Grade Spanish	97.43% 78/80	80.76% 63/80	19.23% 15/78
8th Grade French	100% 30/30	77% 30/39	23.% 9/39
8th Grade Mandarin	100% 10/10	70% 7/10	30% 3/10

The ACT®

College Readiness Letter for:
CROTON-HARMON HIGH SCHOOL

September 07, 2017
Code: 331550

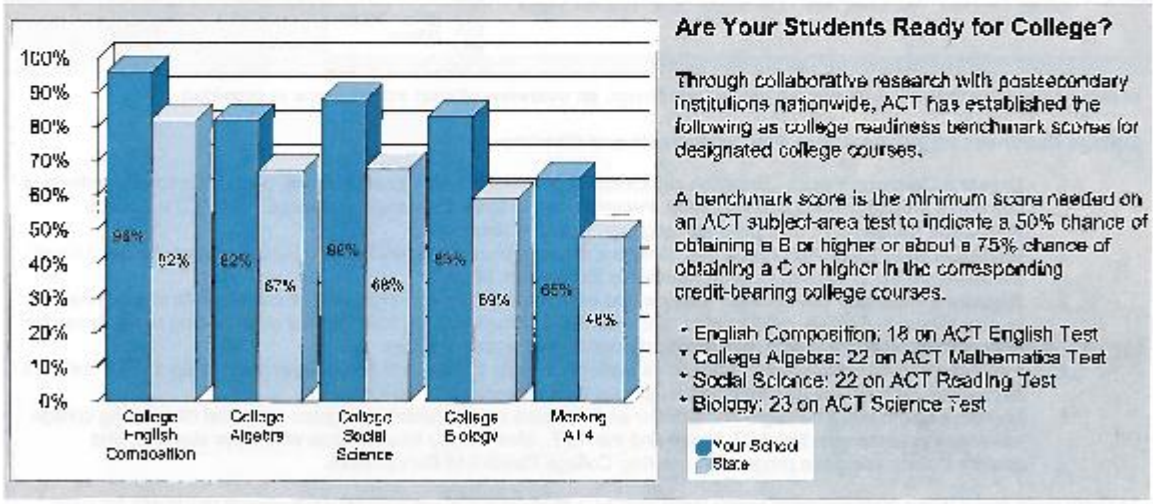
PRINCIPAL
CROTON-HARMON HIGH SCHOOL
36 OLD POST RD S
CROTON ON HUDSON, NY 10520

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

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
2013	64	53,287	24.2	22.6	25.8	23.8	24.9	23.7	24.7	23.1	25.0	23.4
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**

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

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for:
CROTON-HARMON UNION FREE SD

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

Figure 2. Average ACT Mathematics Scores by Course Sequence

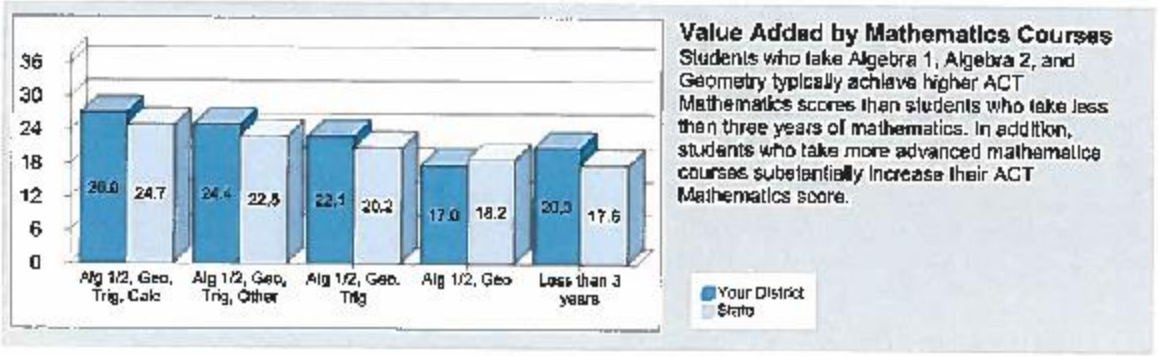
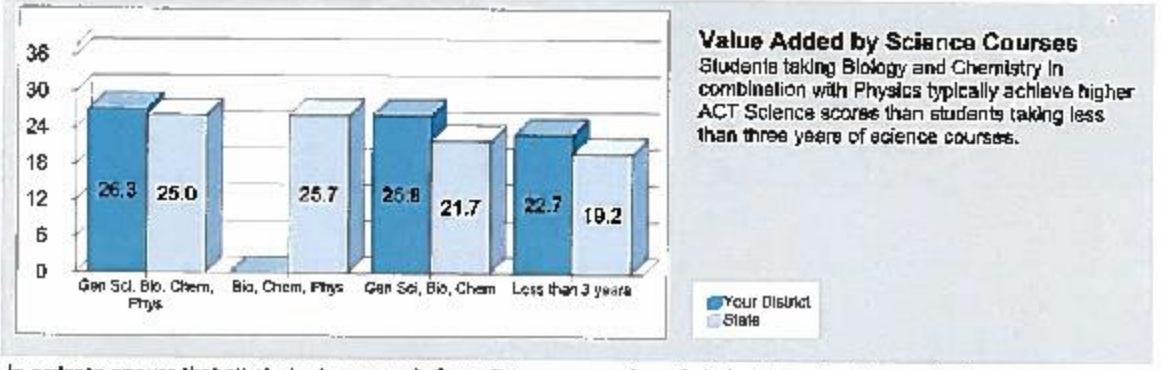


Figure 3. Average ACT Science Scores by Course Sequence



In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
2. **Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

500 ACT Drive P.O. Box 168 Iowa City, Iowa 52243-0168 319/337-1000 www.act.org

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AP® Equity and Excellence (2017)

This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2017.

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school. Note: your school's enrollment counts were submitted by your AP Coordinator when placing your school's order for AP Exams.

Data Updated Jul 26, 2017, Report Run Sep 7, 2017

Croton-Harmon High School (331550)

Group	Percentage	How is this calculated?
Graduating Class Summary	69.5	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.
12th Grade	55.7	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	56.8	
10th Grade	45.6	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.

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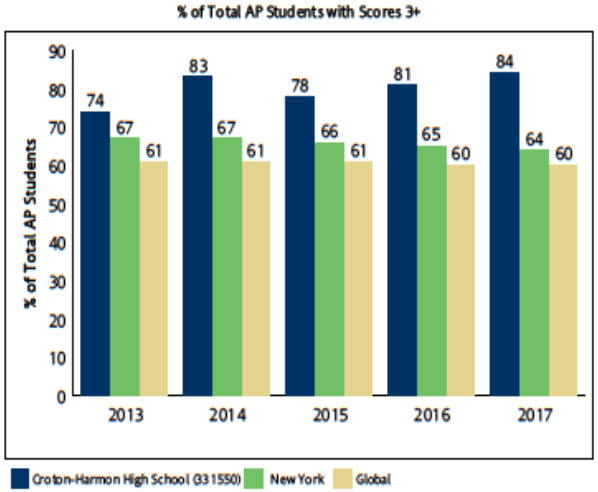
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AP® Five-Year School Score Summary (2017)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

Data Updated Jul 26, 2017, Report Run Sep 7, 2017

Croton-Harmon High School (331550)



	2013	2014	2015	2016	2017
Croton-Harmon High School (331550)					
Total AP Students	249	238	229	238	243
Number of Exams	422	413	403	453	474
AP Students with Scores 3+	184	197	178	192	204
% of Total AP Students with Scores 3+	73.9	82.8	77.7	80.7	84.0
New York					
Total AP Students	142,866	149,006	154,553	159,469	166,887
Number of Exams	246,688	258,129	272,419	282,338	295,439
AP Students with Scores 3+	96,052	99,989	101,357	103,912	107,199
% of Total AP Students with Scores 3+	67.2	67.1	65.6	65.2	64.2
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,759,654
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	5,000,905
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,664,815
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

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AP® Five-Year School Score Summary (2017)

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Data Updated Jul 26, 2017, Report Run Sep 7, 2017

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Art History	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5		1				130	170	115	101	116	2,699	2,810	2,349	2,817	2,810
4				1	2	210	190	206	246	255	4,883	4,717	4,776	5,783	5,814
3						273	239	253	326	293	6,245	6,325	6,392	7,127	6,941
2						212	176	196	345	306	4,363	4,352	4,798	7,040	6,686
1						311	319	235	204	158	4,621	5,049	5,188	2,873	3,149
Total Exams		1		1	2	1,136	1,094	1,005	1,222	1,128	22,811	23,253	23,503	25,640	25,400
Mean Score		5.00		4.00	4.00	2.68	2.74	2.77	2.75	2.88	2.85	2.82	2.76	2.95	2.94

