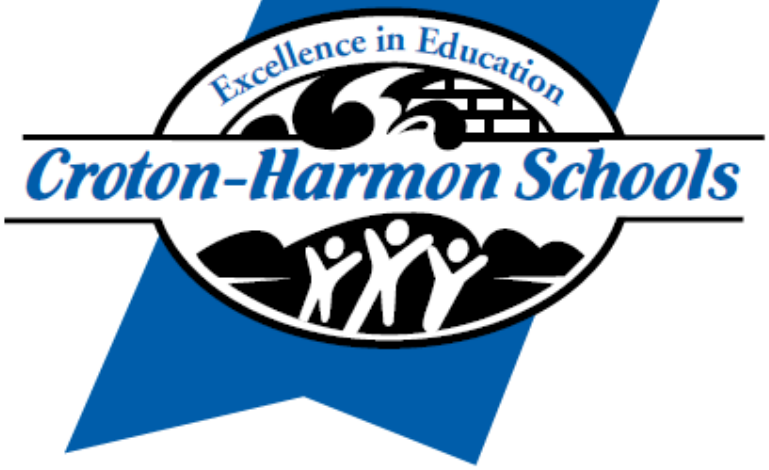


CROTON-HARMON

Union Free School District

Annual Report: 2015-2016

ANNUAL REPORT 2015 - 2016
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Croton-Harmon Union Free School District
10 Gerstein Street
Croton-on-Hudson, NY 10520

October 2016

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

Education is the most powerful weapon which you can use to change the world. Nelson Mandela

Once again, I am given the opportunity to reflect on our district goals, our aspirations, our dreams and our future. This year, I begin my letter with a quote which embraces the Croton-Harmon vision and mission. It is our mission to challenge students, our mission to create communicators, our mission to create problem solvers while our vision challenges the educational system to create life-long learners who contribute to our society, locally and globally. Our 2015-2016 Annual Report affords us the opportunity to see the evidence of our vision and mission and how we continue to strive to reach our goals while continuing to climb.

This year we drilled down deeply into our assessment practices. We see this work continuing into the 2016-2017 school year. We are engaging in work to deepen our understanding of how to design performance assessments to produce learning. To ensure a K-12 approach to this work, our teachers followed a district-developed planning protocol for alignment and assessment development. In summary, this work begins and links directly to the examination of our curriculum maps. As teachers reflect on their curricula units, they take an inventory of their current assessments. This inventory reveals the types of assessments in each unit and how the assessments align with the learning standards. As teachers move through the protocol, they develop and refine rubrics and examine student work which further defines alignment.

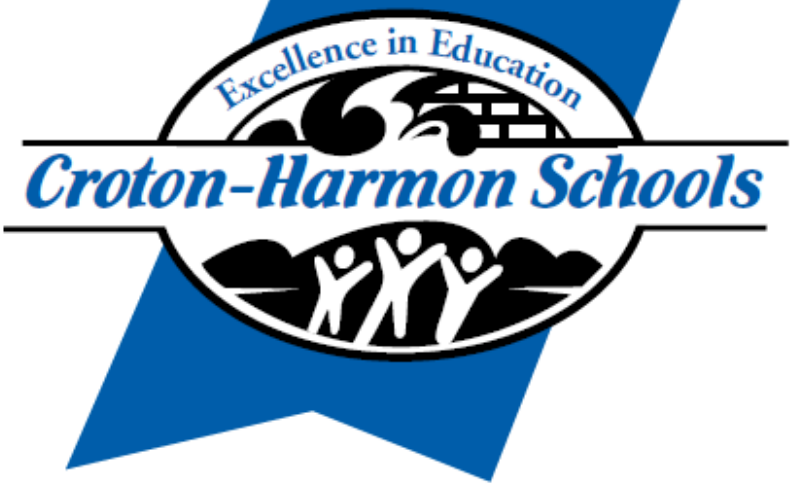
Our schools remain vibrant learning environments with the professionals continuing to move our educational agenda forward. CET continues to pilot French in fourth-grade. We have convened a committee to examine the feasibility of the World Languages program K-4 in the future. PVC rolled out a standards-based report card grade 5-8. We now have a standards-based report card K-8. The high school introduced computer sciences and an engineering pilot. We are poised to make changes in the next school year to increase opportunities for our students.

The 2015-2016 theme, "A forward path" was woven into our work as this year we spent a lot of time learning and exploring. We explored Thinking Maps, Project Lead the Way (Engineering Program), International Baccalaureate Programmes, and STEM/STEAM design labs. On our "forward path" we continue to explore ways to further enhance our learning environments so students will have the skills to "Change the World." 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



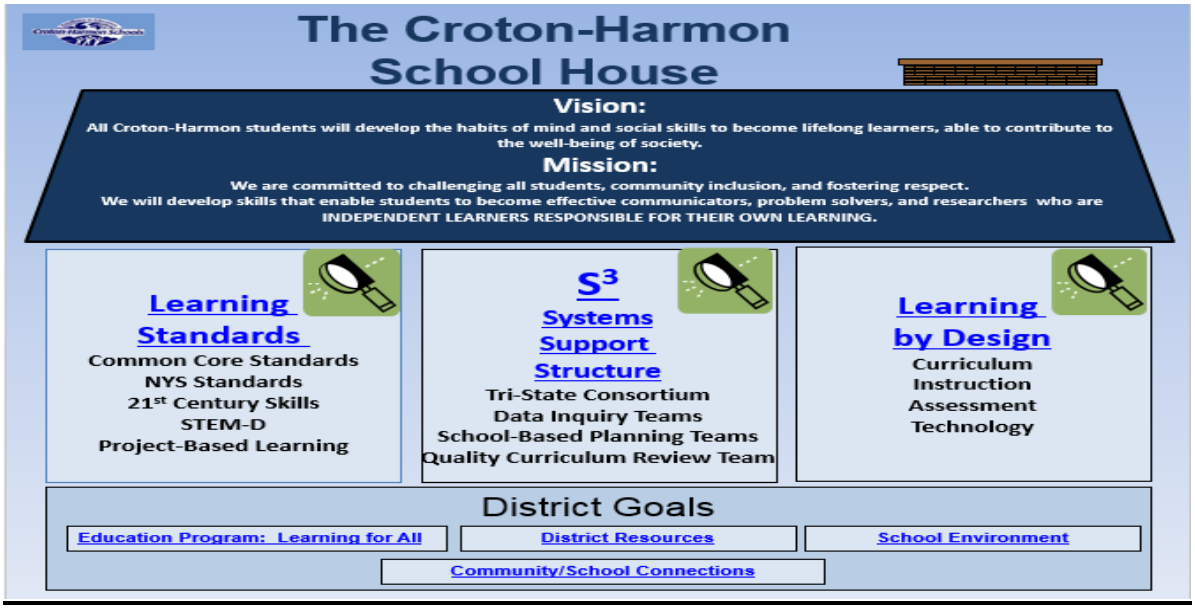
CROTON-HARMON

Union Free School District

Goal Attainment: 2015-2016

District Goals and Goal Attainment 2015 -2016

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



These goals are as follows:

Educational Program – Learning for All: Increase learning for all in the areas of quality curriculum, instruction, assessment, and the integration of technology into quality learning experiences.

Community/School Connection: Increase interactions and communications between school and community

School Environment: Promote a school environment where everyone including students, parents, and staff members feel valued, respected, and safer.

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

Each year our district, school, and department goals are created to support the overarching foundational goals. This school year we further defined our focus to one goal, "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 Croton-Harmon mission and vision and are used to inform/support professional practice. We also identified one essential question to drive our thinking, "How do our assessment and measurement systems align with our goals for learning, teaching practices and the demands of data driven instruction?"

You will note in the subsequent pages, how we either approached our goals, supported our foundational goals and/or attained our goals.

Curriculum, Instruction, and Assessment

- Developed the *Strategic Coherence Planning Protocol for Alignment and Assessment Development*.
- Developed a new APPR plan in alignment with Education Law §3012-d
- Implemented the revised APPR at CET
- Developed a plan to use all available conference time (superintendent's days, cross-building days, department meetings, etc.)
- Implemented a new CET standards-based report card with minor edits
- Implemented a new PVC standards-based report card (brand new)
- Outlined future computer science offerings for grades 9-12
- Introduced an engineering pilot for the high school
- Explored the use of Project Lead the Way (engineering program for high school)
- Continued to refine "Math at Your Own Depth"
- Reconvened the Grading Committee to review our roll out of our standards-based report card and review staff and parent feedback
- Opened up the grade book in the parent portal for PVC and high school for greater transparency and increase communication between home and school
- Provided on-going support in Google Apps for Education through in-service classes run by a Google Certified Teacher in district as well as LHRIC
- Provided professional development in Gmail and Google calendar
- Provided on-going training and support for CHHS teachers' eSchoolData gradebook.
- Provided Professional Development in Achieve 3000 for PVC teachers.
- Provided Professional Development in Renaissance Star testing results for PVC teachers in Math and ELA.
- Continued our work with consultant Dr. Thornburg for cultural competence and supporting our English Language Learners
- Continued our Unity Day Activities

- Continued our work with the Social Emotional Learning Committee to support our at-risk students

- Provided opportunities for discussion regarding how instruction is differentiated for various ethnic backgrounds

- Utilized STAR assessments K-8 and expand its use to the high school specifically targeting 9th grade and special education students

The Annual Report also contains focus areas for departments, specifically, the business, transportation, and facilities offices. As with educational areas, you will note how goals drive this work and how they continue to maintain a focus on serving students, community, and the educational programs.

The Annual Report contains the thinking and actions of a K-12 system. As we reflect on the 2015-2016 school year, we are already in motion for 2016-2017.



CROTON-HARMON

Union Free School District

District and Building Reports

Croton-Harmon Union Free School District
2016 District-Level Year End Report

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

1. Data and Statistics:

Fall- 7 Modified teams 144 PVC students, 12 HS teams 181 CHHS students
Winter- 4 Modified teams 81 PVC students, 11 HS teams 140 CHHS students
Spring- 6 Modified teams 95 PVC students, 10 HS teams 181 CHHS students
Total Away events: 275 **Total Home events:** 264
NYSPHSAA Scholar Athlete Teams: Football, boys cross country, girls cross country, boys soccer, girls soccer, field hockey, volleyball, girls tennis, cheerleading, girls swim, boys basketball, girls basketball, boys indoor track, girls indoor track, boys skiing, girls skiing, boys tennis, girls lacrosse, girls track, boys track, softball and boys lacrosse.

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.

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.

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.
2. We had many students earn all-league and all-section selections in the 2015-2016 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.

3. Completed Projects, Initiatives and Highlights:

A. Field Maintenance: We were able to maintain all athletic fields in house. The fields are heavily used throughout the fall and spring season. We collaborate with Ayso soccer, Croton Youth Lacrosse and the Village recreation department about use of our fields. We designed a communication chain in the event of unplayable fields due to weather. The grounds department has a seeding plan in place for all fields for winter and summer months.

B. Advanced Placement Process: We continue to educate our community, students and coaches on the process and the importance of following the school policy. The process involves many moving parts with our school nurses, Chief School Medical Officer and the athletic department. We are working to be sure all Information is communicated accurately and in a timely manner.

C. Driver's Education: We had a successful year working with PAS Auto School. All of the classes offered in the fall and spring were at full capacity and we were able to hold a summer session. Denise Lowry, Tracey Borges and Leslie Valentine are very helpful with the registration and communicating the schedule to our students.

D. Awards Night: In collaboration with the Booster Club we were able to have and athletic awards night for each of the sports seasons this year. We held a fall, winter and spring awards night and a senior awards night. Each coach spoke about their season and presented their athletes with a letter and pin. The senior awards night included a CH blanket/throw gift from the Booster Club to all seniors who attended the event.

4. Professional Development and Training:

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

B. Attended the 2015 NYSAHPERD Council of Administrators- attended state. conference for updates in Health and Physical Education

C. I was a member of the NYSPHSAA Strategic Planning committee. The meetings took place in Albany on April 4 and we designed a five year strategic plan for the NYSPHSAA.

D. I am attending the NYSPHSAA Membership Committee meeting on July 18 in Saratoga Springs. The meeting is going to focus on current members of the association and examine the Catholic/Private school impact on the current membership.

E. I attended the Section One Athletic Administrators Association meeting in January and June.

5. Growth Opportunities for the 2016-2017 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. Provide mentors to our three new physical education teachers and be sure to help them with their transition to CHUFSD.
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 evaluations- I am going to continue to provide helpful feedback to our coaches through the evaluation process. I need to be more consistent with the process for each season. I feel I did a good job with the coaching evaluations this spring and will continue to follow this process for the 2016-2017 school year.
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.

Thomas Cunningham District Level Annual Report

Narrative:

This year in Health, Physical Education and Athletics was a good learning experience for someone who just completed my first year in the district. As a first year employee I feel I was able to learn about the many aspects of the district and this will help me grow as a leader in my future here at Croton-Harmon.

Athletically speaking, I held coaches meetings in the fall, winter and spring season to discuss expectations and procedures for our district as well as with the coaches responsibilities with Section 1 athletics. Our future meetings will include information about our school policies as it relates to athletics and continue to emphasize the importance of our athletic code of conduct. The student athletes were successful on and off the field/court this year and we will continue to emphasize the importance of balancing academics and athletics to all of our athletes. We were able to host four big events this year, Mayclim Tournament, Cheer competition, Hoops for Heroes and Girls Track Relays. These events are possible because of how well we collaborate with each other to have the event be a success. The facilities, transportation and athletic departments spend many hours planning for these events to be successful.

This year we had three physical education teachers retire and our head football, head basketball and head cheerleading coach will not be coming back next year. These retirements have allowed us the opportunity to hire well qualified individuals to continue to lead our programs in the right direction. Our high school physical education

program will be implementing a yoga class elective for the 2016-2017 school year. We also had a fencing instructor teach the basics of fencing to all of our physical education classes at CHHS. PVC physical education is starting to explore project adventure opportunities and orienteering for 2016-2017. Kerri Tracy had a successful year teaching her Introduction to Sports Medicine class. The first semester class took a trip to Marist and spent the entire day with the Marist athletic training staff. The second semester class spent the day at a local physical therapy clinic. Jessica Butts continues to run a successful Wellness week at PVC. Our CET physical education teachers had a successful field day and gym city this year as well. We look forward to introducing our new CET physical education teachers in September to the CET parents and students.

The Booster Club continues to support our athletes with providing grant money to many of our teams. The golf team was able to travel to a private course and take lessons from a PGA club professional, the boys lacrosse team received a grant to purchase Kross-Over to evaluate film and scout opposing teams and the softball team received some grant money for their first spring trip to Florida. The Booster Club is in need of more support from our parents. They did try to recruit at the awards night events but membership does need to increase in the future.

Drivers Education does continue to have classes at full capacity and they were able to run a summer program this year. The fall 2016 class will have an orientation in September and we hope to have this posted on the CHHS/athletic website in August.

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

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

1. Data and Statistics:

2015-2016 CPSE, CSE & 504 Referrals				
	CPSE	**CSE**	**504s**	**Transfers**
Parent Referral	21	29	14	
School Referral		11	10	
Total	**21**	**40**	**24**	**14**
				(2 504s; 12 CSE)
Withdrawals	2	1	2	
Ineligible	5	21	3	1
Classified	14	17	18	
Pending	0	1	1	

Provider Services			
2015-2016	**CET**	**PVC**	**CHHS**
Speech	34	22	9
OT	23	14	6
PT	5	5	2
Hearing	1	0	1
Vision	0	0	2
Counseling	6	22	6
Aides (shared and 1:1)	14	13	8

Number of ELL Students			
	2013-2014	**2014-2015**	**2015-2016**
K-12 General Ed	20	26	32
K-12 Spec Ed	11	11	14
Totals	**31**	**37**	**46**

Classification Rate			
	2014-2015	**2015-2016**	**Projected 2016-2017**
Total Enrollment	1682	1667	1597
Classified Students	195	193	193
Classification Rate	11.6%	11.6%	12.1%

Preschool Itinerant Services

CPSE	Separate Program	Preschool Itinerant Services Only	Total CPSE
16-17	5	15	20
15-16	4	18	22
14-15	2	14	16

School Aged Students removed from the General Education setting for 1 or more periods of the day	
	Totals for 2015-2016 school year
CET	20
PVC	16
CHHS	17
Out of District full time placements	17

DATA REVIEW:

Data continue to appear similar to past years. The classification rate is higher based on the decrease in the total enrollment. In theory, it would seem that the classification rate would decrease based on the implementation of *Response to Intervention* (RtI), but that is not the case. Perhaps, RtI is too new for the district to see an impact. Referral to the Committee on Special Education data indicate that more than half of the referrals were ineligible. Data will have to be reviewed further to understand how students are being inappropriately referred.
This year, data concerned with the number of students removed from general education and regular preschool settings were added to this Pupil Personnel Services Annual report as New York State is focused on statistics as a review of Least Restrictive Environment (LRE). There is a proposed policy by NYSED to improve LRE placements and results for students with disabilities. Further information can be found at the following link:
http://www.regents.nysed.gov/meetings/2015/2015-11/p-12-education
In Croton-Harmon UFSD, there is a continued effort to return students to district whenever appropriate.
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.

2. Department Goals and Progress:
Goals for the 15-16 year for Pupil Personnel focused on several areas.

GOAL: Align IEP goals with Common Core and utilize assessments that are in place to measure progress.
Each Special Education department in each building worked on this separately. The end result was a set of goals for each building based on grade level Common Core Curriculum. At the same time, IEP Direct updated the goal bank to be in sync with Common Core.
Evidence: Common assessments are being used to measure progress for many of the IEP goals.

GOAL: Develop Website for Pupil Personnel
This has been accomplished for the most part. We are updating the Continuum of Services brochure to be added to the site and will be adding information for parents.

GOAL: Articulate the role of Consultant Teacher Services in CHUFSD. Include administrative expectations and roles of general education and SE teacher. Explore PD for this work.
We actually spent time this year planning the work for next year.
Evidence: Professional Development with G&R Inclusive Group is planned for 2016-2017. Approximately 30 teachers will participate. This number includes general education and special education teachers who will be working together next year. G&R will work in district and will provide workshops and on-site coaching throughout the year.

GOAL: Develop One to one and shared aide guidelines.
Evidence: One to One aide guidelines were developed. This was completed in an effort to guide CSE teams in the decision making around the assignment of aides and to help building administrators and parents understand the thinking behind these decisions. The form includes a description of how the need for the aide will be faded out.

GOAL: Utilize STAR testing in CHHS for AIS and classified students.
Evidence: This year we were able to accomplish the goal of using STAR testing with classified students in the CHHS. It was used for a number of purposes (initial referrals, re-evaluations, etc.) Most importantly, the Special Education teachers recognized and embraced the usefulness of the assessment. STAR testing will be used next year and expanded to the Learning Center.

GOAL: Support PVC as they implement Response to Intervention (RtI).
Evidence: This year, Jim Wright worked with the special education teachers and the general education teams at PVC. RtI got off the ground at each grade level. People began to use RtI Direct. Increased building level supports were provided by support staff.

GOAL: Supervise and Monitor Flexible Support Program.
Evidence: Regular meetings were held with the staff from the Flexible Support Program. As reported throughout this year, data were collected on individual students and the program has been quite successful.

GOAL: Review student data and engage in learning conversations with staff around the data.
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. A significant shift in how teachers share information at CSE meetings this year was noted. The teachers arrived to meetings with data and focused the conversation on performance related to data.

Health Services:
The nurses worked collaboratively to refine guidelines and building wide practice toward anaphylactic treatment.
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.

Guidance Counselors:
The shift in leadership in the counseling department resulted in much collaboration with Mark Maxam.
Evidence: A significant accomplishment was the creation of the School Counseling Plan.

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.
Evidence: Events were held that included parent participation. More district documents were translated as translators were hired.

Related Service Providers:
Related service providers identified the goal of updating the website.
Evidence: The website was updated and connected to Pupil Personnel Services.

Psychologists:
This year, an increased number of students presented with high management needs. This resulted in an increased need in developing support strategies, behavior plan writing, and staff skills in managing the behaviors. As a result, an additional behavioral consultant with expertise in this area was procured. The psychologists worked more closely with the district Behavior Specialists and took a more active role in monitoring the work of these consultants.
The Special Education projection process was comprehensive this year. 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.
Department of Mental Health representatives were invited to some of the CSE meetings this year and were consulted with periodically. For students in significant emotional crisis, the family is often in need of support from outside agencies and the school district benefits from this interaction as well.

This year, the psychologists increased their interactions with individual students' outside providers. By doing so, more consistent supports could be provided while gaining a better understanding of our students.
The district worked with independent psychiatrists for individual cases that presented unique needs and supported an increased number of psychiatric evaluations.

3. Completed Projects, Initiatives and Highlights:

- Special Education Curriculum Coordinator work was significant this year related to "Common Assessments". Goals were to:
  - ✓ Utilize grade level assessments
  - ✓ Create a bank of goals that align with IEPs and assessments
  - ✓ Align IEP progress report dates with report cards i.e., trimester, quarterly, 2X per year.
  - ✓ Use cross building meeting time to continue this work – working with receiving grade to develop goals and measurement (1/16)
  - ✓ Have Special Education teachers attend content department meetings
  - ✓ Develop measurement tools for specific goals that deal with behavior and social skills

- Eleven people, including Director of PPS, attended a 3 day training, "DBT in Schools – Skills Training for Emotional Problem Solving for Adolescents (DBT Steps – A). This was a long time in the planning and the results were very positive. We continued with our Social Emotional Learning Committee (SELC) and grew the membership of the committee. The work was closely linked with the DBT training and the topic of mindfulness. The year culminated in a reflection survey and we began development of a Vision and Mission statement for the committee. SELC took a lead role in making recommendations to Administrative Council regarding social/emotional supports for our school community. The conference day presentation in April, provided by Dr. Thornburg reinforced his work with faculty from last year. He touched on issues of cultural diversity, mindset and hidden curriculum among other topics. SELC took a lead role in planning this event. On-going "At-Risk" meetings were continued this year which resulted in better oversight and communication around students experiencing school struggles.

- Mark Maxam and the Director of PPS spent considerable time collaborating on the Comprehensive School Counseling Plan. The work included input from school counselors along with other key stakeholders. The plan aligns with ASCA standards and district vision and mission.

- The creation of the Flexible Support program was a learning experience for many this year. Based on collected data, the first year of the program proved to

be most successful. Feedback from students, faculty, and families was overwhelmingly positive. The Flexible Support program provided students with a “safe place” and a support system. As a result, fewer students had to go to step down programs after leaving a hospital setting and made up missed class time due to emotional issues.

- Extended School Year (ESY) program

The NYSED approved the application for a half day Integrated ESY special class and the district offered it for the first time at CET in summer of 2015. This afforded a number of classified students the opportunity to participate with general education peers in a summer program, in order to prevent regression.

Legal Cases:
This year there were 4 different cases that resulted in legal activity and registration with the Impartial Hearing Officer system. Two cases were settled, one is pending, and another was withdrawn.

SEPTA Events:
Communication with community stakeholders remains a topic of on-going importance. The Pupil Personnel department works closely with parents at the CSE, 504 and CPSE level.
SEPTA continues to be an important link to the Special Education department. The Director of PPS attends meetings throughout the year and attends evening presentations.
This year, an evening presentation was provided by our behavior Consultant, Dr. Peter Blechman. The focus was on working with kids at home on school related tasks. It was well attended and well received.
On another evening, one of our community residents, provided an in-depth presentation on Dsylexia.

4. Professional Development and Training:
Meetings for the Director of Pupil Personnel Services:

- Superintendent Conference Day April, 2016
- Approximately 6 SELC meetings
- 4 Tri States Study group meetings
- Administrative Council Meetings
- Quarterly LHAPPA Meetings
- 3 CSE Roundtable Meetings
- Annual Directors Forum with Centris
- Regional ESL Study Group
- Monthly Liaison PPS Director meetings
- 3 CPSE Colloquium meetings
- EPS Breakfast Meeting
- 3 day Administrative Retreat
- Early Childhood Professionals Meeting

Conferences and Workshops:

- NYS Council of School Superintendents Conference
- Learning and the Brain Conference
- 2 Tri State reviews
- 2 Medicaid Trainings
- 2 Renaissance STAR training meetings
- Student Directed IEP writing
- Changing Demographics: Addressing Change through a Culture of Learning
- Language Acquisition vs. Learning Disability
- An Introduction to DBT
- Transforming our Stress, Transforming Ourselves
- Strategic Planning
- RtI development with Jim Wright
- Superintendent Conference Day

5. Growth Opportunities for the 2016-2017 School Year (please include areas that need improvement)

- Further develop the operation of the Flexible Support Program. This includes refining the referral process, data collection and development of individualized plans for each student. With a new psychologist as part of the program, supervision and support of this person will be key.
- Oversee the work with G&R Inclusive Education consultants. This will include scheduling workshops and coaching for each building. Strategies for measuring the effectiveness of the work will also have to be developed. Articulation of the role of the Consultant teacher will be part of this work.
- Monitor the implementation of Dialectical Behavior Therapy district wide.
- Implement a data base for each student utilizing template developed for the Annual Review projection process.
- Continue the discussion of using common assessments to measure IEP goal progress. Continue to work toward more detailed progress notes to included data.
- Expand the use of Achieve 3000 in the CHHS.
- Support RtI in each building.
- Develop structures to monitor the effectiveness of behavioral interventions and the use of the Behavior Consultants.
- Monitor Special Education placements for Least Restrictive Environment

End of Year Reflection – key highlights

Once again, Aide training was provided during the Superintendent Conference days. Aides had a session on confidentiality led by Michael Plotkin and a session on working with students with IEPs led by Peter Blechman. After those sessions, the CET aides returned to their building for OLWEUS training and the PVC and HS aides received OLWEUS training in the HS, led by Carrie Beja. Additionally, the HS aides had a

session regarding how to work in the Testing Center, led by Mark Maxam. This was good collaborative effort.

Department meetings with all sub groups of Pupil Personnel including: psychologists, guidance counselors, nurses, ENL teachers, speech and occupational therapists and social worker were held throughout the year. These meetings provided all with an opportunity to build team and insure consistency from building to building. Work this year focused on revamping the individual websites and linking them together. Individual, weekly meetings with non-tenured 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.

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 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, PWN 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 aide 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.

At a Special Education Director meetings, two professors from Pace College approached the group in an attempt to engage districts in a research study. Croton will now be part of research to understand the efficacy of Resource room on the high school level during the 16-17 school year. It is important to understand whether the way Resource Room services are provided is in fact the most effective way.

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. Last summer, there was a group of students who needed to attend summer school due to failed courses. In collaboration with Mark Maxam, a group of ENL students were supported with tuition for the courses and transportation to the neighboring school district.

This year Edgenuity was implemented; another grant funded effort. Edgenuity holds the promise of providing students with access to online instruction under special circumstances. We began using it this year and provided training to one of our CHHS teachers.

There were a number of legal updates and documents this year that had to be communicated to faculty and fellow administrators. One of the most important is the *Blueprint for Improved Results for Students with Disabilities*. As indicated earlier in this report, the focus is on monitoring how school districts provide inclusive education for students with disabilities. The emphasis on providing students with disabilities with specially designed instruction and related services in the least restrictive environment has resulted in important policy changes. 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.

Regulations related to English Language Learners shifted once again this year and we worked to understand them. 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
2016 District-Level Year End Report

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

1. Data and Statistics:

- Infrastructure:
  - Increase Edutek network technicians to two full-time staff.
  - Upgrade of Voicemail hardware and software system district wide and added ARMS contract
  - CHHS added 62 Chromebooks (for Art, Health and Math departments)
  - Replaced 50 CET iPads with iPad Air 2's
  - CET added 60 Chromebooks (for 3rd and 4th grade students)
  - eSD gradebook portal opened to parents in all three buildings
  - eSD STUDENT portal opened at CHHS
  - Installation of touchscreen TV monitor in CET music department to replace Smartboard
  - Deployment of 26 Dell laptops for Engineering program for CHHS students
  - Streamlined all district printing and toner orders and repairs while saving $4100. Per year.

- Software:
  - Implemented Accelerated Math from Renaissance Learning for PVC students
  - Implemented Renaissance Star reading and Math assessments to CHHS 9th and 10th grade
  - Uploaded Star Assessments to and NYState ELA and Math scores to eSD Assessments tab
  - Added Google Classroom access for grades 3-12
  - Completed migration of teachers from eChalk to Google Sites and Weebly teacher websites
  - Deployed Clarity Brightbytes survey to community, teachers and students to assess technology knowledge base in district

- District:
  - Formed District Technology Committee
  - Launched brand new District website
  - Launched District Facebook address
  - Launched District Twitter account
  - Completed Video Production TV studio at CHHS

- Added cable TV/Video presenter station in CHHS cafeteria

2. Department Goals and Progress:

- Looking for K-12 opportunities to bring coding into classrooms.
  - The district met with Croton library personnel to begin a dialogue allowing our students to use their facilities as an entry to coding
  - Through conference attendance and workshops, a variety of coding solutions were examined including Scratch, Tynker, Beebots, Little Bits, Makey Makey for possible future purchase
  - Software was installed at CHHS to support Computer Science, 1 and 2 as well as upcoming AP Computer Science program
  - 3D printing options are being reviewed for CHHS Engineering program
  - Attended PLTW presentation
  - Shared invitations to Coding workshops at PNW Boces and LHRIC with teachers and principals throughout the year
  - Featured Coding at 2016 Experience Science Fair

- Taking a leadership role with creating learning spaces/makerspaces in all buildings.
  - Visited multiple schools including Bronxville to learn about makerspace solutions locally and shared photos of same
  - Joined administrative team meeting at Steelcase in NYC showroom
  - Joined district meeting with Architects and toured all 3 buildings to discuss spaces available
  - Discussed technology possible solutions for learning spaces with Edutek management
  - Met with Office Depot for preliminary discussion and also set up technology meeting to look at possible solutions for active learning spaces and makerspaces
  - Continue to investigate pilot solutions

- Develop increased awareness for both students and teachers with Digital Citizenship.
  - Technology Committee looked at Gap Analysis for Digital Citizenship by building using both Clarity Survey data and Anecdotal data and made recommendations
    - Shared results with Admin Council
  - Collaborated with Asst Principal, teachers and guidance counselors to create a student film festival on digital citizenship at PVC to compliment January Advisory program
  - Met with CET Principal - purchased Learning.com software for K-4 teachers
    - This software includes units on Digital Citizenship and provides a platform for all students at the same grade level to master the same competencies with Digital Devices

        - Shared Clarity Data with CET faculty
        - Co-led parent coffee on digital citizenship (March 15, 2016) and what parents can do to support this education effort - added resources to District Tech website
    - Met with CHHS Principal to launch Digital Citizenship Unit for Freshman Seminar in 2016/17 fall.

3. Completed Projects, Initiatives and Highlights:

- The Instructional Technology Committee submitted a 3-year technology plan which was approved by the board of education.
- The preliminary Smart Schools Investment Plan was proposed to the community and the board of education.
- The PVC Film Festival **"**Making Good Choices Online" featured student created films, presentation stations and a student panel. This evening event shared with parents digital issues that middle school students wrestle with. The event was so successful that PVC has decided to make this a yearly event community event.
- The Experience Science Fair featured students in grades K-12. This year featured the largest participation of students in the fair's history. There were community hands-on events every 15 minutes and a maker-space station for the entire evening.
- PVC was selected as an Achieve 3000 National Literacy Award Winner for demonstration of exemplary usage and significant reading improvement.
- Technology integration in classrooms:
    - CET students created digital citizenship videos using Powtoons
    - CET students created Photostories on Colonial Times
    - CET 3rd and 4th grade students learned how to use Google Chromebooks and activated their Google accounts.
    - CET implemented Learning.com and all students tried online lessons in the classroom
    - PVC students collaborated on creating short videos on digital citizenship
    - Google Expeditions came to PVC and all students in grades 5-8 participated in Virtual field trips. The field trips were integrated into the curriculum to expand student understanding of parts of the world that students were already studying.
    - All students K-12 participated in the National Hour of Code.
- The CHHS computer science curriculum was launched
- The CHHS Video Production/TV studio was completed and began live broadcasts to the student body. The broadcasts are archived on the CHTV Croton youtube channel.
- The eSchoolData student portal was opened at CHHS so that students could access their grades and assessments online.

- The Clarity Brightbytes Survey was administered to parents, teachers and students. The Instructional Technology Committee reviewed the results and began a gap analysis of the findings.
- Croton presented at the LHRIC Tech Expo. Johanna Mustachhi presented the Digital Film Festival and I was on a panel of Technology Directors who shared how Clarity data is being used in the district to inform how to benchmark student assessment.
- The Art and Music department Cross Building meetings focused on creating common assessments.
- The district IT Policy and Procedures manual was approved by the board of education.

4. Professional Development and Training:

- Provided ongoing support for teachers with Professional Development in Google Drive, Classroom, Gmail and Calendar training to make them more knowledgeable about how to use this technology with colleagues and students.
- Provided ongoing support for teachers in eSchoolData Gradebook and the parent portal.
- PVC and CHHS library media teachers attended Google certification training
- CET teachers were trained in Google Drive and Classroom
- All teachers were trained in Google Calendar and Gmail.
- Provided Achieve 3000 ongoing support for PVC teachers.
- Provided individual ongoing support through school & faculty meetings, grade level prep time, collaboration Wednesdays, Superintendent Conference days and throughout the summer.
- Provided professional development in Learning.com for CET faculty.

5. Growth Opportunities for the 2016-2017 School Year (please include areas that need improvement):

- Coordinating technology use across grade levels so that all students in the same grade get the same skill acquisition opportunities.
- Supporting teachers with Common Sense media resources so they can begin to integrate digital citizenship themes into curriculum at all grade levels.
- Developing Scope and Sequence benchmarks for teachers and students in technology competency.
- Upgrading the wireless infrastructure to give denser/wider and faster coverage.

This year, the district shifted to standards based report cards. As part of this effort, teachers and students started to focus on rubric assessments and online grade reporting. Support was given to teachers in all three schools to use the eSchoolData gradebook function which in turn would allow parents to view student grades throughout the year in the parent portal. Teachers were shown how to create gradebooks that mirrored the new standards based report cards. Additionally, with the introduction of Google Apps for Education, many teachers experimented with using Google Drive to deploy student rubrics. Students in the high school were also given logins to the portal so that they had the same access to their grades as their parents.

3rd and 4th grade teachers were trained in Google this year so they could begin to use this suite of software with their students. 60 Chromebooks were added to 3rd and 4th grade and students began to use the google suite to collaborate on assignments. The LHRIC Model Schools Plus trainers worked in the district to train all teachers in Gmail and Google Calendar as the district prepares to migrate away from Microsoft Outlook. The Model Schools Plus trainers also supported 3rd and 4th grade teachers in using Google drive for student collaboration.

Additionally, for the first time, CET participated in the NYState Computer based online field testing. Using Chromebooks, students were able to be tested in their own classrooms and not in a central area of the school. The full 4th grade tested online concurrently and the testing went extremely smoothly. This field test was a pre-cursor to the online testing that will be coming in a few years.

The Instructional Technology Committee focused on Digital Citizenship this year. Clarity data has indicated for two years in a row that the district could use to improve our focus on digital citizenship for both teachers and students. All three schools are finding ways to improve our attention to this area and working on ways to include this focus next year.

The Voicemail/Phone system was upgrade this year. A new server was installed along with new upgraded software. The voicemail system was over seven years old and the technology has changed drastically over the past few years. This newly updated software will be upgradable for years to come and help us to stay current with technology innovations.

Finally, it has been five years since we updated our wireless infrastructure so we are looking towards 2016/17 to move this forward. As with all technology, the wireless set up needs to be reconfigured and strengthened based on the high demand of mobile devices. The first step will be to update all the wireless access points in the district to the newer models. This will immediately help us with faster and wider coverage.

Through the Smart Schools Investment Plan, we hope to complete a wireless upgrade throughout the next school year and replace all existing access points with new models.

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

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

1. Data and Statistics:

- 2508 purchase orders issued during 2015-2016
- 2015-2016 school budget passed by 80.78%
- 2015-2016 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 Facilities and Operations 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 funds

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 2015-2016 school year, the district worked 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. It is anticipated that this scope of work and corresponding bonding proposition will be presented to the community for a vote on October 18, 2016.

3. Completed Projects, Initiatives and Highlights:

The District continued to work with John LaPlaca and Brian Shanahan 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 Manual. They will be working with our staff also in 2016-2017 to fine tune our drills or as they call it "muscle memory". Drills were simplified so that we would no longer need manuals 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

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.

It is anticipated that all of the work mentioned above will be completed during the summer of 2015. Punch lists still needed to be completed as of June 30, 2016.

4. Professional Development and Training:

- Strategic Coherence Planning

5. Growth Opportunities for the 2016-2017 School Year

- Gmail and Google Docs
- Leadership training with LEAF

During the 2015-2016 school year, the following audits were conducted:

- External audit – Nugent & Haeussler
- Internal risk assessment update – R.S. Abrams
- Student Activities Fund audit – R. S. Abrams
- Bi-weekly claims audits – Peter Drexler

Croton-Harmon Union Free School District
2016 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**
Early Decision/Action	324	365	267
Regular Applications	1110	772	578
Total Applications	1434	1137	845
# of Graduates	151	127	124
Avg Apps per student	9.5	9.0	6.8

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/15034216-chhs-2016-grads-copy

Caseload Data: CHHS

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

*Enrollment data taken as of 10/15 BEDS day

Caseload Data: PVC

Year	**2014-2015**	**2015-2016**	**2016-2017 (projected)**
PVC Enrollment*	538	523	515
PVC Counseling Staff	1.4	1.4	2.0
PVC School Counseling caseloads	384	374	258

*Enrollment data taken as of 10/15 BEDS day

College Representative Visits: CHHS

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

Scheduling Statistics: CHHS

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

Logged Guidance Sessions: PVC
This year the middle school experimented with logging counseling sessions into eSchool Data. There were 1157 individual sessions logged during the year by 1.4 counselors. Note that this number will be low, as it is very difficult to log every counseling interaction.

Guidance and Advisory lessons taught: PVC
More than 50 classroom guidance lessons were presented to students in grades 5-8. 16 Advisory lessons at PVC were focused on social-emotional learning, with 6 advisory lessons directly related to the Olweus Bullying Prevention Program. School counselors worked hard this year to involve students in leading the grade 5 transition night, including student production of a video, "A day in the life of a 5th grader."

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 21 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. 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:

Counseling staff for both buildings were focused this year on program documentation and evaluation. The department completed a Comprehensive Guidance Plan, which is now posted publicly on the district and Guidance Department websites. This plan documents our program demonstrates its alignment with American School Counseling Association (ASCA) standards.

All school counselors from both buildings participated in a BOCES workshop taught by Dr. Deborah Hardy about developing a Comprehensive Guidance Plan. Information from this program was incorporated into the review and development of our plan, and will continue to support our ongoing evaluation of program.

CHHS Counselors further worked with aligning the direct student delivery portion of the school counseling program with ASCA student delivery standards. A follow-up conversation was held which produced ideas of how to supplement direct student delivery in our program moving forward.

All buildings (CET, PVC, CHHS) participated in ongoing staffing changes throughout this year:

- Hiring of new Guidance secretary at CHHS
- Hiring of new Guidance secretary at PVC
- Hiring of a full-time counselor at PVC
- Hiring of full-time school counselor at CET
- Supporting a new full-time school counselor at CHHS who began in September

3. Completed Projects, Initiatives and Highlights:

- Updated the Guidance websites, PVC and CHHS, including a major reformatting and reorg for both schools, and a changeover to google sites as a web platform
- Developed grade 8 transition materials, including videos and written descriptions explaining math and science, a math flowchart for parents, and scheduling worksheets for parents/students
- Developed K-12 Comprehensive Guidance Plan document, now Board-approved, and posted to our websites
- Hired two school counselors (PVC and CET), and two guidance secretaries (CHHS and PVC)
- Developed a district Counselor Handbook, in digital website format
- Initiated dedicated counselor support for ESL students, with one Spanish-speaking counselor dedicated to support Spanish-language families
- Initiated dedicated counselor support to the RISE program, with one counselor dedicated to work with the program to support career transitions and the CDOS credential

- Involved PVC students more closely with the grade 4-5 transition, including providing a student-made video "a day in the life" to parents and incoming students
- Revised the CHHS "Big-Buddy" program to provide higher quality support to rising 9th grade students
- Developed materials and procedures to support special testing (SSD) for the SAT and ACT, and provided resources for parents on our website
- Developed of materials to support counselors in procedures for managing home tutoring of students
- Introduced "Career Speakers" program at CHHS
- Accelerated the master schedule process and developed detailed master schedule calendar for CHHS, which supports budget development at the district level
- Reviewed College Representative data and began a changeover to a signup through Naviance
- Transitioned to the parent portal for grade reporting and communication with parents
- Transitioned to the NMSQT/PSAT and PSAT-10 being provided during the school day for our students. We observed greater participation than ever in these two exams (near total), which leads us to believe that shifting these tests to occur within the school day is a desirable change for our community.

4. Professional Development and Training:

- College Networking
  - School counselors met with <u>every</u> college representative who held a session at our school. This supports networking and helps bring knowledge of new programs to our school counselors.
  - School counselors attended college tours throughout the year, and attended the BOCES College Fair.
- BOCES training sessions attended by counselors
  - The Legal and Ethical Complications of working with students
  - Skills training for emotional problem solving
  - Aligning program and practice: ASCA Comprehensive Guidance Plan development
  - Annual college fair
  - DBT skills training
- In-district trainings attended by school counselors
  - Faculty meetings
  - Regular department meetings with Supervisor of Guidance
  - Cross-building department meetings with Supervisor of Guidance
  - International Baccalaureate Diploma Program
  - Critical Friends
  - Gmail/Calendar training
  - New staff orientation
  - RTI training

- PVC Gender Presentation
- Other conferences and workshops at colleges or outside venues
  - College Admissions tests update session
  - College Clinic
  - Guidance Expo
  - Kaplan Counselor Session: Admissions
  - Information from Albany: A special forum for counselors
  - Leaving a positive digital footprint
  - Drexel University Counselor Open House
  - Emory University Breakfast
  - Manhattanville College Counselor session
  - PSAT Score return workshop
  - Cancer in the classroom

5. Growth Opportunities for the 2016-2017 School Year (please include areas that need improvement):

- Continue to evaluate counseling program, and update the Comprehensive Guidance Plan document to reflect program changes made.
- Support, train, and transition new staff – PVC and CET. Support all school counselors with ongoing discussion about the changing roles school counselors are playing in supporting students.
- Explore, select, and implement new program to address gaps in student delivery standards noted through gap analysis. Potential new program:
  - Career speakers
  - Targeted intervention skills lessons
  - College visits – how do I "do" a college visit?
  - Continue to analyze direct delivery of program to students, and identify one area which can be improved through adding a new program for students. Develop and implement this program and evaluate success.
- Continue to support 8th-9th transition by developing updated materials and solve problems in these materials where noted from the previous year.
- Analyze college representative visit data to try and improve effectiveness of this program. Change reception of college representatives to improve the experience for the representative.
- Analyze college application data to learn how/why our students are applying to certain schools. Review information with counselors to explore any advising program changes that need to be made.
- Continue to seek ways for school counselors to connect and collaborate on programs cross-building.

Narrative Summary:

Summer 2015 and the beginning of the 2015-2016 school year focused on the development of a Comprehensive Guidance Plan document. Karen Gatto and Mark Maxam worked to write the bulk of the plan over the summer, with counselors contributing time during the first month of the school year to review program and help identify alignment with ASCA standards. Professional development throughout the year was focused on a Comprehensive Guidance Plan as well.

Throughout the year we have focused on making a shift in department leadership, with Mark Maxam acting as Supervisor of Guidance for both buildings. This has allowed some additional staffing to be devoted toward lowering school counselor caseloads at CHHS. School counselors have picked up some of the management duties, such as Naviance maintenance, and planning for evening activities, and have also assisted with some test administration or other administrative duty.

For the coming year, we are focused on continuing a review of program and enriching our student program delivery at both schools. We have identified several areas for focus in our program, including career exploration, college visits, and targeted skills sessions at the high school level. We are very interested in how school counselors can collaborate cross-building to enrich program.

A second full-time school counselor at the middle level will serve to enrich program and provide additional support for the high number of personal/social-emotional counseling sessions required at the middle level.

A shift from a school social worker to a certified school counselor at the Elementary level will serve to enrich program for the coming year for the younger grades, as well as continue to provide social-work support for families K-12.

Croton-Harmon Union Free School District
District Level Year-End 2015/16 Report

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

1. Data and Statistics:

Transportation and Mileage:
Our buses traveled over 440,000 miles to 29 different schools. We continue to cover 100 plus runs per day excluding sports and field trips. We travel an average of 2,000 miles a day.

Our students were transported on 186 field trips traveling 6,077 miles which included the following destinations: 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.

We covered 545 sports trips traveling 19,485 miles. Thirty of our special education students attended 9 schools during the extended school year (summer programs).

Our vehicles went through a total of 102 DOT inspections. Our rating for the end of the 15/16 school year was 100% with no violations; this is a remarkable achievement. We are the only inspection site in our region to achieve this distinction. Our mechanics take immense pride in their work and it is reflected in our perfect rating. For the fourth consecutive year, we were able to file a clean Affidavit of Compliance.

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.

Fortunately fuel prices were down this year. We rejoined the Clarkstown co-op fuel bid to save additional costs. This co-op covers 11 districts and has proven to be an effective cost savings measure.

Gasoline - $1.52 per gallon average
Diesel - $1.43 per gallon average

Weather/School Closings:
Fortunately we had a mild winter. We had some afternoons that we cancelled late runs and brought out-of- district students back early. We only lost February 5th as a snow day after starting with a two hour delay.

2. Department Goals and Progress:

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. We anticipate adjusting two PVC/HS runs for the 16/17 school year for efficiency and to balance the number of students riding. 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. There has also been more new home construction within the Village than there has been in the last several years.

During 2015-16 we transported students in the RISE program. The students went out into the community to the Danish Home, ASPCA, Croton Diner and various local sites. The students in this program have made remarkable progress. The drivers are well acquainted with them after having transported them since they were young. We have seen big changes in the students social and communication skills. Several of the students came by to visit the bus while we were at Summerfest.

Our department continues to work with the Village government, the Recreation Department, and Senior Citizen programs throughout the year. We also continue to collaborate with the Norwest program that many of our present and former students attend.

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 16/17school 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 (Cunningham), Paul (Gibbons) 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.

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, 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.

Our Community:
Each spring we reach out to our local nursery schools to meet the incoming kindergarten students. We visited Circle School, Asbury Play and Learn, Holy Name of Mary Montessori School. We discuss good behavior on the school bus, safe street crossing and how to wait at your bus stop. The children are always happy to see us and to be able to sit on the school bus.

During the school year the State Education Department requires us to perform three 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.

We reached out to our community with our annual participation in Summerfest. In spite of the rain, we had over 200 children visit our bus.

Croton-Harmon's Destination Imagination made it to the finals and traveled to Knoxville, TN. We secured their charter bus and inspected it before they left. This year I also worked with Dan Delaney to setup transportation to the senior prom at the parents' request.

We worked with CET to support their school to community connection with trips to the Blue Pig, Mex to Go, Feed the Birds, Baked by Susan and Shop Rite. The ELL students were also able to get out to local businesses to enhance their community connections.

Our high school students traveled to France and Florida this year. We were able to provide transportation to and from the airports for all of the trips. For the New York City and Hershey trips, I secured contract buses and inspected them before they left.

Technology:
We continue to utilize all available technology in our department. The use of Transfinder, EZ Bus/ BusHive, and License Monitor ensure our accurate records. Our mechanics now have a specialized laptop with programs particular to the vehicles we maintain. They are in the process of learning how to use it and to diagnose problems and upgrade our maintenance.

3. Completed Projects, Initiatives and Highlights:

I worked with Altaris and the District Emergency Response Team on Emergency Planning. It is an ongoing process that challenges each participant to anticipate emergency situations. I have learned a great deal.

We completed our 2nd year in our new building. It continues to be a novelty. We have reorganized our storage systems, replaced ancient furniture and repurposed space to enhance efficiencies. The change in surroundings has had an immense impact on morale and professional pride. We continue to be grateful for our renovations. We look forward to the fuel site upgrade.

4. Professional Development and Training:

This year we presented our two-required State Education Department refreshers covering:

- School bus safety is one bus stop at a time.
- What could go wrong?
- When LRE (Least Restrictive Environment) equals the “big bus”.

We also included PJ’S Law and the Dignity for all Students lessons.

During the November conference day, we held an in-house training at the garage. We borrowed CPR manikins from the high school health class to learn basic CPR and the Heimlich maneuver. The instructor was our dispatcher Ellen Schulz, a former paramedic. Our additional hands-on lesson was fire safety and execution. Our staff member Sal Del Vecchia is a retired fire lieutenant and did several demonstrations for us.

During the February break, we presented a Defensive Driving Course for our staff. This will give the District a reduced cost on our auto insurance.

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

All of our trainings were done at little or no additional cost to the district. For the winter refresher our staff participated in preparing the dinner we served utilizing our own kitchen facilities thus reducing our costs considerably. The investment in our facility has contributed to the esprit de corps that we continually benefit from.

Ellen, Nora and I attended our required professional development courses at SWBOCES and Plainview. We continue our participation with our local Lower Hudson New York Association for Pupil Transportation. Nora served as Vice President this year and gained valuable leadership experience. I served on a roundtable discussion for transportation professionals with Jeff Olefson from BOCES and the Superintendent of Blind Brook School's Jonathan Ross. It was a good chance to discuss best practices and share experiences about school transportation and its challenges.

From July 17th through July 20th, Nora and I attended the annual New York Association of Pupil Transportation Conference in Albany. There was extensive debate and discussion with officials from the NYSDMV Bus Driver Certification Unit and the Medical Certification Unit about the implementation of new standards and digital filing. New York State has not worked out the details requiring implementation of the new requirements nor the practicality of district's compliance. It is important to continue to advocate and question the practices or laws we are required to follow. It is important 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 2016-2017 School Year

As we go into the 2016/17 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 continued support of the district in its vital function to ensure our students access to their education. We continue to serve with pride, 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
2015/2016 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, 3 part time messengers, 10 summer workers. There were two custodial retirements and two new custodial replacement hires 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: 2,060

2. Department Goals and Progress:

Capital Project – Completed Summer 2015

District Wide

- Installation of intruder locks on all classroom doors
- PA system improvements inside and outside buildings
- Construction of visitor welcome/security vestibules at all three schools
- Installation of emergency power wiring circuits to data network closets

CET Elementary School

- Lighting improvements for rear parking lot
- Replacement of unit ventilators and installation of powered ventilation systems in all second grade classrooms
- Mold remediation, re-insulation and replacement of interior gypsum board in exterior second grade classroom walls. (including remounting/reconfiguring smart boards, whiteboards and bulletin boards in rooms 13-17)
- Replacement of PA system central processor unit and replacement of select PA system wiring.

PVC Middle School

- Lighting improvements for lower parking lot
- Replacement of domestic water piping in original, circa 1939, portion of building. Work included asbestos abatement, replacement of all plumbing fixtures in multi fixture bathrooms, select wall tile and ceiling replacements, new supply piping to water fountains and replacement of domestic water piping to most faculty bathrooms.
- Installation of new doors to improve emergency egress width at exterior entry near cafeteria

Croton Harmon High School

- Construction of ADA compliant bathroom on 3rd floor.
- Construction of new of video production studio, including sound booth, green screen walls, with dedicated air conditioning /electrical/communication wiring/lighting support systems
- Renovation of auditorium backstage changing area, including installation of new heating/ventilation system

Spencer Field

- Relining of corroded storm drainage pipe

Other Projects

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

- Painting:
  - CET: Third grade classrooms, bathrooms and hallway, library and library office
  - PVC: Main offices, conference and copy rooms. Stairwell near science rooms 101/201. Exterior wrought iron fencing.
  - HS: First floor hallway old building, including video production and three restrooms, First floor hallway new wing and faculty bathroom. Locker room and main gym hallways, boys, girls and visitor locker rooms and associated offices. Weight room and ice room. Main gym hallway and two rest rooms, rotunda area, hallway from parking lot to rotunda, side parking lot vestibule. Main office suite, cafeteria, auxiliary gymnasium. Classrooms 100, 102, 103,104, 105, 107, 114, 120, 121, 122, 123, 124, 125, 126, 127.
  - Various other rooms, hallway sections, railings also painted by in house staff
- Paving repairs - at transportation (frost heaving), CET and PVC (bicycle rack).
- Transportation - Replacement of approximately 100 feet of damaged buried storm drainage piping below transportation parking lot.

- CET - Approximately one dozen compromised/rusted curtain wall panels were replaced in the upper exterior third/fourth grade walls during the summer of 2015.
- CET - Replacement of damaged landscape ties near CET upper playground and picnic area.
- CET - catch basin repairs.
- CET- Repair of elevated fire hydrant in front bus loop
- PVC - Construction of new concrete stairway from PVC cafeteria to rear playground.
- Landscape improvements including adding top soil and seeding near curbs at the HS and CET, drainage improvements at HS parking lot outlets, masonry repairs near HS flagpole and main entry.
- PVC/HS - Curb installation on the service road between the HS and PVC for erosion control.
- PVC - Repair of steps; between parking lot and rear field and stairway from rear of PVC to Maple Street
- PVC – replaced eight gymnasium doors and exterior door to home and careers.
- HS - Fence repairs to baseball dugouts, garbage dumpster area
- HS - Installed four addition security cameras and a security camera monitoring screen at the HS.
- District Office - Installed separate auto dialer for the district office panic alert system.
- District wide - Replaced buried heating fuel storage tank monitoring systems at HS, PVC and CET.
- District wide - Rekeying and reclassifying of all district locks. Distributed new keys to entire district.
- District wide - Poison ivy removal
- District wide - Tree safety and ornamental pruning
- Implemented new system of checklists for HVAC preventative maintenance. Checklists were included in HVAC bid and include many of EPA Tools for Schools items. Equipment includes 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 - Lead in water testing completed at all schools.
- District wide – Installed additional Carbon Monoxide detectors on centrally monitored system, for coverage of areas with fuel heating systems and fuel burning science laboratory equipment.

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.
- Coordination of graduation tent, platform, equipment setup and parking.
- Summer 2015 cleaning – thorough cleaning completed in all schools.

3. Completed Projects, Initiatives and Highlights:

The following projects/initiatives are planned for the 2016/2017 summer and school year:

- 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. Maker space 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
- 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 and paver installation.
- 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, improve emergency power supply and air conditioning.
- District wide – improvements to digital radio and repeater system.

4. Professional Development and Training Completed:

- Buildings and Grounds Expo - grounds staff, head custodians, maintenance mechanics
- Asbestos awareness training, chemical awareness/safety, general safety – BOCES provided at CH - all staff
- AED/CPR training – all staff
- BOCES Head Custodian Leadership training (1.5 days, 3 head custodians)
- Honeywell HVAC Control Training (1 head custodian and 1 maintenance mechanic, 3 days)

5. Growth Opportunities for the 2016-2017 School Year (please include areas that need improvement):

- Continue to improve visitor access/control systems
- New and varied training and assignments for staff
- Provide support for capital improvement project – bond vote and follow up design/planning/approvals.

Summary

On April 8, 2015, bids were received for the 2015 District Wide Improvement Projects at each school. The low bid contractor for Contract 1 – Carrie E. Tomkins Elementary School was Clean Air Quality Service Inc. The Base Bid for Contract 1 was $1,505,000.00. The district negotiated with the contractor who reduced the base bid amount to $1,460,000.00 without stipulation. The low bid contractor for Contract 2 - Pierre Van Cortlandt Middle School was Pearl River Plumbing, Heating & Electric Inc. dba Bertussi's. The Base Bid for Contract 2 was $1,391,450.00. The Contractor agreed to reduce the base bid amount to

$1,348,302.00 without stipulation. The low bid contractor for Contract 3 –Croton Harmon High School was Clean Air Quality Service Inc. The Base Bid for Contract 3 was $1,482,500.00. The contractor agreed to reduce the base bid amount to $1,438,000.00 without stipulation. Savings negotiated by the district totaled $132,148. Work for contracts 1, 2, and 3, Commenced June 2015 and were all substantially complete on time for the start of school August 2015. Project details are outlined above. These projects totaling in $4,246,302 where all managed in house by the facilities staff. With typical construction management fees being approximately 3% of project costs, the district was able to avoid approximately $127,000 in construction management fees by managing the project itself.

In the fall of 2014, a Health and Safety Committee was formed in accordance with board policy 8112. The committee is co-chaired by the Director of Facilities and the Athletic Director and includes participation from central office and building administration, parents, unit designees and nurses. During the 2015/2016 school year, one construction walkthrough (following completion of capital projects noted above), three regular meetings and one additional meeting (to review lead in water test results) were held.

In 2016, drinking water sources were tested district wide by the Louis Berger Group. Test were within acceptable limits with the exception of three locations. Branch piping to those three locations will be replaced during the summer 2016. Water at those locations will be turned on after retesting is complete and acceptable.

The facilities department continues to work with the technology department to maintain and improve the district's technology infrastructure, including enlarging the district's main server room and providing needed support for the district's computer network, phone systems, emergency power circuits/generators, access control systems, security cameras, panic alert system and building automation systems. Collaboration between the facilities and technology staffs is critical for continued operation, testing and maintenance of these interconnected systems.

Over the last year, the facilities department worked with the district's architect, their consultants, administration and the board of education to produce the district's 5-year capital plan. The plan was reviewed and modified after multiple board meetings, culminating with a recommendation of projects to be included in a capital improvement bond vote the fall of 2016. As part of the review process, the facilities department was instrumental in pursuing testing of steam piping at the high school and middle school to determine its adequacy and life expectancy. Metallurgy test results showed ample steam and condensate pipe wall

thicknesses in most areas, resulting in a $3,282,500 reduction in steam piping costs and a $1,600,000 reduction in boiler conversion costs. Including design, contingency and other soft costs, removing the steam conversion costs from the capital plan resulted in a total capital plan costs avoidance of $8,483,344. Not requiring unit ventilator conversions (from steam to hot water) as part of this work results in even further savings in addition to the $8,483,344 cost avoided.

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

Croton-Harmon Union Free School District
2016 Principal Year End Report

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

1. Enrollment and demographics:

The 2015 – 2016 school year began with an enrollment of 595 students and ended with 599 students. There were six sections of every grade level with the exception of kindergarten and first grades which had five sections. There was a K-2 special class and also a 3-4 special class.

CET demographics for the 2015 – 2016 school year were as follows:

Female: 47%

Male: 53%

White: 86%

Black: 2%

Hispanic: 17%

Asian: 8%

Multiracial: 4%

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 Standards and 21st century skills identified in the Croton-Harmon mission and vision and are used to inform/support professional practice.* During grade level and curriculum meetings, a current assessment (and the corresponding rubric) administered for a given curricular area was reviewed for alignment to the Common Core Learning Standards as well as to the Croton-Harmon mission and vision. Revisions to those assessments and rubrics were made as necessary. The curriculum coordinators were critical in this process known as the Strategic Coherence Planning Protocol for Alignment. A portion or more of their monthly curriculum meetings were spent on reviewing, discussing, and revising assessments and rubrics. Part of the protocol included reviewing the standards listed on grade level report cards to ensure that what is being reported on the report card is being assessed. The last part of the protocol required teachers to examine student work.

The ELA committee continued to focus on revising common grade level writing assessments that require students to respond to a given piece of literature (Response to Literature). This assessment requires students to cite examples from the text to support their thinking. The Math committee had an easier task as the *Eureka* math program has module (unit) assessments and rubrics. There were few revisions needed. The Math committee developed a timeframe for administering their assessments to align with the times that the Data Team meets to review STAR Math data. This allows for a second data point to be referenced in order to determine if a student is in need of intervention or enrichment. The Science committee reviewed one assessment per grade level. Like the *Eureka* math program, the *Science 21* program has unit assessments. With the recent adoption of New York Science Standards, what students should know and be able to do have changed and as a result the *Science 21* curriculum is being revised. Next year, kindergarten will be implementing the new curriculum. First and second grade curriculum will be ready for 2017-18. The Social Studies committee also reviewed common grade level assessments administered. In addition they looked at C3 (College, Career, Civic) inquiries that require students to use critical thinking, problem solving, and participatory skills to become engaged citizens.

Incorporating metacognition into instruction and assessment was also an area of focus that was supported by the leadership of the curriculum coordinators. A common definition of metacognition as defined by teacher leaders and administration was shared at the first curriculum meeting, and posters with the definition were hung in classrooms. Teachers shared strategies and tools they used to promote metacognition; building administration noted during classroom visits an emphasis on metacognition.

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. Cursive handwriting was taught in third grade. 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. Students read and wrote in a variety of genres including nonfiction, fiction, and poetry. This year, the first grade teachers implemented an opinion writing unit. Third grade teachers implemented a new ELA module on wolves. This curriculum uses common texts read by all students to teach specific critical reading and writing skills. They enhanced this new unit with a trip to the Wolf Conservatory. The fourth grade teachers created their own curriculum connected to specific pieces of literature such as The One and Only Ivan, The Miraculous Journey of Edward Tulane, and The BFG. The third and fourth grade teachers also taught specific units in writing using the workshop model similar to the primary grades. Units of study included narrative writing, realistic fiction, historical

fiction, and opinion writing. The *Science 21* program continued to be used to teach science. This curriculum is currently being revised due to the adoption of new Science standards, and next year kindergarten will be implementing new units of study. We continue to use the Integrated Social Studies English Language Arts curriculum which has also been revised due to the new Social Studies Frameworks. For the third consecutive year, the Eureka math program was used to teach mathematics in all grades (K-4).

We continued to provide small group instruction for students who did not meet grade level benchmarks in reading, math, and writing. This year we created a What I Need (WIN) period, a daily thirty minute period where support services such as AIS, counseling, and speech could be provided without students missing core instruction. Students could also receive small group instruction with their classroom teacher or special education teacher for remedial or enrichment purposes. This period was well-received by faculty and parents.

We offered before school math programs to our second, third, and fourth grade students. All of these programs were well-attended.

This year we piloted the introduction of World Languages in fourth grade by providing French instruction for thirty minutes on a six day rotation. This schedule allowed students to receive a total of 20 periods of instruction. A World Language committee has been established to help determine how we should proceed. For the 2016-17 school year we will continue with the current pilot.

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.

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 the creation of props. This year, Kindergarten students shared their academic skills in *Kindergarten Rocks.* First grade students shared their animal knowledge in *Awesome Animals*. The second graders put a twist on an old fairytale in *There's a Wolf at the Door,* while we traveled the globe to Ecuador, the Middle East and Italy with the third grade as they explored art, music and poetry in these regions. The fourth grade thrilled us with their renditions in *Broadway Kids.* Each show was performed for the student body and 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 80 CET students participated in the strings program. There were 36 fourth graders participating in band and 56 in chorus. Our chorus had the opportunity to visit the United Nations on two occasions this year. They were invited to perform at conventions on the Rights of Children and the Rights of Women.

Thanks to the coordination of the CET PTA PARP (Parents as Reading Partners) committee, authors George O'Connor and Jonathan Kruk presented their craft to CET students this year. Students participated in interactive assemblies and learned about the writing and illustrating process.

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 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 4rd 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.

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

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

Local artist, Joe Mullins, worked with our 3rd and 4th grade students on fish print paintings. As part of CET's year-long study of the Hudson River, students used fish from the Hudson River to design beautiful fish prints, called Gyotaku. Third grade students created individual prints while the fourth grade created large, class paper murals.

We also 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.

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:

In-district professional opportunities were offered this year in a variety of areas. Teachers in grades K-4 received Next Step Scholastic Reading Assessment Training. Through this training, teachers were familiarized with this new assessment and its components. The Next Step Reading Assessment was administered to students and data was reviewed three times throughout the year.

Faculty and staff received complete training in the Olweus Bullying Prevention Program which was officially rolled out in October 2015. This training was provided by the members of the Olweus Bullying Prevention Coordinating Committee. Faculty and staff were introduced to philosophy and common vocabulary in addition to scenarios where they should conduct an on the spot intervention.

After a number of years of research and exploring a variety of kindergarten screening tools, the Dial 4 was selected and administered. Teachers and support staff engaged in DVD training and practiced administration/scoring before administering the new Dial 4 screening tool to our incoming kindergarten students.

To support our district goal related to common assessments, four of our teachers participated in the Performance Assessment Project with Diane Cunningham from Learner Centered Initiatives (LCI). Working in grade level partnerships (3rd and 4th grades), the teachers developed curriculum embedded performance tasks that are aligned with the ELA standard related to argument. Additionally, a group of teachers along with our assistant principal attended a four day Performance Assessment Design Initiative (PADI) workshop with Gisselle Matin-Kniep, also from LCI, on rubric development that focused on three areas; metacognition, critical thinking and problem solving. As a team they developed a metacognitive rubric for student use on reading reflection in which they would rate themselves in the areas of fluency, self monitoring, focus, and retelling. The rubric includes examples and exemplars.

6. Building specific programs and committees:

The Olweus Bullying Prevention Coordinating Committee (OBPCC) was established in order to train specific faculty in the Olweus Bullying Prevention Program and turn-key the program to all faculty, staff and students. The committee consisted of teachers from each grade level, special education, specials and support staff, a parent and a

community member. Faculty and staff were trained in August during Superintendent Conference days and the school-wide rollout took place on October 21, 2015. The committee met several times for training and planning.

Representatives from the Grading Committee reconvened in order to review and evaluate changes that were made to the CET report card for the 2015-2016 school year.

The World Language Committee was established to examine the feasibility of expanding world languages at the elementary level. This committee will continue to meet for the 2016-2017 school year.

7. Tri-States Involvement:

The Administration and Faculty participated in the preparation and hosting of our K-12 Social Studies Tri-States visit that took place in March. Faculty meeting and grade level meeting time was used to collect evidence that pertained to the 8 indicators that were examined by the visiting team. The focus for evidence collecting was on Performance Based Assessments, Student Metacognition, Student Performance Data, Curriculum and Instruction and Professional Learning. Faculty members hosted classroom visits, participated in interviews and represented CET during the entire process.

Both building leaders participated in their respective Tri-States administrators' groups where they have the opportunity to discuss leadership roles relevant to current educational topics and participate in books discussions. The Principals' group continued to read and discuss What Great Principals Do Differently by Todd Whitaker and the Assistant Principals group continued to engage in discussion about The Principal, Three Keys to Maximizing Impact by Michael Fullan. These groups meet four times during the school year.

The Principal participated in a two day consultancy Tri-States visit to the Wappinger's Falls School District. The focus of this visit was K-12 Special Education Programs. The Assistant Principal participated in a two day consultancy Tri-States visit to the Trumbull School District in Connecticut. The focus of the visit was to provide critical feedback on their K-12 Writing curriculum. All social studies coordinators participated in the Ardsley Tri-State visit which was on social studies. This visit helped prepare them to actively participate in the Tri-State visit in Croton.

8. Communication and parent involvement:

Every two weeks a newsletter was sent to families from the building principal. This newsletter kept parents informed of all of the happenings in the building including important dates like parent conferences and school performances. The assistant principal, psychologist, social worker, nurse, PTA, and SEPTA 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. A CET twitter account was created and used towards the end of the school year.

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 publishing parties. The art program provided opportunities for parent involvement as well. Parents were encouraged to present their field of work to a class or classes of students. Parent volunteers were also needed to help with the painting of the flats used for the backdrop of the Broadway Kids performance. To promote culture proficiency, parents were invited in to share their culture and traditions with their child's class during library time. Parent volunteers were also present during lunch time three times a week to help serve chicken, pizza, and quesadillas. The Special Areas teachers held a showcase – an evening where parents were invited in to see student demonstrations of the learning that occurs during art, music, library, and physical education.

Working in collaboration with the CET PTA, monthly Principal's Coffees were held as a way to keep parents informed about topics such mindfulness, Common Core Learning Standards, and the placement process. Topics for these coffees are solicited through the PTA. Our school psychologist held an evening workshop on "Talking to Your Child About Death and Dying".

9. Building Planning Council:

This year the Building Planning Committee focused discussions on food service for students in need and possible CET playground renovations/additions. A program was set up with coordination between CET PTA Cares, the Run Against Hunger Foundation and a local food distributor to provide sandwiches and fruit to students in need on non-food service days.

A representative from *Playworld* met with Kerri Bianchi to assess our current playground equipment and layout. The representative used suggestions from the Building Planning Council and CET students to draw up potential plans for new equipment that would meet the needs and desires of CET students. These plans will be used in future discussion about potential changes to the CET playground.

10. Growth Opportunities for the 2016-2017 School Year (please include areas that need improvement):

As we plan for next year, our area of focus will continue to be on the development of common assessments, rubrics, and performance based projects. Those teachers who were involved in working with Learner Center Initiatives (LCI) will pilot the work that they did and turnkey their learning. Our goal is to ensure that everyone has a thorough understanding of the various types of assessments and their purposes, and the components of a quality rubric. Another area that we will focus on is guided reading. Guided reading is a proven instructional method for differentiating reading instruction to match the strengths and needs of students. Using the data from the Next Step Guided Reading Assessments, teachers should be forming groups and instructing them around a particular reading strategy. As a staff we need to revisit the components of a guided reading lesson.

Croton-Harmon Union Free School District
Principal Year End Report Form 2015-2016

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

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

During the 2015-2016 school year **523** students were enrolled at PVC.

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

Female: 282
Male: 241

White: 74%
Hispanic: 14.4%
Black:4.7%
Asian:4.4%
Multi-racial: 2.1%
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 2015-2016 school year. The following summarizes the actions taken to move towards goal accomplishment:

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

This year moved us closer to creating a school-wide engineering program. The teachers read a variety of articles on engineering spaces this year. Katie Brennan visited a number of schools that have developed "Maker Spaces." Engineering became one of the main focuses of science meeting discussions this year. Barbara had the opportunity to make a Tri-states visit to South Orangetown that focused on STEM-D. South Orangetown has made a considerable effort to include "Maker Spaces" in each school building. Dr. Gerald Ardito, Pace Professor and former PVC teacher, was also instrumental in letting PVC know which schools may best model the vision for PVC and thus be useful contacts.

Creating engineering and problem-solving experiences for students allows us to better integrate and apply math, science, and art to real world events. This year we continued to build upon our hands-on programs at each grade level. In 5th grade the students have long been building pasta bridges. This unit has been expanded to incorporate the real world application of the Tappan Zee Bridge. Also in 5th grade, we took to the air building hot air balloons. Next year we will increase our instruction on programming and begin some basic robotics at the 5th grade level. In 6th grade, students had an opportunity this year to create solutions to problems related to weather/natural disasters. Students researched and built models of their ideas. In seventh grade the students researched and recommended environmental solutions to the growing environmental impact of climate change. At the end of the year, the 7th graders built Rube Goldberg machines.

This summer we will be taking the first step in creating a dedicated classroom space at PVC for engineering design and exploration. We will be purchasing materials and equipment that allow us to grow the present projects and to build new opportunities for students. Over the next few years we expect to see the program naturally evolve.

While art was involved in some of the conversations, we need to create direct connections during the coming year. We also need to determine what technical/engineering skills should be taught so that students can go above and beyond when seeking a solution.

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. Our STEAM-D program will do this.

Action Plan

#	Action Steps (number each one)	Assigned To	Start Date	End Date
1	Visit school(s) to see classroom designs and tools.	Barbara and teachers	Fall 2015	Winter 2015
2	Identify science/math connections that allow for real-life engineering experiences.	Barbara and teachers	Fall 2015	Fall 2015
3	Develop two engineering projects that incorporate science/math connections.	Barbara and teachers	Fall 2015	Winter 2015
4	Identify tools needed to implement projects.	Barbara and teachers	Winter 2015	Spring 2016
5	Seek funding as needed.	Barbara and teachers	Winter 2015	Spring 2016
6	Develop a classroom space	Barbara/teachers/ Paul Gibbons	Winter 2015	Spring 2016
7	Implement projects	Teachers	Winter 2015	Spring 2016
8	Reflect and evaluate each project	Barbara and teachers	Winter 2015	Spring 2016

SMART Goal 2: Track the progress made by our students in grades 5-8 who are provided Academic Intervention Support utilizing Achieve 3000. Use student achievement data to determine if this program can be successfully utilized as a Tier 2 support.

At PVC, students receive academic intervention support in ELA and math when their state assessment scores show a need. Students may also be recommended for AIS support based on a teacher's assessment at the beginning of the year or throughout the year when a child does not show growth as expected. At PVC, the ELA and math classroom teachers provide the AIS support for children. This is done primarily during X-period two times a week in 7th and 8th grade. For 5th and 6th grade an AIS period is set aside during the school day.

During the 2015-2016 school year each student in grades five through eight was once again assessed at three different intervals using Renaissance Star Assessment. These assessments were used to identify student strengths and weaknesses and determine the specific areas in which a child needed support. In the past, once the teachers had this information, a plan needed to be developed for providing this support – a challenging and time consuming reality for already very busy teachers. Achieve 3000 has proven this year to be a very effective and more efficient means for providing support.

The school utilized Achieve 3000 as a Tier 2 support for our AIS students in 7th and 8th grade. At the 5th and 6th grade levels the program was used by all students. The program makes it easy for teachers to select reader passages that match the interests and needs of each individual student. Thus, even our strongest readers benefitted 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. In total, for grades five through eight, 83% of the students logged on outside of school. This is an amazing jump from the previous year when few students used it 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.

The students kept track of their progress and discussed their individual progress with their teacher during conferences. The progress that each student made informed next steps. With a goal to progress towards student mastery, each teacher was able to identify the strengths and weaknesses for each student.

In 8th grade, students were also able to see the projected Lexile necessary to be successful in their chosen career field. Jackie Johnson reported that this was motivating for the students who monitored their own Lexile and worked towards this real-life goal.

Student growth was tracked over the months in the 2015-16 school year with both students and teachers having knowledge of individual student progress. Based on the report this year students demonstrated a mean gain of 150.1 Lexile points. This is 91.8 points higher than was expected by Achieve 3000. This was almost 30 points higher than the goal set by PVC. When teachers used the program with their students as recommended by Achieve 3000 they saw more growth.

As we move forward there are still some areas of concern to be addressed to help make the program more effective for our students. At the 7th and 8th grade levels only those students who were in need of AIS utilized the program. This was done during X-Period. Students initially expressed anger and frustration over doing additional work that their peers did not have to do. During the second half of the year, all of Jackie Johnson's students were given access to the program. This had a positive impact on all students in her class. They saw the program in a much more favorable light. By the end of the year, students expressed the following about their progress with the program:

- "I feel proud of my growth in this Achieve thing."
- "Wow! This is awesome. I feel like I am turning a new leaf and I will try my best to continue on my current path and grow stronger."
- "It has taught me how to take my time on reading passages."
- "AIS helped me improve two grade levels from the beginning of the year."

The teachers have expressed a lack of time to do the program during the regular classroom. We have discussed that using the science and social studies articles directly linked to the curriculum might be a better way to make the program even more meaningful and less of an add on.

Action Plan

#	Action Steps (number each one)	Assigned To	Start Date	End Date
1	Teachers receive training.	Nando (Achieve 3000) and teachers	Sept. 2015	Jan. 2016
2	Students assessed using program.	Teachers and students	Oct. 2015	Oct. 2015
3	Students use program 2x each week during AIS.	Teachers and students	Oct. 2015	May 2016
4	Student progress charted.	Teachers and Admin	Oct. 2015	May 2016
5	Student data analyzed for school.	Teachers and Admin	Spring 2016	Spring 2016

SMART Goal 3: Implement a new Standards-Based Report Card in grades 5-8. Create Common Assessments that show clear evidence of each child's progress and help students take responsibility for their learning.

During the 2015-2016 school year PVC began using the grade book in e-school, rolled out a standard-based report card, and developed common assessments that would provide clear evidence of student growth. Together, these new methods for communicating progress would help students take charge of their own learning.

Throughout the school year, faculty meetings were utilized to support the development of rubrics and to provide the teachers a forum to share their ideas and successes. Rather than "re-create the wheel" teachers welcomed the opportunity to support each other whenever possible.

Teachers participated in LCI (Learner-Centered Initiatives) training this year to develop rubrics. This was an amazing experience for them. The rubrics that they had previously developed were made better by this staff development. The science teachers along with Michael Plotkin continued to work with "Teaching is the Core" at BOCES to develop assessments. Both of these opportunities really made a difference as we developed meaningful assessments.

With the new report card, students are assessed on "Behaviors That Promote Learning." These behaviors greatly affect student progress. Thus, providing direct feedback for these behaviors is extremely meaningful. The teachers created rubrics to assess student behaviors on all projects at each grade level. This better assures that students will develop and utilize these important skills.

A key piece this year was also communication. Each teacher explained to his/her students how the assessments would change and what the report cards communicated. Michael and I also spoke with students, but spent more time with parents. We utilized Back-to-School nights and parent coffees to get the word out. We also recorded these presentations and placed them on the school webpage for viewing at other times.

Overall, parents were very positive 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 together provide an important 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.

Pierre Van Cortlandt Middle School
Common Assessment Plan for Curriculum Coordinators
2015-2016

PVC is embarking on a new Standard-Based report card. Therefore, the teachers are working to develop assessments that provide clear evidence to show student progress and help students take responsibility for their learning. During the summer of 2015 much progress was made in the areas of math, science, and ELA. During the fall of 2015 all departments continue to make this a major focus. Not only are common assessments necessary, but assuring this information is clearly able to be recorded in the gradebook for parent review is absolutely necessary.
Throughout the school year, faculty and curriculum meetings will be formally devoted to this work. In addition, teachers continue to work on their own and as needed during full or half curriculum days with their departments. Below is a calendar of these meeting dates as scheduled at the present time:

Date	Meeting	Topic
September 9th	Curriculum	Coordinators reviewed metacognition, grade level assessments and the connection to the standards.
September 16th	Faculty	Teachers went over grade book expectations and then reviewed their assessments to see how they connected to standards.
October 14th	Faculty	Teachers share Rubrics and show how they are utilized to assess student work and to help students assess themselves.
October 28th	Curriculum	Continue to develop and tweak grade level rubrics.
November 18th	Cross Building	Develop Common Rubrics for common skills
December 9th	Faculty	Time for teachers to work on Rubrics.
January 13th	Faculty	Time for teachers to work on Rubrics.
January 20th	Cross Building	Develop Common Rubrics for common skills
February 3rd	Faculty	Teacher time to work on creating student assessment evidence/Rubrics.
February 10th	Curriculum	Teachers work on creating clear evidence for assessment/student growth.
March 30th	Cross Building	Develop Common Rubrics for common skills
April 6th	Curriculum	Collect samples of exemplar work to be utilized for grading purposes in future.
May 11th	Curriculum	Collect samples of exemplar work to be utilized for grading purposes in future.

3. Curriculum and Instruction:

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

Each student in 8th grade was enrolled in living environment. This is a high school Regents class and thus follows certain standards with a thirty-hour lab requirement. Students enrolled in the course must pass a regents exam at the end of the class to receive the

needed science credit for high school. When the course was first established at the middle school level the plan was to make it a two-year course so that students could benefit from a more hands-on approach. The two-year program was also designed initially to help all students succeed. This year, the 7th and 8th grade science curriculum took a slightly different course. While living environment continued to be the 8th grade class, the seventh grade class incorporated more physical science topics. The seventh grade class was also redesigned to add more meaningful project-based learning. As mentioned earlier, the teachers began to include projects with a STEM-D emphasis.

Next year, two different Regents science classes will be offered in 8th grade. In the spring, students in 7th grade selected between earth science and living environment. As a result, two classes of earth science and four classes of living environment will be offered. We look forward to this new opportunity for students and to creating a very exciting program in earth science.

A number of very meaningful units have been developed in our ELA/social studies classes. With the changes in state standards in ELA there is increased opportunity to engage students in units of study that go beyond just teaching reading and writing. Instead, ELA has become much more Humanities based. This year, 8th grade students engaged in a civil rights unit. Students were asked to evaluate a number of autobiographical picture books for inclusion in a public library children's display on civil rights heroes. As a result of this unit, students developed a truly meaningful understanding of the civil rights movement in the US during the 50's and 60's. They developed true empathy and an interest in making a difference when groups are marginalized and discriminated against. Along with our advisory program, the students became extremely conscience of human rights issues and need to act. The ELA curriculum has taken on meaning with the inclusion of the new state standards. However, much of what the students are learning in the ELA classroom is not presently connected to the social studies curriculum. This raises the question of how and if the curriculums should be connected. An interdisciplinary approach would require a change in the way social studies is taught. Looking at the 5th and 6th grade Humanities approach, such a connection is witnessed. Students in 6th grade read Malala Yousafzai's book and also learned about a number of other great leaders such as -- Nelson Mandela and Gandhi. Through this thematic approach the students learned about the power of communication in making a difference. We hope to make such a connection at the upper grade levels as well. We look forward to the challenges and opportunities that the presidential election will bring to the classroom. We hope that this will be a means for creating a joint unit between ELA and social studies.

This year at PVC a group of twenty 8th graders were enrolled in geometry. This was the second year that PVC offered a geometry class in the building. Once again, this was a very successful class. The students had an opportunity to connect what they were learning to real-world problems and really challenge themselves. As we move forward, students will continue to have very meaningful opportunities in math at PVC due to the "Math at your own depth" model. This model creates the opportunity for all students to really build strong

mathematical foundations. Thus, there will be less need to have students move off grade level for math. All students will receive the challenges they need right on grade level.

The PVC teachers developed common assessments and projects that better assured that all students had the same experiences no matter which classroom they were assigned to during the 2015-2016 school year. The assessments provided an opportunity for the students to continue to move forward and for the teachers to collect significant data on each student so that important decisions could be made for each student's learning. Next year, we will continue this work and engage students in Benchmark Assessment.

At the end of the school year all students in 7th grade took an assessment. In 7th grade the assessment was used to determine both mastery in 7th grade topics and 8th grade topics. Students were then given a list of topics in both 7th and 8th grade math curriculum that needed to be individually mastered. Students who seek the opportunity to move into Algebra I must complete these topics over the summer.

During the summer, students had two new learning opportunities this year. Besides the additional math and ELA support programs, all students were able to sign up for Creative Writing or Enrichment Math. Both of these courses were well-attended. We look forward to obtaining feedback from the students.

We look forward to students challenging themselves. I look forward to a time in the near future when students taking charge of their own learning has become part of the culture of PVC.

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

PVC was thrilled when 5th grade teacher Kira Herbert became a recipient of the Empire State Excellence in Teaching Award. The award program was established by Governor Andrew Cuomo to honor outstanding teachers from each region of New York State.

"New York State has thousands of excellent teachers who prepare our students for the future and help them reach their full potential," Governor Cuomo said in a statement. "This new program will recognize our most outstanding educators, while supporting their professional growth. I commend all teachers for their dedication to making a difference in the lives of students across the state."

Kira, along with teachers from the state's 10 regions, was selected by a panel of education experts, including:

- Kevin Casey, executive director, School Administrators Association of NYS
- Catalina Fortino, vice president, New York State United Teachers
- Michael Mulgrew, president, United Federation of Teachers
- Robert Reidy, executive director, NYS Council of School Superintendents
- Bonnie Russell, president, NYS Parent Teacher Association
- Nancy Zimpher, chancellor, State University of New York System

Kira received a $5,000 stipend toward supporting her professional development and will be invited to meet with university, workforce, and policy leaders across the state to share her expertise and insights. Kira hopes to use this money to begin a doctoral program.

Two theatrical events occurred this year at PVC. In December, students participated in the Fall Drama Production of ***"A Midsummer Night's Dream."*** Former PVC student, Dan Kadish, returned to PVC to direct this wonderful and humorous Shakespearean Play. In April, the Spring Musical – ***Bye Bye Birdie*** - 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 this middle school production. The high school students took on a leadership role and learned more about putting on a show from a director's perspective. This year, 9th grader - Zoe Donavan - choreographed a complete musical number.

Our music program at PVC provides our students with many opportunities to develop as musicians. Each year a winter and spring concert are held to showcase the students' talent. All-County and NYSSMA are two additional ways that students can receive feedback and be acknowledged for their talent and hard work. In addition, selected students can be part of the 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 Ossining High School after only two practices. It was a very special concert.

Once again, 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. In addition to the Hour of Code work that the whole school was involved in, a 5th grade parent and professional coder, Jeremy Sonneburg, introduced the 5th graders to a coding game that he designed. The students learned about variables, controls, conditions, operators, animation, and messaging in Scratch Programming Language. Together the students wrote code to complete the game. This was a great opportunity for students to become better acquainted with the skills needed to create programs. It was also great to see how the students of all math abilities took to the program. Once again, we were reminded that our parent population can provide a wealth of opportunities for our students and should be tapped whenever possible. This was a really positive example of how students can benefit.

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>:

A group of teachers at PVC participated in LCI (Learner-Centered Initiatives) training to create quality assessments and rubrics. This training helped the teachers take good rubrics and assessments and create great ones! The teachers grew in their understanding of the role of assessment. Faculty meetings were devoted to teachers sharing their new understandings with other teachers in the building. The teachers created assessments that were models for good teaching. Next, we must ask ourselves how instruction and assessment are linked to the real-world challenges.

During the school year the math teachers at PVC had a chance to host a learning walk for math teachers from the other two buildings. In addition, the math teachers had the opportunity to visit the math classrooms of the high school and elementary school. This was a wonderful collaborative experience for all teachers. It was a chance to learn and build collaboration between the schools.

At PVC we want all students to feel safe and welcome. This year we made one of our focuses on creating a more gender neutral school culture. Teachers read books to better understand about transgender children and creating a welcoming environment for all. Former students of PVC were in touch with the school to share their experiences of being transgender and one former student visited to speak with the teachers. The teachers looked deeply at their practices to better assure a community of acceptance and gender neutrality in their classrooms and the overall school.

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.
The ELA and special educators had additional training this year in Achieve 3000. They were introduced to additional student/teacher resources available in the Achieve 3000 program. The advanced training included ways to help students track their own progress. Again, the middle school continues to focus attention on students taking charge of their own learning.

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 at PVC to develop strategies for assisting students who are not making expected progress. Teachers bring student concerns to the committee with the hope of getting some expert help. While the building-level team is important, nationally known special educator - Jim Wright - directed the school to develop grade level teams for Tier 1 interventions. Glenn Klugherz took the lead at PVC and provided training to teachers to implement this model at PVC. Glenn helped each team build the capacity to identify and track interventions for identified students. This model is much more effective/efficient than the previous school-based model. 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.

Advisory: Advisory this year met twice per month. Advisory groups of 12-15 students met with their Advisor (their homeroom teacher) to discuss the topics. The theme for Advisory was ***"I am…"*** We started the year off with a pep-rally prior to our first Advisory meeting. Students made speeches about the program and what makes PVC Middle School so great. The students introduced each teacher to the students and then started a PVC chant to demonstrate everyone's school spirit. The Croton mascot danced around the gym and whipped-up school spirit as well.
This was the second year in which an Advisory manual was distributed to all teachers that contained the curriculum and activates for the meetings. The contents of the curriculum binder included the Advisory mission statement, a calendar of meetings and topics, lessons for each month and follow-up activities. The lessons were focused on the theme of ***"I am…"*** Lessons were written by the members of the Advisory Committee and were included in the manual. In doing this, each teacher had all the resources they needed to host their Advisory groups. With these resources, teachers tended to build on what was already given

to them. They teamed up with other teachers and, through their collaboration, designed an instructional experience best suited for their Advisory students. The topics were –

I Am PVC
I Am Open Minded
I Am an Upstander
I Am an Upstander
I Am a Friend
I Am a Friend
I Am Giving
I Am Giving
I Am a Digital Citizen
I Am a Digital Citizen
I Am Not My Fears
I Am Not My Fears
I Am Resilient
I Am Resilient
I Am Mindful
I Am Mindful
I AM Searching & Discovering
I Am… Advisory Wrap-Up

Every month the students and their advisor explored a different theme. The first meeting of the month, students and advisors engaged in discussions and activities that promoted thinking and reflection on the topics. The follow-up meetings allowed the students to put their thinking into action or to explore the topic further. As a result of this format, we experienced an increase of students taking more ownership of the activities and promoting awareness for one cause or another.