Biology	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5				1		1,013	1,120	1,086	1,145	1,307	11,188	14,169	14,351	15,738	16,454
4	6	10	1	7	3	4,167	4,216	4,131	4,050	4,384	44,035	47,989	49,708	50,161	53,676
3	9	6	6	10	3	6,723	6,703	7,039	6,689	7,661	73,865	75,312	80,744	80,218	93,830
2	1	4	2	5	2	4,287	4,390	4,505	5,167	4,876	59,665	58,024	61,741	68,659	70,354
1						653	955	919	1,262	1,090	15,149	18,770	18,384	24,163	21,648
Total Exams	16	20	9	23	8	16,843	17,384	17,680	18,313	19,318	203,902	214,264	224,928	238,939	255,962
Mean Score	3.31	3.30	2.89	3.17	3.13	3.04	3.01	3.00	2.93	3.00	2.88	2.91	2.91	2.85	2.89

Calculus AB	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	6	9	5	9	12	4,898	4,828	4,494	5,101	3,455	67,783	72,511	66,411	76,875	59,578
4	2	4	8	3	5	3,649	3,430	3,582	3,697	3,645	51,440	48,984	51,769	53,696	57,073
3	1	1	5	1	1	3,201	3,507	3,508	3,516	4,294	49,101	52,076	56,482	53,743	66,204
2		1	1			1,891	1,884	1,908	1,884	4,306	31,833	31,360	31,371	30,109	69,908
1		1	1		1	3,974	4,702	5,177	5,076	3,491	83,261	89,775	98,285	95,103	64,886
Total Exams	9	16	20	13	19	17,613	18,351	18,669	19,274	19,191	283,418	294,706	304,318	309,526	317,649
Mean Score	4.56	4.19	3.75	4.62	4.42	3.20	3.10	3.02	3.10	2.96	2.96	2.94	2.86	2.96	2.93

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Calculus BC	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	7	6	6	6	8	3,069	3,242	3,281	3,521	3,004	47,972	54,335	54,148	60,907	56,701
4		4	3	1		1,008	1,062	1,169	1,097	1,377	16,896	18,525	19,551	19,248	24,098
3	2	2	2	3		1,005	988	1,198	1,163	1,450	18,762	18,200	21,482	21,481	26,483
2		4				303	318	336	386	1,074	5,950	5,966	6,505	7,207	18,752
1			1			757	748	917	772	346	15,018	15,259	17,725	16,461	7,099
Total Exams	9	16	12	10	8	6,142	6,358	6,901	6,939	7,251	104,598	112,285	119,411	125,304	133,133
Mean Score	4.56	3.75	4.08	4.30	5.00	3.87	3.90	3.81	3.89	3.77	3.73	3.81	3.72	3.81	3.79

Calculus BC: AB Subscore	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	7	8	10	7	8	3,638	3,673	3,930	3,642	3,478	58,790	61,853	66,942	64,077	64,511
4	2	6	1	2		1,177	1,095	1,150	1,511	1,707	20,792	18,826	19,481	26,201	29,998
3		2		1		633	769	843	870	1,043	11,725	14,440	15,234	16,379	18,781
2						314	343	359	304	723	5,640	7,040	6,555	5,764	13,318
1			1			380	478	619	612	300	7,645	10,121	11,194	12,875	6,516
Total Exams	9	16	12	10	8	6,142	6,358	6,901	6,939	7,251	104,592	112,280	119,406	125,296	133,124
Mean Score	4.78	4.38	4.58	4.60	5.00	4.20	4.12	4.07	4.05	4.01	4.12	4.03	4.04	3.98	4.00

Chemistry	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	1	2		1	1	2,064	1,006	951	1,070	1,005	26,535	15,047	14,178	16,203	16,078
4	4	2	3	4	2	2,230	1,852	1,726	1,601	1,687	30,081	25,155	24,703	23,994	25,923
3	9	10	4	6	10	1,740	2,693	2,991	2,741	2,668	26,318	38,533	43,084	42,332	41,753
2	5	13	14	8	6	1,169	2,151	2,323	2,050	2,270	20,841	38,359	38,033	38,067	41,823
1	5	2	3	2	3	1,506	1,124	1,239	1,116	1,166	36,403	31,946	33,277	33,371	34,110
Total Exams	24	29	24	21	22	8,709	8,826	9,230	8,578	8,796	140,178	149,040	153,275	153,967	159,687
Mean Score	2.63	2.62	2.29	2.71	2.64	3.25	2.94	2.87	2.94	2.90	2.93	2.68	2.66	2.69	2.67

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Comparative Government and Politics	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	14	8	4	6	4	208	206	182	268	237	3,847	4,018	3239	4,536	5,224
4	4	6	12	11	10	267	255	266	295	332	4,315	4,841	4262	4,676	5,494
3	7	6	16	10	17	206	185	297	288	251	4,011	3,822	4666	4,499	4,582
2	2	3	9	9	7	264	220	303	331	198	4,648	4,502	4892	4,730	4,010
1			3	5	4	136	125	215	287	208	3,550	3,304	4395	3,614	3,171
Total Exams	27	23	44	41	42	1,081	991	1,263	1,469	1,226	20,371	20,487	21,454	22,055	22,481
Mean Score	4.11	3.83	3.11	3.10	3.07	3.14	3.20	2.92	2.95	3.16	3.01	3.09	2.86	3.08	3.25

Computer Science A	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5				1	6	536	647	835	856	970	8,285	8,397	12,015	12,117	14,775
4	1				1	499	592	741	814	804	8,295	9,122	12,135	11,951	12,747
3					2	242	438	461	808	740	4,353	6,588	7505	13,439	13,333
2					1	114	189	201	451	409	2,160	3,007	3529	7,208	6,974
1						466	876	907	851	828	8,042	12,205	14,018	13,419	13,047
Total Exams	1			1	10	1,857	2,742	3,145	3,780	3,751	31,135	39,319	49,202	58,134	60,876
Mean Score	4.00			5.00	4.20	3.28	2.98	3.13	3.10	3.18	3.21	2.96	3.09	3.04	3.15

English Language and Composition	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	9	12	14	17	24	3,091	2,994	3,210	3,740	3,407	48,927	48,497	52,434	58,643	53,147
4	20	21	12	14	14	4,557	5,262	5,624	5,993	6,459	77,548	90,548	97,172	96,625	106,480
3	12	17	13	9	12	7,429	7,638	7,979	8,672	9,597	136,438	143,859	144,613	149,154	161,239
2	7	4	3	4	4	6,376	6,666	7,671	8,462	9,763	142,270	152,507	157,552	176,254	179,083
1			1			2,262	2,112	2,874	2,646	3,990	72,552	71,713	78,604	69,453	83,254
Total Exams	48	54	43	44	54	23,715	24,672	27,358	29,513	33,216	477,735	507,124	530,375	550,129	583,203
Mean Score	3.65	3.76	3.81	4.00	4.07	2.99	3.01	2.95	2.99	2.87	2.77	2.79	2.79	2.82	2.77

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
English Literature and Composition	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	2	3	3	3	6	1,911	2,044	1,995	1,879	1,583	29,387	30,531	30,460	30,224	27,614
4	3	13	13	6	5	4,857	4,654	4,651	4,561	3,913	72,663	70,802	73,125	72,400	65,331
3	3	9	4	4	9	8,093	7,681	8,140	7,958	7,791	121,601	118,081	122,631	119,608	120,679
2	2	5		4	2	7,923	8,463	8,669	8,860	8,922	122,374	131,572	131,534	135,861	137,849
1						2,379	2,520	2,389	2,667	3,181	40,506	47,745	45,004	48,942	54,944
Total Exams	10	30	20	17	22	25,163	25,362	25,844	25,925	25,390	386,531	398,731	402,754	407,035	406,417
Mean Score	3.50	3.47	3.95	3.47	3.68	2.84	2.81	2.81	2.77	2.68	2.81	2.76	2.78	2.75	2.69

Environmental Science	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	7		1	4	3	601	669	626	652	858	9,456	10,883	10,771	11,381	15,153
4	19	13	4	12	13	1,620	1,882	1,980	2,012	2,154	27,715	30,922	33,717	34,722	39,323
3	16	6	9	7	2	1,169	1,141	1,190	1,243	1,315	19,934	20,079	21,001	22,065	24,714
2	16	9	15	14	14	1,581	1,823	1,873	2,062	2,083	30,016	33,383	35,374	38,580	39,235
1	12	8	14	10	5	1,293	1,760	1,870	2,180	2,548	31,362	35,563	38,583	42,873	41,971
Total Exams	70	36	43	47	37	6,264	7,275	7,539	8,149	8,958	118,483	130,830	139,446	149,621	160,396
Mean Score	2.90	2.67	2.14	2.70	2.86	2.79	2.71	2.68	2.62	2.63	2.61	2.60	2.59	2.55	2.67

French Language and Culture *	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	12			3	3	290	324	253	269	237	4,141	4,044	3,899	4,121	3,966
4	4	2	3	2	2	419	444	412	432	404	5,580	5,770	5,972	6,224	5,816
3	2	2	1	3	2	588	633	600	527	508	6,997	7,457	7,916	7,568	7,809
2			1			305	317	320	297	264	3,775	3,871	4,468	4,359	4,624
1						72	97	90	58	42	1,051	1,162	1,309	1,305	1,279
Total Exams	18	4	5	8	7	1,674	1,815	1,675	1,583	1,455	21,544	22,304	23,564	23,577	23,494
Mean Score	4.56	3.50	3.40	4.00	4.14	3.33	3.32	3.25	3.35	3.36	3.37	3.34	3.28	3.32	3.28

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Human Geography	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5			1			297	288	389	329	335	13,750	15,033	19,526	22,231	21,364
4						436	419	617	604	521	23,284	27,297	32,770	37,398	34,707
3						366	403	546	503	635	23,736	28,787	33,768	36,743	42,004
2						262	313	382	482	482	21,338	25,204	26,752	35,511	34,349
1						226	365	440	573	687	32,467	40,705	47,285	53,878	68,161
Total Exams			1			1,587	1,788	2,374	2,491	2,660	114,575	137,026	160,101	185,761	200,585
Mean Score			5.00			3.20	2.97	3.06	2.85	2.75	2.69	2.64	2.69	2.67	2.54

Macroeconomics	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	1	3		1	6	1,317	1,646	1,336	1,796	1,639	15,878	18,908	19,390	23,694	24,764
4	2	7	5	9	9	2,094	2,292	2,267	2,329	2,293	25,298	27,343	28,223	31,776	33,127
3	7	26	6	6	15	1,421	1,807	1,745	1,652	1,654	18,072	21,758	21,685	21,841	24,012
2	8	5	5	5	6	1,449	1,452	1,577	1,596	1,488	20,745	20,497	21,579	22,957	22,407
1	8	4	2	4	2	1,241	1,315	1,657	1,651	1,696	28,919	29,036	36,195	35,182	37,833
Total Exams	26	45	18	25	38	7,522	8,512	8,582	9,024	8,770	108,912	117,542	127,072	135,450	142,143
Mean Score	2.23	3.00	2.78	2.92	3.29	3.11	3.18	3.01	3.11	3.08	2.80	2.89	2.79	2.90	2.89

Music Theory	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5					1	336	315	293	257	295	3,469	3,559	3,609	3,517	3,748
4						242	268	245	236	257	3,068	3,160	3,267	3,323	3,359
3						394	346	337	343	329	4,709	4,601	4,681	4,687	4,801
2		1	1			347	315	344	353	300	4,605	4,370	4,713	5,045	4,788
1						134	138	158	162	168	2,578	2,395	2,706	2,826	2,883
Total Exams		1	1		1	1,453	1,382	1,377	1,351	1,349	18,429	18,085	18,976	19,398	19,579
Mean Score		2.00	2.00		5.00	3.21	3.22	3.12	3.05	3.16	3.01	3.06	3.02	2.98	3.02

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	Croton-Harmon High School (331550)					New York					Global				
Music Aural Subscore	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5					1	329	335	298	250	279	3,429	3,631	3,602	3,511	3,645
4						240	241	242	240	279	2,974	3,064	3,378	3,253	3,573
3			1			392	363	322	310	309	5,035	4,732	4,532	4,524	4,640
2		1				324	279	321	366	309	4,296	4,387	4,820	5,419	4,804
1						168	164	194	185	173	2,692	2,271	2,643	2,690	2,910
Total Exams		1	1		1	1,453	1,382	1,377	1,351	1,349	18,426	18,085	18,975	19,397	19,572
Mean Score		2.00	3.00		5.00	3.16	3.22	3.09	3.00	3.13	3.01	3.08	3.03	2.97	3.01

Music Non-Aural Subscore	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5						338	296	274	254	287	3,466	3,423	3,551	3,595	3,738
4						244	278	265	253	245	2,884	3,278	3,355	3,393	3,221
3					1	381	356	357	325	332	4,704	4,673	4,659	4,411	4,752
2		1	1			360	334	344	359	325	4,704	4,396	4,759	5,105	5,039
1						130	118	137	160	160	2,668	2,315	2,651	2,893	2,822
Total Exams		1	1		1	1,453	1,382	1,377	1,351	1,349	18,426	18,085	18,975	19,397	19,572
Mean Score		2.00	2.00		3.00	3.21	3.22	3.14	3.06	3.13	2.99	3.06	3.02	2.98	3.00

Physics 1	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5			2	2	5			719	608	738			8,619	7,789	9,299
4			4	6	10			2,094	1,955	2,327			23,632	23,885	27,706
3			6	6	10			3,157	2,907	2,614			35,691	36,033	34,751
2			9	8	2			3,610	3,441	3,197			51,239	51,310	49,843
1				2	1			2,010	2,115	1,730			53,337	51,296	49,904
Total Exams			21	24	28			11,590	11,026	10,606			172,518	170,313	171,503
Mean Score			2.95	2.92	3.57			2.65	2.59	2.73			2.32	2.33	2.40

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	Croton-Harmon High School (331550)					New York					Global				
Physics B *	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	1					1,749	1,594				14,830	14,828			
4	1					2,200	2,069				17,781	17,363			
3						2,626	2,819				23,358	24,823			
2						1,309	1,510				14,524	15,917			
1						944	1,281				18,881	20,939			
Total Exams	2					8,828	9,273				89,374	93,870			
Mean Score	4.50					3.28	3.13				2.95	2.89			

Physics C: Mechanics	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	3	4		3	4	823	924	936	987	1,219	12,230	15,297	15,910	17,189	20,080
4	5	4	7	1	1	697	713	921	867	854	11,145	12,055	14,754	14,371	14,932
3	5	9	5	1	3	502	491	586	566	513	8,648	8,782	10,582	9,594	8,709
2		2	1			289	281	343	421	407	6,081	5,960	6,138	6,965	6,856
1		1	1			173	202	236	223	236	4,793	4,995	5,530	5,053	4,461
Total Exams	13	20	14	5	8	2,484	2,611	3,022	3,064	3,229	42,897	47,089	52,914	53,172	55,038
Mean Score	3.85	3.40	3.29	4.40	4.13	3.69	3.72	3.65	3.64	3.75	3.46	3.57	3.56	3.60	3.71

Psychology	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	1					2,383	2,072	2,564	2,394	2,506	50,833	48,766	56,123	56,174	57,961
4		1	1	1		2,916	2,969	3,208	3,393	3,150	63,606	69,937	73,009	76,757	76,221
3				1		2,056	2,212	2,233	2,399	2,454	46,778	51,953	55,148	56,210	60,613
2						1,324	1,542	1,503	1,820	1,819	31,026	35,206	36,423	41,698	44,376
1					1	1,893	2,209	2,184	2,539	2,362	47,277	54,608	57,657	63,881	64,393
Total Exams	1	1	1	2	1	10,572	11,004	11,692	12,545	12,291	239,520	260,470	278,360	294,720	303,564
Mean Score	5.00	4.00	4.00	3.50	1.00	3.24	3.10	3.21	3.10	3.13	3.17	3.09	3.12	3.07	3.06

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AP® Five-Year School Score Summary (2017)

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Spanish Language and Culture *	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	1	4	3	5	1	1,814	1,772	2,048	2,104	1,602	34,686	34,303	41,066	45,307	34,310
4	2	4	3	5	6	1,946	2,671	2,668	2,782	2,970	35,573	48,729	53,023	57,019	61,516
3		1	1	3	7	1,588	2,328	2,162	2,345	2,877	27,617	42,264	41,934	44,832	60,932
2	1				2	1,356	695	701	853	870	22,818	13,306	13,548	15,764	18,492
1						1,070	141	102	125	150	19,014	2,382	2,075	2,528	3,030
Total Exams	4	9	7	13	16	7,774	7,607	7,681	8,209	8,469	139,708	140,984	151,646	165,450	178,280
Mean Score	3.75	4.33	4.29	4.15	3.38	3.27	3.69	3.76	3.72	3.59	3.32	3.70	3.77	3.77	3.59

Statistics	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	3	2		2	5	1,217	1,456	1,439	1,430	1,478	21,678	26,333	26,390	29,674	29,447
4	17	4	1	2		1,801	1,905	1,889	2,033	1,665	34,573	38,613	37,489	44,966	34,507
3	18	3	2	3	6	2,152	2,277	2,267	2,292	2,359	42,148	45,137	49,495	51,457	53,657
2	15	2	2	1		1,619	1,514	1,686	1,496	1,821	31,879	32,794	36,556	32,193	43,742
1	6		4	1		1,717	1,629	1,893	2,162	2,209	39,757	41,746	46,435	48,876	55,461
Total Exams	59	11	9	9	11	8,506	8,781	9,174	9,413	9,532	170,035	184,623	196,365	207,166	216,814
Mean Score	2.93	3.55	2.00	3.33	3.91	2.90	3.01	2.92	2.90	2.83	2.80	2.86	2.80	2.88	2.72