One of the most noteworthy impacts that Advisory had this year was the level of student involvement. Students planned several school-wide Advisories. 8thgrade students planned an advisory lesson and delivered that lesson in the 5th, 6th and 7th grade advisory groups. These students met to plan and train other students to execute the lessons and the follow-up. We also experienced an increase of advisors collaborating with other advisors for planning and the delivery of the advisory instruction. Teachers went well beyond the prescribed lesson plans. They made modifications and altered the activities to best suit their advisees.

Other students launched efforts to improve the school. After the Advisory lesson on “I am an Upstander,” a group of girls set out to test the PVC culture. They wanted to see how many of their peers acted as Upstanders at that critical moment. They staged a series of bullying

situations in the hallway and videoed how the students of PVC reacted. While most of the students intervened on the behalf of the "victim" some students just ignored the situation. These videos were used with their Advisory groups to continue the discussion on the difficulties and necessity of being an Upstander.

One of the most noticeable accomplishments of the Advisory experience was the work surrounding, *I am a Digital Citizen*. January 2016 was named "Digital Citizen Month" at PVC. We had our two Advisory lessons that were designed to help our students be better, safer and kinder digital citizens. During the alternate weeks we also showed videos during the lunch periods and held town hall discussions during lunch. After watching the videos at lunch, the students spoke about their responsibilities as a digital citizen. They made connections to Owleus and to other Advisory topics like being an Upstander. A film festival came out of this learning.

In the first week of March 2016, we hosted our first Annual PVC Film Festival. Students from 9 different groups made short films that demonstrated their knowledge and commitment to the theme of good digital citizenship. These films were created entirely by the students on their "own time." The films were judged by a committee that included teachers, support staff and a "guest judge" from the Jacob Burns Film Festival.

The night of the film festival started with presentations by 8th graders on a variety of topics related to digital citizenship. The second stage of the festival was a panel of students from the high school that spoke to parents about what to be on the lookout for when their children connect to the internet, media or while gaming. The three high school students spoke about things they experienced and parents were able to ask questions.

The final stage of the festival was the viewing of the nine films and awarding the three winning groups. Trophies were presented to the winners and the students were given prizes for their videos. The trophies, with the students' names are displayed in the showcase in the school lobby. The winners were two groups comprised of fifth grade students and one group of eighth graders. We will be hosting the second annual film festival next year. The focus will be the creation of short films that reflect the precepts that are our Advisory topic for the 2016-2017 school year.

The overall experience of teaching about Digital Citizenship and how this grew out of our Advisory program was presented at the LRHIC Technology Expo by Johanna Mustacchi and Michael Plotkin in May 2016.

We are finding that our Advisory program has been shaping the school culture and demonstrating to students that some of the most important things in life have little to do with academics and more to do with an individual's outlook. The Advisory develops a sense of belonging at a stage of a student's life when they feel disconnected. The researchers/experts contend that this is ever more prevalent due to social media and technology. They state that being part of a positive peer group during the 5-8 years can counteract this trend in a young person's life and can increase their attachment to school.

The Advisory Committee has planned for the upcoming year. The theme will be, *I am creating in myself the person I want to be?* We will be utilizing the precepts from R.J. Palacio's, Wonder. Each month students will explore the precept, its implication on them, their schools and the larger community. We will continue to design and use a curriculum binder that contains all of the materials necessary for the advisors to facilitate discussions and satisfy the objectives of the 2016-2017 Advisory focus.

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.

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

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

Social Studies

This year our Social Studies Department received a visit from the Tri-States Consortium. The social studies teachers worked tirelessly to be prepared for the visit. The preparation for a visit can be very beneficial. It allows teachers an opportunity to really reflect on their work as a department. It usually surprises the teachers when they see what good work they are already doing. The visit provides the opportunity to more extensively reflect on their practice. The teachers will now begin to address the Tri-state recommendations that were made.

Barbara Ulm had an opportunity to attend a visit at South Orangetown. The focus of the visit was based upon the Next Generation Science Standards. In particular, the school had asked for feedback on their implementation of science skills that represent *"cross-cutting concepts, process skills, engineering integration, and real-world application."* This was an opportunity for Barbara to see the implementation of engineering concepts into the curriculum and study the school structure and schedule used to do so. The visit also provided a look at the staff development employed in the school to help this take place.

With the move towards more engineering experiences for students at PVC, this was a welcome opportunity for learning about another school. PVC is doing really great work in engineering/problem-solving. However, we can always learn from visiting other schools.

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

This year communication about our newer programs was a priority. 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. We also posted videos and information on the web page to help explain the new report cards. This information was especially important for those parents who could not attend a school meeting.

The PVC PTA continued to support the school in a number of ways this year. Volunteers continued to serve lunch to our students. In addition, the PTA once again reached out to the Lion's Club for funding so that students who financially should receive a free lunch could do so. In addition, the PTA also worked with the organizers of the *Harry Chapin Run for Hunger* to receive some assistance. 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. She continued this during the 2015-2016 school year, but also began to include the general education population. This year our world language teachers and International Club helped plan with Sarah. This was a huge step forward in helping our school community become a more inclusive one.

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. In 5th grade, students benefitted from the programming expertise of 5th grade parent, Jeremy Sonneburg. 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 2015-2016 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.

Over the past few years the PVC Building Planning Council has focused its attention on communication. This has included communicating student progress. As a result of past work, PVC rolled out a new report card this school year (2015-2016). The use of the webpage for communication was also a main focus last year. As new programs and procedures are developed at PVC it is important to share information with the parents. Typically, evening/day presentations have been the primary means for doing so. However, these meetings are often not well attended. The building planning council discussed the use of webinars as a possible alternative. Presently, we have included a report card webinar and one regarding math. Directing parents to these sites is a great way to communicate new information.

During the 2015-2016 school year the committee continued to focus on communication. In particular, the committee focused on helping parents understand their middle school child and how they can best support their child. The committee looked at the student handbook which is also posted online as a document. The committee determined that a new electronic version may be better and more accessible than the old uploaded document. Besides changes to the format, the committee also looked at some of the wording and determined a need for some additional clarity. The committee created a document to be used as a guidebook for parents.

10. <u>Growth Opportunities for the 2016-2017 School Year</u> (please include areas that need improvement):

The 2016-2017 school year will see some exciting new changes for PVC students. The following will be areas of focus:

A. Assessment – PVC will continue to focus on the development of Standards-Based assessment. This includes rubric design, report card and grade book. The teachers will also focus their energies on the development of Benchmark Assessments and exemplars.

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

C. Study Skills – Help students in 7th grade make a more successful transition to 7th grade by directly teaching important study skills.

D. DBT – Implement Dialectical Behavior Therapy through lessons in health and media for grades 5 – 8.

Engineering Space – Create a successful program which includes the renovation of a classroom and the development of curriculum that involves students in building solutions to engineering problems.

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

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

1. Enrollment and demographics:

See Data Review Section.

2. Building goal and progress: This year each school adopted the district goal stated below. At CHHS much time was devoted towards achieving this goal. Work will continue in this area during the 2016 – 17 school year. All action steps for the 2015 – 16 school year were successfully completed though not always in the originally planned timeline (see below). One of the challenges for the high school was the fact that there are many courses that are taught by only one teacher and that there are teachers that only teach these type of courses, e.g. Mandarin. In such cases teachers created their own assessments but shared and discussed their work with their colleagues.

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

Goal
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.

Essential Question(s)
How do our assessment and measurement systems align with our goals for learning, teaching practices, and the demands of data driven instruction?

Action Steps taken to achieve this goal include:

- Each teacher created or revised four common assignments and scoring rubrics (where appropriate) in one or more of the courses that they taught. At least one of the assessments was a performance task.
- All standardized common assessment data, e.g., Advanced Placement was shared and reviewed with the faculty.
- The final grade distribution for the 2014 – 15 school year data broken down by department was presented and discussed at a faculty meeting.
- Each faculty member was given their department's 2014-15 final grade distribution broken down by course and teacher. These were reviewed and

discussed at a department meeting. The departments used these in their work to create more consistency in their grading practices.

- Teachers used Regents and AP provided instructional reports to analyze past performance to identify areas of growth. Discussion of data was done at both the building level and department level.
- Two members from each academic department participated in the district provided staff development in the area of assessment development. These teachers in turn provided information and support to the other members of their respective departments.
- Common grading practices was discussed at various faculty and department meetings throughout the year.
- Each department discussed and developed common approaches to grading. These were shared at a faculty meeting.
- Teachers attended regional professional development on assessment, common core and the new social studies frameworks.
- Two consultants were hired to help the chemistry and biology teachers analyze their standardized testing data and correlate test items with the objectives of the new science framework.

3. Curriculum and Instruction:
Curriculum and instruction summaries can be found in the CHHS Curriculum Coordinator reports.

Some highlights include:
All curriculum maps are accessible to the public. Math, English and social studies and science teachers continued to modify their maps to reflect the Common Core and changes in the A.P. curricula.

After reflecting on our English course offerings in relation to the Common Core as well as the preparation they provide for college, the English department felt we needed a stronger grade 12 program than the current elective program provides. As a result, we created a grade 12 course that all students will take with the exception of those enrolled in AP English. This was approved by the BOE and the new course will be implemented in the upcoming school year. Additionally, all former grade 12 English electives will now be open to all grade levels.

A Flexible Support Program was implemented this year at CHHS. This program is designed to provide supports to students who have various emotional and social issues that are negatively affecting their performance in school.

As a district and as a school we continue to look to expand our STEM offerings. This spring we offered a pilot elective course entitled, *Foundations of Engineering*. In the

2016-17 school year we will be running a full-year engineering course that uses the national *Project Lead the Way* curriculum. In mathematics we ran three new courses; an Applied Geometry course which places greater emphasis on real-world applications, and two, semester computer courses; Computer Science 1 and Computer Science 2. For the 2016 – 17 school year Advanced Placement Computer Science will be offered. In addition to the new STEM offerings we implemented a Sports Medicine elective and in the upcoming year we will be running Strength Training and Yoga.

The high school grading subcommittee and the curriculum coordinators continued to help facilitate our transition to letter grades. Together they helped lead the dialogue within and among departments about consistent grading practices. They also helped produce a major overhaul of the high school's report card comments. The comments are now categorized into five main areas: responsibility, work ethic, engagement, collaboration, and habits of mind. They also were instrumental in the communication of this to the entire faculty.

The CHHS new video production studio opened this year. The construction of this facility was made possible by a N.Y. legislative grant sponsored by assemblywoman Sandy Galef. The studio features state of the art technology which allows our students to produce professional quality programming. This spring we had our inaugural school-wide broadcast direct from the TV studio. The broadcast was shown through our classroom Smartboards. We look forward to regular scheduled news programs produced by our video production students in the upcoming school year.

A new scheduling model for band and chorus was developed for the 2016 – 17 school year. Next year the entire Concert Band will meet one period rather than the past practice of scheduling half the band into two different periods. In addition to the obvious benefit of have the entire band meet at the same time, it allows for the scheduling of Jazz Band into its own separate period. For vocal music, since all members of Select Chorus are also in Chorus, the two groups will continue to be co-scheduled during the same period. Credit-wise we will treat these two choruses like we treat the honors option in English. Students in Select Chorus will receive their one credit for Select Chorus while the remaining students will receive one credit in Chorus and only the appropriate chorus will show up on their transcripts.

For one of this year's CHAPs, computer science students in conjunction with programming club members created a presentation and activity on the importance of cyber security and our Acceptable Use Policy. The CHAP started with a warm-up discussion about recent security breaches followed by an introductory YouTube video on cyber security. This was followed by a discussion prompted by the questions "What is cyber security?" and "What safety measures do you currently take with your online information?" Next, a link was given that provided students an opportunity to test the strength of their password(s) followed by a humorous video clip from the Jimmy Kimmel Show about password safety. Lastly, an informative video on cyber security produced by the CHHS Programming Club was shown.

High school students took online courses both through Virtual High School and the PNW BOCES Online Courses for the 21st century consortium (OC21).

The new common core ELA Regents exam was given in January. Results were very strong. Ninety-six percent of students passed and 89% demonstrated college readiness with a score of 75 or greater. These data are consistent with past performance even though the new test is more demanding.

A textbook review process took place for the upcoming year's AP Computer Science. The textbook recommendation was presented to and accepted by the BOE.

With the help of the Director of Technology, the social studies teachers received chromebooks for their classrooms. Throughout the year this allowed for in-class research, "jigsaw" student projects, far greater student collaboration, and increased student writing.

4. Special assemblies and highlights:

In their latest high school rankings, US News and World Reports ranked CHHS 290 out of 21,000.

This year the Fall Drama Performance was *Museum*. The Shakespeare Club performance was *Richard III,* and the Spring musical was *Guys and Dolls.*

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, Benjamin Holzer, class of 1996; and Loren Stillman, class of 1998 were inducted in to the CHHS Hall of Distinguished Graduates. A school-wide assembly was held when each distinguished graduate spoke to students about their lives, careers and memories of CHHS.

For "Alcohol Awareness Month" Kayla Martin, our 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.

A presentation for juniors and seniors on acceptance, tolerance and teen suicide was arranged by the SFC Tolerance Committee. The presentation was given by James Lecesne. Mr. Lecesne, a noted writer, actor and filmmaker created the award winning play "The Trevor Project" and academy award winning film and HBO series of the

same name. Mr. Lecesne also met with groups of students and discussed numerous issues relating to teenage issues and sexual orientation.

In a January a special CHAP was coordinated by the high school's Olweus Bullying Steering Committee. The CHAP included two short video clips about two recent adult bullying scandals. After viewing these two videos students had a discussion using a number guiding questions such as: "Is there a difference between childhood/ teenage bullying and adult bullying?" and "Do you think it is possible to make a bully understand other people's feelings? Why or Why not?"

In February, Sarah Campbell accompanied her ESL students to a local animal shelter. Students learned how the shelter runs and about different careers related to animals. They also were shown how dogs are trained. Students had an opportunity to try out some of the dog training techniques with some of the shelter dogs.

This spring Bill Thom arranged for *Jump Start*, a New York City business that provides staffing and recruiting solutions to work with his Business Math classes. With the help of the CEO of Jump Start, Larry Rheingold, he designed a multi-day unit, "Securing a Job: A-Z". Students were exposed to topics such as interest inventories, resume and cover letter writing, and interviewing. As a culminating activity some volunteers from the class participated in mock interviews while the other members of the class observed and took notes. Once all of the interviews were completed, Mr. Thom, Mr. Rheingold and two of his senior staff members debriefed each interview with the class.

In May Barbara Ulm and Alan Capasso participated as panel of members at a regional forum on current issues in education. The forum was sponsored by SAANYS and held at Vassar College. The questions posed addressed such issues as revised state standards, changes to APPR, the rollout of the common core, opting out of state testing, computer based state testing and the change of the current targets scores to the aspirational targets.

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

This spring Dan Delaney arranged for "*Looking in Theater"* to address the senior class regarding issues of transition to college. The presentation involved a moderator and six students enacting different college scenarios. For example: dealing with increased academic challenges, issues regarding new social relationships and seeking appropriate support services. There was also question and answer session. This program was paid for by the Croton Community Coalition.

In June, all graduating seniors were given a survey seeking their opinions of the experience they had while attending CHHS.

The annual awards assembly was held on Friday, June 3rd. Ninety-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 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 quality assessments. These teachers in turn served as a resource to their fellow department members as teachers worked to create and refine common assessments. 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.

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 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 math department attended regional workshops that helped with the implementation of the common core: Success in Implementing Common Core Algebra II**;** Building a Home for Statistics in Common Core Algebra I; and Building a Home for Statistics in Common Core Algebra II.

Two science consultants, David Jacob and Andra Meyerson, arranged through Dr. O'Connell's office, worked with members of our science department. They helped the science department "unpack" the key elements in the new science standards. They also helped the department analyze test data for the purpose of targeting areas of growth and provided them some strategies for doing so.

Curriculum Coordinators, Mark Maxam and Alan Capasso regularly attended regional meetings of the counterparts from the area.

Greg Bradley, Tracey Finan 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. In addition to meeting during the school year, they received significant staff development.

At many faculty meetings staff share some of their best practices. For example, John Bohuniek and Lauren Maiolo shared the work they did regarding their Global 9 common assessment and Soyoung Lim showed how she used the assessment blueprint when creating her AP Calculus midterm and Sarah Campbell spoke about the mandated changes in ELL. Also, one faculty meeting was devoted to the benefits and the various ways of providing lesson closure.

In September Alan Capasso and Kelly Maloney attended a briefing for administrators about the new frameworks in social studies hosted at PNW BOCES. The workshop gave us an overview of the newly adopted K-12 social studies framework. In particular how the framework clearly emphasizes skills over content and how it takes a decidedly constructivist approach. As someone put it, 'teachers need to become "activators" of student learning'. Throughout the year high school social studies teachers also attended multiple regional workshops on the new frameworks.

In December, Greg Bradley, Tracey Finan and Alan Capasso went on a math learning walk hosted by Kelly Maloney at CET. The group visited 3rd and 4th grade math classes. Some of the takeaways included the level of sophisticated mathematical vocabulary being used, the use of multiple strategies being employed to solve problems, the significant amount of reading and writing being required in mathematics at the elementary level and how many problems required the students to explain their reasoning in writing.

At the January faculty meeting the high school Olweus Committee presented a "refresher" to the faculty on the program. As part of the presentation Kayla Martin reviewed the definition of bullying and gave specific examples of bullying behavior. She also reviewed the four anti-bullying rules that were presented to faculty and students last year. Mark Maxam, Phyllis Cobb, Jonna Deak, Kirby Mosenthal and Leslie Troise reviewed the six, on-the-spot interventions; steps that faculty should take if they witness a bullying situation. Mark also reviewed school policy and the requirements under the DASA law for reporting bullying incidences.

Kelly Ingraham-Friedman, along with Jonna Deak, Ryan Callahan and Suzanne Lewis attended a three-part workshop entitled "Scaffolding the Common Core for Students with Disabilities". As part of this three-part workshop series, participants were given supplemental classroom teaching materials for English language arts (grades 3-12) and mathematics (grades preschool -12) to better serve students with disabilities. Included in the workshop were research-based instructional strategies that have been identified as being effective. A major portion of the February faculty meeting was devoted to the team to share the take-a-ways from the workshop.

During the April Superintendent's Conference Day faculty members attended a presentation by Devin Thornburg on "frames for teaching." The five frames that he discussed were equity and student engagement in the classroom; culturally

responsive teaching; responding to unique needs of students; the hidden curriculum, and parent involvement. After the presentation, the faculty split up into groups and each group selected one of the frames to discuss. After discussing the frame they selected, each group shared the salient points of their discussion with the full faculty.

In June, Zhanna Glazenburg participated in an out-of-state, multi-day training in preparation for teaching the Project Lead the Way curriculum in the engineering course next year.

6. Building specific programs and committees:

Many of this year's CHAPs supported the high school's use of the Olweus anti-bullying program. Some examples include

- Diffused Responsibility; teachers started off by sharing the definition of diffused responsibility with the students, and then showed a 6-minute clip from the popular ABC show "What Would You Do?" and a discussion of bullying Is there a difference between childhood/ teenage bullying and adult bullying?
- Cyberbullying; students watched a short video in which a student described how he and his friends would often post negative remarks or derogatory comments on their peers' Facebook pages. The student explained that it was easy to do because the other person was not physically present and thus he did not have to face his victim. The video was followed by a focused discussion based on several prompts such as "Do you self-edit before you post?" and "Which social media outlets lend themselves best to cyberbullying?"

Much discussion and introspection took place regarding grading practices this year. This discussion was a major topic in multiple faculty meetings and department meetings. This was not limited to grading practices but also included assessment and habits that promote learning. Grading subcommittee members and the curriculum coordinators helped lead the dialogue within and among departments about consistent grading practices.

The high school continued the practice of holding grade level meetings at the start of the school year to review the Code of Conduct with students. Building administrators highlighted the change in the Code regarding "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, review DASA, answer questions and get a sense of how the freshmen are adjusting to the high school.

SFC and its various subcommittees discussed many issues, which included the transition to letter grades, the need to provide economically disadvantaged students a free lunch, animal dissection, the requirement that students taking advanced placement courses sit for the A.P. exam, posting of grades on the parent portal, the inappropriate use of the library as a place to socialize, wireless accessibility at CHHS, inappropriate use of social media, student planners, ways to better promote tolerance, the grading of physical education classes, repairs needed to the staircase by PVC and current course offerings.

Active extracurricular clubs and/or activities this year at CHHS were: A Capella Club, Art Club, Band, Big Buddies, Book Club, CACTI, Chorus, Destination Imagination, Fall Drama Production, French Club, Gay Straight Alliance, Interact Club, La Rochelle Exchange, Legitimate Edgar, Literary Magazine, Video Production Club, Spring Musical, National Honor Society, School Newspaper, Pi Squad, School Spirit Club, Select Chorus, Shakespeare Production, Stage Crew, Student-Faculty Congress, Teen Leadership Council, Yearbook, Explorers Club, Glamour Girls, Spanish Club, Human Rights Task Force, Skateboarding Club, Debate Club, Engineering Club, Chinese Club, and Programming Club. Two new clubs this year are Hummus not Hamas and the Round Table. As we do every year we held the annual Activity Fair in the gym. The fair provides an opportunity for students to learn about the various clubs available to them at CHHS. 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 March, CHHS students attended the Student Institute on Human Rights conference for the 13th consecutive year. This conference is a gathering for high school students (over 200 students from 2 dozen schools) sponsored by the Holocaust and Human Rights Education Center.

During the spring break twenty-one students participated in the French exchange to La Rochelle, France. In May, the students gathered with their families to publicly thank everyone who had contributed to supporting their trip to France this year. This was followed by a slide show of the trip created by the trip advisors, and a student produced video. Many of the students have written a reflection of their experience which is appended to the advisor's End of Year Co-curricular Report for 2016.

This May, Ms. Donna Light-Donovan coordinated the annual Science Research Symposium. After a brief overview of the Science Research Program, 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-twelve seniors participated in CHOOSE.

7. Tri-States Involvement:

Sue Bree and Alison Rhoades went on a Tri-States visit to Byram Hills World Language Department from Oct 21 to 23. They will also be part of follow up visits later this year, Alison to Irvington and Susan to Bedford. Chris O'Connor went on a Tri-States visit in the Fall to PNW BOCES. The visit focused on social studies K-12. Mark Maxam participated in a Tri-States visit to Somers.

Both Alan Capasso and Mark Maxam attended their respective Tri-States quarterly meetings whenever possible.

In March the district hosted a Tri-States visit that focused on social studies. Throughout the year, high school social studies teachers prepared for the visit by collecting evidence and categorizing it into the proper standard for review by the Tri-States team.

8. Communication and parent involvement:

In March, Tom Naughton arranged to have Susan Goodman from the League of Women Voters visit senior social studies classes so that students could be registered to vote.

The high school principal and the co-presidents of the high school PTSA attended a PVC principal's coffee towards the end of the year to help parents better understand the transition their children will be making to high school.

Members of the special education department and the high school principal met with parents of special needs students prior to the school-wide Back to School Night and discussed the many supports that are available to students and parents at the high school.

Pam Morrison, Sara Langbert (parent) and Alan Capasso visited the I-Lab at Horace Greeley High School in Chappaqua. The visit reinforced the desire to create collaboration spaces in CHHS library.

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 new course proposals for the 2016 – 17 school year.

In the fall, the PTSA sponsored a special evening parent coffee. The high school's four-year transition plan to move to letter grades was presented to parents.

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

The yearly orientation for Grade 8 parents was held in February. Presenters included staff members Alan Capasso, Mark Maxam, Leslie Troise, Tanya Thibideau, Kirby Mosenthal, Chris O'Connor; parent and CHHS PTSA co-president Nancy Squire; and students Zoe Donovan (9) and Susan Rykowski (12).

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.

Dr. Bree and Ms. Rhoades arranged a post LaRochelle exchange meeting during which photos of the trip and a student-produced video were shared with parents.

In May Jodi Burger coordinated the 2016 Advanced Placement Art Show. 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 and the new rule pertaining to remaining in the presence of alcohol and/or illegal substances; making all non-graduation required Regents Testing optional; the high school's effort to have more consistency of grading practices; the creation and use of common assessments and rubrics, new high school course offerings, the four-year transition plan that will be used to implement letter grades; the reporting of behaviors that promote learning, the state-mandated changes regarding gender identification, single versus multiple valedictorians and salutatorians, the creation of more collaboration spaces in the library; the changes that are being made regarding the scheduling of concert band and chorus for the 2016 – 17 school year; the senior exit survey; changes being made in the big-buddy program and providing lunch for economically disadvantaged students.

Additionally, BPC coordinated the induction of Loren Stillman ('98) and Benjamin Holzer ('96) into the Hall of Distinguished Graduates in November 2015 and the selection of Jason Newman ('96) and Johnathan Henes ('87) for induction in November 2016.

10. Growth Opportunities for the 2015-2016 School Year (please include areas that need improvement):

Continue the work towards greater consistency in grading practices between and among departments including the creation of common assessments and rubrics.

Begin the changeover to letter grades with the Class of 2020. During the four-year transition grade reporting will vary based on the student's year of graduation.

Three new courses will be implemented: English 12, Advanced Placement Computer Science, Foundations of Engineering (using the Project Lead the Way curriculum), Yoga and Strength Training.

Now that the "Three into Two" regional math curriculum (math course compacting) is complete; the high school will see if there are a sufficient number of students meeting the criteria, and if so, implement the sequence beginning in the 2017 – 2018 school year.

Increased common analysis of student work is need. The creation of common assessments has provided multiple opportunities for this work to take place. The challenge is the scheduling of time for this to occur.

The dialogue about only offering the Regents exams needed for graduation should continue and a decision made.

For the 2016 – 17 school year we have eight full or part-time teachers are new to CHHS; five of whom are just starting their career. These staff members will need mentoring and support.



CROTON-HARMON

Union Free School District

Curriculum Coordinator Reports

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

Building: CET	**Department: K-4 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?

- Common Writing Assessment and Rubrics
- Looked at grade level writing prompts (response to a read aloud) in which students need to support their answer using 1-2 pieces of text evidence.
- Kept or created new prompts at grade levels to ensure the questions built upon one another from grade level to grade level
- Reviewed writing rubrics K-4 to make sure they were aligned and that standards were addressed grade level to grade level
- Common assessments in writing were reviewed and scaffolded K-4.
- Conventions of writing (on rubrics) was revisited to align with report cards.
- Discussed implementation of Scholastic Next Step Reading Assessment: Concern with retelling rubric score "5", which requires students to add their own thinking or personal connections. Most grades did not feel as if this was an issue. Most students could get a "4" and still move up levels.

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.

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

The committee looked at writing and reading standards and matched these to the assessment piece (Written response to a reading prompt.)

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

- Poetry Month: Students wrote their own poems and read them on the morning announcements. Students also participated in Poem in Your Pocket Day.
- First Grade created and taught an opinion writing unit, which is a focus of writing for all grade levels K-4
- Teachers taught several writing units (narratives, opinion writing, nonfiction) and assessed students in writing.
- All grades engaged students in writing with an emphasis on writing complete sentences, answering prompts in writing and citing evidence or reasons, and using graphic organizers to help students write in paragraph form.
- Students across the grade levels engaged in nonfiction units of study in which research reading was required
- In grades K-4 metacognition is evident through the following:
    1. Students take control of their literacy instruction through book choice, as many teachers provide students with opportunities to "book shop" at their just right level.
    2. Students are often engaged in different types of learning activities where they are expected to monitor themselves. This if often seen during independent reading, partner reading, reading response time and/or literacy centers.
    3. Students rely on themselves to problem solve, complete activities, word solve, etc.
    4. Students create personal goals in the area of reading and writing (with teacher assistance K-2 and independently 3-4).
    5. We model our thinking out loud during literacy instruction, have them practice with the teacher and a partner for guided practice to scaffold their learning and then have them practice strategies independently.
    6. Students are engaged in interactive read alouds. They are often expected to "turn and talk" to share their thinking. Students make inferences about characters and activate their "schema" when coming up with ideas for both Fiction and Nonfiction text.

PROFESSIONAL DEVELOPMENT:

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

Two teachers attended a BOCES workshop on opinion writing in grades K-2. This workshop taught ideas of teaching opinion writing in a variety of ways. Students should learn how to share opinions with one another in a positive and helpful manner. Students can use graphic organizers to learn how to write opinions in paragraph form. In addition they can engage in several forms of writing activities such as writing opinion posters or persuasive letters. Several mentor texts were also shared at this workshop.

ACCOMPLISHMENTS:

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

- Solidified prompts/writing assessments and rubrics across grade levels

- Implemented new reading assessment K-4: Scholastic Next Step Reading Assessment
- Some teachers begun mapping writing curriculum
- AIS writing provided to 3rd and 4th grade students. AIS teachers used the "Teaching Basic Skills" model to provide remediation.

ADDITIONAL COMMENTS:

The committee would like to use some time next year to look at the Next Step Guided Reading Assessment and discuss/determine what books should be given first, second, etc (lower levels) to students when being assessed. We would like to discuss if we should be focusing on assessing students in fiction vs. nonfiction. In addition, the committee would like to look at the comprehension scores for retelling (especially in the upper grades) to determine how we should be scoring students based on the Next Step Reading Assessment comprehension rubric.

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? Our transition into implementing math curriculum from EngageNY has been efficient and smooth over the last three years. We are now able to turn our attention to fine tuning our practices under the guidance of the district provided professional development in the areas of metacognition, assessments, and rubrics. We were always mindful that our lessons must stem from having our students be metacognitive. This became our touchstone. Conversations stemmed from the felt need to have our students be metacognitive during our math lessons.

Our monthly conversations always include a pulse check from each grade level as to how the students are progressing. We discussed ways to support our students with materials, online resources linked to our websites, clear vocabulary, test preparation, and current changes in NYS testing (pre-post teaching, online tests/untimed tests), as well as, enrichment and remedial opportunities.

Rubicon Atlas, Data Warehouse, STAR assessments were reviewed and discussed. Mr. Cavalieri met with us to interpret the STAR data in order to further individualize instruction and to plan for group instruction. We reviewed home supports for our students. We reviewed PVC's math newsletter and spoke of how best to present supports for CET families year over year. A helpful link for each K-8 lesson and homework assignment was added to our webpages for student and parents for to access.

Ms. Maloney shared assessment articles from current math journals (i.e. Making Formative Assessment Multidimensional, *Teaching Children Mathematic*s April 2015). We discussed the findings of various articles and their relevance to our practices.

Performance-based assessments and their corresponding rubrics were shared and discussed. The assessment and rubric summer training for curriculum coordinators was turn keyed. Our progress in these areas is noted below.

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 assessments was the natural next step needed for us. Grade levels examined their current math assessment practices. 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. The committee felt the End-of-Module Assessments from EngageNY have been very valuable but we needed to delve deeper into other varied assessments. The committee reviewed our current best practices

and were careful to critique these assessments using the planning protocol as a reference. We researched other options for performance-based assessments and shared files. We hope to create a 'consensus of criteria' for performance-based assessments to help guide us as we move forward. We also discussed the need to create class assessment grids (similar to our 3x yearly ELA assessments held on the 'T-share').
Each grade level submitted four approximate assessment dates in order to determine students in need of AIS Math. A timeline was created so that we can better plan for looking at grade-level needs as a whole. These dates may or may not coincide with STAR or report card assessments.

K
October: to be completed by November conferences
Late December/January: to be completed by the end of January for the report card
March: to be completed by April for conferences
Late May/June: to be completed by the end of June for the report card
Since assessment are 1:1 it takes us longer to assess the entire class.
1
September 30 (regular AIS test)
November 15 (End of Mod 1)
January 22 (report Card assessment and end of Mod 2)
April 11 (Conferences assessments and end of Mod 4)
2
2nd week of October (Mod 1 Assessment)
1st week of December (Mod 3 Assessment)
1st week of February (Mod 4 Assessment)
Last week of March (Mod 5 Assessment)
3 9/30, 11/30, 1/30, 3/30
4 10/30, 12/23, 2/15, 4/30

We discussed the need to make sure that we are using the end of year assessments to place students in AIS for September. This way no time is lost and we can begin AIS services quickly in September. We are very thorough in utilizing assessments to drive instruction, remediation, and enrichment. Our STAR dates are approximately: Oct. 5-23, Jan 18-22 and May 9-20/Parent-Teacher Conferences are Nov. and April/Report cards are Jan 30 and June 23.

Describe the assessments and/or rubrics created this year in your department. How did you ensure they are aligned to the standards?
Since EngageNY provides many assessments, we updated and/or adapted these assessments and rubrics. The committee felt that the bulk of the assessments provided are of value. Various assessments were shared. The committee felt that the EngageNY rubrics aligned well with our Common Core assessments and as a result, we needed to spend time on performance-based and project based rubrics that correlated with our additional (non-EngageNY) assessments. A general 'problem solving' math rubric was created and approved

by the committee, however, each grade level still needs to spend time adjusting it for their age group. This rubric was emailed to all CET faculty. After this, teachers felt that we needed to focus our energies on supporting our students in problem solving strategies. Although the rubric is needed, teachers wanted to create charts, bookmarks, or reference guides that students can use throughout the year. We discussed how to do this (K-4) so that the language, introduction, and application would be vertically aligned. As a committee, we felt that the steps for problem solving in Math were very similar to the steps needed for an ELA 'close read' – further discussion is needed to possibly merge that vocabulary with these supports. Kindergarten and First Grade created a laminated math bookmark. Second, Third and Fourth Grade teachers created a modeling anchor chart and page of visual supports for each students' math notebook. It should be noted that these charts are still being reviewed by grade levels as a whole and that these supports were created knowing that as the year progresses, students are able to add to their knowledge base. Files were shared with all CET faculty.

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 truly 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? We hosted a math learning walk at CET and attended learning walks at PVC and CHHS. We reviewed journal articles and numerous websites and other school district online supports. We kept current with the EngageNY curriculum and testing updates. We reviewed their professional development videos and literature. Mr. Cavilieri assisted us during two meetings with interpreting our STAR assessments and creating the bookmarks and student supports. District training for curriculum coordinators was shared. Committee members that attended

rubric and LATIC training also turn keyed this training. In addition, I attended a Math Learning Walk at the Haldane School District this year and shared information gleaned from this visit.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year? In reflecting on the accomplishments of our committee, I am most proud of our progression from strict implementation of the Common Core, to delving deeper into how best utilize our Math block, to best practices in problem solving, to aligning our assessments and report cards to the new standards. We have created an assessment timeline so that we can best identify students that need remedial services. Each grade level assesses students at four points during the year and meets to discuss student progress and remedial needs. We designed and are refining a 'K-4 Problem Solving Rubric' and various other supports for students while always keeping in mind that our work must be vertically aligned. This rubric can be applied to our performance-based assessments as well as, daily problem solving.

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?

Metacognition: We reviewed the roadmap and poster and noticed how the cycle never ends and there is a lot of reflection along the way. How does metacognition tie into assessments? Based on the assessments we give, we adjust and reflect on our teaching to meet student needs and goals. "What do I already know" applies directly to pre assessments, KWL charts, and encouraging students to think and reflect on a topic or book before diving in. The poster applies well to rubrics but not necessarily to all assessments.

Reporting student progress: We discussed the common assessments we already have. We report progress on the report cards, in parent-teacher conferences, notes home, emails, phone calls, etc.

STEM activities: We discussed how well the challenges are going for us and how it is certainly engaging for the students and metacognitive as well. We had great success with the "Saving Sam" challenge. Everyone who tried it in their classrooms loved it! Many teachers have included more stem challenges (some from the paper challenge handout I made) in their classrooms. We have seen students who may have learning difficulties shine at the challenges. Many teachers said that they wanted to do it and it is a great idea, but there is no time with everything else we have to teach. June might be a good time!

Coding/STEM Websites: We looked at Definedstem and saw value in connecting the real life challenges posed on the site to our curriculum. This is certainly a good resource for project and performance based assessments. Kodable is a great alternative/addition to code.org.

New York State Next Gen Science Standards: We discussed the new standards multiple times at length. The website is a bit difficult to navigate so we went through it as a group. We looked at the next gen standards (K-4) alongside our Science 21 units. We found that most of the units were different.

Next Gen Changes: The following appear to be some of the shifts coming with the Next Gen standards. (This is only an initial list and there may need to be some corrections.)

1st grade States of Matter is going to 2nd (properties of matter)
2nd grade Changes in Energy is going to 1st (Waves-light and Sound) and 4th (energy)
3rd grade Plant Cycles is going to 2nd grade (relationships in ecosystems)
4th grade still keeps forces and interactions, but this is also spiraling up from in 3rd grade (forces and interactions) and 2nd grade (earth's systems-processes that shape the earth)

Some of the possible upcoming changes with the NGSS were shared including the 3 year rollout plan (year 1- awareness year, year 2- transition year, year 3- implementation year where rolling out begins in K,3,6, and Physics). There also may be possible assessment shifts (from 4th to 5th and an addition of a 2nd grade performance assessment).

Coding: Committee members were reminded about the hour of code, and a few teachers who used it this year said it was easier than last year. Many kids have some knowledge on what coding is. We discussed how you can do coding with paper and pencil, and the connections between coding and map skills/sequencing. Everyone got a handout with some paper coding sheets.

Earth Day: We discussed how CET might get involved in Croton's Earth Day festival. We agreed that it was a bit difficult to do, as Earth Day is on the weekend. We made a chain of Earth Day pledges from the entire school that was displayed at Earth Day and the Science Fair!

Science Fair: Information about the fair was shared and students were encouraged to participate through their teachers, posters, and K-12 alerts. CET had more presenters than they have ever had at the Experience Science Fair!

Cross Building Meetings:

Department members shared their common assessments.

Rubicon Atlas and how to do various searches was modeled, such as searching K-12 for a certain keyword or topic. This is useful for curriculum alignment. Rubicon can also be used as a communication tool using notes. Personal settings can be changed so that we receive these notes immediately, daily or weekly. Information on the types of assessments we give in the form of charts is also available on Atlas.

We discussed the new standards and how the rollout/transition to the new standards will occur.

We looked at a few rubrics from each school. Commonalities are that they all follow a 4 point scale and use positive language. Rubrics were tailored to meet standards, and aligned with the report cards

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.

We looked at a variety of rubrics for our different assessments and thought that a common rubric, such as the one used in Science 21 (General Science Process Rubric) would be a good place to begin. We had difficulty with this, as the science standards are changing and the 8 NGSS practices are different from what we currently teach and assess in science.

We did discuss the quality review checklist as it applies to our General Science Process Rubric and found that although it is not closely aligned to a particular assessment, it checks off a lot of the other boxes. It works well with what we assess for our report cards. You can use it with students, and there is a consistency from K-4 when it is used. We finalized these assessments and rubrics, and added them to Atlas.

2nd look at rubrics: We looked at how well our assessments connect with our rubrics. We revised the current General Science Process Rubric (from Science 21) to better match what we wanted to assess in grades 1,2 and 3. Kindergarten revised their current rubric to more closely align with their assessment. Grade 4 has not yet administered their assessments. 2nd grade administered their assessment in October. K,1,2 and 3 revised our rubrics and added them to ATLAS. 4th grade already had a rubric specific to their task. At CET, our science report cards are more general, where our assessments are targeted to specific skills. We shared the rubrics with each other and tried to scaffold the assessments and use common language.

We discussed how the assessments and rubrics worked for us and our classes. We looked at completed assessments and rubrics. Most students received 3 out of 4 or 4 out of 4. The students that didn't do as well had difficulty with directions, not necessarily the content and skills. In one class, most students did very well (3s and 4s), but some students had problems with the equipment. Some of the batteries and lights stopped working, but the students were

able to problem-solve independently and switch the materials for working ones. The few students that had difficulty weren't focusing on the task at hand and following the directions.

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

We followed the Science 21 assessments but created our own, more specific rubrics to accompany them.
Kindergarten used their living/nonliving assessment.
1st grade used their property of matter (sink/float) assessment.
2nd grade used their measurement/growbeast assessment.
3rd grade used their circuit assessment.
4th grade used their earth forces research and project .

We ensured the rubrics are aligned to the standards by looking closely at the standards themselves and making sure that what we created met those items/skills. The program we use, Science 21, is closely aligned to the standards and has them clearly labeled for each unit and lesson. This made it easier for us to ensure alignment and to cross-check Science 21 with 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 science that we teach at CET is so hands-on, that it naturally has students communicating with each other to solve problems. There are clear expectations for individuals and groups for each lesson and experiment. Students are excited about science and the new STEM challenges. The Science 21 program has students responsible for their own work and learning, and at CET we have created a climate where children see themselves as lifelong learners.

PROFESSIONAL DEVELOPMENT:

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

Makerspace workshop information was shared and examples of cars, a rocket and Cartesian divers were explained and demonstrated. These would be good challenges for 3rd and 4th graders. Flyers and articles (from Ms. Maloney) about STEM and Science 21 were shared with the group.

1. *I attended a BOCES Makerspace Class.*
2. *Other offerings*

   I shared the IB Program offering and the Hudson River Teacher Center STEM offering for teachers. I attended the BOCES Elementary Science Leaders group and learned more about the NYS NGSS and what other schools in the area are doing.

ACCOMPLISHMENTS:

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

We looked closely at our common assessments and created rubrics to match the current state standards, the report cards, and our expectations.
We used the followed the Strategic Coherence Planning Protocol For Alignment/Assessment (including the Quality Rubric Checklist and the Strategic Coherence Template) to guide us through the process of creating rubrics.
We became familiar with the New York State NGSS and learned how to navigate the website.
We tried STEM challenges and see the value in them and their connection to the new standards.

ADDITIONAL COMMENTS:

Next Steps: We would like to work more on transitioning each grade level into the new NYS NGSS curriculum. This could include participating in the SCIENCE 21 rewriting of curriculum, piloting said curriculum, and for Kindergarten, moving to the new curriculum in September. As each grade level adopts the new curriculum, other grades could gather materials that we may already have on those topics to support our colleagues. We could also start compiling lists of items that we would need to teach the new curriculum.

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

Building: CET	**Department: S.S.**	**Coordinator: Erica Hubbard**

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. **<u>Metacognition</u>** –

- The committee developed a list of innovative ideas, strategies, and resources to successfully promote metacognition across curriculum, instruction, and assessment, and then shared with colleagues. This list attended to the following questions:
    - *How does my classroom help create successful/active thinkers?*
    - *How do my students own the whole learning process?*
    - *How do I promote wellbeing?*
    - *How do I communicate purpose to my students and that what we do matters?*
- Reviewed new metacognition posters and discussed how this work connects to assessment.
- Committee reflected on how we can make the visual and definition more accessible to our students and wondered what that might look like at different developmental levels?

2. **<u>Grading Practices and Common Assessments</u>**

- Discussed having “laser-like focus” on reporting student progress and “Connecting the Dots.”
- Reviewed the “Croton Philosophy and Purposes of Grading,” a summary from the Grading Committee.
    - *To promote goal setting and student reflection*
    - *To inform instruction*
    - *To motivate students*

- *To report of student progress and student achievement of the standards to students, teachers, parents, and constituents and to inform where students fall on a continuum*
- *To show what the educational system values and how the students measure up in these valued area*

- Discussed the *"Strategic Coherence Planning Protocol for Alignment and Purpose."* Reviewed formative, summative, and performance-based assessments.

- Discussed social studies assessments and rubrics, focusing on the following specific questions:
  - *Do we share common assessments across a grade level?*
  - *Are our assessments aligned to the new standards and the report cards?*
  - *Common assessments need a rubric (4 point scale aligned to NYS Standards)*
  - *Reviewed exemplar rubrics and assessment idea menus*
  - *Group discussed pursuing performance based assessments for social studies.*

3. **Reviewed and Discussed New Social Studies Resources**

   - *C3 Social Studies Inquiries* - http://www.c3teachers.org/inquiries

   - *BOCES SS/ELA Curriculum* - http://www.pnwboces.org/ssela/index.htm

     - On some grade levels, there are minor changes in the curriculum. On other grade levels, there are significant changes.
     - "Inquiry" performance based tasks and assessments have been added to many units and are worth further exploring as possible common assessments.