Studio Art 2-D Design Portfolio	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	2	1		3	3	311	296	350	327	466	3,411	3,795	4,892	4,542	6,439
4		1	1	1		603	645	563	715	623	7,931	8,055	8,177	10,412	10,352
3		2	1			553	623	524	666	599	8,757	9,646	9,200	11,109	11,544
2			1			292	268	277	238	237	4,553	5,039	5,077	4,952	4,415
1			1			50	71	96	40	39	893	969	1,385	796	618
Total Exams	2	4	4	4	3	1,809	1,903	1,810	1,986	1,964	25,545	27,504	28,731	31,811	33,368
Mean Score	5.00	3.75	2.50	4.75	5.00	3.46	3.43	3.44	3.53	3.63	3.33	3.32	3.35	3.41	3.53

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AP® Five-Year School Score Summary (2017)

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Data Updated Jul 26, 2017, Report Run Sep 7, 2017

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Studio Art: Drawing Portfolio	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	3	1	6	1	1	270	199	264	261	332	2,576	2,749	2,872	3,196	4,466
4	1	4	4	3	2	313	308	340	425	422	3,451	3,611	4,100	5,100	5,626
3	6	5	3	2	1	666	587	650	521	524	7,242	7,007	7,470	7,310	7,290
2	2	2		1		229	239	230	153	156	3,226	3,316	3,466	2,779	2,638
1						20	39	46	18	20	518	679	732	536	327
Total Exams	12	12	13	7	4	1,498	1,372	1,530	1,378	1,454	17,013	17,362	18,640	18,921	20,347
Mean Score	3.42	3.33	4.23	3.57	4.00	3.39	3.28	3.36	3.55	3.61	3.26	3.26	3.26	3.40	3.55

United States History	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	5	3	8	19	21	5,074	5,164	4,299	5,354	4,959	47,306	50,976	44,897	59,029	54,929
4	10	11	10	26	14	9,268	9,629	8,230	7,973	8,275	95,758	98,927	85,806	88,709	90,164
3	2	9	9	18	27	8,396	8,183	10,079	9,831	9,995	96,020	93,548	112,701	111,449	113,636
2	1	6	11	8	9	8,531	9,766	8,971	8,826	9,730	120,095	130,143	118,045	114,930	119,522
1			2	2	3	3,728	4,175	6,111	5,881	7,332	85,449	91,384	115,077	120,395	130,454
Total Exams	18	29	40	73	74	34,997	36,917	37,690	37,865	40,291	444,628	464,978	476,526	494,512	508,705
Mean Score	4.06	3.38	3.28	3.71	3.55	3.10	3.05	2.88	2.95	2.85	2.77	2.76	2.64	2.70	2.65

World History	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
5	1	4	14	13	18	1,644	1,765	1,984	2,166	2,881	13,506	16,430	17,460	18,994	25,509
4	10	17	15	22	18	3,610	4,343	4,232	5,095	6,272	31,504	39,498	37,745	44,534	59,771
3	28	24	21	20	14	6,603	7,849	7,927	8,540	7,579	67,735	78,640	83,601	84,010	80,075
2	14	7	1	10	9	4,673	4,814	5,577	5,977	6,251	69,756	68,632	79,600	82,100	88,890
1			3			1,756	1,465	1,864	2,065	1,601	48,159	43,733	47,968	56,523	46,204
Total Exams	53	52	54	65	59	18,286	20,236	21,584	23,843	24,584	230,660	246,933	266,374	286,161	300,449
Mean Score	2.96	3.35	3.67	3.58	3.76	2.93	3.01	2.95	2.97	3.10	2.53	2.66	2.61	2.61	2.77

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AP® Five-Year School Score Summary (2017)

Data Updated Jul 26, 2017, Report Run Sep 7, 2017

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)	New York	Global

* In 2011-12, the AP French Language course and exam title was changed to AP French Language and Culture.
* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.
* The AP Physics B Exam was discontinued following the 2014 AP Exam administration.

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AP® School Summary with Comparable Groups (2017)

This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

✓ Data Updated Jul 26, 2017, Report Run Sep 7, 2017

Croton-Harmon High School (331550)

	Score	Art Hist	Mus Theo	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Macr Econ	Psyc	US Hist	Worl Hist	Calc AB	Calc BC	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Phys C:Mech	Fren Lang	Span Lang	Total Exams*
School (331550)	5		1	3	1	24	6	4	6		21	18	12	8	6	5		1	3	5	4	3	1	132
	4	2			2	14	5	10	9		14	18	5		1		3	2	13	10	1	2	6	117
	3				1	12	9	17	15		27	14	1		2	6	3	10	2	10	3	2	7	141
	2					4	2	7	6		9	9			1		2	6	14	2			2	64
	1							4	2	1	3		1					3	5	1				20
	Total Number of Exams	2	1	3	4	54	22	42	38	1	74	59	19	8	10	11	8	22	37	28	8	7	16	474
	Mean Score	4.00	5.00	5.00	4.00	4.07	3.68	3.07	3.29	1.00	3.55	3.76	4.42	5.00	4.20	3.91	3.13	2.64	2.86	3.57	4.13	4.14	3.38	3.58
	Standard Deviation	0.00	0.00	0.00	0.82	0.99	0.99	1.09	1.09	0.00	1.15	1.06	1.02	0.00	1.14	1.04	0.83	1.00	1.27	1.00	0.99	0.90	0.81	1.15
	Total Schools	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
New York	5	116	295	466	332	3,407	1,583	237	1,639	2,506	4,959	2,881	3,455	3,004	970	1,478	1,307	1,005	858	738	1,219	237	1,602	40,260
	4	255	257	623	422	6,459	3,913	332	2,293	3,150	8,275	6,272	3,645	1,377	804	1,665	4,384	1,687	2,154	2,327	854	404	2,970	62,400
	3	293	329	599	524	9,597	7,791	251	1,654	2,454	9,995	7,579	4,294	1,450	740	2,359	7,661	2,668	1,315	2,614	513	508	2,877	80,745
	2	306	300	237	156	9,763	8,922	198	1,488	1,819	9,730	6,251	4,306	1,074	409	1,821	4,876	2,270	2,083	3,197	407	264	870	70,937
	1	158	168	39	20	3,990	3,181	208	1,696	2,362	7,332	1,601	3,491	346	828	2,209	1,090	1,166	2,548	1,730	236	42	150	41,097
	Total Number of Exams	1,128	1,349	1,964	1,454	33,216	25,390	1,226	8,770	12,291	40,291	24,584	19,191	7,251	3,751	9,532	19,318	8,796	8,958	10,606	3,229	1,455	8,469	295,439
	Mean Score	2.88	3.16	3.63	3.61	2.87	2.68	3.16	3.08	3.13	2.85	3.10	2.96	3.77	3.18	2.83	3.00	2.90	2.63	2.73	3.75	3.36	3.59	2.97
	Standard Deviation	1.21	1.33	1.03	1.00	1.17	1.07	1.36	1.40	1.40	1.28	1.11	1.36	1.26	1.49	1.37	0.99	1.19	1.36	1.17	1.28	1.05	0.97	1.25
	Total Schools	90	205	243	229	794	936	69	243	399	1,012	603	829	385	267	425	756	475	393	411	254	188	469	1,439
United States	5	2,717	3,637	6,137	4,226	51,741	26,792	4,872	21,311	55,150	54,247	24,810	55,296	50,801	13,371	27,339	15,704	13,987	14,857	8,038	17,308	3,138	33,284	620,844
	4	5,642	3,306	10,014	5,394	104,567	63,824	5,173	30,304	74,083	89,401	58,811	54,465	21,940	11,819	32,485	51,738	23,588	38,638	25,414	13,632	5,048	60,876	939,192
	3	6,773	4,748	11,216	7,007	159,041	118,530	4,365	22,642	59,255	112,927	79,214	63,497	24,104	12,504	51,754	91,439	39,262	24,420	32,948	7,932	7,404	60,726	1,229,973
	2	6,515	4,744	4,350	2,575	177,163	135,838	3,816	21,390	43,568	118,892	88,210	67,295	17,236	6,490	42,384	69,128	40,308	38,820	48,230	6,289	4,511	18,446	1,155,751
	1	3,073	2,866	615	323	82,596	54,496	3,024	36,704	63,016	129,926	46,008	63,000	6,146	12,294	54,349	21,359	33,350	41,666	49,037	4,059	1,263	3,010	905,682
	Total Number of Exams	24,720	19,301	32,332	19,525	575,108	399,480	21,250	132,351	295,072	505,393	297,053	303,553	120,227	56,478	208,311	249,368	150,495	158,401	163,667	49,220	21,364	176,342	4,851,442
	Mean Score	2.94	3.01	3.52	3.54	2.77	2.68	3.24	2.83	3.05	2.64	2.76	2.91	3.78	3.13	2.69	2.88	2.63	2.66	2.36	3.69	3.20	3.58	2.84
	Standard Deviation	1.19	1.33	1.01	1.02	1.17	1.10	1.36	1.45	1.41	1.32	1.18	1.40	1.27	1.46	1.35	1.03	1.24	1.34	1.20	1.29	1.11	0.97	1.29
	Total Schools	1,992	3,068	4,597	3,819	12,741	13,303	1,262	4,607	7,945	12,896	6,857	13,274	6,810	4,442	8,352	10,526	8,329	6,025	6,682	3,780	3,159	7,873	20,196
Global	5	2,810	3,748	6,439	4,466	53,147	27,614	5,224	24,764	57,961	54,929	25,509	59,578	56,701	14,775	29,447	16,454	16,078	15,153	9,299	20,080	3,966	34,310	665,983
	4	5,814	3,359	10,352	5,626	106,480	65,331	5,494	33,127	76,221	90,164	59,771	57,073	24,098	12,747	34,507	53,676	25,923	39,323	27,706	14,932	5,816	61,516	975,572
	3	6,941	4,801	11,544	7,290	161,239	120,679	4,582	24,012	60,613	113,636	80,075	66,204	26,483	13,333	53,657	93,830	41,753	24,714	34,751	8,709	7,809	60,932	1,261,545
	2	6,686	4,788	4,415	2,638	179,083	137,849	4,010	22,407	44,376	119,522	88,890	69,908	18,752	6,974	43,742	70,354	41,823	39,235	49,843	6,856	4,624	18,492	1,177,559

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AP® School Summary with Comparable Groups (2017)

This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

Data Updated Jul 26, 2017, Report Run Sep 7, 2017

	Score	Art Hist	Mus Theo	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Eng Lit Comp	Comp Gov Pol	Macr Econ	Psyc	US Hist	Worl Hist	Calc AB	Calc BC	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Phys C:Mech	Fren Lang	Span Lang	Total Exams*
Global	1	3,149	2,883	618	327	83,254	54,944	3,171	37,833	64,393	130,454	46,204	64,886	7,099	13,047	55,461	21,648	34,110	41,971	49,904	4,461	1,279	3,030	920,246
	Total Number of Exams	25,400	19,579	33,368	20,347	583,203	406,417	22,481	142,143	303,564	508,705	300,449	317,649	133,133	60,876	216,814	255,962	159,687	160,396	171,503	55,038	23,494	178,280	5,000,905
	Mean Score	2.94	3.02	3.53	3.55	2.77	2.69	3.25	2.89	3.06	2.65	2.77	2.93	3.79	3.15	2.72	2.89	2.67	2.67	2.40	3.71	3.28	3.59	2.86
	Standard Deviation	1.19	1.33	1.01	1.02	1.17	1.10	1.36	1.46	1.42	1.32	1.18	1.40	1.27	1.46	1.36	1.03	1.26	1.34	1.21	1.29	1.12	0.97	1.30
	Total Schools	2,150	3,169	4,804	3,998	13,407	13,997	1,460	5,320	8,656	13,301	7,234	14,438	7,664	5,037	8,969	11,339	9,200	6,343	7,388	4,370	3,485	8,067	22,096

* The scores, total number of exams, mean score, and standard deviation for each comparable group represent all exams taken by students in that group. Therefore, data for exam subjects not offered at your school may still be included in the Total Exams column.

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

Students by Education Level

Comparable Group	Total Schools	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Croton-Harmon High School	1	243			90	92	61		
New York	1,439	166,887	2,566	50	65,283	63,235	33,453	2,222	78
United States	20,196	2,686,477	58,075	585	927,852	981,026	534,484	176,881	7,574
Global	22,096	2,759,654	59,873	2,372	960,643	1,007,294	543,765	178,041	7,666

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

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AP® Current Year Score Summary (2017)

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each AP score.

Data Updated Jul 26, 2017, Report Run Sep 7, 2017

Disciplines : All Disciplines

Croton-Harmon High School (331550)

Total AP Students in Your School: 243

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	**132**	**117**	**141**	**64**	**20**	**474**
Percentage of Total Exams	**28**	**25**	**30**	**14**	**4**	**100**
Number of AP Students	**83**	**90**	**108**	**56**	**20**	

Subject Totals	5	4	3	2	1	Total Exams
Art History		2				2
Music Theory	1					1
Studio Art: 2-D Design Portfolio	3					3
Studio Art: Drawing Portfolio	1	2	1			4
English Language and Composition	24	14	12	4		54
English Literature and Composition	6	5	9	2		22
Comparative Government and Politics	4	10	17	7	4	42
Macroeconomics	6	9	15	6	2	38
Psychology					1	1
United States History	21	14	27	9	3	74
World History	18	18	14	9		59

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Disciplines : All Disciplines

Croton-Harmon High School (331550)

Subject Totals	5	4	3	2	1	Total Exams
Calculus AB	12	5	1		1	19
Calculus BC	8					8
Computer Science A	6	1	2	1		10
Statistics	5		6			11
Biology		3	3	2		8
Chemistry	1	2	10	6	3	22
Environmental Science	3	13	2	14	5	37
Physics 1	5	10	10	2	1	28
Physics C: Mechanics	4	1	3			8
French Language and Culture	3	2	2			7
Spanish Language and Culture	1	6	7	2		16

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Project Lead the Way Final Exam Results						
Scale of 1 through 9						
Score	**Frequency**					
1	2					
2						
3	1					
4	3					
5	4					
6	4					
7	4					
8	3					
9	1					
Notes:	**scores 6 and above are eligible for college credit**					
	A score of 8 or 9 equals an A in a college course					
	A score of 7 equals an B in a college course					
	A score of 6 equals an C in a college course					