   - *New York State K-12 Social Studies Framework* – https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework

4. **Tri-States Preparation**
   - Reviewed and discussed essential questions.
   - Reviewed and discussed performance indicators.
   - Reviewed and discussed process for collecting evidence/artifacts.
   - Reviewed and discussed curriculum mapping.
   - Logistics: hosting observations, interviews, and artifact review.
   - Visit/experience debrief.

5. **Discussed Professional Texts**
    - Marshall Memo: *Key Insights* from Grant Wiggins
    - Marshall Memo: *Formative Assessment* from Richard Stiggins
    - Marshall Memo: *Feedback That Makes a Difference to Students* by Dylan William

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.

Each grade level representative worked with their grade level team to create a shared performance based assessment and a rubric this year. As a curriculum group, we reviewed each grade's progress throughout the year and shared work.

The following performance based assessments were created this year, working to integrate social studies habits of mind and social studies and ELA standards and skills. Assessments were developed to incorporate multiple ways of demonstrating knowledge. These assessments include:

- Kindergarten: "I am respectful when..."
- First Grade: Brochure of the Croton Community
- Second Grade: Map Skills – Map Making
- Third Grade: "Hand-in-Hand Family Culture Project"
- Fourth Grade: Colonial Journal

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

- We utilized the new Social Studies Common Core Learning Standards (as referenced from the new Frameworks and the BOCES SS/ELA curriculum website in tandem with the "Strategic Coherence Planning Protocol for Alignment" tool to ensure that the grade level assessments are aligned 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?

Examples of evidence to support that our vision and mission are part of our ELA curriculum, instruction and assessment:

Contribute to the wellbeing of society – Multicultural materials/texts that promote social justice are utilized, persuasive letter writing units, character education social studies/literacy lessons (identifying central message), current events articles utilized during instruction, and field trips with organizations that promote the wellbeing of society

Effective communicators – Oral and visual presentations (with speaking and listening rubrics)

Problem solvers – Problem based learning opportunities and projects working with real problems, open-ended tasks, collaborative and cooperative group work

Researchers – Integration of research skills (reading, writing, viewing) to produce a variety of products to showcase research skills

Independent thinkers – Opportunities to make choices (democratic classrooms), opinion based materials and student debates, expansive classroom libraries, choice or project menus, text evidence to support thinking, multiple perspectives/point of view comparisons, metacognition lessons and reflections

Responsible for own learning – Implementation of a "thinking curriculum" not just content (students learn process skills and thinking skills and strategies), pre/post assessments, structures and routines in place to build independence and gradually release responsibility, choices (students have opportunities to make decisions based on interests and preferences with tools and tasks), learning contracts, student checklists, goal oriented process, time to stop and reflect and revise thinking/plan, progress monitoring, ending lessons with a "share" and coaching students to stop and ask themselves, "Does this make sense?"

PROFESSIONAL DEVELOPMENT:

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

- This year the social studies department was actively engaged in a lengthy and in-depth inquiry into our social studies curriculum, assessments, and curriculum maps, by participating in a Tri-States visit.
- We reviewed professional texts.
- We discussed professional development/workshops from BOCES.
- We explored new curriculum resources as a professional learning community.

ACCOMPLISHMENTS:

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

- Hosted a Tri-States visit.
- Updated curriculum maps to reflect new Common Core standards in social studies.
- Developed shared performance based assessments and rubrics.

ADDITIONAL COMMENTS:

Thank you for this opportunity.

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

Building: CET	**Department: Special Education**	**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?

- RTI special education representation and Tier 1 and 2 Leadership- SPED teachers were the RTI leaders for each grade level this year. We worked to turnkey our training regarding RTI and help Gen Ed teachers create and implement classroom interventions as well as track data and input into RTI direct.
- Creation of the Goal Bank which streamlined grade level curriculum with IEP goals organized by grade level and subject. This made it simpler to understand the upcoming grade level curriculum, assessments and appropriate goals for students entering the next grade level.
- Programming for the use of the WIN block and how we can be best utilized as special education teachers and related service providers. We were able to organize with students through flexible grouping on our grade level that needed additional support in targeted areas during the WIN period.
- How to use existing data during initial and triennial evaluations. This made it much easier for the student and the staff to gain a clear understanding of a student's strengths and areas of improvement without redundantly over testing a child.
- As a team we were able to simplify teacher reports which targeted the current functioning levels of a student instead. We called these reports a Teacher Report Summary and made a simplified template.
- Collaboration with outside agencies/service providers - increased communication and collaboration with therapists, doctors, and outside agencies which helped to develop more comprehensive programs for students and families.
- Creation of a Take 5 Space – staff continues to work on the creation of materials for a Take 5 Bin which can be distributed to each designated area and will be used as needed by staff and students.
- Sharing of sensory tools/strategies to help students with attention/anxiety – we will continue to plan on creating these sensory tools that have been utilized by certain staff members so that we have enough for all staff in need

- Refocusing/redirection timers – ordered multiple timers to use as an independent redirection and to reinforce student attention. Used as a tool for RTI as well and made nonverbal redirections and refocusing simpler within the classroom.

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 Special Education Curriculum staff organized themselves by grade levels. Using Google docs, each team used the existing template to create goals aligned to each grade level assessment and curricular area. This document made creating goals for the student's upcoming academic year much simpler. Teachers who write an IEP do not know the upcoming grade level curriculum, assessments used or curricular calendar. Having this template made it simple to create appropriate goals for students at their current functioning level that could be assessed by next year's teachers using their assessments and existing curriculum with modifications as needed.

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

The Goal Bank had each grade level split into teams familiar with their grade levels curriculum and the existing assessments that classroom teachers utilize. From this we were able to create and generate appropriate goals and align them to these existing assessments. From there, when writing an IEP it will help to write more appropriate goals for that particular grade level with existing assessments.

Teacher Summary Report- The team created a Teacher Summary Report which helped to aggregate all the existing data on a student as well as any educational achievement testing that was done upon requirement for a student's initial or triennial CSE meeting. This helped to simplify and clarify past reports which went upwards of 20 pages. This is much more time sensitive and direct during time sensitive meetings and gives parents and staff a much clearer perspective on a student's current functioning levels. This in turn makes it simpler to see if a student qualifies for additional services as well as what the most appropriate educational program should look like for the student.

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

The team had to work across grade levels and schools to generate assessments, curriculum and input into one existing bank which the entire district could utilize. The Goal Bank incorporates the existing grade level curriculum, instruction and assessment to help generate appropriate goals and educational programs for students with disabilities.

PROFESSIONAL DEVELOPMENT:

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

District Programming for Special Education Services
The Importance of Data in Social Work
Evidenced Based Teaching Strategies for Children With Special Needs
Coping and Relaxation Strategies for Staff in the Helping Field
DBT Dialectical Behavioral Therapy
Managing Student Anxiety
Restoring Relationships with Students

ACCOMPLISHMENTS:

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

Goal bank
WIN Period
Assessment Alignment
Leadership of grade level RTI meetings
Take 5 room creation and implementation

ADDITIONAL COMMENTS:

As a team we would like to focus developing our staff and school for the following tasks/needs:

- How to deal with extreme behavioral and social/emotional needs
- Possible programs/interventions to help students with high behavioral and social/emotional needs
- Time constraints/caseloads of special education teachers/related service providers
- Continuum of services – having consistent programs which can be altered or restructured as needed according to the needs of a given grade level or population and modeled after researched based and existing models
- Distribution of students with social/emotional needs with academic needs in CTM
- Caseload size per CTM class
- More professional development as a group (time to meet together to perform a task)
- Opportunity for summer work – make Take 5 room materials
- *Visit other comparable school districts to look at how they structure their AIS/WIN/SPED services

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/ grade level discussed/addressed this year. What are the outcomes of these discussions?

***Revised Curriculum Tasks, assessments and rubrics to be aligned with CCSS

*Developed rigorous common rubrics for each standard and also for Behaviors of Learning

*Developed inquiry based project work that supports alignment of curriculum with standards

*Developed and implemented standards based report card

*Use of Gradebook/Portal for reporting

*Common Assessments

*Benchmark Assessments

*Standards to Grades conversion for 8th grade

*STAR reports and how to use them to set goals with students

*Achieve testing and program was used for AIS support

* Teachers use content or project specific rubrics to facilitate goal setting, reflection and assessment.

CURRICULUM:

Based on the district's Strategic Planning Protocol for Alignment/Assessment, cite the assessment work that has occurred this year. Please use specific examples/

Teachers met with LCI staff developer to revise and refine assessments to be more in alignment with CCSS and with our new standards based reporting system. Each team developed 3 common assessments per trimester. Example at the 8th Grade Level: Refugee Experience research based poetry, Academic Vocabulary Assessments, Independent Reading Book Projects, Inspiring Change Persuasive Essay and Change Project Position Paper.

How did we ensure alignment? We met as departments and also as grade level teams both last summer in LATIC and also during the year to develop rigorous common assessments that would be in alignment with our district vision and mission of standards based curriculum. We met with LCI to compare our assessments, to learn best practices and to revise and refine our assessments based upon research and best practices. We also continue to meet as we look at student work to determine if the assessments have produced the desired results.

What evidence is there that our vision and mission are part of the curriculum, instruction and assessment? The strongest evidence is in the student behaviors of learning and also in the process of researching and working on authentic inquiry based tasks. The rubrics are living documents in our classrooms and students regularly use them to understand how to meet proficiency and also how to continue to revise and improve their work. Student work is examined to determine if the assessments have produced the desired results and then we further refine and revise our tasks.

As a department we offer many opportunities for students to become 21st century global citizens and contribute to the well-being of society. ELA students study the connections between history and literature and also study history to make better informed decisions and understanding about events in our modern world. Our research and problem based learning focus requires students to read, research and learn about these topics. New standards require expository reading that complements literature and content work. Students learn strategies for taking notes that will support synthesis of ideas and deeper thinking. They use their research to problem solve and find solutions and then finally to clearly communicate their findings to an audience of their peers. Rubrics are used at the start of each project to guide students and to support development of new standards. All of this work aligns with CCSS.

Examples: 6th Grade ancient cultures research work in connection with *Malala* and *The Breadwinner,* 7th grade refugee research in connection with *A Long Walk to Water*, 8th grade Taking a Stand and Change project research in connection with *To Kill a Mockingbird.*

PROFESSIONAL DEVELOPMENT:

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

*Achieve and Star staff development

*Grading Committee Work

*LATIC and LCI staff development

*BOCES staff development on argument based writing

ACCOMPLISHMENTS:

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

We are very proud of our refinements in standards based assessments that measure developmental growth, clearly communicate to both parents and students, and also provide the means for goal setting. Our department has always pioneered the use of developmental growth assessments, and the 9 point Writing Rubric continues to be used for these purposes. In addition, we have worked hard to incorporate "*Croton Core"* best practices and bring them into alignment with both district goals and also CCSS. We feel that our curriculum reflects rigorous practice and that it continues to grow, evolve and develop in sync with the new standards. We also feel that technology has greatly enhanced both the volume and quality of student performance, especially in writing and research. The ability to track student writing on Google Drive has given teachers more access to each student's progress as well as the ability to give frequent and specific feedback in order to support growth.

ADDITIONAL COMMENTS:

We hope for time to continue our work in adapting the CCSS and alignment 5-8, along with standards based tasks, assessments and report cards. The 8th grade team needs time for further refinement of the grades conversion charts. Teachers need time to study student work, identify exemplar papers and break down the skills that need to be taught in order for students to meet the benchmarks at each level. We are proud of our amazing progress this year and look forward to further development of a rigorous and cohesive ELA program.

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

Building: PVC	**Department: Math**	**Coordinator: Jennifer 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?

- **Grading/Report Card Standards**

-Outcome: Report card standards have been finalized for all grades and the first year of using them has been successful.

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

Outcome: PVC teachers have presented at a Board of Education workshop and shared data that addressed math at your own depth this year. The department has created a Google website for math curriculum to further share information with the Croton Harmon community. In addition, PVC teachers and Michael Plotkin have created, written and published the bi-monthly "Math Moments" newsletter 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.

- **Math at Your Own Depth/Resources/Common Assessments**

In addition, the math department has scheduled meeting times each semester to make even more connections among and between grade levels. At these meetings, teachers assessed current assessments/rubrics and created/aligned their work to develop common assessments/rubrics/"math-deep" projects that are consistent across grade levels. All of these common assessments have been compiled in a binder. Teachers continued to use the schematic that was created last year as a model to develop uniform process for math at your own depth (it was also posted on the curriculum website). We have also used Renaissance Star Accelerated Math program as a supplementary program to help support students in the math curriculum when necessary. Unfortunately, the program did not address all of our needs and we are in the process of searching for another program to best meet our needs. We had a webinar meeting with DreamBox and 3 teachers in grades 5-7 will trial this program to see how it works with students. We are considering a supplemental program from grades 5 and 6 and having a separate program for grades 7 and 8, as it is challenging to find one program that meets the needs of all grades 5 through 8.

- **Metacognition**

-Outcome: Metacognition has been brought up throughout the year. We feel it is important for students to continue to 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.

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.

- At the beginning of the year, the entire math department went through the Strategic Coherence Planning Protocol for Alignment/Assessment and understood the assessment work planned for this year.
- Starting with each trimester, we identified the units of study and took inventory of current assessments that were aligned with these units.
- We aligned the unit assessments/rubrics to the standards and strand of the standards on the report card.
- We then identified/developed at least 3 common assessments per trimester that are aligned with the report card standards. We also created at least one performance based assessment with a rubric at each grade level. (All have been compiled in the math department's binder.)

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.
- We also looked towards the NYS standards for mathematics to create our common assessments, therefore we can ensure that they are aligned 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 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 pace allows students to become engaged in the learning process, become more independent thinkers and responsible for their own learning. Our focus on creating common assessments 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 Renaissance Star training sessions throughout the year to address changes, concerns and any other questions we had about the program.
- We had individuals receive training from LCI workshops.
- As we continue to search for the best math support program, we engage in webinars and conferences with various math companies.

ACCOMPLISHMENTS:

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

- Creation of Google website for math department with periodic updates
- PVC report card standards have been finalized and currently in-use
- Creation, development and publication of Math at Your Own Depth newsletter
- K12 alerts regarding happenings in math
- Offerings of potential summer math programs/opportunities
- Select students/teachers will pilot the DreamBox math program and offer feedback
- Math at your own depth program continues to strengthen and help students learn at their own pace

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

Each grade level designed and implemented common assessments. Many project/performance based, some more concrete (writing and reading assignments). We took the time at each meeting to share our assessments and add them to the binder.

-Rubrics/Rubicon

Using our work from TITC year 1- we were able to reflect on our rubrics and implement them for this year. We shared rubrics that worked at each grade level. We want to continue discussion about a 5-8 rubric and rubrics for common science skills (and behaviors that promote learning). Teachers began adding assessments and rubrics to Rubicon Atlas.

-Standards Based Report Card/Eschool Data

We implemented our first year with a standards based report card. We spent time learning Eschool data, and how to implement grades into the portal. We discussed changing the language/wording of some standards and looking at how our rubrics can more closely match the report card.

-Earth Day

School wide we created a pledge chain that all students participated in during their lunch periods. 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. Next year we hope to have a better turn out for student work at the celebration.

-Experience Science Fair

In our biggest event to date- we had teacher and student representation from each grade level. Students were excited about the fair and teachers had a great turn out at their stations!

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.

We've created a 5-8 binder of all common assessments we created and analyzed this year. The binder includes exemplar student work, rubrics used to grade each assignment, problem based assessments and lab experiences.

As a department we updated our Rubicon Atlas maps to reflect the current common assessments at each grade level.

We created rubrics for all assessments and rubrics and checklists for the behaviors that promote learning to connect to our report cards.

We used that data gleaned from TITC Year 1 to analyze our assessment inventory- and looked at ways to include formative assessment into our units. We also looked at ways to strengthen reflection and the use of metacognition in our units. For example students competing reflections during a unit, and after an assessment has been graded. Asking students to reflect on what they learned and what helped them to learn. Student had the chance to set goals and look to push themselves to a higher level in many assignments such as the questioning assignment in 6th grade. Students pushed themselves to ask higher level questions and reflected on Blooms Taxonomy to help them set these goals.

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

Our standards are still in the process of being adopted however we closely aligned our experience in each grade level to the practices of Next Gen. 5-7 began this work last year by looking at the Next Gen expectations and mapping out where the standards fell in our grades at PVC. Over last summer each grade worked to create units around these standards, adding some and taking away others at each grade level. This allowed us to look closely at our standards and ensure that the assessments matched the Next Gen expectations.

Along with that this year we've created common assessments that match our report card standards, from writing assignments in 5th grade, to reading and questioning assignments in 6th grade each grade level tied assessments to the new PVC report card 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?

With each overarching question at each science level at PVC 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 impacts 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'. 8th graders monitor their

own learning by using Moodle to work at their own pace and learn to budget their time and learning experiences with the demands of a regents level course.

PROFESSIONAL DEVELOPMENT:

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

Lauren Scollins, Maureen Dillon and Jenny Rescigno attended the PNWBoces Coding and Learning Conference.
Katie Brennan attended a Tech Expo and a coding conference.
The department also attended training on the 3D Printer at the Croton Free Library.

ACCOMPLISHMENTS:

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

Jenny Rescigno and Lauren Scollins presented about the 6th grade Robotics unit at the EduTech Conference in February.
Many students and teachers participated in the Experience Science Fair.
Several teachers and students participated and attended the Croton Earth Day Celebration and our science teachers helped students to sign pledge cards and create a chain to be Earth Upstanders and to share with everyone who walks into PVC.

ADDITIONAL COMMENTS:

Most recently the science department has worked closely with Dr. Ulm to plan the change in 8th grade science for the 2016-2017 school year. We've planned a presentation to the students and information for the parents to prepare for regents Living Environment and Earth Science.

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 tri-state participation. Due to the tri-state visit our meetings resulted in review of practice and units, the selection and collection of artifacts, the writing of coversheets for the artifacts, and the discussion of schedules for the visit and the overall purpose and outcomes of participating in the Tri-State Consortium.

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.

Due to the Tri-State visit our meeting time was dedicated to selecting and gathering artifacts, and creating coversheets for that visit. The aligning of assessments was not specifically addressed. Informally, it occurred as rubrics were created and aligned to the new standards based report card at PVC.

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

Assessments for each unit were revised and adapted as necessary due to various changing student populations in the different grades and in accordance with the standards. Rubrics were worked on with a Biography project, Colonies Project, the 8th grade Change project, Socratic Seminars, essays, American Revolution project and for any and all end of unit projects. Assessment and rubrics were all revised and adapted as units ended to align with the standards of Social Studies accepted at the end of last year. This work will continue well into next year, as throughout *this* year through review and reflection we become aware of

what was successful and what still needs to be worked on. We ensure that assessments and rubrics align with the standards by ensuring that the standards are used as the foundation and outcome of the units and therefore of the 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?

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?

The entire department participated in the Tri State visit. The 6th grade and the 5th grade attended workshops at BOCES and reviewed the NY Framework for the Social Studies. As a curriculum coordinator I attended the curriculum days during the summer, and participated in a Tri-State visit to the Ardsley School District in October. Over the summer I also attended the ISTE conference in Philadelphia, PA.

Also, the majority of the department at PVC attended workshops with Learner Center Initiatives to develop standard based rubrics. Members of the Social Studies department also participated in the Grading Committee which worked on creating the Standards Based Report Card and will be reviewing it this year.

ACCOMPLISHMENTS:

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

Specific accomplishments revolve around the successful Tri-State visit. Our time together during curriculum meetings was dedicated to the Tri-State visit that occurred in early May. As a group we learned more about the purpose and meaning of the Tri-State Consortium. As we prepared for this visit we communicated more as a team and worked closely together in reviewing our lessons, assessments and general practice. Specifically, as curriculum coordinator I also spent more time with the Social Studies coordinators from CHHS and CET

which allowed for more alignment within our department. I believe that we are much more aware now of what is happening in the other schools and therefore have a clearer vision of what Social Studies looks like kindergarten through senior year in the district.

ADDITIONAL COMMENTS:

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

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

CURRICULUM MEETINGS:

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

- **Projections for 2016-2017 school year**

Outcome- We used data and assessments to make informed decisions about student placement. We discuss the students' needs and assessed what programming we would have for the following school year. It was decided that we would bring the special classes back within fifth and sixth grade and would eliminate them in seventh and eighth grade. Students previously in special classes in seventh and eighth will be mainstreamed and receive consultant teacher services. The students that were in special classes prior may receive Tier 3 RTI support of a daily ELA or math class in addition to a resource room class.

- **IEP development (Goals, Document Repository, Programming, Accommodations)**

Outcome- We sought to include more statistical data within our IEP progress marks, which are sent out quarterly. We continued to use the document repository, which allows us to upload documents such as classroom observations, evaluations, tests, work samples, etc. to an IEP. This allows teachers to track student progress and it also forces us to keep copies of files to ensure that we are meeting students' needs.

- **Assessments**

Outcome- We compiled a list of common assessments at each grade level and developed IEP goals that could be measured by that assessment. These lists were combined in a GoogleDoc with those from CET and CHHS, so it is district-wide.

- **Annual reviews**

Outcome- The special education teachers worked closely with Glenn Klugherz, as well as parents, to create a schedule for annual reviews across all four grade levels.

- **Response to Intervention & RTI Direct**

Outcome- At the beginning of the year, we worked with Jim Wright as a department to familiarize ourselves with the RTI Tier 1 meetings and process. We then met within our respective grade level teams and dispersed the information presented by Jim. The PVC special education teachers served as leaders or facilitators for these meetings. This also led to training on the program, RTI Direct.

- **Grading/Report Cards**

Outcomes- We familiarized ourselves with the new grading process at PVC and the standards based report cards. Many of us have special classes, so we used the new report cards to communicate progress on standards and behaviors that promote learning.

- **Communication**

Outcomes- In September, we reviewed our special education caseloads with the teachers (content area, foreign language, and specials) and discussed testing accommodations and program modifications for each student. We reviewed the IEPs and had teachers sign off on release forms that ensured that they read over the IEPs.

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.

We compiled lists of common grade-level assessments across content-area subjects (primarily ELA and math). From there, we examined the various skills and standards measured within these grade-level assessments. IEP goals were developed based off of these skills and standards. Grade-level lists were compiled and they were combined with the ones from CET and CHHS on a master GoogleDoc.

As a department, we continued our work with the Wechsler Individual Achievement Test (WIAT III), which is our assessment tool for triennial testing, as well as evaluations for initial referrals to special education. These results are shared with parents and grade-level teachers and used to make informed decisions about special education services and programming.

We also examined data from previous triennial testing, state testing, and the Renaissance Star testing to make informed decisions about programming and intervention supports. Glenn Klugherz created a spreadsheet that included every classified student at PVC and their previous year's assessment scores.

Many of us utilize the program, Achieve3000, which has a reading comprehension assessment after each article. We are able to track student progress and use the information

to confer with the students and make adjustments to our teaching. This data was also extremely important to tracking student progress towards achievement of IEP goals.

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

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

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

As special educators, our main focus is on the students' needs, whether they be academic, social, emotional, or behavioral. Many of our students face challenges and may grow frustrated or resistant to learning. Within our department, we strive to make our students feel comfortable, while building their foundational skills, so they can achieve success. Many of us teach instructional support classes in which we focus on the areas of needs that are listed within their IEPs. The overall goal is to raise students' skills and ensure that these students can be productive communicators, problem solvers, researchers, and independent learners who are responsible for their own learning.

PROFESSIONAL DEVELOPMENT:

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

Some of our members participated in the following:

- Summer curriculum work and development (IEP Goal Assessment, modifying/supporting grade-level curriculum, special class curriculum development, RTI)
- BOCES Workshops (Research based comprehension strategies, scaffolding common core goals to IEP goals, performance assessment development project)
- Workshops/Seminars (Rockland County Autism Symposium)
- Graduate level classes (Designing Motivation for Learners, Using RTI for School Improvement, Teaching Study Skills for Special Education Students, ADHD and Learning Disabilities- Classroom Interventions and Instructional Strategies)
- Training in reading programs (Orton Gillingham)

- Response to Intervention workshops and development with Jim Wright
- Participated in the in-district workshop group for Learning Center Initiative (LCI) for development of rubrics and assessments
- Served on various committees (RTI, SERT)
- Renaissance STAR Accelerated math training
- Achieve3000 Trainings
- RTI Direct Training
- Working towards National Board Certification

ACCOMPLISHMENTS:

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

- Developed additional strategies to support students in the Common Core
- Served as leaders for the Tier 1 intervention meetings
- Worked with classroom teachers to identify non-IEP students who would benefit from support
- Used data from triennial testing, state tests, and Renaissance Star to make informed decisions about programming, placement, and interventions
- Reexamined the special class continuum at PVC and made changes to programming for next year
- Made connections with CET and CHHS to ease the transition processes between buildings
- Served as advisors, coaches, tutors, and directors in athletic and extra-curricular activities
- Community outreach such as fundraisers and trips
- Organized and chaperoned field trips
- Served as summer school instructors for ESY, math, and literacy camps

ADDITIONAL COMMENTS:

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

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

CURRICULUM MEETINGS:

With the exception of the 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 new 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 was a huge shift 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:

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 World Language Department often uses common assessments (and has been for years). This year, we identified common assessments and then looked at student work to ensure better alignment and grading practices (at PVC and cross-building)

We also used the Protocol to evaluate our work. This enabled us to review our assessments and student work from a more objective standpoint. Our work was also reviewed by a colleague outside of our department.

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 NYSUT courses and a course through LILIE
Charlene Sirlin took several NYSUT courses
Marie Sullivan took two NYSUT courses
Qi Song attended the annual Chinese teacher conference
Charlene Sirlin attended Tech Expo 2016, Google for Education Roadshow, Tech and Learning Live, BOCES: LOTE Technology Focus Session - A Hands On Showcase for Fluency and Language Mastery

ACCOMPLISHMENTS:
What are some specific accomplishments for your department for this school year? Sarah Wellman spoke to Sally Barnes' 8th Grade French classes about the French Revolution 8th Grade French students visited Quebec Sally Barnes is the Regional Director of NYSAFLT Charlene Sirlin is the Secretary of POWRFL Qi Song presented on the PWFL meeting Annual 8th Grade Restaurant Trips Google Cardboard was used to take students on Virtual Field Trips We continue to belong to professional organizations Students participated in our annual International Week
ADDITIONAL COMMENTS:

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

Building:	Department:	Coordinator:
CHHS	English	Noël 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?

- The development and implementation of common assessments, particularly in English 9, English 10, and Creative Writing
- The rationale for the change in our program from English 12 electives to an English 12 course and electives that complement core English courses and are open to all students
- The development of the new core English 12 curriculum
- The need to revise Argument/Synthesis essays so they require students to incorporate a counter-argument rebuttal into the claim/thesis

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.

- In English 9, we refined common assessments such as the Argument Essay for *Lord of the Flies* (Is evil learned or innate?), the *Lord of the Flies* Civilizations Presentation, the English 9 Research Paper, and *The Catcher in the Rye* RAFT Essay.
- In English 10, we revised and developed common assessments, including the Research Paper, the Argument Essay about love for *A Midsummer Night's Dream*, an Argument Essay about peaceful protest for *Animal Farm*, and a Text-Analysis Response Essay for *Things Fall Apart*.
- In English 11, we developed assessments that align with NYS Common Core standards. For instance, we developed an Argument Essay on the Vietnam Veterans

Memorial for *The Things They Carried* and a Women and the Blues Presentation for *Their Eyes Were Watching God.*

- For Creative Writing, we created and revised common assessments such as the Nonfiction Braided Narrative, the Poetry Portfolio, the Fantasy Short Story, and the Historical Fiction Screenplay Research Project.

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

Each of the assessments above has a corresponding rubric, and we have identified the relevant standards on the assessments and rubrics we've submitted in accordance with the Strategic Planning Protocol for Alignment/Assessment.

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

- In English 9, students develop research papers about social issues that interest them.
- In English 10, and 11 students develop research papers about issues related to non-fiction texts they select.
- Many students choose to reflect on and revise their writing assessments.
- Students are required to read during the summer, and they are assessed on their reading.
- In addition to the extensive writing requirements in each of our courses, students deliver presentations, and they engage in structured discussion formats such as fishbowls and Socratic seminars.

PROFESSIONAL DEVELOPMENT:

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

- **Susan Ardolino** participated in the National Board Certification Cohort and the Writing Institute for National Board Certification. She also took the following courses:
  CEGE 566-R01/Strategies for Curriculum Adaptations and Instruction for All Students-Curricular Goal, Instructional Alignment and Formative Assessments
  Alignment to the Common Core standards and Common Assessments
  Developing Innovators and Innovation Skills (EDU 661113)
  Designing Motivation for All Learners (UNY 701)
  The 21st Century Classroom: How Problem-Based Learning with Technology can Transform Student Learning in the Digital Age (EDU 661109)
  Collaborative Inquiry for Students: Preparing Minds for the Future (EDU 661108)
  Learner Center Initiatives: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
- **Joseph Merriam** began the National Board Certification process, and he engaged in professional reading of such works as *Don't Forget to Write*, ed. Jennifer Traig, *Field Guide to Writing Flash Nonfiction*, ed. Dinty W. Moore (which goes beyond canned

approaches and gets to the meat of the issue. Sorry, I couldn't resist! -- Noël), and *Teaching Creative Writing to Undergraduates,* Stephanie Vanderslice & Kelly Ritter.

- **Noël Schoenleber** participated in the Learner Centered Initiatives workshops and the ELA Coordinators meetings at PNW BOCES. She also served on the grading committee.
- **Ashley Valentine** continued as a member of the Learner Active Technology-Infused Cohort at CHHS for the third year. She also attended the Lower-Hudson Valley Technology Summit at White Plains High School.

ACCOMPLISHMENTS:

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

- This was the first year our students took the Common Core English Regents. We administered the exam in January, so we could reflect on students' performance and make necessary adjustments to our instruction. 96% of the students passed, and 64% earned mastery level (a score of 85 or above).
- In order to prepare students for the work they will do in college in English and other disciplines, we proposed a core English 12 course. We presented this proposal to the Board of Education, and it was approved; we will launch it in the 2016-17 school year. Most of the literacy-based work students do in college involves analytical reading and writing, as well as persuasive argumentation in writing and speech. By requiring seniors to take a core English 12 course or AP English Literature and Composition, we can better prepare them to meet the demands of college. By offering electives such as Creative Writing and Shakespeare & Co. to all students, we allow them to complement their core English studies with further learning based on their interests.

- We developed and refined common assessments for English 9, English 10, and Creative Writing, and we aligned these assessments to Common Core English standards.
- We developed Common Core aligned assessments for the English 11 course.

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: Mathematics**	**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?

The department discusses the following topics this year:

1) Common Assessments- The department divided itself into groups (Geometry) Tracey and Kurt, (Algebra 1) Eileen, Greg and Susan and (Calculus) Soyoung, to work on the alignment through common assessments. Soyoung used her two calculus AP classes for the common assessments as her schedule did not line up with anyone else's this year. Using the standards set by NCTM, NYS and CCSS we used and compared best practices, peer editing and rubrics to help create assessments that would challenge and test the students' knowledge. Looking toward next year we have realized that some of our assessments need to be altered and expanded.

2) Grading – With the changing of numeric grades to letter grades next year the math department began to look at how each member determined a student's grade average. As a group, we decided to come up with common percentages to derive a student's grade. We went on to discuss where our grades came from and how we could give different assessments, but hold the students to the same set of standards as they go from class to class. With consistency in mind the department agreed to have and use a common rubric for future assessments.

3) Math Language – It is important for a department to use the same "language" when teaching a common subject. Due to the changes that have occurred over the last 20 or so years in math education, there have been many different ways to answer a question in math, using symbols. We spent time in our department meetings this year to make sure that as a group we know where we have to use certain symbols and that we agree on the manner that we use them.

4) Metacognition – As a group we model metacognition for our students by thinking out loud, asking questions that occur to us, as students share insights and offering them our thinking strategies. We also recognize that there is a lack of study and note taking skills as well as organizational skills among our students. We have and will continue to design certain assessments with this in mind where we constantly review best practices for each type of learner.

5) Courses – We began October by reviewing the courses that the department offered. We made sure that we were meeting the needs of all of our students. We looked at what we might want to change for the coming years given the changes in curriculum in

the lower grades. We reviewed the guidelines and requirements for each of the courses. We also agreed collaborating with the science department and the economics teacher will ensure that we are doing our best to teach the math that supports their work. Some of the department feels that when the state was implanting the common core math that it didn't take into account where students needed certain math topics in science.

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.

1) One of the main areas of work that the department did this year was on the project based assessments. We found that this type of assessment lends itself much easier in certain courses than it does in others. The department has come up with two different types of project based assessments that we feel lend themselves to multiple levels and multiple courses.

In Geometry at the beginning of the trigonometry unit, each student was given the task of coming up with a unique application problem of right triangle trigonometry with its own solution. They were given a set of simple guidelines and the rubric. Besides the applying the concepts that the students were taught students were required to use precision in their solutions.

In Algebra students were given a calculator lab and were expected to use their prior knowledge and technology to draw conclusions about how a parabola shifted and altered as the equation of the function is altered. Besides applying the concepts the students were taught how important it is when comparing things that the parameters of the situation be similar.

2) As was common practice in the math department students in the same classes were given common assessments of a quiz, unit exam and/or mid-term exam. The difference this year is that we made sure that the exams were broken down percentage-wise as the state has said that it is used and each question was individually justifies to be needed on the exam.

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

1) This year Kurt and Susan attended a workshop on assessments and rubrics. Several of the rubrics that were obtained at that course (LCI) have been slightly altered and adopted by the department for use on future assessments.
2) Each of the teams of teachers has used the blueprints that were supplied by the district. These documents have allowed the department to ascertain which standards where used and in fact that all standards are used.
3) One of the main areas that the department worked on was the ability of a student to communicate their ideas into a well written conclusion. After going through the process this year we have agreed that we need to change the earlier assessments next year to work on these areas of weakness.

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 as a department believe we model the areas stated above by the way we teach our subject: teaching content in a logical and sequential manner, stressing at a minimum, competence at every level before moving on, using examples of real world applications of mathematics, assessing progress and most importantly making ourselves available afterschool and during free periods to discuss in an informal way the challenges and issues they come up against. It is the hope that with these tools students will learn to self-assess. This is the skill that will aid them in their ongoing educational efforts, as well as their maturation into good citizens.

Many of our graduates have left to go on in the field of mathematics, education, science and computer science to name a few.

PROFESSIONAL DEVELOPMENT:

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

Greg Bradley and Tracey Finan are currently working on the National Certification for Teachers.

Tracey, Eileen, Greg and Susan went to 2 separate workshops on Statistics that are being put into both the common core exams and the SAT's

Greg and Tracey attended the 10 county Math Teacher's conference.

Eileen, Greg and Tracey attended the 3 in 2 math course both last summer and will again this summer.

Tracey attended a course on Common Core Geometry

Susan belongs and attends the curriculum coordinator/math chairs for the Upper Westchester /Putnam area

Greg will be attending a three day TI workshop this summer that will discuss using the technology across the curriculum

Soyoung took a course for the AP computer science and a workshop on integrating coding into curriculum

Kurt and Eileen are taking an on-line computer course on Statistics this summer.

ACCOMPLISHMENTS:

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

1) As a department we have conducted learning walks and shared ideas across the buildings.

2) We have worked to insure our grading practices are consistent between the courses that we offer.

3) Added Computer Science to the department and planned to add AP computer Science next year.

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: Science**	**Coordinator: Jamie Rooney**

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 department discussed the following topics:

1. -Common Assessments: The department worked on one of the districts main goals this goals this year, which was having common assessments. Teams were as follows
   Ray and Jamie: Earth Science
   Mike and Tatiana: Chemistry
   Donna and Tatiana: AP Biology
   Zhanna: Physics
   Laurel: APES

2. Grading: With the changing of numeric grades to letter grades next year the science department began to look at how each member determined a student's grade average. Some of us use weighted averages and others use total points. Our discussion of how each one of us handles late assignments was started but not finished. The idea of having a common open-ended lab rubric was also discussed but needs to be continued.
3. Parent Portal: We have had a lot of discussion on how to publish assignments and what should be published first. Some members chose to show all assignments from the beginning, others decided to only do exams first to see how the programed work and then slowing started making more categories live from their grade book.
4. Metacognition- We discussed what is it, what does it look like in our classrooms and how can we implement more of it.
5. Lab Safety- Was a major focus for us as a department as news of accidents in the science classroom were increasing. We have new protocols in checking our equipment in the laboratory now.
6. Next Generation Science Standards: We had three half day professional development on the new Next Generation Science Standards. We understand the need for the shift and how it is more inquiry and phenomenon based. We are waiting on the state to make the final decision on the new standards so we can see where the performance expectations are being distributed. We also would like to see future assessments and a timeline for implementation.

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.

1. Ray and Jamie have a midterm exam and many performance based assessments (Field Map Lab, Sun's Path and Weather Patterns Lab) in common in the Earth Science classes.

2. Mike and Tatiana have many performance based assessments in common for chemistry. (Hydrate Lab, Equilibrium, Solubility of Salt, Unknown Group 1 Hydrogen Carbonate)
3. AP Biology used old AP questions from an exam for their common assessment (Ecology free response exam on population dynamics e.g. exponential vs. logistic growth) and an inquiry based lab on Photosynthesis.
4. APES also used old AP questions for their common assessment (Free-response on GM crops, multiple choice questions on Energy) one inquiry based lab (Cookie Mining Lab), and one Research project on biomes which culminating in a PowerPoint presentation.
5. AP Physics 1 had a two exams for their common assessment with statistical analysis on quality of question and a Lab report checklist.

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

4) This year Jamie and Tatiana attended a workshop on assessments and rubrics. Several of the rubrics that were obtained at that course have been shared to the department.
5) Each of the teams of teachers has used the blueprints that were supplied by the district that allows them to make sure that assessments are aligned with the standards.
6) We already use past regents and AP questions on our common formative assessments. Since these questions were used on old assessments they are aligned with 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?

As you can see from the science department mission statement, our focus is in line with the district's mission and vision. Evidence would be the performance assessments we have our students do and classroom observations.

PROFESSIONAL DEVELOPMENT:

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

All of the department members actively participated in the professional development workshops. Some of the examples of these workshops include Chemistry & Physics Club meetings, STEMteachers NYC meetings, Westchester Science Café presentations and others. All science teachers are members of the National Science Teachers Association (NSTA). We each receive professional publications such as The Science Teacher, NSTA Reports, and E-Newsletters. We also had 3 half day professional development on the Next Generation Science Standards. Jamie and Tatiana also went to two workshops on rubrics.

ACCOMPLISHMENTS:

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

- We piloted an engineering course this year. We are offering Project Lead the Way: Introduction to Engineering Design next year.
- We have numerous students win awards for science research and environmental science.
- We had 47 AP Environmental Science students create scientific posters for the Experience Science Fair and 35 communicated their research to the public at the fair.

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department: Social Studies**	**Coordinator: Christopher O'Connor**

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 Tri-States Visit
- Grading philosophy and practices
- Common Assessments/Rubrics related to the *Strategic Coherence Planning Protocol for Alignment/Assessment*
- Budget for 2016-2017
- Social Studies department course descriptions and course offerings
- Review of new NYS K-12 Social Studies framework
- Using Google Classroom and/or other web-based applications in the classroom with our new Google Chromebooks

Outcomes of these discussions:

- Tri-States: The discussion topic that dominated the most amount of our time and attention this year was the Tri-States visit, which took place in early March 2016. Our department engaged in a number of discussions about the necessary preparation for this experience at the end of the previous school year, but things really started moving in September when we came back to school for the 2015-2016 school year. Three members of the department attended a Tri-States training session here at Croton in July 2015, (in addition to the two members who attended a March 2015 training session in Ardsley). As the curriculum coordinator for the high school, I joined the CET and PVC coordinators as members of the visiting Tri-States team that went to Ardsley to review their K-12 Social Studies program over the course of three days in October. Every department meeting between September and March addressed some aspect of the Tri-States visit, with the last couple of meetings being dedicated almost entirely to artifact production and sorting. Other Tri-States related issues that were addressed at department meetings included: the crafting of Essential Questions, reviewing and approving parent/student surveys, reviewing work done by the World Languages department for their Tri-States visit, debriefing the department on my Ardsley experience, discussing how to complete the cover sheets, and discussing what kind of evidence most appropriately matches each indicator.
- Grading Philosophy/Practices: Coming out of the work and recommendations of the district-wide grading committee, our department had a number of meaningful conversations about grading philosophy and practices throughout the year. Since our department wholeheartedly supports the move to letter grades, the conversations that took place this year focused more on individual grading practices, the use of rubrics, and grade inflation. Our principal, Alan Capasso, provided us (and every other department) with data that detailed our grades as a department from the first quarter,

and provided us with thought-provoking questionnaires that asked questions such as "What words come to mind when you think of A+ work?" and "What percentage of a class should receive a grade of A+?". These conversations resulted in more consistency in grading practices across the department by the 2nd and 3rd quarters. We also discussed "behaviors that promote learning", how they are assessed/reported, and what we can do as a department to streamline these expectations throughout the department.

- Common Assessments: The district's *Strategic Coherence Planning Protocol for Alignment/Assessment* initiative had a significant impact on our department work this year (see below for specific examples). The process of collaborating with colleagues to create common assessments and rubrics was enriching and rewarding. Even though there were some common assessments already in existence, this process gave us the opportunity to put these assessments under a microscope and improve/update them to meet current standards. It also allowed us to start fresh and create some new common assessments that will better serve our students and our teachers for years to come.

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.

Common assessments/rubrics were created in:

- Global 9: Thematic Essay on Belief Systems, Turning Points research paper, updated local Final Exam, Ancient Rome Project
- AP US History: College Board-style Mid Term Exam, Short Answer Questions, DBQ Essay on Mexican-American War and Imperialism
- 12th grade AP Macroeconomics and AP Comparative Government: Research skills and Annotated Bibliography. Students in these classes, although learning about different topics, were held to the same standards in performing research and citing sources. These skills also align with the expectations required of 12th graders in completing their CHOOSE project/presentation.

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

Every assessment/rubric that was created by the Social Studies department this year was tied to the learning standards associated with the course. For example, the Global 9 thematic essay and research paper (and the rubrics used to grade them) were aligned to the NYS Social Studies Framework for Global History (https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework). The AP US History Mid-Term Exam was made from questions released by the College Board to teachers through secure documents (based on the new 2015 standards) and the rubric used to grade the Long Response essay was the same rubric used by the College Board for the actual AP exam (https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf).

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?

Many of the elements of our district's mission and vision are naturally imbedded into the social studies curriculum. Every class offered by the social studies department requires students to think critically and independently, whether it be through primary source document analysis, the research and writing process, and/or via long-form projects that culminate with a presentation in front of the class. Our department offers a diverse and enriching set of elective courses, which allow students to delve deeper into topics that interest them, thus creating the habits of mind to become lifelong learners. Our courses give students the opportunity to better judge world affairs by understanding past behavior of societies, and further prepare them for the responsibility of citizenship, since the "cornerstone of democracy is the informed citizen."

An example of this connection to the mission and vision was demonstrated through the visit to our school by Susan Goodwin, a representative from the League of Women Voters. After speaking to all 12th grade students in their social studies classes this past fall, the students were given the opportunity to register the vote—right there in the classroom. Other guest speakers that were brought into social studies classrooms this year included:

- Neal Haber, member of the Board of Education, met with all four AP US History classes to discuss his recent visit to Cuba. Mr. Haber put together a presentation that surveyed the history of Cuban-American relations and discussed the present-day situation through images taken during his trip
- Two guest speakers were invited to address the students in our Inhumanity Facing History course; a parent in the district, Eleanor Kwei, discussed living under apartheid in South Africa, and a building Teaching Assistant, Luan Kryeziu, discussed his family's experience living in Kosovo in the 1990's
- Douglas Young, former CHHS social studies teacher and member of the Economic Council for Education, met with 12th grade students to discuss the "Hidden Costs of College"
- Sophie Wang, CHHS world language teacher, met with 10th grade Global History students to discuss her experiences growing up during Mao's Cultural Revolution in China

PROFESSIONAL DEVELOPMENT:

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

- Tri-States Training (5 members) and participation on visiting team to Ardsley by curriculum coordinator
- New Global Regents Seminar (two sessions at PNW BOCES)
- New Global Regents Questioning Workshop
- LCI Training: Aligning Assessments and Rubrics to Vision and Mission (2 sessions)
- Meeting for Social Studies Chairs/Coordinators to review new NYS Framework and C3 model (2 sessions at PNW BOCES)

- National Board Cohort (Lauren Maiolo)
- Participation on Grading Committee
- IB Diploma Program Information Session
- Participation in Critical Friends

ACCOMPLISHMENTS:

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

- Several members of the department took full advantage of the new Chromebook carts in each classroom this year, by implementing Google Classroom and making it a regular part of instruction & assessment. Google Classroom also enabled these teachers to create interactive and research-driven lessons, and served as a vehicle to provide feedback to students
- Preparing for and participating in the Tri-States Visit Experience
- Founding of CHHS Debate Club
- Met with member of PTSA to discuss introduction of Model UN club for 2016-2017 school year
- Peer reviews of Thematic, DBQ, and Research Essays
- Current Events assignments connected to NYS *Enduring Understandings* (which will be on the new version of the Global Regents in 2018)
- Use of primary and secondary sources consisting of articles, videos, maps, and images for more interactive HW assignments

ADDITIONAL COMMENTS:

Overall, I would consider the 2015-2016 school year to be a significant and transformative one for the high school social studies department. The Tri-States experience, coupled with our work on common assessments, brought members of the department together and initiated much needed dialogue and collaboration in areas that required attention and analysis. Collectively, the work done by the department this year was engaging, productive, and rewarding. The discipline of social studies has gone through—and continues to go through—significant changes at the state and national level; our department is actively working on staying ahead of the curve in order to be prepared to implement these changes. We are looking forward to continuing our work in these areas and hope to create even greater horizontal and vertical alignment of the standards, skills, and assessments being taught and used in our social studies classrooms.

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

Building: CHHS	**Department:** Support Services (Sp. Ed.)	**Coordinator:** Kelly Ingraham-Friedman

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 were a department somewhat divided this year as we focused our work on the district's *Strategic Coherence Planning Protocol for Alignment/Assessment* goals. Our special class teachers spent time in their respective departments, while our Resource Room, RISE, and FLEX teachers worked to develop stronger alignment with general education curriculum, standards, and newly developed common assessments via a customized CHHS Goal Bank.

Additional topics/issues discussed include:

- **Learning Centers and AIS**: We have been seeking clarity and consistency in regards to entry and exit criteria, and have been advocating for the return of a CTS. This year a small committee has been formed and has been working in collaboration with Karen, Mark, and Al to better define the criteria and protocol, and establish a CST for 2016-2017.
- **Reader Needs**: With the changes in CC Math, we continue to experience an increased need for readers. For the most part this year's aide schedule worked well to accommodate and provide readers throughout the day; however there were many occasions where teachers were reading to students during Prep periods. We will work in collaboration with administration again next year in order to plan accordingly.
- **The role of CTS-D/I**: This year we had 4 classes with CTS. Karen has arranged for a CTS-D/I consultant to work with pairs next year. We are looking forward to this opportunity.
- **Finalizing Documents**: This year we've focused on aligning our MAPS to Measurable Post-Secondary Goals & Transition Needs and Coordinated Set of Transitional Activities; utilizing Document Repository; etc.
- **Privacy and Confidentiality of Psych Office in FLEX:** Currently students need to walk through an occupied classroom to seek counseling and/or support when in crisis. This has been discussed with Karen and she is looking into options.

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.

Special Social Studies(Global 9/10, US History, Gov't./Economics) Assessments:

Student essays on based on various topics as outlined on mainstream social studies curriculum maps, multiple choice unit tests in line with the CCSS, Student driven questions on quizzes, student presentations.

Special Class ELA grades 9/10- Assessments (multiple choice unit tests in line with the CCSS) for *A Midsummer Night's Dream* and *Animal Farm* were developed last summer along with fellow English department members, and administered this year.

Special Class ELA grade 11-Assessments for *The Crucible* and *The Things They Carried* which were from the mainstream) Additionally, a short story unit was developed that included multiple choice tests in line with the CCSS, as well as strategies from the workshops I attended.

Resource Rooms, RISE, FLEX, and Psych Assessments: We collaborated with each other and across departments in order to better align IEP goals and assessments. WISC, WIAT, Woodcock Johnson, STAR, etc. continue to be utilized consistently. Additionally we have more closely aligned IEP goals and assessments of IEP Goals with our assessments and measures utilized in the general education settings (i.e. some Writing Goals include language like "evidence-based," and utilize writing rubrics and other grade level assessments). Kelly, Jonna, Dan, Ryan, David, Eric and Victoria worked collaboratively as a whole group and in smaller sub-groups to develop stronger alignment between IEP Goals and Assessments with general education teachers, the standards, and the newly developed common assessments in order to create a customized CHHS Goal Bank. Our Goal Bank was ultimately aligned with PVC's and CET's. This was very gratifying and meaningful work. Through this process we have increased our transparency and created stronger alignment along the continuum of services, across curriculums, and across buildings. Special educators and service providers k-12 now have access to a customized,and aligned, k-12 CHUFSD Goal Bank. This is still a work in progress, but we are very proud of what we were able to accomplish this year and look forward to continued work in this area.

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

Special Classes:

- Assessments- IEP progress reports, report cards, regents-based assessments based on NY state standards followed by CHHS social studies dept. aligned through Common Core, Teacher and state driven rubrics for student essay assessments.
- Special Class ELA 9/10- used the same writing prompts and rubrics (PBA) for *A Midsummer Night's Dream* and *Animal Farm* as mainstream ELA, which are aligned with the CCSS.
- Special Class ELA 11- used the same writing prompts and rubrics for The Crucible and The Things They Carried as mainstream ELA, which are aligned with the CCSS.

RR, RISE, FLEX, Psych:

- Assessments- A variety of assessments are utilized in these settings in order to establish a baseline and determine a student's present level of performance, as well as to Progress Monitor Goals and develop new IEP Goals and Programming. Our focus was
    - WIAT III, WISC, STAR Reading, STAR Writing, Grade Level Assessments (i.e. writing rubrics), Teacher Reports, Report Cards, Student Interviews, Running Records, Level 1 Vocational Assessments, Career Plan and Employability Profiles
- Alignment- Goals are often align to the CCSS, as a result of IEP DIrect Goal Bank as well as this year's work in creating a new Goal Bank specific to CHHS. Our means of assessment now more closely aligns to classroom assessments, so as to better gauge our students' ability to transfer a newly acquired skill into the classroom. We are utilizing many of the same measures in these setting as our general education counterparts. The new Goal Bank, and the preferred Assessments, are the result of the collaborative efforts and communication in and between departments.

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?

RR, RISE, FLEX: Students receive instruction and feedback on metacognition, and the importance of maintaining habits of mind and becoming a life long learner routinely. This is much of the work that we do with our students with disabilities and who are at-risk, as it is critical for their success - both in and out of school. We instill a growth mindset, as opposed to a fixed, through skills lessons, specialized and individualized instruction, student conferencing, self-reflection opportunities, feedback, etc. We educate our students about learning styles, preferences, strengths,

limitations, and disabilities, and why they are classified. They are involved in their programming and programming decisions. They become better advocates for

themselves as they begin to better understand themselves as learners and take greater responsibility for their learning needs.

PROFESSIONAL DEVELOPMENT:

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

- Scaffolding the Common Core (3 day workshop): Jonna, Ryan, Kelly, Sue
- IEP Study Halls: Eric, Ryan, Kelly
- Sci 21 (3 ½ day in house professional development): Jonna, Kelly
- Grading Committee: Kelly
- Sam- Attended Social Studies Tri-States conference/workshop.
- Kim-Attended a half day refresher workshop on CDOS. Additionally, attended two LHAPPA Events: one on inclusion presented by Dan Habib and a viewing of his documentary film, “Including Samuel”, and the other on the Writing Revolution developed and presented by Dr. Judith C. Hochman, former Head of the Windward School in White Plains.
- Sue-Attended “Improving the Sentence: Research Based Writing Strategies for Struggling Students” workshop.
- Sue-Attended “2016: The year of the English Common Core Regents. Are your students ready for it?”
- Sue-Attended “Research Based Comprehension Strategies for Struggling Readers”
- Ryan- CAN-DO Consortium (CDOS Networking and Career Exploration with local districts and organizations), The Forum: For Schools that Serve Students with Developmentally and Intellectually Disabilities (workshop), Work-Based Learning Series for CDOS Commencement Credential (workshop), Ren Star Training
- DBT Skills STEPS-A Training attended by David Xavier and Karen Gatto. DIalectical Behavior Therapy (DBT) takes into consideration the whole child and focuses on the social emotional well being of adolescent students.
- Edgenuity Seminar Attended by David Xavier
- Renaissance STAR Assessment training attended by the entire Special Education Department
- RTI Direct Training attended by David Xavier

ACCOMPLISHMENTS:

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

- Jonna, Ryan, Kelly: Turn-Key Presentation to the Faculty - Scaffolding the Common Core
- Kelly and Jonna have been heavily involved in redefining Learning Center and AIS and re-establishing a CTS for 2016-2017
- Kim - used Hochman method to teach writing in Special class ELA 9/10 and shared this best practice with Sue Lewis teacher of Special Class ELA grade 11.
- Kim- Collaborated with Joseph Merriam and Susan Ardolino, ELA teachers, used and adapted common core materials from the mainstream ELA classes for Special Class ELA grade 9/10 to ensure rigor in the curriculum along with scaffolding and skill building.
- Sue-Attended reading and writing workshops then shared materials with my colleagues in both buildings
- Sam- Collaborated with Tom Naughton, John Bohuniek, Lauren Maiolo, and Chris O'Connor, social studies teachers on common assessments, used and adapted common core materials from the mainstream social studies classes for Special Class social studies grade 9-12 to ensure rigor in the curriculum.
- Initial year of the Flexible Support Program. The Special Education services offered by the CHUFSD have expanded to meet the needs of at-risk students and students who are transitioning into the Croton Harmon school community from an outplacement setting. Students in the Flexible Support Program have access to both academic and emotional support when needed. We have received positive feedback from both parents and students on the effectiveness of the new program.
- Ryan - collaborated and organized work based learning experiences for students on a weekly basis. The students participated at the Danish Home on Mondays and the Holiday Inn on Thursdays. These volunteer hours count towards students CDOS required hours of 216 as well as adding to students Career Plan through the use of Careerzone. Our R.I.S.E. team (Eric, Nicole, Eileen and Renee) also had monthly meetings with Transition Specialist in regards to our program and continued development. Students continuing to have access to a "mock" apartment to work on Daily Living Skills. For ESY, David Xavier and I will be working with R.I.S.E students on vocational skills with Custodial Staff.
- Dan worked on college essays and applications; edited and revised all writing assignments; worked collaboratively with with Mike Chimileski creating resumes and cover letters for CHOOSE

ADDITIONAL COMMENTS:

Grade-Level Resource (Case Management) is Essential. It allows us to utilize the curriculum and the standards in order to address the majority of our IEP Goals as well

as Program Accommodations. An example of Goal Alignment: We can utilize a DBQ or a Thematic Essay presented in Social Studies and/or an evidence-based claim response or argumentative essay in English to meet a variety of needs:

- Reading Goals: decoding or fluency work; vocabulary acquisition; comprehension; synthesizing and analyzing information; etc.
- Writing Goals: creating a thesis statement based on evidence; structuring a writing assignment; how to determine the structure of a written piece - Thematic vs Argumentative; editing; encoding; utilizing content specific vocabulary; etc.
- Study Skills Goals / Executive Functioning: organization; time management; pacing; develop study strategies; etc.
- Accommodations may include: Preview/Review of materials; simplified language; pre-structure writing assignments; assistance in time management; breaking assignments down into smaller pieces; etc.

Our skills lessons, resources, scaffolds, and expertise are tethered to the curriculum of our grade level assignments. It allows us to provide students with highly differentiated, individualized, meaningful support and instruction. Having a strong understanding of grade level curriculum allows us to provide more effective instruction and remediation to our students. We can quickly and accurately transition from one student to the next, regardless of their varied needs, and ensure that

Students benefit from the opportunity to collaborate with one another, and are able to do so when they share similar content classes and are more developmentally relatable.

Case managers typically have 30-60 mins of Consultant Teacher Services Indirect (CTS-I) per week per student on their caseload. Caseloads are determined by student programming (i.e. students in 9th grade resource are typically on that teacher's caseload - allowing that teacher to progress monitor adequately) This CTS-I time is in addition to the classroom services students receive via Resource, Special Class, or CTS-D/I in a content class. Maintaining grade level Resource, and caseloads, allows for efficient and effective communication and collaboration amongst all parties. If grade levels were to be mixed, general education teachers would have multiple special education teachers to collaborate and consult with in regards to student needs in a particular course, whereas now there is a point person per grade level.

- For example, an English teacher may have 6 classified students taking English 9 across 3 periods. Having grade level Resource and corresponding case-managers allows for meaningful CTS-I work between the two parties. Otherwise that teacher may be in a position to have to find collaborative time with multiple special education teachers to support students in the same class.

Our Goal Bank that was created out of district's *Strategic Coherence Planning Protocol for Alignment/Assessment* focused on creating and aligning goals and assessments with grade level assessments. The work of our Resource Rooms focus around student goals and these assessments.

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

Building: CHHS	**Department:** Special Education	**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:

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.

N/A

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 and CPSE roundtables, kept up on changes from the NYSED via email updates. I attended a workshop with Laurie Levine from the RSE-TASC the on CPSE module and a half day workshop on the updates regarding CDOS. Additionally, I attended two LHAPPA Events: one on inclusion presented by Dan Habib and a viewing of his documentary film, "Including Samuel", and the other on the Writing Revolution developed and presented by Dr. Judith C. Hochman, former Head of the Windward School in White Plains. I was able to use Hochman's materials in my class and share them with Sue Lewis the other Special class

English teacher. I also attended the Bank Street College Institute for Special Education Leader four-day workshop.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department for this school year?
I assisted Karen in managing out of district IEP meetings, collected progress notes on these students, and written a majority of out of district IEPS. I also conducted observations on out of district students. I chaired CSE and CPSE meetings. Additionally, I assisted Karen in day- to-day assignments on an as needed basis, and served as a liaison between her and the high school to collected data for various projects, participated in meetings and in both curriculum coordinator professional development meetings on Learning Centered Initiatives presented by Angela Di Michele Lalor. I Implemented some of Lalor's suggestions in my special English class including limiting written feedback on essays to three comments and cutting down on the amount of rubrics, but using checklist/checkbrics instead.

ADDITIONAL COMMENTS:

I continue to learn about the role of CSE/CPSE chair 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. I have also become quite skilled at writing IEPs. I hope to continue this work in the future.

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

Building: CHHS	**Department: World Languages**	**Coordinator: S. Bree**

CURRICULUM MEETINGS:

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

Common Assessments
For all courses with multiple sections taught by different teachers we have put in place multiple common assessments throughout the year, and a common final exam. Even where there are not multiples sections of a given course, teachers of the 3 languages share best practices across each level at regular intervals, and by peer editing common assessments we are gaining a more complete picture of the kinds of assessments being given across levels and languages. We have discussed how our assessments align with our different standards (NYS, ACTFL and CCSS) and begun creating and discussing blueprints for the different assessments.

Grading practices
Like other departments, we have continued to compare grading practices and to see where our practices may become more closely aligned. At each level of study for all 3 languages we have put in place the same weighting system and have shared rubrics with each other (through the sharing of common assessments) to move towards the idea that students will have as "common" an experiences as possible, irrespective of the language they are taking.

Language at the elementary level. Alison has periodically shared the work she has been doing at CET with the fourth graders as part of the pilot language program there. This conversation will naturally become part of the larger conversation the district plans to begin on May 12, 2016.

APPR
We shared our areas of focus and the kinds of evidence we each were providing to administration.

Based on the district's definition of metacognition, as a department/grade level, what strategies have you employed to support student learning in this area? Cite <u>specific</u> examples.

We directly question students about their thinking and learning and encourage students to do the same to each other:

> "How did you arrive at that answer/conclusion?" "What part of this is giving you a problem?/Do other students have suggestions to help solve this problem?" "How did

you study/do you intend to study?" "Is there a different technique we could use here to solve the problem?" When students raise problems they are having, we ask for input from the class in general to give suggestions as to how to overcome the issue.

We provide "routines" in our classroom activities that encourage students to articulate their thinking: for example, when students give an answer to a particular question or problem they must then articulate how they arrived at the answer they gave.

Specific example of above: Students read a text in pairs and tried together to work out the meaning of unfamiliar words using techniques learned in class (using cognates, meaningful word parts, and context clues). Each pair of students is responsible for presenting one term to the class: they explained what they thought the meaning of the word was, and articulated how they arrived at their conclusion. Other pairs of students were then able to comment on and develop each explanation if they wanted. In the end, the class was able to correctly work out the meaning of each term, using (and modeling out loud for each other) different techniques.

We sometimes have students correct their own work, and articulate what they did wrong. Some teachers are interested in having students keep all of their assessments and "correction data" in a folder the classroom, so they can look at their error patterns over time and track trends and progress.

In upper level classes, students sometimes record their own oral performance and are asked to reflect on how they did, using reflection questions. Students also listen to each other and "peer reflect"; we have an established routine for listening, taking notes and giving feedback on oral performance. Some classes make use of googlevoice recordings which can be emailed to classmates so they can listen and give peer feedback through googledocs.

We discuss the ACTFL proficiency criteria in class, and students are asked to reflect on their work using the ACTFL standards as benchmarks (i.e. to reflect on when they are meeting/not meeting the major levels).

CURRICULUM:

The Croton-Harmon Curriculum Maps include the following areas: Big Ideas/Enduring Understandings; Overarching Essential Questions; Topical Essential Questions; Content; Skills; Student Engagement; Differentiation; Assessment; and Resources.

- **Based on the areas stated above, are the maps in your department/grade level complete? If not, please explain and share the future action steps you will take to complete the maps.**
- **How are you ensuring that the curriculum maps reflect quality?**

Some maps are completely finished and others are still not.

The department briefly explored the ability to use Rubicon Atlas as a communicative tool between colleagues and to discuss curriculum between colleagues and between buildings.

Because of the extensive discussion devoted to common assessments and the time devoted to writing up the template, department members have not yet had the time to go into Rubicon Atlas and systematically make changes to include all common assessments. We also recognize that the list of assessments types is too long and may "blur" a search using assessment type as a criteria (i.e. it may appear that we do not have many assessments of the same type, when in fact department members have simply used different terminology to describe what is, in fact, the same type of assessment).

The department will need some time as part of our next year's curriculum work in order to continue working maps and then to begin to examine the spectrum of departmental maps for better consistency of terminology, alignment, etc. The new teacher is Spanish will also need time to familiarize him/herself with the maps and update them to reflect his/her own preferences and practices.

What are the variety of assessment types used in your grade level/discipline and how do you ensure they are aligned to the standards?

Formative assessments and mini-summative assessments include: quizzes (vocabulary and grammar), graded in-class work or homework, short oral presentations based on templates, short structured compositions, practice readings done as a class or in groups, projects and in-class activities to learn and consolidate vocabulary or structures, considerable oral practice in pairs or small groups.

Summative assessments include: unit tests (some are skill specific, others include multiple skills), and "transfer" oral and written tasks based on the formative and mini-summative work done earlier.

The department has discussed different ways of linking assessments directly to the ACTFL performance standards; we also frequently share rubrics to ensure consistency of evaluation at different levels. All members of the department have copies of the 3 sets of relevant standards and we have made increasing use of them as we fill out the Strategic Coherence Protocol Template cover sheet and create blueprints for 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?

By emphasizing the connections between units of study within the curriculum and the broader levels of language proficiency, and by giving students the opportunity to make use of their language skills in the real world (during travel with the school and through programs pursued independently during the summer) we strive to show students the "real world" applications of what they are learning. This fosters a love of language, culture and travel among our most enthusiastic students and makes them into natural lifelong learners. The number of our

former students who go on to study language in university and beyond and apply their language skills to their careers is a testament to the successful “implantation” of this attitude in many of our students.

A certain number of our students have also gone on to teach for several months or years in other countries or to pursue international work for periods ranging from weeks to years (through short term programs as well as through longer term programs such as the Peace Corps), illustrating how language skills can facilitate outreach beyond one’s community into a larger notion of “society.”

The focus on oral proficiency standards in some classes, along with the explicit discussion of “task types” associated with each major level, allows students to 1) connect what they are learning to concrete oral goals and 2) measure their own progress against their current ability to fulfil these goals. This gives the students a framework within which to understand their development as “proficient” (or effective) communicators at a given level.

PROFESSIONAL DEVELOPMENT:

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

Susan and Alison participated on a Tri-State visiting team to the Byram Hills school district in October, 2015. Susan shadowed the team leaders in order to facilitate becoming a team co-leader in the future and helped write the Tri-State report during the weeks that followed the visit. In May, 2016, Susan attended a re-visit to Bedford and Alison attended a re-visit to Irvington.

Susan continued to serve as part of the district grading sub-committee; Susan, Alison and Sophie served on the committee to discuss World Languages in the elementary school.

Alison was a member of Critical Friends throughout the academic year; she also served on the Building Planning Council for the HS.

Sophie has attended numerous webinars and local Chinese teacher conferences throughout the year, to share best practices and learn about new developments and materials for teaching Mandarin. She attended the summer LATIc institute for the third consecutive year and also attended in-district summer workshops on google classroom.

Susan and Alison attended the NECTFL conference in NY City in November, 2015.

ACCOMPLISHMENTS:

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

The department began to engage in a conversation about consistency in grading practices between levels and languages.

The La Rochelle exchange completed another cycle and celebrated its 35th anniversary.

ADDITIONAL COMMENTS:

It is appropriate to reflect here on the 16 years of dedicated service that Jeannie Van Asselt has given to our district. She has taught Spanish at every level in the high school department (from level 1 through AP) and has engaged in consistent collaborative work with teachers of other languages in our department as well as with teachers in other departments (history and science in particular). She has run the Spanish club for many years and participated in international travel with students; she has been an invaluable support and advocate for our population of heritage speakers at the high school.

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

Building: K-12 (CET, PVC, CHHS)	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 Art department focused the majority of our time on assessments and planning. We began the year talking about connecting our assessments to Rubicon Atlas and using Atlas as a way to align curriculum, check for overlap and communicate with our colleagues. Some of us are using Google Classroom and Google Drive as a way to create assessments that students can evaluate with teachers. This information then filters into Eschool and applies to our standards aligned report cards. This creates transparency for parents and students.

The rubrics are an ongoing process. We have been assessing our rubrics as we implement our lessons to make sure that the outcomes match the goals. We spent several meetings sharing different rubrics for different types of lessons. It was interesting to see different age level rubrics. It is difficult to align rubrics K-12 because of the vast developmental differences between schools. However we are all assessing projects with criteria that line up with the state standards and our department goals. We also spent time discussing how to modify rubrics for our special needs population. This was an interesting topic to flesh out. We wanted to make sure we assess fairly with positive outcomes.

Report cards were also shared in order to have a better understanding of how the final assessments look in all 3 buildings.

Common vocabulary (the Elements and Principles of Design) was agreed upon as a goal and we continue to use these concepts consistently when introducing lessons and discussions. We have noticed as a group that there is an increase in understanding of these ideas because of our K-12 usage.

The above topics all help to increase transparency for the Art department, parents and students. They help to create curriculum that flows from one building to another. They also help make students more independent, goals more defined, and they increase ease in classroom management.

The District Art Show takes up a good deal of discussion time each year. This grand event requires much planning and organizing. We work as a team to make sure everything happens seamlessly; all work is mounted, photos need to be sent to Brie and myself to create district art show flyers and brochures. Building usage forms need to be filled out and processed (Jen was kind enough to take on this task this year), supply lists need to be discussed and edited as needed, materials need to be located and ready for set up during the day, art show floor plan needs to be assessed and adjusted, signage needs to be printed and brought to set up during the day as well, etc.

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.

1. We discussed as a group how to assess challenged learners with the guidance of Nancy Saladino and Ryan Callahan
    a. Many student stories were shared and we discussed how to reflect and assess each
    b. We discussed modified assessments that are in line with IEPs
    c. Varied and alternative assessments
        i. Writing a speech
        ii. Doing a presentation
        iii. Individual conversations
        iv. Creating a different rubric that reflects effort and perseverance, etc.
1. We discussed how Atlas Maps can be used as a communication tool
    a. For Data planning Aligning curriculum
    b. To reach out to colleagues
        i. Wendy Armstrong and Deborah August presented this topic
3. Jodi and Jen have done a strategic coherence planning form and submitted it
4. Jodi shared takeaways from the Learner Centered Initiatives meeting with consultant Angela Lalor
    a. Rubrics should be based on words not numbers
    b. Criteria should be filled in total
    c. Rubrics should be used for lessons that you do a lot (critiques, discussions, lessons, etc.)
5. We each brought different rubrics to share at our meetings throughout the year. I want to continue to do this each year. It was very beneficial to see the evaluative process for different mediums and concepts. We will be following a Tuning Protocol in the future.

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

- Our evaluative process is ongoing. Our rubrics are a living document that continue to be edited and adjusted as lessons change and outcomes are reformed and renovated.
- Brie is assessing CET projects with criteria that line up with the state standards and our department goals. Specific skills that are assessed are written directly on the report card.
- Brie will be attending the Croton-Harmon Assessment Institute over the summer.
- Wendy is aligning Rubicon Atlas maps with rubrics directly and attaching them to all MAPS. Once the rubrics are completed and aligned, she is then putting them in Google classroom for students to fill out. After this she also assesses them in the rubric, adds notes and comments and then enters the scores in the grade book within the parent portal. The link below has the doc shared to explain this in detail. Wendy also shared and presented this at a PVC faculty meeting. This was presented as a potential way to work towards better transparency.

https://docs.google.com/document/d/1cHIiseiiYdM1ekiVaUPE5N8glpWfSm7dr3a2r0-ASR4/edit?usp=sharing

- CHHS Jodi and Jen aligned the grading percentages for Studio in Art & Studio in Crafts classes.
- CHHS Jodi and Jen currently give the same pre & post-assessment (as they are both their SLO groups).
- CHHS Jodi, Jen and Chase agreed on common language for project 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 Art department's mission has always been clear: to produce independent, reflective thinkers in an inclusive, diverse environment, guided by lessons that engage and encourage creative problem-solving and risk taking. This is evidenced by the vast differences within the same project. The Art room environment encourages these differences and applauds risk. Formulaic responses do not create unique design. Students learn quickly that 1 plus 1 does not always make 2 in the Art room, and outside the box concepts can have boundless rewards. The best example of this is the District Art Show. It is here that you will see examples of the same projects with vast differences in composition, medium, subject, etc. Students made these choices independently with the understanding that experimentation and risk taking are inherent and crucial to artistic development that can have exciting, rewarding, and sometimes unpredictable results. There is no one right answer in this kind of environment. I have included the District Art Show Flyer as a visual piece of evidence.



PROFESSIONAL DEVELOPMENT:

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

- Jen attended the NYS Art Teachers' Association Annual Conference and participated in different workshops
- Jen, Jodi and Wendy attended the Google for Education Roadshow through LHRIC
- Jen and Brie attended the Common Ground Conference, focusing in on the future of Art Education and the new National Arts Standards
- Chase learned the operation of sound and lighting boards in order to supervise the productions held in the CHHS auditorium.
- Chase learned and later taught others how to use the josten software to create yearbook layouts.
- Wendy attended Google Classroom through LHRIC
- Wendy is pursuing National Board Certification
- Wendy attended several National Board Certification writing retreats and is part of the Croton on Hudson NBC Cohort that meets monthly.
- Wendy and Chase attended the PVC 3D Printer Training at Croton Free Library
- Jodi attended the Learning Center Initiatives: Aligning Assessment and Rubrics to District's Vision and Mission
- Jen and Jodi are current members of Critical Friends
- Jodi attended 2 summer classes through BOCES LHRIC: Google Classroom and Google Sites
- Brie attended a Metropolitan Museum of Art Educator's Workshop regarding Multisensory Learning
- Brie also attended the Teaching the Hudson Valley Summer Institute and participated in a variety of workshops which highlighted interdisciplinary collaboration that both vertically aligned student learning K - 12 within a spiraling curriculum and horizontally among grade levels
- Chase attended several new professional development meetings

ACCOMPLISHMENTS:

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

- Croton-Harmon District Art Show at the High School Gymnasium with Opening Reception on Tuesday, May 17, 2015, Open to the public from Tuesday, May 17 through Thursday May 19 from 9am - 3pm
- All Art teachers display student artwork within each building and in the District Office, regularly changing showcases and bulletin boards
- Specials Night at CET: Brie prepared a project and 4th grade volunteers rehearsed twice in the morning. There are 4-20 minute demonstrations for K-4 parents on the night of
- Broadway Kids in May. Brie working with students on 6 different stage flats, 1 for each musical/class. As well as drawing contest for playbill cover and advertising for show.
- Brie created the District Art Show pamphlet
- Brie wrote a PTA CET enrichment grant which allowed Croton Artist Joe Mullins to work with the third and fourth grade. The third grade created beautiful leaf and nature prints while the fourth grade created Hudson River fish prints. Both workshops highlighted the third and fourth grade science curriculum, art history, and nature/sustainability themes
- Brie had two CET parent Artists present their talents and career in the Arts to students for March as Youth Arts Month, Ketti North (textile, weaving, etc.) and Melissa Freebern (landscape painting)

- Brie took on a CHOOSE CHHS student (Taylor Vlad) who will be working with CET students on the Hudson River Mural in the Multi-purpose room.
- Chase reorganized and cleaned out the photo studio room to make it more useful to photo students.
- Chase organized a field trip to Storm King Sculpture Center for photography students and art club members.
- Chase brought in visiting artists to speak with photo classes and Art Club.
- Chase facilitated a number of projects with art club including, tape casting, mural design, stencil painting and collaborative drawing.
- Chase organized the yearly auction fundraiser for Art Club at the district art show.
- Chase designed sets for the spring musical and helped students to fabricate set pieces.
- Chase advised CHHS students within the Yearbook Club; organized group photo shoots, inspired layout designs, guided students to meet a variety of deadlines, etc.
- Chase empowered PVC & CHHS students within the Stage Crews for the Spring Plays
- Wendy created the District Art Show flyer in Adobe InDesign
- Wendy presented at a PVC faculty meeting how she has implemented Google Classroom for rubric assessments with her students
- Wendy has implemented Google Classroom for flipped classroom opportunities to differentiate instruction for advanced learners
- Jodi had an AP Art Show: Reception was on Tuesday April 5, 2016 from 5pm-8pm, Opened to the public Monday through Friday
- Jodi prepared the AP Art show highlighting the work of 11 AP Art students
- Jodi took 20 students to the American Museum of Natural History on a field trip

ADDITIONAL COMMENTS:

It has been a pleasure working with these talented, reflective and innovative Art teachers. They made the transition into the Curriculum Coordinator position easy and rewarding. I have gotten much out of the experience. I am lucky to work with such a supportive and informed team. I hope to continue with this position in the 2016-2017 school year.

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

Building: District	**Department: Library**	**Coordinator: Melissa Heckler**

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?

- Discussions focused on the use of our curriculum maps to develop a scope and sequence of research skills as requested by Dr. Fuhrman.
- Outcomes included review of maps and researching scope and sequence from other districts to see which ones aligned with our maps and would best support our district curricula. We completed our scope and sequence K-12 template in mid-May.
- Discussions about recent research from Dr.Joette Stefl-Mabry (University at Albany) as well as past research by Dr. Keith Curry Lance, on the positive impact on student achievement of School Library Media Specialists. Two outcomes were highlighted by Dr. Joette Stefl-Mabry: increase in scores in both ELA and Math.
- Although time for our meetings was limited by other meeting conflicts, we continued to discuss our K-12 Library Alignment. We feel this is important to continue, especially with the retirement of the elementary librarian and the need to help a new librarian adjust and learn the tremendous amount of knowledge required to begin in a new environment, and even, potentially, a new subject area. Curriculum meetings with the new person and the two senior librarians from PVC and CHHS should continue as they've been scheduled for the past 6 years. It is even more critical in this time of transition.

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.

- All research projects are aligned within their content areas

- Our K-12 Research Scope and Sequence template can be used by any grade level, subject area, or department for scaffolding the research process and developing rubrics and other forms of assessment

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

- At this point in time the librarians have completed a research scope and sequence aligned both with our maps which are aligned with the AASL and CCSS standards
- Our K-12 Research Scope and Sequence will support development of rubrics for student assessment
- The elementary librarian uses a template to record student knowledge during Booktalk for grades K-3

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 library mission statement on our district brochure (tailored for each building) reads:

Mission Statement: *To educate critical thinkers and assist the entire CET learning community in becoming discriminating users of ideas and information, as well as to promote the enjoyment of reading and the use of libraries for lifelong learning.*

- At PVC and CHHS the librarians collaborate with subject area teachers as well as teaching students and teachers about the databases available through BOCES and their library websites. The focus of instruction in these libraries is to support critical thinkers, independent learning and responsible digital citizens. Discussions with librarians from other districts echo the need for librarians to continue to deliver classroom and student support for using databases as search tools.
- At CET students learn to identify, pursue, and support their interests and passions that then foster their growth as critical, independent thinkers and develop strategies for becoming lifelong learners.
- Recent research by Dr. Joette Stefl-Mabry confirm that student achievement is highest in schools with qualified librarians and richly resourced libraries. The outcome of this research demonstrates that School library curriculums support the goals of creating independent learners, discriminating users of ideas and information, and life long learners.

PROFESSIONAL DEVELOPMENT:

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

- Annual conference for BOCES
- Google Aps “boot camp”
- Monthly SLMSSENY meetings
- BOCES Networking Meetings
- Anne Izard Award Committee

ACCOMPLISHMENTS:

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

- We did extensive research on other district Research Scope and Sequence templates before adapting and completing our K-12 Research Scope and Sequence template
- Our K-12 Research Scope and Sequence template is aligned with our curriculum maps, the AASL and CCSS
- The CHHS library continues its massive reduction in print materials
- The CET library contributed over 40 pieces of evidence for the Tri-States Social Studies visit in March. The CET librarian attended the "Fish Bowl" to add to the discussion the many ways the library curricula supports social studies.

ADDITIONAL COMMENTS:

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

Building: CET, PVC, CHHS	**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?

NYSSMA, WSCMA, Assessment, Planning protocol, Music department personnel changes

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.

We completed a district wide assessment. We aligned PVC strings, Band and HS choral and examined the additional forms of assessments used district wide.

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

We created one assessment that we can use K-12. We would change the language slightly for each area or building as needed.

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 are constantly changing our curriculum and teaching methods to address the needs of all our students. We keep current on the latest technology available to us and try to create well rounded musicians and can add to society.

PROFESSIONAL DEVELOPMENT:

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

- The entire music department participated in the Elementary and Intermediate All-County auditions, rehearsals, and festivals. The staff also helped students prepare their music for auditions, rehearsals, and festivals.
- The music department continued to work professionally outside of school in musical settings that help the overall performance of our school group.
- The music department will be taking classes over the summer.
- The music department also adjudicated at the Spring NYSSMA festival.
- Sara Worden O'Brien has finished her term as Coordinator of the All-County Orchestras.
- Mike Weinstein worked on the music for several direct-response television commercials.
- Lisa Sable is the Coordinator for the Elementary and Intermediate All-County Bands
- Marlena Peters, Lisa Sable and Sara O'Brien are working towards National Boards.
- Sara O'Brien conducted all county strings
- 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?

2016 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
- 3 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
- 5 PVC students selected to participate in the All-County Intermediate Festival Chorus.
- 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
- 4 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
- 6 CHHS students auditioned for All-State Level 6
- 5 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.
- 4 CHHS CHORUS students auditioned for NYSSMA All-State Level 6 in May

- 8 CHHS CHORUS students performed at the Transportation Dept's Holiday Party
- 1 CHHS INDEPENDENT MUSIC THEORY Student is working on a composition to be performed by the Chorus in next year's Winter Concert

School and Community

- Pep Band played at the CHHS Saturday Football Games.
- Symphonic Band, Concert Band, Jazz Band, Strings and Choruses played for the PVC Winter Concert *during school and at night.*
- Harmony on Hudson (PVC Select Chorus) performed for seniors at municipal building in December.
- The PVC Spring Concerts were split between all 5th/6th grade groups performing on Wednesday, May 13th and the 7th/8th grade groups, Harmony-on-Hudson, and Jazz Band performing on Wednesday, the 6th. There was also a school concert for all performing groups on May 5th.
- PVC staged the musical *Bye Bye Birdie*
- 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* 2016 *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 "Guys and Dolls" - *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.
- Sara O'Brien was selected to conduct the 2016 Westchester Junior All-County Orchestra at SUNY Purchase on 3/6/16

○ CET 4th Grade chorus performed two times at the United Nations
ADDITIONAL COMMENTS:

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

Building: District	**Department:** Physical Education, Health, Home & Careers, Media Literacy	**Coordinator:** Ben Martucci
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? -Continued discussion of aligning our curriculum to the guidance document -Community resources we can access to reinforce both the Health and P.E. programs -Inviting quality speakers & guests -Utilizing local health resources i.e. village farmer's market **-**Health & P.E. specific discussions: A.) Exciting opportunity to hire teachers with dual certification at the elementary level B.) How can we offer assistance to help these new teachers? C.) What is the most efficient way to help these new teachers?		
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. **PVC Health:** -Advocacy: HIV Prevention Essay- persuasive essay from 8th graders about how to better educate on HIV/AIDS across the U.S. -Self-Management + Stress Management: stress inventory, self- assessment of stressors and individual reaction to stressors **CHHS Health:** -Planning & Goal Setting – designing a plan for achieving SMART Goals		

-Relationship Management
-"Mystery Person"
-Helping someone through a difficult health related issue

PVC PE:

-Designed and implemented 5 new rubrics: Archery, Cooperative Learning, Cup Stacking, Speedball, Basketball, and Soccer

CHHS PE:

-Created common written assessments for the 1st & 4th quarters (practical applications of strength training, benefits of strength training, basic anatomy & muscle structure, "total body workout" exercises and vocabulary)
-Created common performance assessments for the 2nd & 3rd quarters (Personal Health & Fitness, Lifetime Sports & Activities)

Media and Communications: Johanna Mustacchi

-7th Grade Speech Project
-Students research for, write and deliver a speech, supported by a one-slide info graphic visual, on one of the following five topics: stereotypes in the media, gender bias in the media industry, the "Vogue Factor" or the image of perfection in the media, violence in the media, or media's role in consumerism versus media's role in sustainability.

CET PE:

-Assessments included Pogo Stick jumping (peer and teacher), Stilt walking (peer and teacher), Juggling (peer and teacher), as well as other Circus Arts

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

-Health assessments and rubrics based directly off of the NY State Health Guidance Document
-P.E. assessments and rubrics based directly off of the NY State AHPERD Physical Education Curriculum & Assessment Guidance Document

Media and Communications: Johanna Mustacchi

- This assessment is aligned to all five standards in the Media Literacy 7th grade curriculum:
    - **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
        - Students spend many class periods in whole class discussion, online TodaysMeet "chatroom" discussions, and small group discussion to zero in on subtopics of particular interest to investigate and to ensure that no two people are researching the same issue.
    - **Write arguments to support claims with clear reasons and relevant evidence.**
        - Students write a one to three minute persuasive speech that must demonstrate research and synthesis, including a bibliography.
    - **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
        - Students must write their speeches according to one of two speech structures learned in class.

- **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**
  - Students must also create an infographic visual (using www.canva.com, or easel.ly) that must enhance the understanding of their presentation. This is usually a graphic highlighting a fact or statistic represented in the speech.
- **Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**
  - The student's speech delivery skills are assessment, both by the teacher and peers after having been given public speaking lessons and the opportunity to practice with classmates, as well as at home.

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?

-Real-life scenarios used
-Students help create grading rubrics
-Students help design projects for assessing skills
-Students peer-review and self-assess projects and performances
-Students peer educate and peer advocate health knowledge and skills
-Students access reputable resources and professionally cite the resources
-Students compose essential questions

Media and Communications: Johanna Mustacchi

-All of the mission and vision are practiced by 7th grade students in their speech and PSA projects - both projects involve research, problem solving, communication, independent thinking, taking responsibility for learning with an eye to making a contribution to the well-being of society when they investigate the impact of the following on their lives: stereotypes in the media, gender bias in the media industry, the "Vogue Factor" or the image of perfection in the media, violence in the media, or media's role in consumerism versus media's role in sustainability.

-The mission and vision are also clearly practiced by 8th grade media students in their digital citizenship curriculum through their research, planning and role-playing of two real cyber-crime court cases, and through the lessons that they prepare and deliver to 6th grade students on cyber safety and digital citizenship.