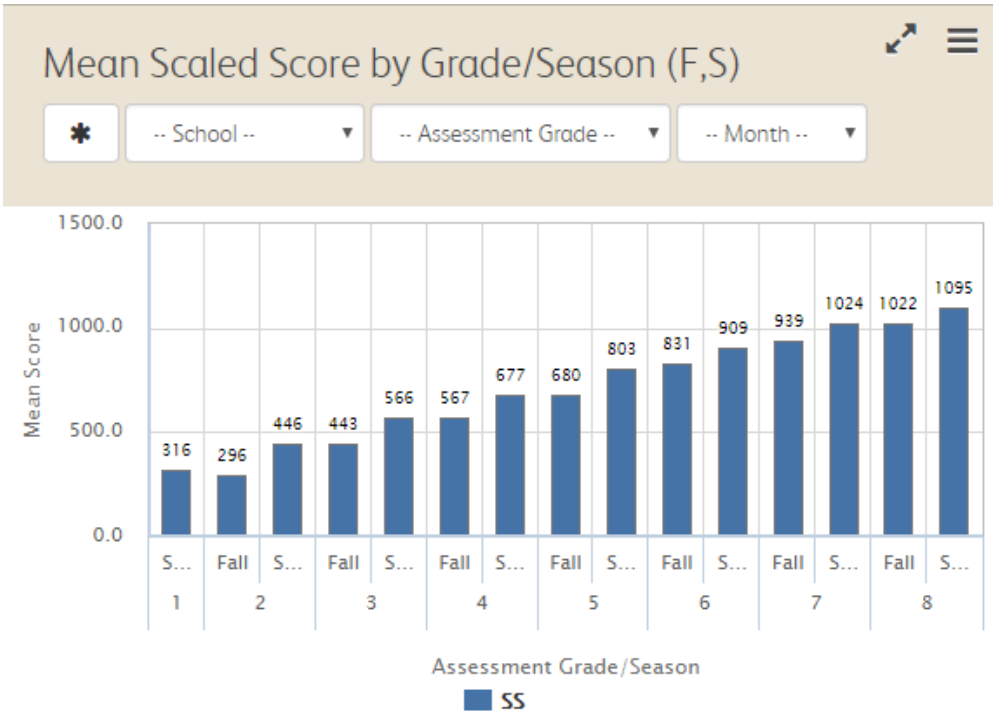
CROTON-HARMON

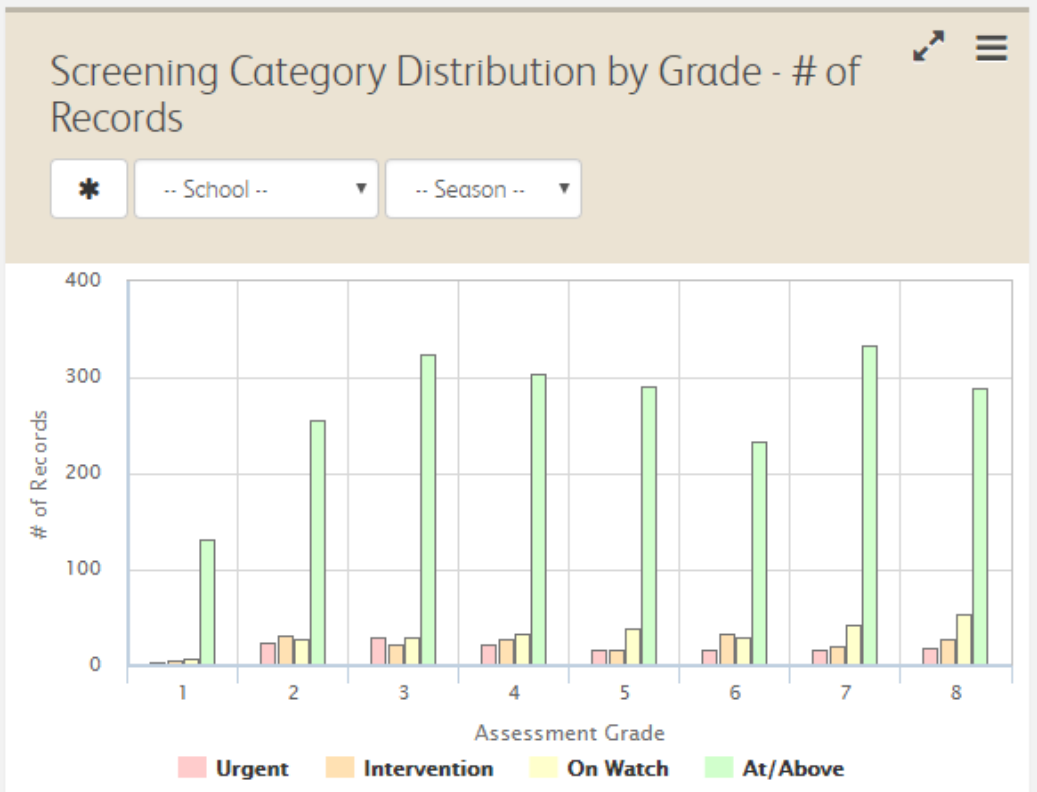
Union Free School District

Renaissance Star Data and
Achieve 3000 Data

Renaissance Star Reading - 2016/2017 Results

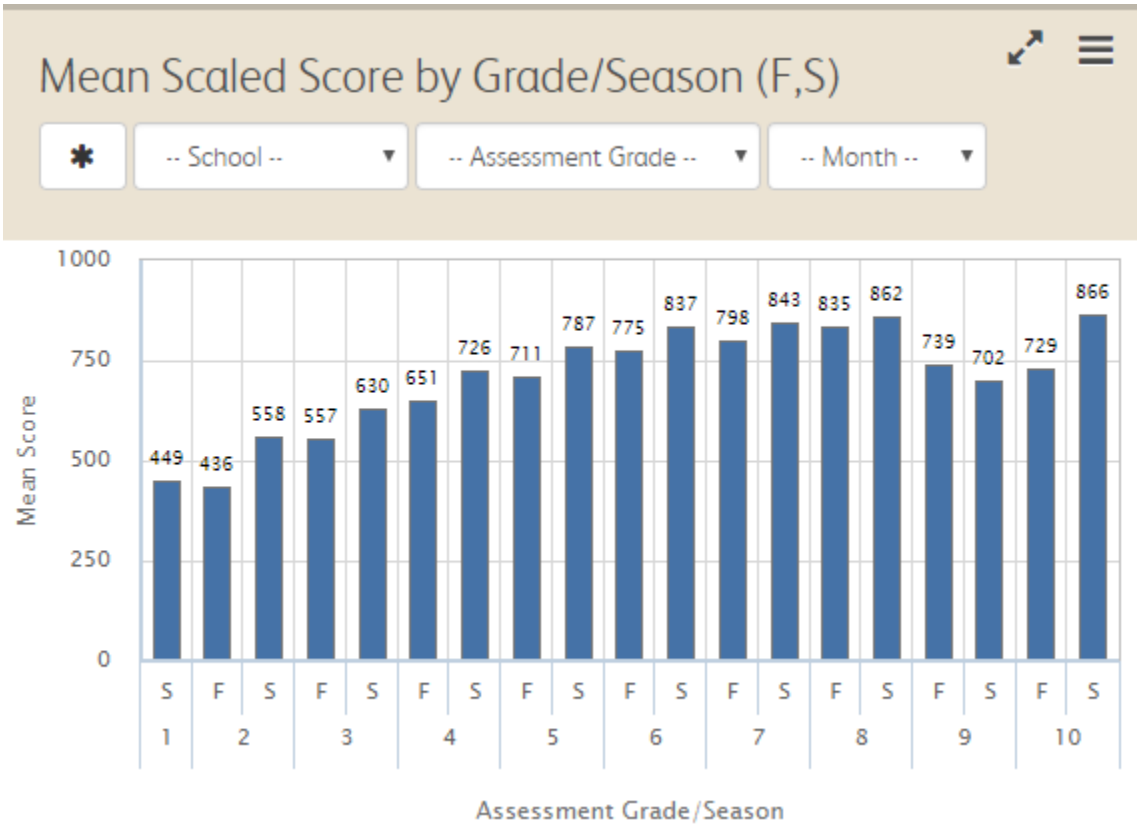
Fall/Spring Star Reading




Screening Category Distribution by Grade - # of Records
✱
-- School --
-- Season --
400
300
200
100
0
of Records
1
2
3
4
5
6
7
8
Assessment Grade
Urgent
Intervention
On Watch
At/Above

Renaissance Star Math - 2016/2017 Results

Fall/Spring Star Math



Achieve 3000 - 2016/2017 Results



Croton-Harmon

Union Free School District

Appendix A2 Prof Dev Opportunities

Teacher	PD Workshop 16-17 School Year
Akhondzadeh, Emma	Croton-Harmon Assessment Institute with LCI Angela Lalor
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
	PVC Achieve 3000 - Part II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Alamprese, Melissa	K-12 Health/PE Curriculum Review
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Allberry-Lynch, Patricia	Croton-Harmon Assessment Institute with LCI Angela Lalor
	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Learning.com Training
	Smart Notebook Session I
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
Ardolino, Susan	12th Grade English (New) Course
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Armstrong, Wendy	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Curriculum Coordinators Meeting
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Arturi, Theresa	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	Model Schools Cohort - Job embedded professional development
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Smart Solutions in your Classroom
	Examination of Student Work - CET Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Baker-Gasparri, Denise	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Banas, Kelly	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Smart Notebook Session I
	Alpine Achievement Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Barkan, Eve	Croton-Harmon Assessment Institute with LCI Angela Lalor
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
	PVC Achieve 3000 - Part II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Barnes, Sally	World Language Summer Curriculum Work
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Seal of Bi-Literacy
	What Latino Students Want from School - Janson G. Irizarry - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
Beja, Carrie	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Advisory Planning
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Alpine Achievement Training

Bernfeld, Maryann	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	Model Schools Cohort - Job embedded professional development
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, March 22, 2017 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Smart Solutions in your Classroom
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Besana, Joanna	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Birdsall, Amanda	Cross Building Faculty Meeting Nov. 16, 2016
Bohuniek, John	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction (5/17/17 Session)
Bonilla, Rachel	PVC Faculty Meeting
	SELC - Advisory Planning
	SELC - Full District Faculty
	What Latino Students Want from School - Janson G. Irizarry - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners
	Alpine Achievement Training

Bowden, Brett	PVC Faculty Meeting
	PVC Faculty Meeting
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	PVC Faculty Meeting
	PVC Faculty Meeting
	SELC - Full District Faculty
	PVC Faculty Meeting
	PVC Faculty Meeting
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	PVC Faculty Meeting
	New Professionals' Follow Up Meeting -LATIC - Differentiating Instruction for All Learners
	PVC Faculty Meeting
	PVC Faculty Meeting
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction (5/25/17 Session)
Boyle, Kristyn	CHHS Faculty Meeting
Bradley, Gregory	Croton-Harmon Assessment Institute with LCI Angela Lalor
	2016-2017 Critical Friends
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	SELC - Full District Faculty
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	CHHS Faculty Meeting