PROFESSIONAL DEVELOPMENT:

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

Department-wide:

-First Aid update
-CPR update
-AED update

CHHS PE:

-Learner Center Initiatives: Aligning Assessments and Rubrics to Vision & Mission workshop

-SWBOCES/LHRIC P.E. & Health consortium workshop: “Physical Education 2020, New, Innovative and Practical Ideas to Inform Instruction”
-STEPS-A training: Skill Training for Emotional Problem Solving for Adolescents
-SWBOCES/LHRIC P.E. & Health consortium workshop: “Modernization of Health Education Curriculum” (Heroin and Other Opioid Addiction)
-Marist College site visit: Sports Medicine, Athletic Training

CHHS/PVC Health:

-Attended NYSAHPERD Conference
-Presented to the Health Consortium; “Understanding and Utilizing the Guidance Document”
-SWBOCES/LHRIC P.E. & Health consortium workshop: “Modernization of Health Education Curriculum” (Heroin and Other Opioid Addiction)
-3 In-service courses for professional development
-Forum through PNWBoces on teaching Sex Ed to developmentally & intellectually disabled students
-Learner Center Initiatives: Aligning Assessments and Rubrics to Vision & Mission workshop
-SWBOCES workshop on “Understanding Transgender Youth/Transgender Youth in the Classroom”
-STEPS-A training: Skill Training for Emotional Problem Solving for Adolescents

PVC PE:

-5-hour Seminar on Creating a Caring Classroom Culture
-Physical Education 2020: New Innovative & Practical Ideas to Inform Grade 6-12 Instruction
-Learner Center Initiatives: Aligning Assessments & Rubrics to Vision & Mission
-“PLAYOUT”: The exercise card game for Grades K-12

W.Thom:

-Visited local colleges to discuss coaching techniques
-Visited local colleges to discuss what’s current in fitness and strength training

Media and Communications: Johanna Mustacchi

-LHRIC Presentations workshop (summer 2015)
-LHRIC Google Forms workshop (summer 2015)
-Start a Conversation on Digital Voice in Your Classroom - workshop presented by National Association for Media Literacy Education (NAMLE), at the Jacob Burns Film Center (summer 2015)
-Digital Citizenship Summit - October 2015 - West Hartford, CT.
-A national conference for educators, parents, organizations and industry to discuss ways to improve tech usage. DBT training (May 2016) at BOCES
-Mindful Schools Difficult Emotions online course
-Latest scientific research on emotion with an in-depth exploration of mindfulness practice.
-I presented at the LHRIC Tech Expo 2016 - Edith Macy Conference Center: Bridging the Digital Divide - film festival bringing students, parents, community, teachers, and administrators together to discuss digital citizenship.
-Skills Training for Emotional Problem Solving for Adolescents (STEPS-A) - 3 day workshop in May 2016
-3-D Printer Training at the Croton Free Library

ACCOMPLISHMENTS:

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

CHHS Health:
-Designed & implemented a new course: “Introduction to Sports Medicine”
-Field trip/site visit & community connections: Marist College (Athletic Training & Sports Medicine)
-Field trip/site visit & community connections: Hudson Valley Hospital (Physical Therapy, ACL injury prevention program)
-Took risks in the classroom with having students design rubrics and projects
CHHS PE:
-Designed 3 “elective” type courses that will be implemented Fall 2016: “Strength Training, Personal Health & Fitness,” “Yoga & Fitness Walking,” “Team Sports & Lifetime Activities/Racquet Sports”
-Created entirely new grading rubric
-eSchool Data: Implemented “Cyclical Grading Rubric” entry
PVC PE:
-New curriculum: Speed Stacking (cups) – working on hand-eye coordination, reaction time, fine motor skills
-Collaborating with 5th grade to assist with the “Pan American Games”
-Presentation for graduate students on “Technology and Physical Education” at Manhattanville College.
-Presenting new activity to PVC Faculty at May 4th meeting: “American Gladiators”
-Introduced students to new units in our Curriculum on Speed Stacking, Wellness & Fitness, American Gladiators, and next year will be adding Orienteering.
Media and Communications: Johanna Mustacchi
-Focused a lot on Domain 4c - Engagement of families in the instructional program, and successfully:
-Launched a Digital Citizenship Newsletter on our website that has so far published three issues on the topics of Sexting, Online Piracy, and Technology Distractions. Each issue includes students’ quotes, statistics, articles to engage families in conversations, and a parent survey.
-Presented at a CET Principal’s Coffee to 30 parents on Mindfulness in Education - it was videotaped for the district and PVC websites.
-Organized and hosted (along with four colleagues) the first PVC Film Festival focused on Digital Citizenship, which was attended by approximately 150 people. The purpose of the festival was to bridge the “digital divide,” creating an open exchange between parents, students, teachers and administrators.
In addition,
-helped raise awareness of the importance of Media Literacy by engaging the whole school during the first National Media Literacy Week, in November 2015, with morning announcements made by my homeroom students. The issues they spoke about were: your daily media diet; media violence; media’s depiction of perfection; and how to be more critical of the media.
-Was named the National Association for Media Literacy Education’s (NAMLE) October “M-Passioned Member” and was profiled on their website.
Home and Career Skills: Jocelyn Fontana

Collaborative teaching with two 5th grade classes (Brennan and Herbert) - Science, yeast, bread
-Jocelyn Fontana adjunct professor Pace University: Professional Seminar III Spring 2016
-Jocelyn Fontana team teaches with Ms. Martin - Student Assistant Counselor with 7th grade

CET PE:

-Specials newsletters
-Specials Night
-CET Field Day Co-Coordinator
-Gym City Coordinator

Bill Thom:

-Inducted into the New York State Basketball Hall of Fame
-The Lower Hudson Basketball Coaches Association honored him by renaming the "Court of Excellence" award which recognizes boys basketball players who have excelled in Basketball/Community/Academics as the "William J. Thom Court of Excellence Award"
-Completed final year as Varsity Boys' Basketball coach at CHHS
-Worked as Athletic Director prior to Tom Cunningham's hire

ADDITIONAL COMMENTS:

PVC Health:

-Health Fair - June 2016 - 7th grade
-Peer education - 8th graders teach 2nd graders health lessons at CET
-Puberty talk - 5th grade girls
-Member of Advisory Committee - designed Advisory lessons
-Leader of Wellness Committee
-Croton Community Coalition
-Working on transition program from 8th grade into the high school - June 2016

CET PE:

-Building Planning Council Member
-CET Morning AIM Program
-Coordinated with Jessica Butts to have her 8th grade Health Classes present to CET Kids
-Mentor to CHOOSE student from CHHS
-Attend monthly Special Area Meetings with Principals
-Monthly RTI meetings with Social Worker and School Psychologist
    -Worksheets (students without sneakers and/or disruptive)
    -"No Sneakers" notes to parents
-SERT committee member
-Olweus Committee Member
-Health and Safety Committee Member
-Building Planning Council Member
-Attend monthly Special Area Meetings with Principals
-Monthly RTI meetings with Social Worker and School Psychologist
-CET Morning AIM Program
-Physical Education school website updates
-Robin Cooke: Mentored George Castelli with his transition to CET Elementary Physical Education
-Harry Chapin - Run Against Hunger

- Committee Member – monthly meetings
- Sneaker Wall for CET Students and Staff
- Volleyball Team at H.S. - Liaison for Community Service – VB teams work the race
- Run Against Hunger Race Day coordinator for CET

-CTA Corresponding Secretary
-Drinkwine Scholarship Committee
-Woman's Club-

- Woman's Club of Peekskill & Cortlandt – Elementary Creative Writing Liaison
- Woman's Club Arts & Crafts Contest – CHHS Students Liaison
- Liaison for H.S. Arts and Crafts District Woman's Club contest
- Liaison for H.S. Arts and Crafts State Woman's Club contest

-Coach: Varsity Volleyball

- Member of Section I Volleyball
- Section 1 Volleyball Committee Member and co-chairman
- Section 1 VB Scholarship Committee Chairman

-Timer for Basketball
-Timer for Lacrosse
-Supervised Cheerleading Competition
-CPR & First Aid & AED Certified
-A.A.H.P.E.R.D.: Membership in the American Association of Health, Physical Education, Recreation, and Dance - Now known as "the Society of Health and Physical Educators" – SHAPE
-CHOOSE Mentor
-Strength training/Weight Room training of student-athletes throughout the year
-Worked closely with Varsity basketball team as fitness/strength trainer
-Coach: Modified Cross County
-Coach: Modified Winter Track
-Coach: Varsity Girls Spring Track
-Member of Section 1 – Track, Cross Country and Winter Track

CHHS Health:

-CHOOSE mentor

PVC PE:

-CHOOSE mentor

CHHS PE:

-Communicating with parents/guardians/families through our updated PE Website, and personal web pages
-Newsletter (building-level)
-Newsletter (district-level)
-Curriculum coordinator
-Public Address Announcer (C.H.H.S. Varsity Football & C.H.H.S. Varsity Baseball)
-Athletic Contest Supervision (C.H.H.S. & P.V.C.)
-CHOOSE Program Mentors (C.H.H.S.)
-Student/Faculty Wellness Day (P.V.C.): Ballroom (Latin) Dance Workshop Instructor (Cha-cha)
-Scoliosis Screening (P.V.C. & C.H.H.S.)

-Design & Implementation of "Puberty/Maturation" unit (P.V.C.): Collaboration with Health teacher Jessica Butts
-Presenter at CHHS Booster Club Varsity Sports Awards Ceremony
-MC at CHHS Baseball Awards Ceremony
-School Spirit Events: Homecoming activities (Fall)
-Lead Cross Building meetings
-Lead Curriculum meetings
-Attending Community Fundraisers
-Attending "Student Showcases" (Art Show, Concerts, Theatre Productions)
-member of SWBOCES Physical Education and Health Education Professional Development Consortium
-Continued use of "cutting edge" physical fitness activities in all physical education classes (ex: medicine ball training, stability ball training, BOSU ball training, TheraBand training, Agility Balance Coordination (A.B.C.) Ladder training, and Dynamic stretching)
-Continued emphasis on lifelong wellness, personal health, and fitness (Physical Fitness as an "everyday" thing)
-Continued correspondence with the physical education departments in the Bronxville, Briarcliff, and Rye Neck school districts

Media and Communications:
-Johanna Mustacchi - member of Advisory Committee - designed Advisory lessons
Home and Career Skills:
-King Arthur Flour Company presentation - entire 7th grade and two 5th grade classes
-Former students presented to 8th grade HACS classes about BOCES Tech Center - high school courses offered for 11th and 12th grades
-Former student (Samantha Kokinchak) presented to 8th grade HACS about her college major, the application process
-Officer Pietroantonio (Croton-on-Hudson Police Department) talked to 8th graders about careers in law enforcement and police work
-Meghan Clarry presented college options
-Member of Advisory Committee - designed Advisory lessons

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

Building: **CHHS**	**Name of Club:** **Online Coordinator (OC-21 and VHS)**	**Advisor(s):** **Tanya Thibideau**
Frequency and Duration of Meetings: **Individual meetings with students throughout the semester and weekly check-in emails**		**Number of Students in Core Group:** **Final numbers after drops (total for fall and spring):** **19 students**
1. Description/Purpose/Goal of This Club: Recruit and oversee students enrolled in online courses. Goal: 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: • Students had a successful year with the program. Variety of courses taken, including AP 5 courses and 1 student taking American Sign Language with a company that is affiliated with VHS called Connections Learning. • One of my OC-21 students, Ethan Lewis has won an award "For Outstanding Achievement in the Online Environment in Foundations of Engineering and Contemporary Construction Technology".		

Comments:

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 went to several meetings with both Dr. Fuhrman and Deborah O'Connell. I met with Barbara Ulm, Kelly Maloney, and Mark Maxim. I held a meeting in January for all the volunteers. I met with Greg Cavalieri at CET. I met with teachers at CET. I sent an email to each grade level in the elementary and middle school an email with a short survey about volunteers.		
MEETING AGENDA TOPICS:		
*What is the Districts vision in terms of having volunteers in the classroom *How best to implement volunteers in our school *How to get the word out that we are looking for new volunteers *Compiling a list of current volunteers *How volunteering will look in each classroom *Creating a data base for all out volunteers *Creating a K-12 alert asking for 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 think the addition of volunteers in our school is an extremely important one. I was able to tap into resources in our own community and provide teachers with volunteers to help them in their classrooms. The students were able to interact with members in the community and see that they had a great deal to offer. 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 connect about 6 volunteers to work directly with a classroom teacher. Some volunteered on a weekly basis, while others presented one or two lessons. I was able to recruit new volunteers for CET's 4th Grade Writing Workshop Day. I was able to connect with various members of the community and listen to what skills they had to offer.

ACCOMPLISHMENTS:

What are some specific accomplishments for volunteer program for this school year?

I was very pleased that I was able to create a data base of volunteers which contained all their information. This data base contains contact information for each volunteer, as well as their skill and availability. I prepared a survey for both the classroom teacher and the volunteer to complete after they had worked together. I was able to connect with Facebook and the District's website so as to spread the word in hopes of gaining more volunteers. I was able to get the ball rolling in terms of bringing some volunteers into the classroom. Due to this accomplishment, teachers started talking with each other and sharing the benefits of having volunteers in their classroom. I think that next year, volunteers will be in greater demand based on some of the teachers' experiences.



CROTON-HARMON

Union Free School District

Co-Curricular Activity Reports

Croton-Harmon Union Free School District
2016 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 (122 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. Bulletin point list of achievements, highlights, events & activities:

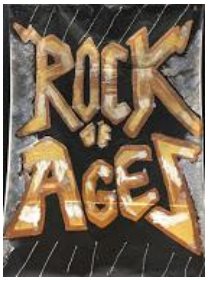
- Each fourth grade class presented two song & dance selections from a Broadway musical during two performances, once during the day for the CET faculty, staff, and K – 3 student body, and once at night for parents.
- Musicals performed included: ***Grease, The Wedding Singer, Rock of Ages, Hairspray, Shrek, and The Addams Family.***

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.

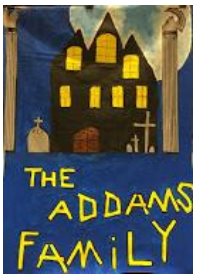












Comments: Broadway Kids is always a wonderful opportunity for students to truly understand how to work collaboratively towards the ultimate goal of presenting a performance in a positive way. It also allows students to experience the different aspects of theater which they could continue at PVC, CHHS, and beyond.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **CET**	**Name of Club:** **Early Morning Math**	**Advisor(s):** **Linda Reich**
Frequency and Duration of Meetings: **Thursday mornings for 20 weeks**		**Number of Students in Core Group:** **Started with 39 and wound up with 35 "regulars"**

1. Description/Purpose/Goal of This Club:

Third Grade Mathematicians, who wanted more time enjoying math work, joined the EM^2 class. Some students participated to work on topics that were not part of the regular Grade Three Curriculum; some students participated to polish up on their skills; some students participated simply because they love Math.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

We began the class with a study of Egyptian Numerals. Students requested further study of various "ancient" numeral systems so we continued our study. Using the SmartBoard and plenty of online activities, we studied the Roman Numeral System, Chinese 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:

Love this group…Really enjoyed their enthusiasm!

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building:CET	**Name of Club:** **4th Grade Chorus**	**Advisor(s):** **Marlena Peters**
Frequency and Duration of Meetings: **Every Thursday – 7:40-8:20**		**Number of Students in Core Group:** **55**

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 2 times for the United Nations
- 4 students were selected for Westchester All County

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**.** We were chosen to perform two times at the United Nations this year. The first for Children's rights and the second for Woman's Rights. 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:** Math Olympiads	**Advisor(s):** Christina Pegna
Frequency and Duration of Meetings: 1x a week for 30 minutes		**Number of Students in Core Group:** 18 Students

1. Description/Purpose/Goal of This Club:
In each session, students will explore a topic or math strategy in depth, participate in math strategy games and practice for math contests (called challenges) using non-routine problems.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Students participated in contests each month against students throughout the United States.
- Students reflected on using various problem solving techniques to prepare for each contest.
- Students met each week with the PICO teacher to practice and solve Olympiad problems.
- An awards ceremony will be held in May to recognize student achievements.

Throughout the year, students were taught that learning how to solve a problem is more important than getting the right answer. Students had to identify an effective strategy to use in order to solve each problem. These strategies included the following:
-Find a pattern
-Draw a picture
-Make a table
-Work backwards
-Use reasoning

Each student who participated, demonstrated growth in how to approach difficult math problems.

Comments:

The Math Olympiads program has allowed students to learn and expand how to reason logically. I enjoyed working with this wonderful group of fourth graders.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CET	**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 for the 2015-2016 Memory 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 2015-2016 Memory Book the following events and activities:

- All grade level performances
- Book Fair
- Global Play Day
- 2nd grade Biography Day
- 1st grade Pancake Breakfast
- 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 (Crazy Hats, Dress Up)
- All individual student portraits and names
- Special Areas

Comments:

While we did not have scheduled meetings, we met as needed throughout the year to discuss any issues and to also 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.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CET	**Name of Club: 2nd Grade Morning Math**	**Advisor(s): Renoir McManus**
Frequency and Duration of Meetings: Fridays from 7:30-8:00AM from December 11th to April 15th		**Number of Students in Core Group:** 56
1. Description/Purpose/Goal of This Club: To provide enrichment math opportunities to 2nd grade students.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: Students learned how to solve increasingly difficult algebraic equations using Hands-on-Equations. Students utilized pawns, number dice and balances to solve equations. Students and parents loved the program and were thankful for the opportunity to participate.		
Comments: Communication was provided to parents through newsletters and a website. Updates on what students were learning were provided throughout the session. A website was created (2morningmath.weebly.com) to encourage students to practice and review skills at home.		

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CET	**Name of Club: BEFORE & AFTER SCHOOL STRINGS**	**Advisor(s): JANE PARKHOUSE**
Frequency and Duration of Meetings: Monday-Friday 2:30-3:15pm Tuesday-Friday 7:40-8:20am		**Number of Students in Core Group: 55 students taught in small groups of 4-8.**
1. Description/Purpose/Goal of This Club: Continue to build a string program for the school district, by beginning new students and advancing the technique of returning string students.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: • **Continued small group violin, viola, cello and double bass lessons for 31 returning students** • **Began teaching 24 new students** • **6 students moved or left the program** • **All string students participated in the CET winter concert** • **All string students participated in the CET spring concert** • **2 X 4th grade violinists accepted for Elementary All-County Orchestra performing at SUNY Purchase** • **11 students attend the NYSSMA festival in Cross River for individual evaluation**		
Comments: **Sara O'Brien and I continue to work closely together to plan our concert programs. Individually we instruct small groups of violin, viola, cello and double bass students. The students are grouped according to age and string experience. We come together to rehearse for the two big CET concerts. We find working with the students in small groups to be extremely beneficial in helping to build a solid technique for string playing.**		

Croton-Harmon Union Free School District
2016 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:** **Session 1 – 10** **Session 2 - 8**

1. Description/Purpose/Goal of This Club:
The Art Club provides students with an extracurricular opportunity to learn about and create art.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Paper cut snowflake window

Kite suncatchers

Clay masks

Tissue paper flowers

Pop-up cards

Painted flower magnets

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. The list of students includes students who attended consistently. There were other students who sometimes attended meetings.

Croton-Harmon Union Free School District
2016 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:131**

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: I can send you a copy of the most recent attendance log if you need it.

Croton-Harmon Union Free School District
2016 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:** **16**

1. Description/Purpose/Goal:
Students meet once a week to solve chess problems and play games of chess. Students are given an opportunity to learn the basics of the game through simple strategies. They are also challenged by chess problems, 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 chess board 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.

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 a piece was captured.

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 showcase their achievements.

Comments: The website (www.chessproblems.com) is incredibly interactive and has an extensive database of problems for the children to explore. There have been issues getting the site to run smoothly with our Java script. To have this site working properly would be more than helpful. The students really enjoy that site over others online.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: PVC	**Name of Club: Dance Club**	**Advisor(s): Lauren Scollins**
Frequency and Duration of Meetings: Thursdays 3-3:45 in the fall and spring		**Number of Students in Core Group: 3**
1. Description/Purpose/Goal of This Club: To provide all interested students with the opportunity to be exposed to different genres of dance, types of choreography and presenting in front of a group.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: Many students participated in the PVC Musical and used this dance club to help support their choreography.		
Comments: This club has seen a steady decline in participation over the last two years. I am not sure we will have the interest to run next year as this year the only participants are 6th graders who will play sports in 7th grade.		

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: PVC	**Name of Club: Club Dirt**	**Advisor(s): Jocelyn Fontana & Jennifer Rescigno**
Frequency and Duration of Meetings: **3-4 pm every Thursday**		**Number of Students in Core Group:** **Approximately 15-20 students**

1. Description/Purpose/Goal of This Club:

- To learn about the proper environment for plants to grow
- To update/maintain existing gardens on PVC grounds

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Planted cold weather crops such as onions, lettuce, garlic, etc. in the beds
- Participate in Earth Day activities/morning announcements
- Planted spring bulbs and annuals for the front garden
- Learned about growing and caring for herbs
- Weeded and maintained various gardens/beds
- Watered and cared for front garden and beds
- Covered the beds in the fall to prevent weeds in the springtime
- Created a summer care plan for the garden and reached out to the community to maintain it during the break

Comments:

Students learned how to take care of various plants and flowers through Club Dirt. They also take a hands-on approach to gardening and helped plant, weed, water, and tend to plants in various locations such as the front and side bed garden at PVC.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **Homework Club**	**Advisor(s):** **Linda Jamison & Jackie Johnson**
Frequency and Duration of Meetings: 2 x per week (Tuesday and Thursday) 45 minutes		**Number of Students in Core Group:** **Numbers vary based on the day and week, but apx. 18**

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 not otherwise available (in some circumstances) 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
- 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. 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. New to the program this year, high school volunteers attended homework club 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 conducive learning environment and experience for all students across grade levels.

Comments:

It has been a continued pleasure for us to be involved with this program/club. We are also thrilled with the help of an aid and high school volunteers as the program only continues to gain popularity. We have also seen an incline in the number of students attending from the upper grades. We sincerely hope that it 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
2016 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: 26**

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: I can send an attendance sheet if you need one.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: PVC	**Name of Club:** **Chorus**	**Advisor(s): Michael Katzman**
Frequency and Duration of Meetings: **2 times per week for 42 minutes**		**Number of Students in Core Group:** **5/6 chorus – 110 7/8 chorus - 50**
1. Description/Purpose/Goal of This Club: To prepare students to sing together with good focused tone, breath support and confidence. Students sang literature from diverse areas of music and performed in a total of 3 concerts		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **-**Winter Concert in December -Spring Concert in May Students developed their sight-singing abilities, improved ability to sing in harmony, and developed a good choral tone and blend.		
Comments:		

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: PVC/CHHS	**Name of Club:** Destination Imagination	**Advisor(s):** Zhanna Glazenburg, Laird Luebbers, Anne-Marie Stok
Frequency and Duration of Meetings: Bi-Weekly Meetings from October through May		**Number of Students in Core Group:** PVC-58 (9 Teams) CHHS-40 (7 Teams)

1. Description/Purpose/Goal of This Club:

The Destination Imagination program is a fun, hands-on system of learning that fosters students' creativity, courage and curiosity through open-ended academic Challenges in the fields of STEM (science, technology, engineering and mathematics), fine arts and service learning. Our participants learn patience, flexibility, persistence, ethics, respect for others and their ideas, and the collaborative problem solving process. With the emphasis on working as a team, Destination Imagination teaches self-confidence and skills which prepare participants for the 21st century workplace like no other program. An independent study in *2014 show that students involved in Destination Imagination are:

- More engaged and imaginative when completing given tasks
- More self-confident and tenacious
- Able to elaborate and generate more ideas than non-DI participants
- Great collaborators: 86% of DI students agree that their teamwork skills improved within 1-2 years of participation
- More inquisitive: 92% of DI students agree that solutions to problems are often improved by considering a variety of perspectives

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Activities & Achievements:
  - Weekly Friday meetings September to February where CHHS students volunteered to coach PVC students on skills for Instant Challenge mastery
  - CHHS Teams finalized end of September
  - PVC Teams announced November 6th
  - All teams participate in Instant Challenge Fiestas during month of January
  - All teams competed in NYDI Regional Tournament at Mercy College on March 4
  - 12 Teams competed in NYDI State Affiliate Tournament in Binghamton NY on April 9.
  - 7 Teams competed in DI Global Finals Tournament at UT Knoxville in Knoxville, TN May 25-28. One team from CHHS, "The Taped Mirrors" placed 10th out of 40 and was recognized at the closing ceremonies. The other teams placed as follows:
    - PVC – EL-D "Maybe": 41 of 52

- PVC – ML-E “Hot Sauce”: 26 of 65
- PVC – ML-pO “Something Clever” 24 of 52
- CHHS – SL-A “Scintillating Syncopating Cephalopods” 20 of 51
- CHHS – SL-B “Y’all”: 20 of 47
- CHHS – SL-D “Llamas of Every Sort”: 19 of 53

Comments:

In September, the students started meeting every Friday at PVC. The CHHS students came to volunteer their time to teach the PVC students Instant Challenge skills, continuing through into January. In November the teams were formed. This year saw nine teams from PVC and seven from CHHS. The teams began to meet weekly or more often to work on their Team challenge while still meeting in a larger group on Fridays to practice Instant Challenges. In January all teams participated in one of the DI sponsored Instant Challenge Fiestas, a chance to practice doing instant challenges in an environment similar to actual competition. In February the teams all went to the first level of competition, the Regional tournament, at Mercy College on March 4. Twelve teams continued to the State Affiliate Tournament in Binghamton on April 9. Finally, seven teams advanced to the DI Global Finals in Knoxville, TN over Memorial Day weekend. Students met many different challenges in their path to success with their projects. No matter the outcome – Whether they advanced past the regional competition or not, students learned to work through obstacles of all sorts, personal interpersonal, mechanical, time management…And they learned to focus on a goal many months away, working diligently to accomplish it.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **DRAMA CLUB**	**Advisor(s):** **DANIEL LARGE**
Frequency and Duration of Meetings: **MONDAYS 3-4**		**Number of Students in Core Group:** **19**

1. Description/Purpose/Goal of This Club:

To explore drama by using improvisational techniques. Students will engage in dramatic activities to stretch their imagination.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Well attended.
- A mixture of boys and girls participated.
- A mixture of general education and special education students

Student Learning:

1. **Please write a narrative about student learning, skills & 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.

NEXT YEAR:
3. Goals for Next Year:
The students desire to create a production on their own. They would make every aspect of the production from writing the script to making the sets and costumes**.**

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **International Club**	**Advisor(s):** **Maria D'Amato and Charlene Sirlin**
Frequency and Duration of Meetings: **Usually we meet monthly for one hour. This year, we tried monthly meetings and they were not successful. We found that more regular meetings from 7:30-7:55 in the morning were better attended. We plan to try this again next year.**		**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.**

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. Bulletin 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**.**

Comments:

Croton-Harmon Union Free School District
2016 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 October - April**		**Number of Students in Core Group:** **5**

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.
    - We had one of our best years in terms of the contests.
        - One student scored in the top 10% in the nation.
        - One student scored in the top 25% in the nation.
        - One student scored in the top 40% in the nation.

- 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
2016 Co-Curricular Year End Report

Building: PVC	**Name of Club:** Math Club II	**Advisor(s):** Philip Ranieri
Frequency and Duration of Meetings: Anywhere from once to twice per week. (Mostly every Tuesday) – 3:00-4:00 and sometimes 3:00-4:30		**Number of Students in Core Group:** 8

1. Description/Purpose/Goal of This Club:
This year we had a primary goal of "turn-keying" an experience CHEF provided for us last year in the "Escape the Room NYC". The whole year was dedicated in using lateral thinking skills, deductive reasoning, and problem solving skills to create our own "Escape the Room Croton". We are still attending sessions to complete this task and have an in-school field trip for students and teachers to have a similar experience that we had last year.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- 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

	Students learn about new and different games and in those games they continually apply: ▪ Math Concepts ▪ Math Vocabulary ▪ Higher Level Learning Questions/ asking the rights questions
Comments:	

Croton-Harmon Union Free School District
2016 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:

- Creation of the school store and inventory
- Weekly openings
- Expanded school store offerings
- Became self supportive

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

The school store was created out of the Student Council. This year it became a separate entity funded by a one-time grant from the Student Council. 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
2016 Co-Curricular Year End Report

Building: PVC	**Name of Club:** **Select Chorus**	**Advisor(s):Michael Katzman**
Frequency and Duration of Meetings: **Once per week**		**Number of Students in Core Group:** **40**
1. Description/Purpose/Goal of This Club: To perform material that is of a more challenging nature than that of the regular chorus. To provide more chances for people who love to sing to sing together.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **-**PVC Winter Concert -PVC Spring Concert -Performance for CET students This year I saw tremendous growth from the select chorus.		
Comments:		

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: PVC	**Name of Club:** Social Action Club	**Advisor(s):** Dawn Giordano
Frequency and Duration of Meetings: Weekly - After school on Monday		**Number of Students in Core Group:** 6-10

1. Description/Purpose/Goal of This Club:
The PVC Social Action Club is a group of students who work on projects to help needy people and animals, as well as the environment. The Social Action Club works to help causes that may be found here in our school, local community, and in our global community. Along with working on projects to help people, animals and the environment, the Social Action Club also considers educating others and creating awareness about a worthwhile cause to be important work as well.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

October/November: We distributed "Trick-or-Treat boxes" from UNICEF to every homeroom, grades 5-8. We raised $299.62. Students rolled coins from every trick-or-treat box. As students took part in the set up and organization of the fundraiser, they quickly noticed the value and hard work involved in campaigning. We had many discussions about profit vs. revenue when deciding on worthwhile fundraisers.

- November/December: We created an abundance of hand-made holiday cards to send to veterans in hospitals. We watched videos through the American Red Cross, noticing how important these cards mean to war veterans. We sent them through the American Red Cross who later delivered them.

- January/February: We took part in the "Students Rebuild - Healing Classrooms" challenge and made pinwheels for Syrian refugees. The Bezos Family Foundation matched each pinwheel made with $2. The "Students Rebuild" goal was 200K pinwheels to donate $400K to the IRC's Healing Classrooms program to support Syrian refugee children. Students in Social Action Club also made these during 5th and 6th grade lunch periods, so that many students could help. We made 150+ pinwheels.

- March/April: We completed "Random Acts of Kindness" for homerooms and advisory groups at PVC. We made posters with suggested random acts of kindness for anyone to take part in, bookmarks with origami paper, and stickers with "words of wisdom" quotes on them. Each week, we chose different homerooms to receive a random act of kindness from us.

- May: We helped the Student Council in promoting the “Second Annual PVC Penny Drive Competition.” We made posters to hang around the school explaining the competition. The funds went to Jambo Jipya, a school in Kenya.

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **"SPRING MUSICAL"**	**Advisor(s):** **Daniel Large** **Sally Barnes** **Michael Katzman**
Frequency and Duration of Meetings: **December – April** **Monday, Tuesday, Thursday** **3 - 5**		**Number of Students in Core Group:** **80 +**

1. Description/Purpose/Goal:

Musical theater teaches children important values, such as commitment and dedication. Most importantly, theater teaches children how to grow into the adults that they want to become. It helps them learn to accept others as well. For these reasons, and more, musical theater is essential for all of our Croton schools.

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

- The musical was performed on a special day for classes at CET and a senior home.
- During tech week our staff managed over 100 high school and middle school students, including one cute little three year old.
- Three high school students played significant creative roles in our production ranging from choreography, directing, stage managing and over all vision development.
- Standing ovations both nights of the performance.
- Members of the community offered their expertise is stage craft and costuming.

3. Please write a narrative about student learning, skills & 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.

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! Thanks for your continued support in providing our students with this educational experience.

4. Goals for Next Year:

To work closely with the new theatre tech personnel and his/her high school staff to ensure another quality production.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: PVC	**Name of Club: Strings**	**Advisor(s): Sara O'Brien**
Frequency and Duration of Meetings: Tuesdays and Thursdays during x-period		**Number of Students in Core Group: 40**

1. Description/Purpose/Goal of This Club:

To learn, rehearse, and perform orchestral repertoire.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

1. PVC Winter Concert
2. Worked with the Aizuri Quartet (quartet in residence at Caramoor Center for the Arts)
3. PVC Spring Concert
4. Attended a concert at Lincoln Center given by Infinitus string trio.

This has been a memorable year. We kept the group together for both concerts and we were able to perform bigger repertoire as a result. We very much enjoyed working with the Aizuri Quartet, and learned a lot about imagery in music.

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: PVC	**Name of Club:** Student Council	**Advisor(s):** Sarah Wellman 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 School Dance, 5th/6th grades and 7th and 8th grades
- Sponsored and funded School Store (start up)
- Planned and executed school wide Field Day
- Welcomed and met with Tri-State visitors
- Considered and provided student input about school policy (Advisory program, Code of Conduct, Dress Code, etc.)
- Created PVC Student Council website
- Movie and Game Night
- Participated in promoting and selling concessions at the first PVC Film Festival.
- Planned and produced Penny Drive as a fundraiser for Jambo Jipya

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) by way of school wide elections. 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
2016 Co-Curricular Year End Report

Building: **PVC**	**Name of Club:** **Yearbook**	**Advisor(s):** **L. Jamison & S. Lewis**
Frequency and Duration of Meetings: We met 3 out of the 4 Mondays each month through early March; 3:00-3:45 in the computer lab. When the shipment arrives, we will meet more frequently to prepare to deliver the yearbooks		**Number of Students in Core Group:** Started with 25, mostly 5th and 6th graders; 8th graders fluctuated by sport season. The large group were mostly photographers. The core group were responsible for page design as well as being photographers. We regularly had 7-12 students each meeting. At times, we held "workshops" during lunch time, so we could include more 8th graders.

1. Description/Purpose/Goal of This Club:

The primary goal of the yearbook club is to organize, manage, create, order and disseminate the PVC yearbook.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Students learned

- the computer program
- to take leadership roles
- how to use a variety of cameras
- how to take appropriate photographs as well as evaluating them for usability
- how to crop and edit photos
- the art of photo placement
- how much responsibility goes into making a yearbook for the public

Comments:

Linda Jamison was Suzanne Lewis's mentor throughout the yearbook process.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** **A Cappella**	**Advisor(s): Sara O'Brien**
Frequency and Duration of Meetings: **Mondays from 3-4pm September to May**		**Number of Students in Core Group:** **7**

1. Description/Purpose/Goal of This Club:

The goal of this group is to arrange, prepare, and sing a cappella music.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

1. Croton Christmas Tree Lighting Ceremony at Vasallo Park
2. CHHS Winter Concert
3. CHHS Spring Concert

I was really proud of what this group accomplished this year. We arranged two songs together, sang out in the community, and performed in both concerts. We met consistently, and even ventured into using beat-boxing in our work.

Comments:

Croton-Harmon Union Free School District
2016 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, Once a week.		**12**

1. Description/Purpose/Goal of This Club:

The Mission statement of the 2016 CHHS Art Club is “We do things. We make Stuff. We due 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.
- Organized a field trip to Storm King Sculpture Center where art club members explored and sketched.
- Hosted visiting artists who spoke about their artwork, process and careers.
- Learned new media such as packing tape casting and spray painting.
- Facilitated sessions for mural design and collaborative drawing.
- Organized the yearly auction fundraiser for Art Club at the district art show.

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club: Explorers Club**	**Advisor(s): Kurt Lindner**
Frequency and Duration of Meetings: **Planning meeting two-four/quarter = 20 minutes/mtg** **5 – 7 Outings/year = 40-45 hours + 2 overnights**		**Number of Students in Core Group: 25**

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. Bulletin 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. 3 hour Constitution Marsh paddle – Students kayaked the Hudson River into Constitution Marsh. They explored the 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. 6 hour Breakneck to Mt. Beacon day hike – By far the most physically/mentally challenging hike we have done. Students learned the mental and physical strength required to complete a difficult hike. They learned how to peer assist physically and mentally, prepare for adventures, navigate using a compass, consequence/reward of decisions, and appreciation of nature.
6. 4 hour day hike, 3 hour ropes course, 3 hour paddle, and an overnight backpack are all planned for the Spring of 2016.

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 and liability waivers for each adventure
- Staff and/or parent participation on every adventure
- Creation of a medical history form

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Annual Report** **Co-Curricular _Band**	**Advisor(s):** Ivelaw Carrington
Frequency and Duration of Meetings: **6 out of every 8 days**		**Number of Students in Core Group:** **53**
1. Description/Purpose/Goal of This Club: <u>Prep band members to be ready for:</u> Concerts, Musicals, Football games, and All-County Participation where applicable		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: • Fall Concert • Spring Concert • Musical – "Guys and Dolls" • Supervision of All-County participants for their concert		
Comments:		

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **Croton-Harmon HS**	**Name of Club:** **Big Buddies**	**Advisor(s):** **Eric Rosen & 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:** 57 seniors in fall, 52 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 have Big Buddies and Little Buddies complete a survey and we try to pair students together with similar interests
- 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:
For the upcoming school year we would like to improve the Big Buddy experience in order to make the peer mentor relationships more meaningful. We are proposing that on the first day of school the Big Buddies lead the Little Buddies in a series of team building exercises. We are also considering having the Big Buddies assist in classroom settings like the Freshman Seminar so that they can continue their relationships with the 9th graders and make a more lasting impact on their high school success.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Book Club	**Advisor(s):** Susan Ardolino/Pam Morrison
Frequency and Duration of Meetings: Monthly		**Number of Students in Core Group: 5-10**

1. Description/Purpose/Goal:

Our goal is to encourage CHHS students to read for enjoyment, 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:

- Some of the books read and discussed this year:
  - The Joy Luck Club by Amy Tan
  - The Stepford Wives by Ira Levin
  - The Kite Runner by Kalhed Hosseini
  - And Then There Were None by Agatha Christie
  - Neverwhere by Neil Gaiman
  - Beauty Queens by Libba Bray
- Discussed film & fan culture surrounding books.

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

This year was a fantastic reboot to the CHHS Book Club. We had a core group of dedicated kids who brought new life to the club with 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.

4. Goals for Next Year:

- Increase membership across the grades
- Create an online/social media presence to promote reading and the CHHS Book Club
- Develop new programs and activities
- Create a Book Club “narrative” in journal format for future clubs to refer to when reading and making book selections

Comments

Croton-Harmon Union Free School District
2016 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:** 35

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. Material performed is selected by the students in a democratic process (as long as it is 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 – 5 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
4 Chorus students attended Area All-State this year

- Site-singing, music theory, solfege, ear-training, rhythm studies, etc.

Comments:

Croton-Harmon Union Free School District
2016 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		**Number of Students in Core Group:** 30

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:

- Continued to recruit several new Members – maintaining a very strong group of Seniors, Juniors and Sophomores while adding high level incoming Freshmen;
- 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** and **Briarcliff High School**;
- Won the "B" Division at Metropolitan Academic Challenge Competition TWICE at **Horace Greeley High School** and **Briarcliff High School**;
- Continued participation in the annual "Brain Bowl" academic challenge tournament against **Hendrick Hudson High School** – we are hoping to win for the 4th straight year;
- Competed in the "***Golden Cactus Academic Challenge***" tournament (students vs. teachers) – students won for the 4th straight year;

2. Bulletin point list of achievements, highlights, events & activities (cont'd):

- Presented Leadership Award to **Sophie Bauder**;
- Presented Knowledge Award to **Jack Mahoney**

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

C.A.C.T.I. continues to draw significant interest across the grades (and community) and perform well – many years after our inception.

On a weekly basis <u>for the entire school-year</u>, participants learn a great deal about:

content (across the full spectrum of academic and cultural disciplines);

teamwork (how to get along with others in pursuit of a common goal, how to succeed as an individual within a team framework);

respect and sportsmanship (for themselves, their team, and competitors);

challenge and adversity (specifically dealing with high expectations, addressing learning gaps, and bouncing 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 Juniors on the current squad who have provided leadership and served as role models for the younger players. And, we've picked up a good number of very bright and enthusiastic Sophomores and Freshmen – 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 – maybe even return to Nationals in Washington, D.C.;
- Hoping to win the 5th Annual "Brain Bowl" against **Hendrick Hudson High School** – perhaps getting local sponsorship for the event);
- Defending our "Golden Cactus" title against the Teacher team;
- Recruiting incoming Freshmen as well as interested Sophomores and Juniors;

Comments:

I love advising **C.A.C.T.I.** – a club I founded - and look forward to **many** years of overseeing it moving forward.

Croton-Harmon Union Free School District
2016 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:** **10 to 14**

1. Description/Purpose/Goal of This Club:

Students come to Chinese club to experience different Chinese cultural aspects, such as food, language, movies about Chinese history and culture, traveling in China, and traditional games……

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Students learn to

- Make Chinese food, such as dumplings, fried rice, seaweed rice…..
- Watch Chinese movies that related to Chinese culture, history……
- Play Chinese traditional games
- Practice Chinese language skills
- Discussions about China exchange trips

Comments:

Club members always try their best to attend and experience Chinese culture through various club activities.

Croton-Harmon Union Free School District
2016 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 112 presentations		**Number of Students in Core Group:** 112

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 124 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 112 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

Comments:

Students need to be more responsible in dealing with correspondence relating to the program.

Croton-Harmon Union Free School District
2016 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: Monthly (or bi-monthly) (a total of 9 meetings)		**Number of Teachers in Core Group: 15** (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:

- Homework policy
- Danielson Domains and rubric
- Article: "Lecture Me. Really." *The New York Times*, 10/17/2015
- Article: "College Admissions Shocker," *The New York Times*, 3/30/2016
- Constructing effective student groups
- Teaching students explicitly how to take charge of their own learning
- Individualizing instruction for Flex students
- Streamlining classroom practices
- Domains 3d and 1f and using the Teacher APPR Portfolios documents
- Lecture vs. technology: changes in how we present materials

- Changes to homework practices (making the most out of problem sets in Math)

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 is meant to foster 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 we all learn new ideas and approaches for our own teaching.

Domains

The following domains were specifically addressed through Critical Friends this year:

- Domain 1: Planning and Preparation
  - 1c: Setting instructional outcomes
  - 1e: Designing coherent instruction
  - 1f: Designing student assessments
- Domain 2: The Classroom Environment
  - 2b: Establishing a culture for learning
  - 2c: Managing classroom procedures
  - 2d: Managing student behavior
- Domain 3: Instruction
  - 3a: Communicating with students
  - 3b: Using questioning and discussion techniques
  - 3c: Engaging students in learning
  - 3d: Using assessment in instruction
- Domain 4: Professional Responsibilities
  - 4a: Reflecting on teaching
  - 4d: Participating in a professional community

- 4e: Growing and developing professionally
- 4f: Demonstrating professionalism

4. Goals for Next Year:

- To continue meeting the goals established in section 1
- *2014-2015 Goal: To increase the number of regular faculty participants in Critical Friends (we especially intend to target the newer faculty).* Update: for the 2015-2016 school year we have 15 members, an increase of four members, and two who are new to the district.

Comments:

Individual members wishing to receive in-service credit will submit their own paperwork.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Croton Harmon Debate Club	**Advisor(s):** John Bohuniek
Frequency and Duration of Meetings: Mondays 3-4 PM		**Number of Students in Core Group:** 23

1. Description/Purpose/Goal of This Club:

The Croton-Harmon Debate Club was founded this year by a collection of 9th, 10th, 11th, and 12th grade students.

Mission Statement:

Debate Club's mission is to encourage students to express their opinions through strategic argumentation, explore multiple perspectives, and promote discussion throughout our community.

- 2015 Founding Members

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Students created and prepared case studies to debate resolutions in Public Forum, Lincoln-Douglas, and Policy Debate formats.

- Students worked together to learn about the various forms of debate and conduct in-depth research on various resolutions dealing with immigration, civil liberties, gun control, voting rights, humanitarian aid, and trade agreements.

- Students honed and peer assessed communication skills such as voice, tone, and body language.

- Students honed and peer assessed argumentation skills such as claim, warrant, impact, and clash.

- Students studied cognitive linguistics and "value framing" when developing an argument.

- Students debated one another individually, in pairs, and as a team.

- Some students participated in a virtual debate with Arlington High School's debate team

- The Debate Club conducted several high school debate polls on lowering the voting age and college issues.

Comments:

Students were proud to be founding members of the Croton Harmon Debate Club. Our membership was initially in the 30s, but students soon realized debate requires a dedication to conducting an immense amount of research and spend a lot of time writing case studies outside of club meetings. We now have a highly motivated group that is excited to fundraise to attend debate tournaments next year.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Destination Imagination	**Advisor(s):** Zhanna Glazenburg
Frequency and Duration of Meetings: Sep – December: 1 meeting per week January – March: 2 meetings per week A week before regional completion in March: Daily March-May: 2 meetings per week		**Number of Students in Core Group:** 47

1. Description/Purpose/Goal of This Club:

DI is the world's largest non-profit, volunteer-driven organization devoted to creating educational programs in which student teams gain practical life skills through solving complex open-ended Challenges and presenting their solutions at Tournaments.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

CHHS started the 2015-2016 season with seven DI teams:

- two Technical Challenge teams
- one Scientific Challenge team
- two Project Outreach teams
- one Improve team
- one Fine Arts team

Our teams have performed very well at the regional competition with 6 out of our 7 teams advancing to the Affiliate Completion:

- Our technical teams placed first and second in the Regional tournament and advanced to the Affiliate level tournament
- Scientific Challenge team placed first at the Regional tournament and advanced to the Affiliate level tournament
- One of our Project Outreach teams took first place and advanced to the Affiliate level tournament, while the second team placed in third place
- The Improve team placed first and advanced to the Affiliate level tournament as did the fine Arts team

We had a total of six teams competing at the Affiliate tournament with 4 of these teams qualifying to compete at the DI Global Finals. All of our advancing teams took first place at the Affiliate tournament. The teams that have advanced:

- One Technical Challenge team
- Scientific Challenge team
- Improve Team
- Project Outreach team

At the time of this writing the students are getting ready to compete at the DI Global Finals (May 25-29).

Comments:

Croton-Harmon Union Free School District
2016 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
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Engineering Club	**Advisor(s):** Laurel Cardellichio
Frequency and Duration of Meetings: Once per month for 1.5 hours. Four pre- meeting planning sessions for one half hour each.		**Number of Students in Core Group:** 9-15

1. Description/Purpose/Goal of This Club:

To learn about engineering as a career and to carry out engineering practice activities.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Pipe cleaner tower building- teams carried out engineering practice components to build the tallest free standing towers out of pipe cleaners.
- Cookie Engineering- teams carried out engineering practice components to "build" cookies from scratch by modifying the recipe (increase or subtract ingredients)
- Spaghetti bridge building-- teams carried out engineering practice components to build spaghetti bridges and test which design was able to hold the most pennies.
- Fruit and potato clocks-- teams carried out engineering practice components to create fruit or potato clocks
- Floating boats-- teams carried out engineering practice components to build paper and aluminum foil toy-sized boats. They tested which design was able to float and hold the most pennies.
-

Comments:

Croton-Harmon Union Free School District
2016 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:** 20

1. Description/Purpose/Goal of This Club:

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:

- vp1, 2, 3, and 4 projects
- other subject-area visual-based projects
- CHOOSE Projects (5 students)
- Television Studio projects (Vp3+4)
- Teacher projects---ie class projects, National Certification videos
- Other misc. school projects, sporting events, college portfolio reels, or other performances

Enhance writing, editing, effects, and scoring skills. 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 helping period and after school.
Some students have borrowed equipment overnight and for other class projects.

Comments:

Much of this year was focused on the CHHS TV Studio. All equipment and wiring was set up and tested. This process took several months. Students are now learning to use the equipment and how to produce a broadcast news program. The studio is also hosting two CHOOSE internships. Both students are writing and producing their own television shows.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Cercle Français** **(French Club)**	**Advisor(s):** **Susan Bree** **Alison Rhoades**
Frequency and Duration of Meetings: **approximately twice each month**		**Number of Students in Core Group:** **12-15** **President: Isabel Anzani** **Treasurer: Jolie Wasserman**

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 if they are enrolled 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. Bullet point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Movie screenings
- Crepe Making/Tasting Party for CHHS students

Comments:

The French Club met throughout the school year with varying frequency. Led by Isabel Anzani, 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.

In honor of Mardi Gras, the group set up a French Trivia Table during lunch periods where students could participate to guess answers to French Trivia questions and win Mardi Gras beads.

In the Spring, the group decided to plan Crepe Making and Tasting Party for interested CHHS students and to generate enthusiasm amongst their peers for the study of French and Francophone culture.

As the year draws to a close the group continues to meet regularly 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
2016 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Freshman Class**	**Advisor(s):** **Kim Gaynor**
Frequency and Duration of Meetings: We met several times throughout the months of October, November, December, and January.		**Number of Students in Core Group:** **4** Class Officers: Aidan Lally, President Zoe Donovan, Vice-President Melissa Stok, Treasurer Harry Savell, Secretary

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 fourteen unique acts and it raised over $800.00! 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
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Gay-Straight Alliance	**Advisor(s):** Noel Schoenleber
Frequency and Duration of Meetings: Thursdays, 3-3:30		**Number of Students in Core Group:** 10

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 celebrate LGBT history.
- Participated in a post-assembly discussion with James Lecesne, co-founder of the Trevor Project.
- Hosted a viewing of the film *The Imitation Game*, about the cryptanalyst Alan Turing, who saved millions of lives by decrypting German intelligence codes for the British government during World War II and saved millions of lives. Turing was persecuted for being gay.
- Eight students attended The PrideWorks Conference for LGBTQ Youth and their Allies at Pace University.
- Co-hosted, with Hummus Not Hamas, a presentation by Imri Kalmann, an Israeli LGBT rights activist.
- Earlier this year, students chose to adopt a more contemporary and inclusive name: the Queer-Straight Alliance. Although “queer” can have derogatory associations for older people, it is a term for sexual minorities that are not heterosexual, heteronormative, or gender-binary. The name Gay-Straight Alliance leaves out students who identify as gender-fluid or transgender but not gay, for instance. (Also, many colleges have Queer Studies departments.) At the end of the year, however, out of the wish to be sensitive to older LGBT members of the Croton community, the students chose the name: PRIDE (People Respecting Individuality, Diversity, and Equality).

Comments:

Croton-Harmon Union Free School District
2016 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**		**Number of Students in Core Group:** **30**

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:

- "Upstander Week" was a big success, featuring a "**Political Literacy Q & A**" booth (asking students to answer a daily question on a variety of human rights, civil liberties, political literacy topics);
- Sponsored the 2016 "Day of Silence" – where CHHS students and staff respectfully remain silent all day long in support of people in the LGBTQ community and other communities who feel that their voices are ignored or not heard;
- Promoted "*He Named Me Malala*" – at Jacob Burns in October - a film that opened on October 9th for a run of at least two weeks;
- Created an online Forum and revived ideas for group Salon discussions and the Political Literacy Initiative (weekly vs. weakly)
- Discussed Topics ranging from: Refugee Crisis, 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, along with Gay-Straight alliance of the film “Vito”;

- Attendance at Human Rights Student Institute for High School Leaders at **Manhattanville College** (sponsored by the *Holocaust and Human Rights Education Center*) – where our school created 2 workshops: Representation of Women in the Media; and Human Migration in Brazil;

- Olivia Shaw and Laura Rodriguez won the “Neil Ginsburg Upstander Award at Human Rights Student Institute for High School Leaders at **Manhattanville College**

- Junior and Senior Facilitators for the Student Institute attended separate training session after-school at **New Rochelle H.S.** and **Manhattanville College** – escorted by Mr. Bowden;

- Mr. Bowden co-ran the first training Session at **New Rochelle H.S.** for the 4th straight year;

- Presented Club awards to Olivia Shaw and Laura Rodriguez;

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:

To focus upon pertinent civil liberties and human rights concerns;

To continue our Political Literacy campaign at CHHS;

To further Upstander behavior and character education in the croton-Harmon school district;

Comments:

I remain quite proud of advising the **Human Rights Task Force** – a group I founded in my first year at CHHS;

And I look forward to being the HRTF advisor again in 2016-2017.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Hummus Not Hamas	**Advisor(s):** Zhanna Glazenburg
Frequency and Duration of Meetings: Once a month Oct-May		**Number of Students in Core Group:** 11

1. Description/Purpose/Goal of This Club:

The purpose of the club is to facilitate dialogue about the current state of the Middle East while promoting peace and cultural tolerance and understanding.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

A number of productive discussions took place including discussions about

- volunteer vs mandatory army service
- cultural norms and acceptance
- social expectation of cultural identity vs. cultural self-identity
- historical claims to land rights
- current events in the Middle East
- human rights

In collaboration with the QSA, we are concluding the year with bringing in Imri Kalmann, an Israeli LGBT activist, to speak to students and members of the community about the issues facing LGBT teens around the world. This event is scheduled for 7:30 pm on May 19.

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Interact Community Service Club	**Advisor(s):** David Xavier
Frequency and Duration of Meetings: 1-2 x /month		**Number of Students in Core Group:** 4

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:

- Worked closely with the Croton Community Blood Drive to schedule and plan events here in the High School. Club members worked to create signs advertising the event and posted them both in the community at local businesses and here in the building. Club members helped to recruit volunteers to staff the events and worked at the blood drive themselves.
- Made a monetary donation to the Gift of Life Foundation. Our students are kind and giving people who realize that they are fortunate to live in a community based on caring and respect for others. In order to help extend this same level of caring to individuals in need outside of the community the group decided to make a donation that will help save lives.
- Held a clothing drive and donated the materials collected 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.

This year three long time members of the club will be graduating. We would like to thank Nohemi Arpi, Niki Lam and Forest Baleiman-Spencer for their years of dedication to the Interact Club and the community, and wish them the all the best in the future.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Junior Class	**Advisor:** Pam Morrison
Frequency and Duration of Meetings: Semi-Monthly (with Class Officers) and on as needed basis		**Number of Students in Core Group:** 133 students 4 Class Officers

1. Description/Purpose/Goal:

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:

- Cookie Dough Fundraiser
- Color Wars Decorating
- Junior Prom

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

The Juniors worked hard to "change up" the prom this year, choosing a new venue with a more "clubby" atmosphere. Although the feedback was overall positive, the food was abysmal and is not an option for next year. The class officers learned shared decision making as well as delegating responsibilities and how to handle when some people did not follow through on given tasks. They were fantastic in taking input from the entire class when creating ideas and finalizing plans.

4. Goals for Next Year:

- New prom venue or new food, depending on students' wishes
- Increase overall class participation in class activities
- Develop a class activity or product to create class unity

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**La Rochelle**	**S. Bree/A. Rhoades**

Frequency and Duration of Meetings:	**Number of Students in Core Group:**
3 meetings with families (2 hrs each): October 27, 2015: initial parent meeting Tuesday, March 1, 2016: pre-trip parent meeting Monday, May 23, 2016: post-trip celebration Occasional meetings with students 15-20 minutes throughout the year.	**21**

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:

After some discussion with parents, consideration of airfares and exam schedules both here and in France, the trip was scheduled for March 22-April 1, 2016.

A first parent meeting was held on October 27, 2015 in the CHHS Community Room. A first deposit of $800 was paid by interested families to secure a spot on the list of students wishing to be considered for travel. Initially, 26 families expressed interest in the trip; the final count of student participants was 21, plus a one-on-one aide for a student with visual and auditory impairment.

Between October and February, 3 more payments of $400 each were made by families to make a total of $2000 paid towards the trip. Money was collected by our parent treasurer, Maggie Barbieri, and deposited into the CHHS Student Activities Fund with the help of our student treasurer, Mary Warner, and the district bookkeeper, Susan Cerrato.

An unprecedented 4 families requested scholarship aide this year (on average, we get one request every two years, and at most we have only previously had 2 scholarship requests at one time). In addition to scholarship money we had previously raised from participating families, we received money from the Greg Rodriguez Fund (and, indirectly, from the PTSA via SFC) as well as the CTA, to help assist these students with trip

expenses. Donations were also received from private individuals to help with trip costs for these students as well as for future hosting and trips.
We contacted two travel agents (one in the U.S. and one in France) to help us make travel arrangements.

We sent student questionnaires to France to facilitate the matching of hosts and guests. Several American students who had hosted last year withdrew from the program due to scheduling conflicts; some of these students were replaced by other interested students from our waiting list. No Rochelais student withdrew from the program.

We distributed and collected medical forms; we collected passport photocopies and emergency contact cards.

We voted to select the official slogan and logo.

We gathered gifts to take to our hosts in France.

We devoted some class time to discussing cultural differences between the US and France, based on readings taken from published books and the NY Times. Some topics of discussion included: how to greet people, smiling (or not) in different cultures, how to ask for help (and not be rebuffed), eating patterns and meal taking, the difference in bathrooms, different conversational patterns, current events. We also explicitly discussed how the grammar topics covered in French 4, 5 and AP are all oriented towards developing the skills necessary to socialize in a foreign culture (rather than merely "surviving").

A second parent meeting was held in the CHHS cafeteria on March 1 at 7:30 p.m. to go over travel information, to present the calendar of events, and to respond to questions or concerns.

Our outbound delegation left CHHS on Tuesday, March 22, 2016 in a Croton district bus bound for JFK airport. Because of the terrorist attacks that occurred in Brussels, Belgium on the same day, the trip advisors contacted parents and administration throughout the day prior to departure to confirm Board approval of the trip and to answer questions from parents and students.

Our flight arrived in Paris on schedule on Wednesday, March 23 and we departed for La Rochelle the same afternoon via train. Their host families met us at the La Rochelle train station at approximately 6:30 p.m.

The two-week calendar of events was varied and afforded our students an opportunity to experience daily life in France, both at home and in school, as well as the chance to explore La Rochelle, and several nearby cities (Nantes and Bordeaux).

In La Rochelle, students were able to move about and attend planned events at the Lycée Jean Dautet (one of 5 high schools located in La Rochelle) and spent a half day at one of the local elementary schools; they attended an interview with a local rock band and two concerts at the “Sirène”, one of the more popular concert spaces in France. Students also took two day trips, accompanied by exchange participants from the Lycée Jean Dautet, to Nantes and to Bordeaux. In Nantes, students visited the center of Nantes (in the area around the historic château of the ducs de Bourgogne) and completed a questionnaire prepared by their French “corres”; they then visited the “Machines de l’Ile”, an artistic project housed on the former shipyards in the center of Nantes. In Bordeaux, students took a walking tour along the Garonne, and then visited the historic city center (in the area surrounding the cathedral).

The group was greeted during a formal reception at the Lycée Jean Dautet, during which students presented our thank-you gifts to the school administration. They also made a formal presentation of gifts to the French advisors of the exchange program during a pot luck supper. In preparation for the dinner, our students prepared dessert recipes (with the help of their French families).

Due to a bus strike on our last day in La Rochelle, we had to cancel plans to go bicycling on the Ile de Ré, and instead spent the day visiting the aquarium and enjoying a final afternoon in the city.

The group departed from La Rochelle on Friday morning, April 1 and traveled by train back to Paris. The return flights from Paris left on schedule; we were promptly collected at JFK by our bus driver, Nora, and students rejoined their families at CHHS at approximately 1:00 a.m. on Saturday, April 2.

We wrote official thank-you letters to our French hosts and began to organize a formal celebration of our experiences, to be shared with friends and family on May 23.

We would also like to formally thank the custodians and clerical staff of CHHS, and the people of the transportation department for the many things, large and small, that they did behind the scenes to keep things running on an even keel in preparation for the trip.

We organized our annual Photo Contest, in order to ensure that student photos were included in the photo presentation to the parents on May 23. We also solicited student reflections on the trip, to be included with the extracurricular final report (see “comments”).

On Monday, May 23 at 7:00 p.m. all the families involved gathered in the CHHS Community room. Students reflected on their experiences and thanked everyone involved in the planning of the trip; we presented a 30-minute slide show, watched a student made video of the trip and made presentations to the many groups and individuals who have contributed to the program over the past two years.

We prepared a final budget for the trip, asked families to consider making a voluntary donation to the program (to help pay for future hosting activities and to contribute to a pool of scholarship money for future travelers), and gave a refund to families (the difference between the money each family paid to us in 2015-2016 and the amount spent on behalf of each student during the trip, minus any donations made).

Comments:

Reflections from student travelers (note: the word “corres” is the word the exchange has adopted over time to refer to the student with whom you are matched)

Student KG:

Having the opportunity to participate in this exchange was an amazing experience that I will never forget, and only now have I really realized all the behind the scenes hard work and long hours that went into making this exchange possible and how fortunate I was to be a part of it. The night before I left, my dad said to me “man I wish I could have been able to experience a trip like this when I was your age, you are so lucky. It’s amazing your school still has this exchange happening.” And as he said this I simply nodded my head and agreed to agree. Only now do I realize exactly what he meant. Being able to discover another part of the world other than Croton at this age has been incredible. In my opinion, it’s so important to be aware and experience the world outside of your home town; experience how other people live. Especially at an age where you are only consumed with your own life. I learned so many interesting things about the French culture I had no idea existed, even just the little things that make you turn your head and say “oh, that’s interesting.” From there being coed bathrooms or everyone driving little stick shift cars or having the whole family sit down for three course meals for almost every meal (crazy!)

My situation wasn't exactly the same as everyone else's because my corres boarded at the school which is where I had to stay as well. Although this was the case, and I was only with her family for one weekend, I was able to learn so much about how they live and interact. Her family made me feel so welcomed, even though I was nervous speaking French around them and grew very shy The fact that they were so easygoing and welcoming made me want to speak French more to try and prove to them I was capable. And I did! They helped me out if necessary and I was also able to teach them English words too! They had a French to English dictionary handy to use whenever necessary. It was like a collaboration of cultures and I could tell everyone was enjoying learning new things about each other.

Next, in terms of the Americans as a whole, we traveled as a group that started off friendly before we left, but we weren't all in the same friend group. I was nervous about this at first because I wasn't sure how we would all get along or if we would at all. I wanted everyone to always hangout together but I feared there would be a lot of cliques and people would be separated. This was not the case at all. Yes, people had their cliques that they gravitated towards while in Nantes or Bordeaux for example, but nonetheless everyone talked and grew really close. I still talk to people now that I never talked to before the trip. I'm so grateful to have become friends with people in my own town I had never really interacted with before. But not only that, I still talk to some of the French kids as well. My exchange student and I grew so close in France I sometimes think we have been friends for years. We still talk nearly every day and reminisce about our fun times together and how much we miss it and each other. Without this exchange trip, I wouldn't have grown closer to the kids in my own school as well as kids my own age living in another country who are so similar to us. Everyone got along so well together and it was so

entertaining seeing everyone trying to communicate, whether in French or English and everyone laughing as someone makes up a word just to try and get their point across.

If it weren't for this trip, I wouldn't have had the chance to make all these amazing memories I still think about at least once a day until today. I wouldn't have had to chance to meet all these amazing people. I wouldn't have had the chance to see another part of the world, other than my own and experience another culture, other than my own. And for that I'm forever grateful to everyone that made it possible.

Student MW:

Being in France was really an amazing experience. I learned so much about French culture, language, and just traveling in general. It was my first time outside of the United States, so I had never experienced being on such on long flight, going through Customs, or just hearing everyone around me speaking a different language.

My host family was so welcoming and took every opportunity to help me experience France to the fullest, whether that entailed taking me to a crêperie or shopping, showing me around La Rochelle, or answering my questions in detail. I was also very lucky because my hosts are also Moroccan so I learned a little about that culture too. One memory that stands out was my exchange student's brother-in-law teaching me how to say olive in Arabic. I also watched some movies in French with them, which was another enjoyable learning experience.

Being with other Croton travelers made the trip so much fun. I got to experience a lot of things with friends at my side, pushing me not to be afraid or laughing at my small failures. On the last day in La Rochelle, we were all a little disappointed that we couldn't go to Île de Ré because of the bus workers' strike. That ended up being, in my opinion, one of the best days of the trip. We went to a really nice place for breakfast, then the aquarium, and then we had the time to walk around La Rochelle in small groups. It was simple and spur of the moment, but the students I was walking with all had a lot of fun--and learned a lot too-- interacting with the shop owners and eating macarons from a local patisserie.

I also learned how different speaking another language is outside of the classroom. Speaking French to actual French people was the most anxiety-inducing thing I experienced on the trip, but the little victories of correctly asking a question or responding to a remark were really satisfying and made it all worthwhile. It was challenging to respond to simple, everyday questions and remarks. We don't really think about how much we use little phrases like "It's fine" or "I'm okay". Although I knew how to say these phrases, it was difficult to respond quickly and spontaneously but after a while they became knee-jerk reactions.

This trip was really valuable for me. I learned a lot and had many rewarding experiences. If I could, I would definitely go again. We got to see La Rochelle, Nantes, Bordeaux, and a little bit of Paris, and they were all so beautiful and interesting. I do wish that the trip could have been a little bit longer. If I could give advice to a future traveler, I would tell them to take a lot of pictures, speak a lot of French with their host family, and make sure to eat a lot because the food is amazing.

Student IA:

I am extremely grateful for this experience and opportunity. There were many concerns about going to L.R. after the terrorist attacks, but this was never an issue or concern for me. I never felt unsafe or lost during the trip, and I was always told by my teachers and host family that they were just a text or call away. There is something truly special about being able to experience another culture first hand. From seeing new things, to learning new modernized words, there was truly no other way to experience this than by going to L.R. as a part of this wonderful program.

Making so many new friendships in France was very enjoyable for me. I send snap-chats to my host and other friends daily, and plan on keeping in touch with many of the Rochelais for as long as I can. There is something special about becoming so close to someone who is different from you, yet having the ability to be compatible. On the American side, I became friends with so many other students on the trip, my friendship group in the US has completely shifted for the better. I am always hanging out with someone from the trip; we all got so close during our experiences there.

This program is so important and influential for everyone involved, and I look forward to hearing about new experiences from the underclassmen who go in the future.

Student LF:

I'm very grateful to have been a part of this past French exchange. Going to France with the school was a very unique experience that I will never forget. I got a chance to learn about a different culture and language that I could have never experienced in the classroom.

Living with a host family in a foreign country gave me an authentic look at how people actually live in France. Being able to live with a family gave me great insight to their daily lives. Joining in with their dinner conversations alone was a great way to listen to the language and contribute whenever possible. Another plus to living with a host family that I benefited from was learning more vocabulary that is considered more "modern" French that wouldn't be taught in class. I also learned some slang or shortcuts when they're speaking between themselves which was very interesting.

I also really enjoyed going to the different cities within France, near La Rochelle. I'm so thankful for my teachers who put in so much time to make the trip actually happen and also make it unforgettable at the same time. I feel that this educational experience was a great opportunity that couldn't have been matched by any other field trip. I'm so happy that we were able to go to France.

Student EL:

The trip to France was a one of a kind experience that I will hold with me throughout my whole life. I had never been to Europe before this trip, so experiencing a whole new culture was something I was greatly looking forward to, and was something that truly shined through during the trip. The second we stepped onto the plane we were immersed

into a new culture; even the safety precautions video for the airplane was something unique and different.

One thing in particular that I noticed about the differences in our culture is how much the French value their time as a family. I along with two other students were an exception to the trip and stayed at the boarding school, but on the weekends got to go home to our host's family house. While home we sat down for every meal everyday together, as a family. To me this was something relatively new. I am used to eating dinner with my family, but lunch and breakfast together is a rarity, due to our different schedules and the constant state of rush we are always in. Having this experience made me realize how important it is to value family, because the times you will have with them are fun and interesting, just as the ones were with my host family.

I think going with a group, for the type of experience I wanted to have, was important. Being with other people allowed me to hear different stories about what people were doing with their host families and the experiences they were having allowing me to adopt different perspectives.

If I were to give any advice to future travelers it would be to take advantage of the time you are there and say yes to almost everything. It may seem like you are there for a long time but the time you have goes by so fast, so make sure to try new foods, speak in French, and go do new things that you would never think to do. All in all the French trip was an incredible experience and I hope future students can continue to make these amazing memories through this amazing exchange program!

Student OA:

In anticipation of my trip to La Rochelle I was an indecipherable mix of excited and nervous. I was beyond excited to have the opportunity to travel to France, as well as to see my corres and the other Rochelais. But, the fact that I would have to speak in French, to a real French family, for a week, loomed over me in the time preceding my trip. As the train from Paris sped closer to La Rochelle, all of this excited, nervous energy seemed to be exploding out of me. But, as soon as I stepped out of the train, my corres, Claire, and her family welcomed me with open arms.

The first night in La Rochelle was equally amazing but delivered a brutal blow to most of the confidence I had in my French skills. I've been to French immersion camp in Canada twice, but even so, I was unprepared for the quick-speaking, idiom-using French language presented to me in La Rochelle. While I saw the beautiful port of La Rochelle at sunset and the adorable carousel at Place Verdun, I also realized that understanding and speaking French in a truly French environment was a *lot* more difficult and tiring than I had anticipated.

The first few days were tough, as the whole group was jet-lagged and struggling to understand and speak French. However, these days were super fun and jam-packed with

catching up with the French students, riding carousels and wooden machines with French schoolchildren in Nantes, and tasting the stinkiest of French cheeses.

As the week became the weekend my anxiety over speaking Fench faded as I became more and more comfortable with the language and the time difference. The weekend and the days following were incredible. Having an Easter-egg hunt with my host family, touring the local aquarium (twice), visiting Bordeaux, and spending a morning at a Rochelais elementary school were among the most memorable events of these crazy days.

On the penultimate night of the trip, myself, Claire, my friend Sarah, and her corres Marie sat at a cafe on the port chatting and laughing (completely in French!!!) for hours as the sun set and the sky faded from a dark blue to a pitch black. In that moment I realized just how much my French had improved. Before the trip having a fast-paced conversation in French seemed an impossible task, but now I was navigating it with ease. Through this incredible trip I found that even a short amount of time is amazingly meaningful when experiencing and absorbing a different culture and language.

Student MS:

The Croton-La Rochelle exchange has been one of the greatest experiences of my life. Through the trip our class was able to see French culture up close and personal while we stayed with a family, and we also got to form bonds in another country. I can now say that I have a second family in France, which isn't something that everyone can say. Also, I was able to see a typical French life, practice my French with native French speakers, and explore a new part of the world. Before our trip, we had read many articles about France, what things are like and also we had ideas about what we thought it would be like, but being there gives you the opportunity to "live" France. I am grateful for this trip because reading is different than living, and now I have seen France with my own eyes.

Something reassuring about this trip is that we, students who have studied French for many years, were able to survive in a French speaking country. It is funny how sometimes in the classroom I cannot think of words or I cannot phrase a sentence right but in France, since we were submerged in a "only-French" setting, I was able to get comfortable and towards the end of the trip words would come easier to me and I was speaking more at ease. Again, languages in the real world and in the classroom are very different, and the exchange has given us all the opportunity to test our level, and also to improve it.

While in France, me and a couple of friends wanted to eat in a little crepe store, so we were seated and got ready to order. All in French, we ordered our food, and enjoyed a nice evening. After we finished eating, we wanted to ask our waiter for the check, but none of us could remember the word for check. We all sat their thinking and suddenly, I said "l'addition!", which was the word for check or bill. I knew that we had learnt that word

in class but it took me a minute to remember and when I did, I realized that we have learned more French than we think. It is silly to think that such a simple task of asking for the check would bring so much pride and joy to me but it really did. This trip has given me confidence in the French language as well as reinforced and strengthened my vocabulary.

This trip was amazing, and I know that everyone enjoyed their time in La Rochelle. Now, I have a new family, better French, and so many more stories to tell.

Student DP:

The trip to La Rochelle in March and April 2016 was the experience of a lifetime. Staying with a French host family in the area, and observing and participating in the day-to-day life of a local high school student provided an unparalleled experience of a different school experience. Though I never attended a high school class, being able to compare my own experience with that in France gave me a bigger picture of the astonishing variety of ways that even something such as education can manifest itself around the world.

Going to France as a group had several advantages for each of us. We could practice and improve our French by speaking it with our peers. By experiencing some of the same things (such as on trips to Nantes and Bordeaux, or going to the elementary school), we could share with each other what we found pleasurable or newly interesting. It also provided a means for some of us who did not usually speak with others who were going on the trip to grow closer to one another and discover more about each other. Another thing about this trip is the application of skills learned in French class, but at the same time the richness of the culture that one does not appreciate by memorizing verb conjugations. While these provide the person with the means to have a fuller experience in a foreign country by being able to speak with the locals about something other than the location of the nearest bathroom, it is the experience itself that matters most. In the words of one of our past slogans, “The world is our classroom”.

The trip, as well as the constant interaction with the French host family, provided me with a new look at the French language that I love so much. Here was an opportunity, by staying in another’s home, for me to improve and discover simply by talking normally with them. One example of this is when I was making a cake for the potluck dinner. I tried to describe the cake as “moist”, but used the French word “mouillé”, which means “wet”, as in “covered with liquid”. The word for “moist”, my host father told me, is “moelleux”. I also had the chance to learn some funny colloquialisms such as “fayot”, the nickname humorously bestowed upon me by that same host father, which means something like “sycophant”.

If there is one thing I would have tried to do better, it would be to interact more with the French outside of my host family. I treasure to this day the many evenings around the dinner table and the jokes we were able to share, but I would have liked to build more

solid relationships with other Rochelais. Along with this, my advice to future travelers would be to speak French. This may seem obvious, but too many times I noticed my peers talking in nothing but English, and I was forced to do so because I did not feel it was my place to be tight about speaking French. In addition, some were expressing their anxiety about communicating in French with their families at the start, for which reason I strongly support practicing the instant of the arrival in France. For those who feel confident in speaking French, offer to help others practice. This is something I regret not doing.

In all, the ten days spent in La Rochelle were eye-opening, thought-provoking and life-changing. The time spent in examining and participating in another culture can turn one into a traveler who would like nothing better than to go every place possible and to gain a better understanding of the world around them.

Student MR:

Over the past years I've traveled abroad with my family a couple times and I've even been to France before but nothing compared to my travels with the school. My experience in France was a lot different than others, because my corres' family lived on an island outside of La Rochelle so I boarded at the high school during the week. Staying at the school allowed me to really immerse myself in the student culture and understand the school experience fully. If I had gone to France on my own or with my family I couldn't possibly learn as much about French culture as I did traveling in a group. Traveling through a different country in a group was definitely one of the coolest things I've ever done. Due to me always being around people, I never got homesick and was able to discuss the culture I saw, reducing the possibility of culture shock.

I also think my confidence in myself increased a lot. A lot of the French kids made fun of me because I don't have a very good French accent (all in good fun of course) but that made me not care as much if I messed up. I put myself out there a lot, ordering in French and speaking to Alix's (my corres') family. I made plenty of mistakes but my French benefitted a lot from it, I think my accent even got a little better from just being around people with real French accents.

There is a huge difference in vacationing in a country and actually living there. I believe that through the French exchange we got the opportunity to really live in France for two weeks. By staying with a host family and the students, I got to see how a real French family lives and got a special insight into the culture. When we left La Rochelle I sobbed, I never wanted to go. I'm so thankful for this exchange and the friendships I made.

Student SV:

My trip to La Rochelle has so far been the highlight of my high school career. In my junior year alone, I've acted in four plays, taken two AP exams and two SATs, been accepted to National Honors Society, and much more. However, I learned more in my ten days in

France than I did all year in the classroom. Staying in La Rochelle taught me so much about myself, as well as the language and culture I was immersed in.

I've always been a good French student - I had a French professor for a mother and I'd always enjoyed learning in class. I wasn't particularly nervous about going to La Rochelle, because I thought my French was just that good. I was very wrong. My first evening in my host family's house was a reality check for me. No one was going to speak English to me, and that I had no choice but to gather everything I had learned since the sixth grade and attempt to get my basic thoughts out. As weird as it may seem, it's easy to forget when you learn a language in the classroom that what you are learning is real, and people actually say and do these things every day. I was suddenly grateful for the copious amounts of vocabulary I'd swallowed in my years of studying French, because even the words you consider obscure and irrelevant while studying Quizlet for hours on end are useful when you are trying to explain what your parents do for a living or what your hometown is like. I was shocked at how much I knew once I was put to the test in a real French home, but more importantly I was shocked at how far I still had to go. There was so much I didn't know, and being thrown into French culture made me even more eager to keep learning. I was picking up ten to twenty new words and expressions each day, and each time I learned one of them well enough to incorporate it into speech, I felt I was one step closer to cracking the code. Immersion made me thirsty for more knowledge and experience, and I was lucky enough to get that every day I was there.

Another huge benefit to this trip was the group aspect. Being able to learn and explore with so many of my peers created a very fun and encouraging atmosphere. Spending this time with both French and American high school students reminded us all that we are still learning, and that the "language barrier" is definitely breakable if you try hard enough. My *correspondante*, Marie, ended up becoming one of my best friends in the world. I couldn't explain the strange blend between English and French that we all adapted, but somehow we always got the point across. This bilingual culture had me thinking and speaking in two languages all the time, and suddenly I had no control over whether I was speaking in French or in English at any given time. Usually it was French, and I often found myself speaking to my American friends in French just because it was easier than switching back into English. One night I was on a video call with my mom, and as soon as she picked up I began telling her a story in French without thinking twice. She answered me back enthusiastically in French, and it took me a good two minutes to realize that I was speaking in French to my own mother. This is how much the immersion had an effect on me. This up-close look at French language in action has driven me to work towards a possible minor in it in college. I'd always thought French was something I'd leave behind after high school, but coming so close to being able to speak a second language made my perfectionist self all the more determined to continue my studies. I would not have been able to experience this feeling without having gone to La Rochelle.

I could say so much more about our trips to French cities, the funny miscommunications we had, the exhausting travel or the fun memories made with friends, but the biggest thing I learned in La Rochelle was to get out of my comfort zone and advocate for myself in whatever way possible. I spoke French to real French people (with about a fifty percent success rate), and although that was incredibly terrifying at first, I accepted the fact that I would make mistakes and decided to focused on the experience I was having and the improvements I could make. My confidence speaking improved drastically in just ten days, and I still find myself using French expressions or auto-translating all the time. Seeing a foreign culture up-close gave me a new perspective on my own culture. I came home questioning why I use utensils the way I do and why people shake hands when they meet. The smallest differences make for a large-scale analysis of language and culture and a further understanding of why people really do what they do. These aren't things I was expecting to learn or think about before the trip, but diving into a foreign culture and just letting yourself sink teaches you more than you'd think. I learned to accept defeat, and to get up and try again, because if I'd cried about every mispronunciation or lack of vocabulary I would have had a very sad trip. I picked myself up and kept blabbing in a language I'd just begun to uncover, and by the end of the trip the big picture was clearer than I'd ever thought it could be.

Student JH:

The trip to France was an incredibly educational and enjoyable trip for me, and I think it definitely has value for the french program in future years.

One of the most important things I learned in France was the culture, and because of that I think the fact that our school offers a French exchange, as opposed to merely a trip to France, is critical to the value of the trip itself. Although I learned countless new words and phrases and improved my ability to speak freely and confidently over the course of the trip, I think the immersion in French culture was the most interesting and beneficial aspect of the trip for me.

The experience of living in a French household for 2 weeks is one the can't be replicated in another way. I found that there were many interesting differences between American family life and French family life. If we had merely stayed in a hotel, I would not have been able to experience these small habits that make French culture distinct from ours. For example, I found that board games and family bonding in general was far more important in France than it is in America, at least for my family. Family meals were far more formal, and lunch on the weekends was a large affair, whereas in the states it is often eaten separately from your family.

Of course, the trip also provided many opportunities to improve my French, even though it was very intimidating and difficult at the start (I think I responded 'Oui' to a non yes or no question at least a half dozen times in the first day alone), it gradually became easier as the trip went on. I found myself typing an email home to my parents and typing French words in place of English ones, which really showed me how much the immersion was affecting me.

The French exchange was a great experience for me and I think it is one that is extremely valuable to the French program at school. I was able to hone my skills and learn a lot about French culture that would have been otherwise impossible, and besides this, I had a great time.

Student KO:

When you go a vacation to a different country it's really difficult to be a part of the culture while visiting. You are often in a hotel or a resort where most, if not everyone speaks English. It's tough to immerse yourself with your surroundings when there is not a direct connection to people living there. That is why the La Rochelle Exchange is such a great opportunity that CHHS provides for its students.

Learning a language in class is necessary and all, but you don't really learn something unless you put it to practice. This past spring break I was a part of the trip to La Rochelle. At first I was extremely nervous and anxious. What if I can't understand my French family? What if I can't speak well enough for them to understand?

I was one of the few students who got paired with a family where most of the members didn't speak English. My corres (French exchange student) lived with her mother and brother who don't speak any English. It was really intimidating, but I realized I was receiving the best learning I could be. Being forced to use French as a main source of communication really makes you focus on the things you've learned in class and putting them in a practical use.

Although, I did feel at some sort of disadvantage being a French 4 student compared to some of the French 5 and AP French students. One of the AP students even told me that she doesn't know how she would've done with only the knowledge she had from French 4.

It honestly put a dent in my confidence with my French speaking whenever someone would say something directly to me and I didn't know how to respond. Most of the time it was as if my brain was on delay, and once I formulated a sentence to contribute to the conversation, that topic had already passed. It was frustrating not being able to say what I was thinking when I was thinking it.

Overall going on the La Rochelle trip was a spectacular experience and it has created memories I will never forget. I actually became much closer with people I had never really talked to before. The relationship I had with my French family was amazing, they made me feel like one of their own. I hope this program can continue for many years, giving future students the same unforgettable experiences I had myself.

Student WM:

My journey to La Rochelle was a lot of firsts. It was my first time on a plane, it was my first time in another country (not counting a brief stint in Canada during the Maid of the Mist tour), and it was my first time living amongst people who spoke a foreign language. This made me pretty apprehensive about the trip- I had little idea of what to expect, and I would be facing these challenges without my family. But I met these pretty daunting challenges head on, and to say I had an enjoyable and educational time in France would be to make a grave understatement.

Going to France was such a fantastic way to immerse myself in the language and culture. Dining with a French family and speaking French at the table were so important to helping me gain the confidence I currently have in the language. I was able to explore all aspects of French culture, from manners to pastimes to cuisine to simple daily life. Going to France gave me little tidbits about the nation that I never would have been able to learn otherwise: how truly fastidious they are when it comes to food, for example, from purchasing to preparing to eating it (it should be noted at this point that French mayonnaise is infinitely superior to American). I was able to really connect, not only with my wonderful corres and his family, but also with the peers who accompanied me. Without their help, I don't think that the trip would have been nearly as successful as it was.

One of the most memorable things about France to me was the history. When my host family learned that I was a history buff, they mapped out a tour of the south-west of France so that I could visit some of the most significant sites in the region. I was absolutely blown away; the United States has an incredibly rich and vibrant history, but it's not nearly as *visual* as it is in France. There, I could see that I was surrounded by history, from the bunker that housed German soldiers during the occupation, to the medieval towers that had watched over and protected the port for nearly seven hundred years, to the enormous Roman amphitheatre that sat squarely between the outskirts of town and a small farm. I could also see how aware of their history the French were, too; my host family took special care in pointing out key details to me, such as how the courthouse was built as part of reforms instituted by Napoleon and noting the war memorials in each village we passed through (the memorials are something that I'll always remember, to have the tragedies of the past forever immortalized in every village is truly humbling). But it was also fun to see how indifferent to history the French could be; I saw people going to Sunday mass in churches built a millennium ago; I was able to visit chateaux that people flocked to for afternoon picnics; I ate fast food in an actual cloister!

The trip to La Rochelle will always carry with it excellent memories of friends, sights, and experiences, and I heartily encourage any student who is serious about learning the language to embark upon it. "You won't regret it," I say. "It's incredible."

Student LV:

While in France, I learned certain aspects of American culture and my everyday life that I would have not learned if I hadn't gone on the trip. For example, I realized that Americans tend to apologize a lot for any sort of mild disturbances they might have caused others and in France, there is no need for apologizing so often. I also learned to just follow conversations and speak comfortably, meaning that I didn't have to think a lot about what to say and worry whether it was grammatically correct. This is something that I could not have learned in a classroom because you're always worrying about a grade.

This experience changed me in the way that I don't really care about how others perceive me as much because as the foreigner in France, I got noticed more and I realized that people's opinions of me don't really affect my opinion of myself.

I think traveling as a group was very helpful because it can provide a sense of familiarity and safety while experiencing new things with a group of classmates. For example, while in Bordeaux, I was walking around with a group of my classmates and a random man came up to us and yelled in our faces. This was scary but the fact that I wasn't alone made me feel safer.

To make the trip better, I could have tried harder to include other people who were perhaps feeling a little bit left out. This could have made a better trip for those people and also I could have made new friends.

I am really grateful that I got to experience this trip with my classmates and I am glad that I met so many great people like the French teachers, French students, and my corres' family. I definitely became great friends with my exchange student and I still keep in touch with her and her family.

Overall, this trip was a great experience and I hope that other students will get to appreciate it as much as I did.

Croton-Harmon Union Free School District
2016 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: 6**
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:

- Members of the group took more time this year to focus on their own writing
- Involving my creative writing classes in putting the magazine together
- Monthly writing contests continue to be a success
- Attending the AP art show to collect images for the magazine
- Collaborating with students who exhibit a wide range of talents and skills (those who write poetry, short stories, fiction, are photographers, painters, drawers, sculptures, etc.)
- Creating a common forum for students of all grades, skill, views, backgrounds and status to share their work and experience the work of others
- Reaching out to the school community with posters, Facebook and other social media

This year, members of the group got more involved in taking the time to work on pieces of their own to submit to the magazine. This year we focused more on writing than in any past year. I was able to pull from my experience teaching the Creative Writing class and guide the group through different writing strategies and techniques. Also, the students in the Creative Writing classes continued to be involved in actively submitting pieces throughout the year. The Fourth Floor continues to be an incredible outlet for students to express themselves creatively and a way for students to communicate with and learn about their peers. Working on this magazine pushes students to reach outside of their regular group of friends and learn something new and interesting about their peers. Students also gain experience in editing, proofreading and formatting programs. They also communicate with the publisher to set up the printing and delivery of the magazine.

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** National Honor Society	**Advisor(s**): Pam Morrison Alison Rhoades
Frequency and Duration of Meetings: As needed before events		**Number of Students in Core Group:** 40

1. **Description/Purpose/Goal:**

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:

- Placed students in numerous Community Service situations
    - Harry Chapin Run for Hunger
    - Rotary Car Show
    - Lion's Club Tree Sale
    - Village Earth Day
    - Library Book & Bake Sale
    - Numerous activities for CET
    - CCCA
- Monitored the selection process for new members and planned the induction ceremony

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

Student services were asked for quite often by a multitude or organizations. Students were exposed to many new scenarios that offered service opportunities.

4. Goals for Next Year:

- Students will initiate ideas for personalized group service project most likely to benefit the school. A discussion will take place in regards to other service demands being met by class advisors or the community service club.

- Nomination and selection process will be revised to make it more anonymous and individual

Comments:

Demand for student services can be overwhelming at key times. Many organizations were asking for help at what seemed to be the same time and also conflicting with major school events/exams.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Online Coordinator (OC-21 and VHS)**	**Advisor(s):** **Tanya Thibideau**
Frequency and Duration of Meetings: **Individual meetings with students throughout the semester and weekly check-in emails**		**Number of Students in Core Group:** **Final numbers after drops (total for fall and spring):** **19 students**
1. Description/Purpose/Goal of This Club: Recruit and oversee students enrolled in online courses.		

Goal: 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: • Students had a successful year with the program. Variety of courses taken, including AP 5 courses (see attached list for full course listing) and 1 student taking American Sign Language with a company that is affiliated with VHS called Connections Learning. • One of my OC-21 students, Ethan Lewis has won an award "For Outstanding Achievement in the Online Environment in Foundations of Engineering and Contemporary Construction Technology".
Comments:

Croton-Harmon Union Free School District
2016 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. • Practiced Rubik's cube • Participated in the district wide Science Expo – Learn Rubik's Cube (5/5/2016) • Pi-day activities (3/14/2016)
Comments:

Croton-Harmon Union Free School District
2016 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:** **8 - 10**
1. Description/Purpose/Goal of This Club:		

The Programming Club is a student-led organization that is opened to all students who are interested in computer science and programming. This club's goal is to expand our knowledge and interest in the field of computer science and programming. Students explore and develop skills in programming, 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: • Students developed an educational video regarding cybersecurity and the school AUP form. It was shared school-wide in the CHAP (12/7/2015) • Learn concepts in computer science. e.g. binary code, algorithm structure, history of computer science, etc. • Participated in the district wide Science Expo – teach HTML (5/5/2016) • Game programming with Scratch
Comments:

Croton-Harmon Union Free School District
2016 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:** 16
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
2016 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 (for most of the year, Wednesdays 4:30-5:30, but we switched to Thursday afternoons, 3:00-4:00, at the students' request).		**Number of Students in Core Group:** • 12 core members
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 *Richard III* in February 2016
- Plays attended at the Hudson Valley Shakespeare Festival, summer 2015:
  - *A Midsummer Night's Dream*, 7/21/15
  - *The Winter's Tale*, 8/4/15
- Plays read/studied/acted throughout 2015-16:
  - *As You Like It*
  - *A Midsummer Night's Dream*
  - *Richard III*
  - *Henry V*
  - *Much Ado About Nothing*

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. This year's requests for plays included more of the histories than usual, primarily due to the influence of our club president, William Mahoney. I'm glad of it, actually; those plays usually don't get much exposure, so it's nice to branch out and try something different.

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: **CHHS**	**Name of Club:** **Spirit Club**	**Advisor(s):** **Lauren Maiolo/Ashley Valentine**
Frequency and Duration of Meetings: Meetings take place on an as-needed basis, but generally occur about once per month. As we prepare for major events, we meet at least twice per week.		**Number of Students in Core Group:** **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.*("Black Tie" Day, Pajama Day, Western Day, America 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. *(Pajama Day, Athletes v. Mathletes (Pi Day), Tourist Day, 80s Day, and Black and Orange Day)*
- Color Wars Hall Decorating Contest
- Halloween Costume Contest: Students were awarded in 4 different categories and honored with a photo in the 2015-2016 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 2016-2017 school year. In addition, we would like to review the procedures for participating in the Halloween Costume Competition and other activities that could be included in pep rallies/ spirit weeks.