Bree, Susan M.	Croton-Harmon Assessment Institute with LCI Angela Lalor
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	SELC - Full District Faculty
	Seal of Biliteracy
	CHHS Curriculum Coordinator Meeting
	CHHS Faculty Meeting
	Seal of Bi-Literacy
	CHHS Faculty Meeting
	Curriculum Coordinators Meeting
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	CHHS Faculty Meeting
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
Brennan, Catherine	PVC Report Card - Review, Reflect, and Align assessments and rubrics (math)
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Smart Solutions in your Classroom
	Project Lead the Way - The Gateway Program (Middle School Program)
Brunelle, Kevin	K-12 Health/PE Curriculum Review
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners
Burger, Jodi	Curriculum Work using LATIC to Frame Unit Development
	CHHS Faculty Meeting
	SELC - Full District Faculty
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Butts, Jessica	K-12 Health/PE Curriculum Review
	Design STEPS-A Curriculum for 5th though 8th Grades
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Advisory Planning
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Callahan, Ryan	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Camilo, Erica	PVC Report Card-Review, Reflect, and Align Assessments& Rubrics (Math 5th Grade)
	Transition Work in Grade 5
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
Campanaro, Craig	CET Faculty Meeting
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Examination of Student Work - CET Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Campbell, Sarah	Curriculum Work using LATIC to Frame Unit Development
	Croton-Harmon Assessment Institute with LCI Angela Lalor
	CHHS Faculty Meeting
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Seal of Biliteracy
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Cardellichio, Laurel	CHHS Faculty Meeting
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Carlucci, Tara	CET Faculty Meeting
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Carr, Phyllis	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Examination of Student Work - CET Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Castro, Kerry	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
Chimileski, Michael	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Chousa, Joann	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Smart Notebook Session I
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Cobb, Phyllis	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Cook, Janet	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	PVC Achieve 3000 - Part II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Corns, Doreen	CET Faculty Meeting

Cueto, Janet	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - CET Teacher Group
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Smart Notebook Session II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
D'Amato, Maria	World Language Summer Curriculum Work
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Curriculum Coordinators Meeting
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Daubney-Morrison, Pamela	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Deacy, Eileen	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Alpine Achievement Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Deak, Jonna	Scaffolding the Algebra 1 curriculum
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CHHS Achieve 3000 - Part II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Delaney, Daniel	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CHHS Curriculum Coordinator Meeting
	Curriculum Coordinators Meeting
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
Diamond, Dara	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Dillon, Maureen	PVC - Review, Reflect and align assessments & rubrics (6th Grade Math/Science Common Assessment/Report Card Review)
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Dinis, Nicole	CET Faculty Meeting
	PVC Faculty Meeting
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Building Relationships with People from Different Cultures - Hidden Curriculum,3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
Duchin, Justin	K-12 Health/PE Curriculum Review
	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Examination of Student Work - CET Teacher Program (LCI Workshop with Angela Lalor)

Dudman, Susan	Scaffolding the Algebra 1 curriculum
	2016-2017 Critical Friends
	CHHS Faculty Meeting
	SELC - Full District Faculty
	CHHS Curriculum Coordinator Meeting
	Curriculum Coordinators Meeting
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Dwyer, Lisa	Croton-Harmon Assessment Institute with LCI Angela Lalor
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Dyakina, Tatiana	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Equity Literacy for All - Paul C. Gorski/Katy Swalwell - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Ernau, Katherine	PVC Report Card/Common Assessments - Grade 6
	Curriculum Work using LATIC to Frame Unit Development
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
	PVC Achieve 3000 - Part II
Fallon, Eileen	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, March 22, 2017 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Ferrara, Raymond	7th Grade Science Curriculum
	Transition Work Science grades 7 & 8
	8th Grade Earth Science
	PVC Grade Reporting - 8th grade Regents Earth Science Grade Reporting
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg

Finan, Tracey	Transition work with Math 7
	PVC Report Card - Review, Reflect, and Align assessments and rubrics (math)
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Fiorini, Erica	12th Grade English (New) Course
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	Seal of Biliteracy
	CHHS Curriculum Coordinator Meeting
	Seal of Bi-Literacy
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CHHS Achieve 3000 - Part II
	Alpine Achievement Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Fitzgerald, Lauren	Section 504 Referral Process/Suicide Prevention Screener
	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Alpine Achievement Training
Flynn, Kevin	K-12 Health/PE Curriculum Review
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	PVC Faculty Meeting
	PVC Faculty Meeting
	SELC - Full District Faculty
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Flynn, Lisa	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Fontana, Jocelyn	K-12 Health/PE Curriculum Review
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Frey, Lisa Marie	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Fuerst, Linda	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Gagliano, Debra	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
Gallagher, Noah	Transition Work Science grades 7 & 8
	PVC Grade Reporting - 8th grade Regents Earth Science Grade Reporting
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
Galotto Sullivan, Ruth	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Garrett, Kym	Scaffolding the Algebra 1 curriculum
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Gaynor, Kim	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Curriculum Coordinators Meeting
	CHHS Achieve 3000 - Part II
	Alpine Achievement Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Gendron, Marisa	PVC - Review, Reflect and align assessments & rubrics (6th Grade Math/Science Common Assessment/Report Card Review)
	Croton-Harmon Assessment Institute with LCI Angela Lalor
	PVC Faculty Meeting
	SELC - Full District Faculty
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Alpine Achievement Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
German, Linda	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Giordano, Dawn	PVC Report Card/Common Assessments - Grade 6
	Curriculum Work using LATIC to Frame Unit Development
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Equity Literacy for All - Paul C. Gorski/Katy Swalwell - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	PVC Achieve 3000 - Part II
Glazenburg, Zhanna	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	Equity Literacy for All - Paul C. Gorski/Katy Swalwell - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Project Lead the Way - The Gateway Program (Middle School Program)
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)

Glynn, Gina	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Examination of Student Work - CET Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Gonzales, Lauren	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, March 22, 2017 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Hager, Debbie	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Hamilton, Jenna	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Examination of Student Work - CET Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg

Hayes, Kaylynn	CET Faculty Meeting
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
Herbert, Kira	PVC Report Card-Review, Reflect, and Align Assessments& Rubrics (Math 5th Grade)
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/2/217 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Horan, Nancy	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Alpine Achievement Training
Hubbard, Erica	Curriculum Work using LATIC to Frame Unit Development
	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
Ingraham-Friedman, Kelly	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Alpine Achievement Training
Jamison, Linda	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
Johnson, Jacquline	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
	PVC Achieve 3000 - Part II
	Alpine Achievement Training
Jordan, Nora	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Katzman, Michael	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Kelsey, Jennifer	Equity Literacy for All - Paul C. Gorski/Katy Swalwell - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	PVC Faculty Meeting
Klugherz, Glenn	Design STEPS-A Curriculum for 5th though 8th Grades
	PVC Faculty Meeting
	SELC - Full District Faculty
	Curriculum Coordinators Meeting
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Alpine Achievement Training
Lafuente, Brienne	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Landi-Lopez, Stella	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	Smart Notebook Session I
	Alpine Achievement Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Large, Daniel	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
LeBlanc, Joseph	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016

Leslie, Suzanne	K-12 Health/PE Curriculum Review
	Croton-Harmon Assessment Institute with LCI Angela Lalor
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - CET Teacher Group
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Transition Work in Special Education Middle School
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, March 22, 2017 - Cross Bldg Mtg
Liebert, Debbie	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	Model Schools Cohort - Job embedded professional development
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum,3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Smart Solutions in your Classroom
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Light-Donovan, Donna	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CHHS Curriculum Coordinator Meeting
	Curriculum Coordinators Meeting
	Equity Literacy for All - Paul C. Gorski/Katy Swalwell - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
Lim, Soyoung	AP Computer Science A mapping/ LAB/ AP Course Audit
	Curriculum Work using LATIC to Frame Unit Development
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Lindner, Kurt	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Liss, Stefanie	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Lombardo, Emily	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum,3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Maiolo, Lauren	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CHHS Curriculum Coordinator Meeting
	Curriculum Coordinators Meeting
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Martucci, Ben	K-12 Health/PE Curriculum Review
	Cross Building Faculty Meeting Nov. 16, 2016
	CHHS Faculty Meeting
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
McConville, Ilana	Croton-Harmon Assessment Institute with LCI Angela Lalor
	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
McManus, Renoir	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Merriam, Joseph K.	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Seal of Biliteracy
Moll, Travis	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	Model Schools Cohort - Job embedded professional development
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Smart Solutions in your Classroom
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
Moore, Annemarie	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Equity Literacy for All - Paul C. Gorski/Katy Swalwell - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Moore, Jennifer	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CHHS Curriculum Coordinator Meeting
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum -3/22/17 - Cross Bldg Mtg
More, Jo-Ann	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Examination of Student Work - CET Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg

Mosenthal, Kirby	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Student Group - STAR Club
	SELC - Full District Faculty
	What Latino Students Want from School - Janson G. Irizarry - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Alpine Achievement Training
Mustacchi, Johanna	K-12 Health/PE Curriculum Review
	Design STEPS-A Curriculum for 5th though 8th Grades
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Advisory Planning
	SELC - Full District Faculty
	Equity Literacy for All - Paul C. Gorski/Katy Swalwell - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Naughton, Thomas	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
O'Brien, Sara	CHHS Faculty Meeting
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Occhipinti, Sam	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CHHS Achieve 3000 - Part II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Palencsar, Stephen	Transition Work in Special Education Middle School
	Scaffolding the Algebra 1 curriculum
	Croton-Harmon Assessment Institute with LCI Angela Lalor
	Cross Building Faculty Meeting Nov. 16, 2016
	PVC Faculty Meeting
	SELC - Full District Faculty
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Payne, Laurie	PVC Faculty Meeting
	SELC - Full District Faculty
Pegna, Christina	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	PVC Faculty Meeting
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners

Perrone, Dorothy	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, March 22, 2017 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Pike, Eileen	Scaffolding the Algebra 1 curriculum
	Croton-Harmon Assessment Institute with LCI Angela Lalor
	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
Ranieri, Philip	Transition work with Math 7
	PVC Report Card - Review, Reflect, and Align assessments and rubrics (math)
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction (1/4/17 Session)
Reich, Linda	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	Model Schools Cohort - Job embedded professional development
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Smart Solutions in your Classroom
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction (12/5/16 Session)
Rescigno, Jennifer	PVC - Review, Reflect and align assessments & rubrics (6th Grade Math/Science Common Assessment/Report Card Review)
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Curriculum Coordinators Meeting
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Alpine Achievement Training

Rhoades, Alison Louise	2016-2017 Critical Friends
	CET Faculty Meeting
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Rimoli, Nancy	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Smart Notebook Session I
	Alpine Achievement Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Roberts, Marlena	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - CET Teacher Group
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Curriculum Coordinators Meeting
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Smart Notebook Session II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Transition Work in Grade 5
	Croton-Harmon Assessment Institute with LCI Angela Lalor
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Equity Literacy for All - Paul C. Gorski/Katy Swalwell - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
	PVC Achieve 3000 - Part II
	Alpine Achievement Training

Rooney, Jamie	Earth Science Curriculum Review High School
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
Rosen, Eric	Section 504 Referral Process/Suicide Prevention Screener
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Alpine Achievement Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Rupp, Rebekah	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, March 22, 2017 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Saladino, Nancy	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	PVC Achieve 3000 - Part II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Schmidt, Eric	PVC Report Card - Review, Reflect, and Align assessments and rubrics (math)
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Alpine Achievement Training
Schoenleber-Fontan, Kristin Noel	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Student Group - STAR Club
	SELC - Full District Faculty
	CHHS Curriculum Coordinator Meeting
	Curriculum Coordinators Meeting
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Scollins, Lauren	PVC - Review, Reflect and align assessments & rubrics (6th Grade Math/Science Common Assessment/Report Card Review)
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Curriculum Coordinators Meeting
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Project Lead the Way - The Gateway Program (Middle School Program)
	Alpine Achievement Training
Shapiro, Jill	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - CET Teacher Group
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg
Sirlin, Charlene	World Language Summer Curriculum Work
	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
Song, Qi	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
Spalding, Michael	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Stark, Eileen	CET Faculty Meeting
	PVC Faculty Meeting
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology

Stevens, Chase	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Stouber, Dafna	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Strattner, Ana Maria	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learning.com Training
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Streany, Jr., Joseph P.	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
	Alpine Achievement Training
Sullivan, Marie	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	What It Takes for English Learners to Succeed - J Echevarria, N Frey, D Fisher - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Szymanski, Jaclyn	Croton-Harmon Assessment Institute with LCI Angela Lalor
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
Thibideau, Tanya	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Student Group - STAR Club
	SELC - Full District Faculty
	Alpine Achievement Training

Tome, Lauren	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
Torres-Pagan, Vilma	CET Faculty Meeting
	SELC - CET Teacher Group
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	What Latino Students Want from School - Janson G. Irizarry - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
Tracy, Kerri	K-12 Health/PE Curriculum Review
	Design STEPS-A Curriculum for 5th though 8th Grades
	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Student Group - STAR Club
	SELC - Full District Faculty
	CHHS Curriculum Coordinator Meeting
	Curriculum Coordinators Meeting
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
Troise, Leslie	2016-2017 Critical Friends
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Student Group - STAR Club
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CHHS Faculty Meeting
	Alpine Achievement Training
Valentine, Ashley	Croton-Harmon Assessment Institute with LCI Angela Lalor
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	What Latino Students Want from School - Janson G. Irizarry - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)

Valentino, Jessica	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Vlad, Lisa	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - CET Teacher Group
	CET Faculty Meeting-Examining Student Work & Lexia
	Model Schools Cohort - Job embedded professional development
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Smart Solutions in your Classroom
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Walter, Kaitlin	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Wang-Paolicelli, Sophie	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	Ten (Usually Wrong) Ideas about ELLs - Barbara Gottschalk - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
Weinstein, Michael	Television Studio Curriculum Design
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	The Moral Dimensions of Schools - Diane Berreth and Sheldon Berman - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction

Weiss, Megan	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Engaging Your Beginners- Jane Hill - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Wellman, Sarah	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Curriculum Coordinators Meeting
	Examination of Student Work - PVC Teacher Program (LCI Workshop with Angela Lalor)
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
Xavier, David	Curriculum Planning for the Flexible Support Program
	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CHHS Achieve 3000 - Part II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Zabbia, Maryann	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Curriculum Coordinators Meeting
	Curriculum Coordinator Professional Development Day with Angela Lalor (LCI)
	Alpine Achievement Training
Zamperlin, Patricia	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	CET Faculty Meeting-Examining Student Work & Lexia
	CET Faculty Meeting-Examining Student Work/Formative Assessments
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	CET Faculty Meeting-English Language Learners/Technology
	CET Faculty Meeting-Examining Student Work/Emergency Procedures
	CET Faculty Meeting-APPR/Technology
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction
Zantay, Jazz	CHHS Faculty Meeting
	CET Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners
	Good Teachers Embrace Their Students' Cultural Backgrounds - S Quinton- Hidden Curriculum - 3/22/17 - Cross Bldg Mtg

Zappa, Isabella	CHHS Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Building Relationships with People from Different Cultures - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	New Professionals' Follow Up Meeting - LATIC - Differentiating Instruction for All Learners
	Examination of Student Work - CHHS Teacher Program (LCI Workshop with Angela Lalor)
Zinman, Matthew	PVC Faculty Meeting
	Cross Building Faculty Meeting Nov. 16, 2016
	SELC - Full District Faculty
	Inviting All Students to Learn - Hilary Dack/Carol Ann Tomlinson - Hidden Curriculum, 3/22/17 - Cross Bldg Mtg
	PVC Achieve 3000 - Part II
	Learner-Active, Technology-Infused Classroom (LATIC): An Introduction



Croton-Harmon

Union Free School District

Appendix A3 Croton-Harmon Graduates

The University of Alabama
Arizona State University
Barnard College
Baruch College of the CUNY
Becker College
Belmont University
Berkeley College of White Plains
Binghamton University
Binghamton University (College of Community and Public Affairs)
Binghamton University (Harpur College of Arts & Sciences)
Boston College
Boston College (College of Arts & Sciences)
Boston University
Brandeis University
Bryant University
Carnegie Mellon University
City College of New York CUNY
University of Colorado at Boulder
University of Colorado at Boulder (College of Arts & Sciences)
Colorado College
Colorado State University
The Cooper Union for the Advancement of Science & Art
Cornell University (College of Ag. & Life Sciences)
CUNY-Macaulay Honors College (The City College)
University of Delaware
Dutchess Community College
Emerson College
Fisher College
Gap Year
Goucher College
Harvard University
High Point University
Hobart and William Smith Colleges
Hofstra University
The University of Iowa
Ithaca College
University of Kansas (School of Education)
Kenyon College
Manhattan College
Marist College
Marquette University (College of Engineering)
University of Massachusetts, Amherst
University of Massachusetts, Amherst (College of Humanities & Fine Arts)
University of Massachusetts, Amherst (Isenberg School of Management)
McGill University (Faculty of Arts)
The College of Westchester
University of Michigan
University of Minnesota, Twin Cities (CLA College of Liberal Arts)
Nichols College
North Central Texas College
Quinnipiac University
Rensselaer Polytechnic Institute
Rhode Island School of Design
University of Rhode Island
Rice University
Sacred Heart University
Saint Anselm College
The College of Saint Rose
Salem State University
Skidmore College
University of South Carolina
University of Southern Maine
State University of New York at Albany
State University of New York at New Paltz
Stony Brook University
Suffolk University
SUNY College at Cortland
SUNY College at Oneonta
SUNY Delhi
SUNY Oswego
SUNY Polytechnic Institute
Syracuse University
Syracuse University (College of Engineering & Comp. Science)
Technische Universiteit Eindhoven
University at Buffalo The State University of New York
University of St Andrews
University of Vermont
Washington University in St. Louis (Arts and Sciences)
Wesleyan University
West Virginia University
Westchester Community College
Western New England University
Wheaton College MA