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** **Spring Musical**	**Advisor(s): Michael Katzman and Ivelaw Carrington**
Frequency and Duration of Meetings: **4 x per week for 3-4 hours**		**Number of Students in Core Group:** **30**
1. Description/Purpose/Goal of This Club:		

To prepare students for performance of CHHS's production of Guys and Dolls
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: **-**Students rehearsed and performed the classic Frank Loesser Musical Guys and Dolls after a rehearsal period of about 6 weeks. -Students auditioned and were assigned roles in the cast -Students rehearsed songs both individual and group numbers, scenes and dances -Students developed their sight-singing abilities, improved ability to sing in harmony, and developed a good tone and blend. -I helped block and choreograph many of the scenes and songs in the musical.
Comments:

Croton-Harmon Union Free School District
2016 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: 124 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 23
- Monitored students in creation of a class video

3. 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, Military service

4. Goals for Next Year:

Continue to improve communication with parents and students Encourage greater use of Naviance scholarship information by students

Comments:. It was a challenging year. Exciting but challenging.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Skate Club	**Advisor(s): Ray Ferrara**
Frequency and Duration of Meetings: Typically once a month for 1.5 hours.		**Number of Students in Core Group: 8-10**

1. Description/Purpose/Goal of This Club:

The Croton-Harmon Skate Club is committed to…

- Promoting skateboarding in a positive light.
- Promoting wellness though the exercise and sport of skateboarding.
- Learning the history of the sport and following the current trends into the future.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Looked at some of the current leaders in competitive skateboarding.
- Discussed some of the latest tricks and shared tips on how to master them.
- Organized a trip to 2nd Nature, a local skate shop and park.
- Organized 3 trips to the Croton Water front to go skate.

Comments:

This year we had a strong group of core kids in the skate club. These students are typically underrepresented, or not involved at all, in other school activities. Through this club I have made some great connections to the students outside of the classroom.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club: Sophomore Class Advisor**	**Advisor(s): Kerri Tracy**
Frequency and Duration of Meetings: Weekly Meetings 3:00-4:00/ Daily "check-ins" if fundraiser or Hershey trip was approaching		**Number of Students in Core Group: 4 Officers**

1. **Description/Purpose/Goal of This Club:**

The purpose of the Sophomore Class Advisor and Class Officers are to coordinate activities and opportunities for the Class of 2018 to connect with fellow class members and the school as a whole. This is central to the school's mission statement (fostering a climate of mutual respect). One of the activities that allows for this is the annual trip to Hershey Park. The club advisor also helps with other class activities like elections.

2. **Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:**

- Sophomore Class Car Wash – We fundraised for the trip to Hershey Park. Car wash was entirely student led and worked. Sophomore class parents supervised the event.
- Hershey Park Trip – We had 76 sophomores attend the Hershey Park trip. Thanks to the hard work of the class when it came to fundraising, the students only had to pay $100 for their trip fee. We were also able to buy a trip tee shirt for everyone again this year. The trip was just as successful as last year.
- This year we decided to try something different and instead of going bowling the night before we went to Hershey Park. You get in free the night before from 7:30-10:00. The students loved it and it made Saturday less jam packed for them because they felt they got on a few rides the night before.
- With the help of Christopher O'Connor, Mr. Maxam and Mr. Capasso we were able to revise the Hershey contract for students to be clearer and more concise.

Comments:

This was my third year as the advisor and I felt very comfortable running it again this year. We have a good system down, and have established a good relationship with the hotel we stay at. This year it was easier taking care of any disciplinary issues students had that kept them from going on the trip. This is impart due to the revision of the Hershey Contract.
As always, the officers were a huge part of the success of the trip and the fundraising that took place this year. They designed the Hershey tees, created spreadsheets and logged in information and also did a great job communicating with their class.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Spanish Club	**Advisor(s):** Van Asselt
Frequency and Duration of Meetings: Twice a month till the spring then once a month		**Number of Students in Core Group:** 15

1. **Description/Purpose/Goal of This Club:**

To expand and enrich the students' understanding of Latin American Culture

2. **Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:**

- At each meeting a student brought some kind of food typical of Latin America
- At each meeting a student presented information about a specific non-profit organization working in Latin America
- We had 2 movie/food nights where students brought a variety of Latin American food and we watched Spanish language movies

We emphasized geography and the current political and economic situation of the countries we looked at. This learning tied into AP Spanish, Spanish 5, and COGO.

Comments:

The Spanish Club this year was composed mostly of upperclassman as I had had these students last year as well and I had a core group very interested in Latin America.

Croton-Harmon Union Free School District
2016 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: Weekly		**Number of Students in Core Group:** 24 (note: the number is likely to go up to around 30 during the 2016-2017 school year)

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 them 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:

Our focus early in the school year was on the cultures of Cuba and Italy. However, neither of the options worked. We have shifted the focus back to Spain and Spanish culture. We have been able to successfully plan the February 2017 Spain tour. The tour will start in the south of Spain (Adnalusia). It will track the history of the country from the Nasrid Dynasty rule as we travel to Granada and Castillian rule while visiting Seville to the modern day. From Andalusia we will then advance closer to the modern day by visiting Madrid and exploring the rich art and history of this Spanish capital. We will then take a high speed AVE train to travel to Barcelona (capital of Catalonia). As part of the preparation for the trip and travel students will focus on the following topics:

- History of Spain and its influence on the world
- History of Spanish monarchy
- Contemporary history of Spain and current events
- Spanish place in Europe and 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 the Spanish people
- Islamic art compared to western art
- Modern art and architecture

Comments:
We ended last year, looking into the possibility of taking students to Cuba. When we found out we couldn't do that for 2015-2016, we began planning a trip to Italy for June of 2016. We had to research and prepare. We held a parent meeting as well as met with many students. Unfortunately, it took a long time to get off the ground and the cost was too great. Following this, we began prepping for the 2017 Spain trip slated for February 2017.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Student Faculty Congress	**Advisor(s):** 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

Description/Purpose/Goal:

- To facilitate discussion about student life at CHHS and disseminate information about programs and policies affecting students. Encourage development of leadership skills
- Support District Goal: *Promote a school environment where everyone including students, parents, and staff members feel valued, respected and safe.*

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

- Planned and facilitated SFC retreat in the fall
- Planned and facilitated Student Ping Pong Tournament to benefit the Greg Rodriguez Scholarship Fund.
- Organized and monitored class officer and SFC elections
- Solicited and selected at large candidates
- Planned and facilitated two new events: Video Game Night and 3v3 Basketball Tournament
- Discussed various issues of importance to our school, including: hill behind PVC, parent/student portal, wifi, social media, school mural, midterm schedule, homework over breaks, TV in the café, planner input, anonymous alerts, senior exit survey, senior AP exams,
- Hosted speaker (James Lescene) on LGBT advocacy and gender issues
- Began discussion on free/reduced lunch. How can we feed our students who need it the most?
-

Please write a narrative about student learning, skills & experience:

Students learn through discussion and observation how policy is made, how change can occur and equally important what things they cannot change. By being members

of committees, students learn how to delegate and perform tasks in order to get things accomplished**.**

Goals for Next Year:

- Lunch Program
- Continue work on creating a new school mural
- Continue to improve school “tone” and spirit

Comments:

We had a positive and productive year with good discussions and many decisions made based on our meetings. The school benefitted from our discussions and input on grading, the library, the cafeteria and technology and school policy was altered based on these discussions.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club: Teen Leadership Council**	**Advisor(s):Kayla Martin**
Frequency and Duration of Meetings: Tuesdays 3:00-4:00		**Number of Students in Core Group: 14**

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 attend monthly Westchester County Youth to Youth meetings; Oct. 20, Nov. 17, Dec. 15, March. 15, and May 17th. 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. On April 20th in lieu of a meeting, students gathered at the Westchester County Center alongside County Executive, Rob Astorino, for an anti-drug rally to combat the use of marijuana and reclaiming the day as "Healthy Teen Brain Day".
- Monthly school awareness activities, the biggest being
    - Substance Abuse Awareness Month & Red Ribbon Week (October 26-October 30)- Students participated in spirit week which included wearing red for substance abuse awareness and taking the pledge to be substance free.
    - Alcohol Awareness Month was celebrated April 4 - April 6 -Teen Leadership Council raised awareness with activities such as Mocktails Monday; smoothies were handed out to students along with information on alcohol poisoning. A crashed car from a drunk driving accident was also displayed that week for students to see the effects of drinking and driving, announcements with facts about drinking and driving were made as well. On Friday April 6, with the help of the Croton Police Department students had the opportunity to drive a golf cart while wearing foggles, which are goggles that simulate being under the influence of either alcohol or marijuana, to see how their motor functions are effected.
- Candle Light Vigil, which took place on November 5, 2015, is a community event that is put on by the Croton Community Coalition and Teen Leadership Council. 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.

- The Croton Community Coalition helps financially send Croton Teen Leadership Council students to a four day International Leadership Conference in Rhode Island over the summer. At the conference students discuss topics such as leadership, advocacy, empowerment and inspiring teens to live a healthy drug-free life, and to stand up for what is right and follow their dreams. This year's conference will be held from July 28- July 31st. Teen Leadership Council held a pizza fundraiser every Wednesday from October through April to raise money to send two students from out of district to the summer conference, who do not have the funds to go.

Comments:

Croton-Harmon Union Free School District
2016 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:** 6

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. And to 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:

- Two student editors, who have been long time members.
- One editor promoted the newspaper at the club and activities fair in the beginning of the school year during CHAP.
- Both students have facilitated club meetings, explained the inverted pyramid, the 5ws and H, and a news lede to staffers.
- These strategies are reinforced and discussed every time a student sits with me to revise or edit an article.
- We recruited three 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:

The goal, as it is every year, is to recruit more student writers. We are also looking to encourage students to write their own columns or to report on a specific beat.

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building: CHHS	**Name of Club:** Winter Drama – *Richard III*	**Advisor(s):** Joseph Merriam
Frequency and Duration of Meetings: November: Auditions, 11/23, 6:00-9:00 December: 2 rehearsals, 6:00-10:00 January 4-29: 4 rehearsals/week, 6:00-10:00 February 1-4: 4 rehearsals/week, 6:00-10:00 February 6-7: 2 performances, 5:00-11:00 (Saturday) & 11:30-5:00 (Sunday) (including pre-show work and post-show clean up)		**Number of Students in Core Group:** • 21 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 *Richard III* December 2015-February 2016
- Performed *Richard* February 2016

The choice for this year's production grew out of a conversation with CHHS graduate Issie Iodice; *Richard III* is a favorite play of hers from my Shakespeare class, and she was pushing me to put it on. I said that we didn't really have anyone suitable for the role of Richard, but she countered with a couple of students whom she thought would do it well, and as we argued about it, I came to realize she was right. So once I figured out the logistics of fitting approximately 20-25 students (our usual cast size) into a play with over 55 roles, I decided to take on the challenge and put on *Richard III*. I was very pleased with the results – we had some standout performances from several of the upperclassmen, and many of the underclassmen are showing promise for next year.

Among this year's challenges and opportunities were the following:

- **Costuming, Makeup, Fight Choreography and Set Design**: once again, I hired Issie Iodice for costume design, which again worked very well. The set was handled admirably by Brandon Sargeant and the stage crew, and I also hired CHHS graduate Nic Coccaro for the fight choreography, which worked out very well.

- **Working with Stage Crew**: Brandon Sargeant was great to work with; as usual, he was very proactive and entirely willing to work with me on design and construction. Everything went smoothly under his direction.

Comments:

Croton-Harmon Union Free School District
2016 Co-Curricular Year End Report

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**Yearbook**	**Dan Delaney and Chase Stevens**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
Weekly		**3**

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 cub advisors to schedule a photo day.
- 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.

Comments:



Croton-Harmon

Union Free School District

Appendix A1 Data Review

1.1.1 ELA Performance Analysis

2015-16 School Year

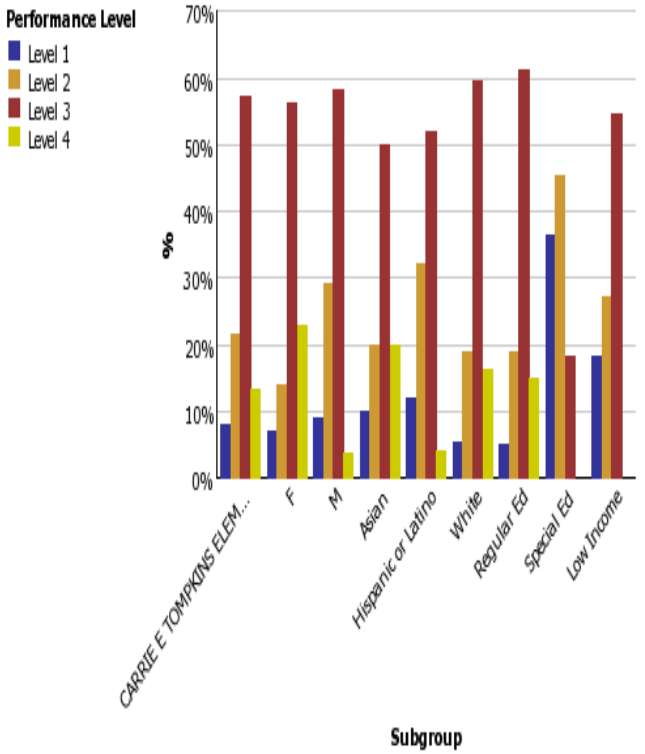
By Subgroup

Notes:

This report may be used for Data Analysis purposes only. It should NOT be used for Accountability data verification or to determine Accountability status. Only Level 2 reports are the official reports used for Accountability purposes.

* CARRIE E TOMPKINS ELEM SC * Grade 3 ELA * All Performance Levels Finish

DISTRICT ID: 660202 **DISTRICT NAME:** CROTON HARMON SCHOOL DISTRICT **SCHOOL:** **SCHOOL:** CARRIE E TOMPKINS ELEM SC **TEST:** Grade 3 ELA



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
CARRIE E TOMPKINS ELEM SC	9	8%	24	21%	64	57%	15	13%	112
F	4	7%	8	14%	32	56%	13	23%	57
M	5	9%	16	29%	32	58%	2	4%	55
Asian	1	10%	2	20%	5	50%	2	20%	10
Black or African American	1	100%							1
Hispanic or Latino	3	12%	8	32%	13	52%	1	4%	25
Multiracial					2	100%			2
White	4	5%	14	19%	44	59%	12	16%	74
Regular Ed	5	5%	19	19%	62	61%	15	15%	101
Special Ed	4	36%	5	45%	2	18%			11
LEP Eligible	1	100%							1
Low Income	2	18%	3	27%	6	55%			11

1.1.1 ELA Performance Analysis

2015-16 School Year

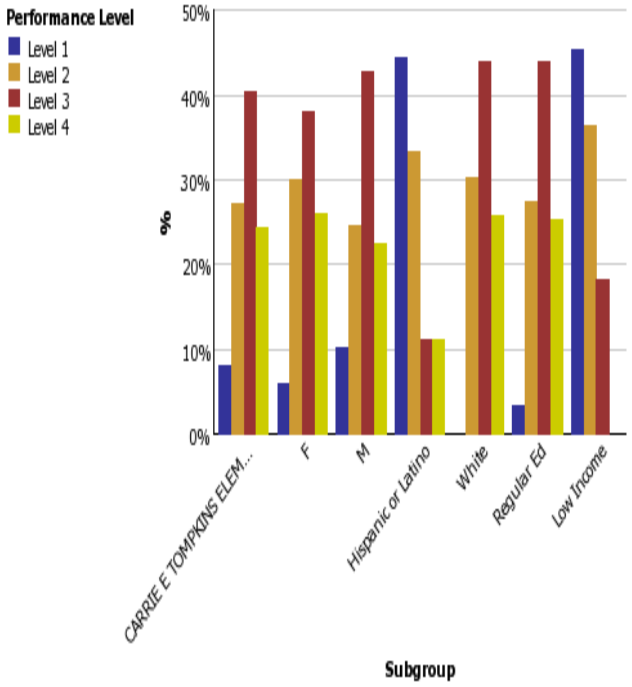
By Subgroup

Notes:

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* CARRIE E TOMPKINS ELEM SC * Grade 4 ELA * All Performance Levels Finish

DISTRICT ID: 660202 **DISTRICT NAME:** CROTON HARMON SCHOOL DISTRICT **SCHOOL:** **SCHOOL:** CARRIE E TOMPKINS ELEM SC **TEST:** Grade 4 ELA



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
CARRIE E TOMPKINS ELEM SC	8	8%	27	27%	40	40%	24	24%	99
F	3	6%	15	30%	19	38%	13	26%	50
M	5	10%	12	24%	21	43%	11	22%	49
Asian			1	11%	6	67%	2	22%	9
Black or African American							1	100%	1
Hispanic or Latino	8	44%	6	33%	2	11%	2	11%	18
Multiracial					3	60%	2	40%	5
White			20	30%	29	44%	17	26%	66
Regular Ed	3	3%	25	27%	40	44%	23	25%	91
Special Ed	5	62%	2	25%			1	12%	8
LEP Eligible	3	100%							3
Low Income	5	45%	4	36%	2	18%			11

1.1.1 Math Performance Analysis

2015-16 School Year

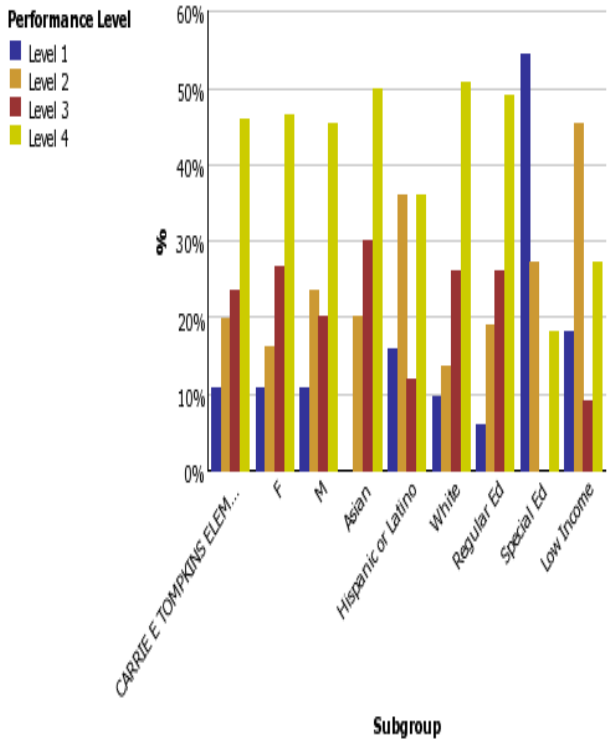
By Subgroup

Notes:

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CARRIE E TOMPKINS ELEM SC | Grade 3 Math | All Performance Levels | Finish

DISTRICT ID: 660202 DISTRICT NAME: CROTON HARMON SCHOOL DISTRICT SCHOOL: SCHOOL: CARRIE E TOMPKINS ELEM SC TEST: Grade 3 Math



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
CARRIE E TOMPKINS ELEM SC	12	11%	22	20%	26	23%	51	46%	111
F	6	11%	9	16%	15	27%	26	46%	56
M	6	11%	13	24%	11	20%	25	45%	55
Asian			2	20%	3	30%	5	50%	10
Black or African American	1	100%							1
Hispanic or Latino	4	16%	9	36%	3	12%	9	36%	25
Multiracial			1	50%	1	50%			2
White	7	10%	10	14%	19	26%	37	51%	73
Regular Ed	6	6%	19	19%	26	26%	49	49%	100
Special Ed	6	55%	3	27%			2	18%	11
LEP Eligible	2	100%							2
Low Income	2	18%	5	45%	1	9%	3	27%	11

1.1.1 Math Performance Analysis

2015-16 School Year

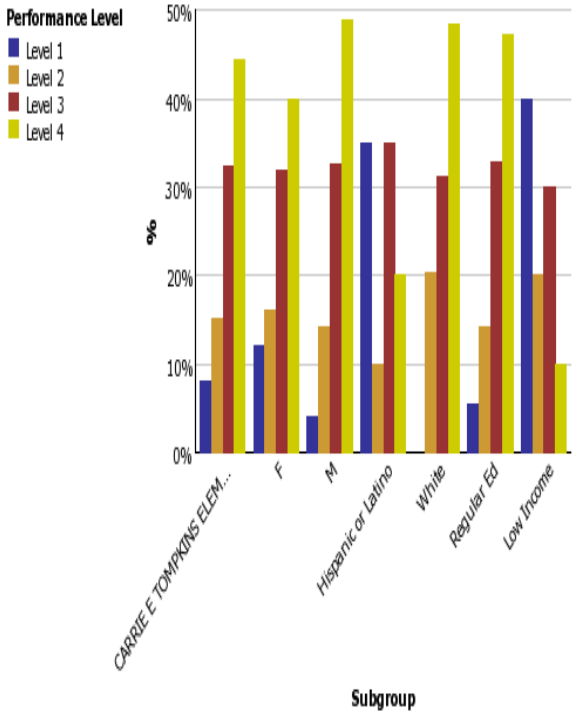
By Subgroup

Notes:

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* CARRIE E TOMPKINS ELEM SC * Grade 4 Math * All Performance Levels Finish

DISTRICT ID: 660202 **DISTRICT NAME:** CROTON HARMON SCHOOL DISTRICT **SCHOOL:** **SCHOOL:** CARRIE E TOMPKINS ELEM SC **TEST:** Grade 4 Math



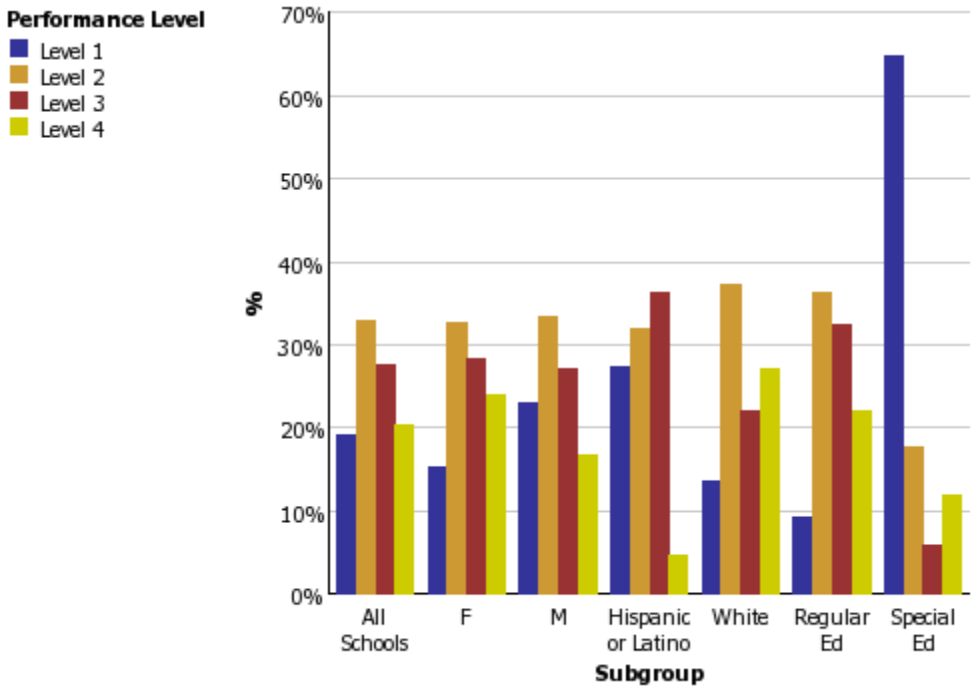
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
CARRIE E TOMPKINS ELEM SC	8	8%	15	15%	32	32%	44	44%	99
F	6	12%	8	16%	16	32%	20	40%	50
M	2	4%	7	14%	16	33%	24	49%	49
Asian	1	11%			4	44%	4	44%	9
Black or African American							1	100%	1
Hispanic or Latino	7	35%	2	10%	7	35%	4	20%	20
Multiracial					1	20%	4	80%	5
White			13	20%	20	31%	31	48%	64
Regular Ed	5	5%	13	14%	30	33%	43	47%	91
Special Ed	3	38%	2	25%	2	25%	1	12%	8
LEP Eligible	2	50%			2	50%			4
Low Income	4	40%	2	20%	3	30%	1	10%	10

CET –New York State Testing Program (NYSTP) 2015-2016 Data

Grade 3 ELA Results			Grade 3 Math Results		
	2014-2015	2015-2016		2014-2015	2015-2016
Level 1	15%	10%	Level 1	7%	11%
Level 2	25%	21%	Level 2	18%	20%
Level 3	48%	57%	Level 3	24%	23%
Level 4	12%	13%	Level 4	51%	46%
Grade 4 ELA Results			**Grade 4 Math Results**		
	2014-2015	2015-2016		2014-2015	2015-2016
Level 1	18%	10%	Level 1	14%	10%
Level 2	32%	27%	Level 2	14%	15%
Level 3	22%	40%	Level 3	29%	32%
Level 4	28%	24%	Level 4	43%	44%

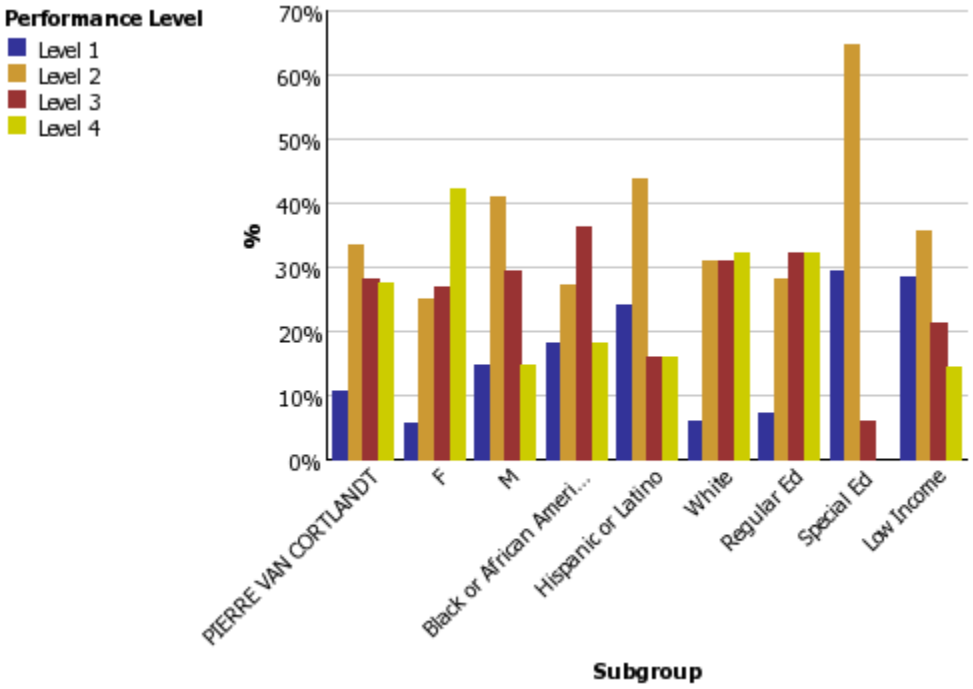
Assessment Data for Pierre Van Cortlandt Middle School for 2015-2016

Grade 5 ELA



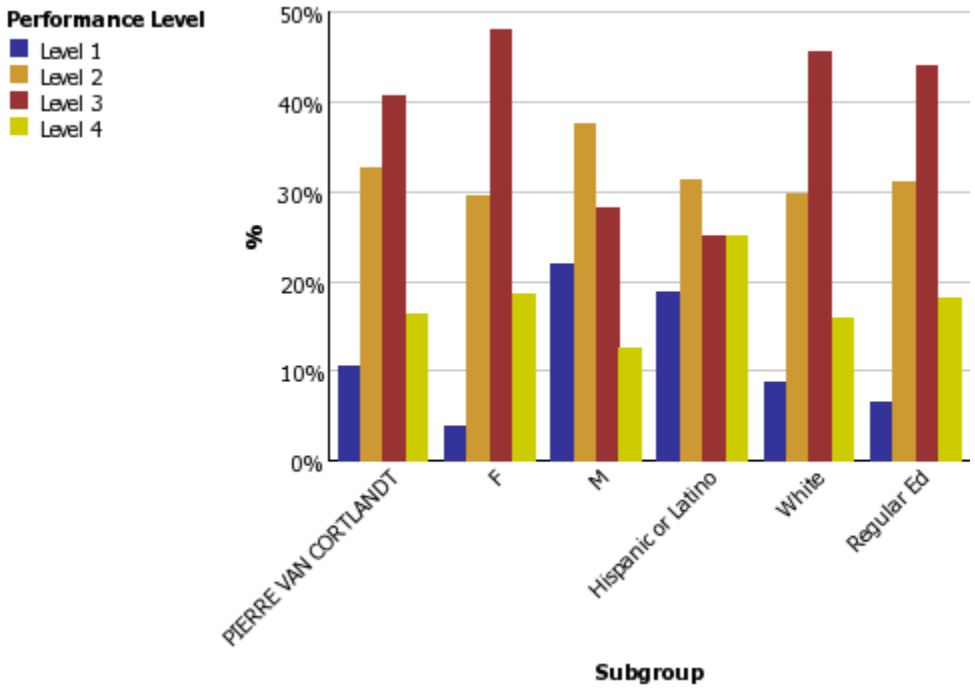
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**18**	**19%**	**31**	**33%**	**26**	**28%**	**19**	**20%**	**94**
F	7	15%	15	33%	13	28%	11	24%	46
M	11	23%	16	33%	13	27%	8	17%	48
Asian					2	67%	1	33%	3
Black or African American	2	67%			1	33%			3
Hispanic or Latino	6	27%	7	32%	8	36%	1	5%	22
Multiracial	2	29%	2	29%	2	29%	1	14%	7
White	8	14%	22	37%	13	22%	16	27%	59
Regular Ed	7	9%	28	36%	25	32%	17	22%	77
Special Ed	11	65%	3	18%	1	6%	2	12%	17
LEP Eligible	5	100%							5
Low Income	6	86%	1	14%					7

Grade 6 ELA



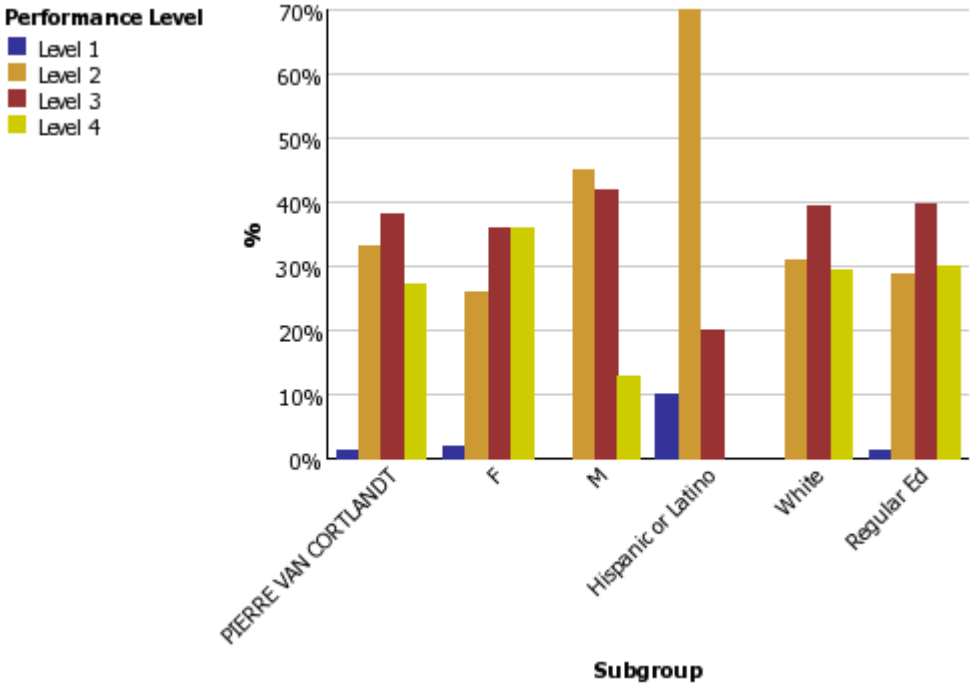
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	12	11%	38	34%	32	28%	31	27%	113
F	3	6%	13	25%	14	27%	22	42%	52
M	9	15%	25	41%	18	30%	9	15%	61
American Indian or Alaska Native					1	100%			1
Asian			2	29%	2	29%	3	43%	7
Black or African American	2	18%	3	27%	4	36%	2	18%	11
Hispanic or Latino	6	24%	11	44%	4	16%	4	16%	25
Multiracial			1	100%					1
White	4	6%	21	31%	21	31%	22	32%	68
Regular Ed	7	7%	27	28%	31	32%	31	32%	96
Special Ed	5	29%	11	65%	1	6%			17
LEP Eligible	4	67%	2	33%					6
Low Income	4	29%	5	36%	3	21%	2	14%	14

Grade 7 ELA



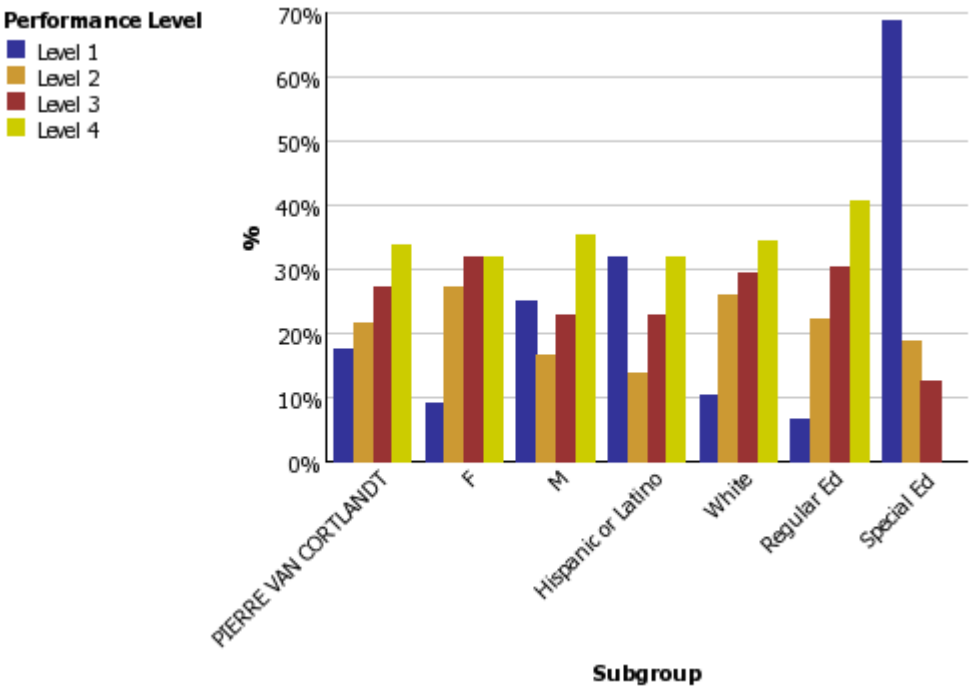
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	9	10%	28	33%	35	41%	14	16%	86
F	2	4%	16	30%	26	48%	10	19%	54
M	7	22%	12	38%	9	28%	4	12%	32
Asian	1	17%	2	33%	2	33%	1	17%	6
Black or African American			2	40%	3	60%			5
Hispanic or Latino	3	19%	5	31%	4	25%	4	25%	16
Multiracial			1	100%					1
Native Hawaiian/Other Pacific Islander			1	100%					1
White	5	9%	17	30%	26	46%	9	16%	57
Regular Ed	5	6%	24	31%	34	44%	14	18%	77
Special Ed	4	44%	4	44%	1	11%			9
LEP Eligible	2	67%	1	33%					3
Low Income	3	60%	2	40%					5

Grade 8 ELA



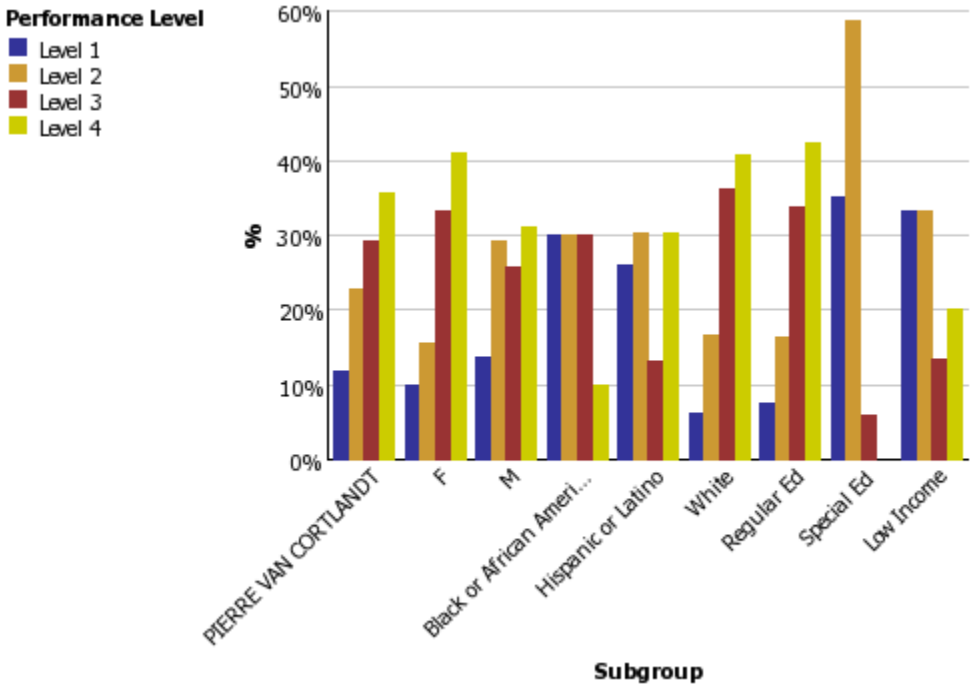
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	1	1%	27	33%	31	38%	22	27%	81
F	1	2%	13	26%	18	36%	18	36%	50
M			14	45%	13	42%	4	13%	31
Asian					3	60%	2	40%	5
Black or African American					2	50%	2	50%	4
Hispanic or Latino	1	10%	7	70%	2	20%			10
Multiracial			1	100%					1
White			19	31%	24	39%	18	30%	61
Regular Ed	1	1%	21	29%	29	40%	22	30%	73
Special Ed			6	75%	2	25%			8
LEP Eligible	1	100%							1
Low Income			5	71%	2	29%			7

Grade 5 Math



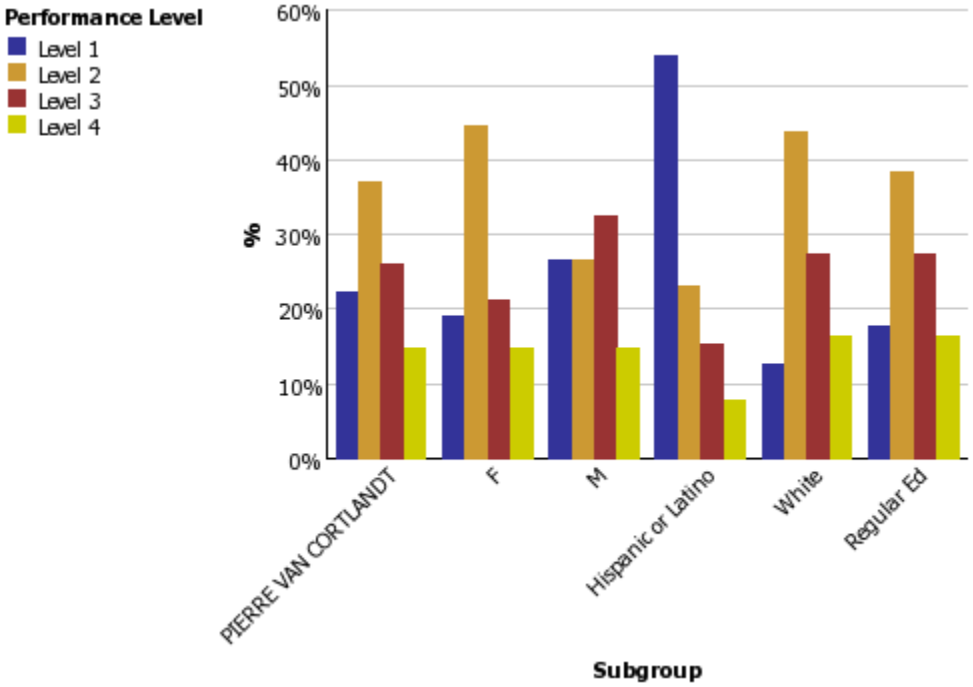
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	16	17%	20	22%	25	27%	31	34%	92
F	4	9%	12	27%	14	32%	14	32%	44
M	12	25%	8	17%	11	23%	17	35%	48
Asian							3	100%	3
Black or African American	1	50%			1	50%			2
Hispanic or Latino	7	32%	3	14%	5	23%	7	32%	22
Multiracial	2	29%	2	29%	2	29%	1	14%	7
White	6	10%	15	26%	17	29%	20	34%	58
Regular Ed	5	7%	17	22%	23	30%	31	41%	76
Special Ed	11	69%	3	19%	2	12%			16
LEP Eligible	5	100%							5
Low Income	5	83%	1	17%					6

Grade 6 Math



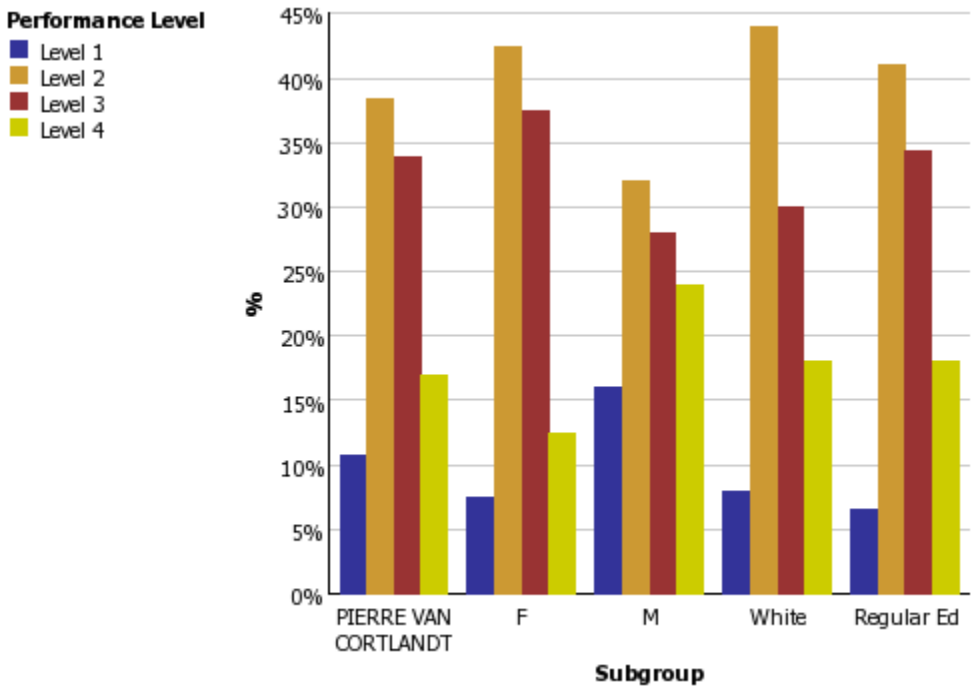
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	13	12%	25	23%	32	29%	39	36%	109
F	5	10%	8	16%	17	33%	21	41%	51
M	8	14%	17	29%	15	26%	18	31%	58
American Indian or Alaska Native			1	100%					1
Asian			2	25%	2	25%	4	50%	8
Black or African American	3	30%	3	30%	3	30%	1	10%	10
Hispanic or Latino	6	26%	7	30%	3	13%	7	30%	23
Multiracial			1	100%					1
White	4	6%	11	17%	24	36%	27	41%	66
Regular Ed	7	8%	15	16%	31	34%	39	42%	92
Special Ed	6	35%	10	59%	1	6%			17
LEP Eligible	4	50%	3	38%	1	12%			8
Low Income	5	33%	5	33%	2	13%	3	20%	15

Grade 7 Math



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	18	22%	30	37%	21	26%	12	15%	81
F	9	19%	21	45%	10	21%	7	15%	47
M	9	26%	9	26%	11	32%	5	15%	34
Asian	1	17%	1	17%	2	33%	2	33%	6
Black or African American	3	60%			2	40%			5
Hispanic or Latino	7	54%	3	23%	2	15%	1	8%	13
Multiracial			1	100%					1
Native Hawaiian/Other Pacific Islander			1	100%					1
White	7	13%	24	44%	15	27%	9	16%	55
Regular Ed	13	18%	28	38%	20	27%	12	16%	73
Special Ed	5	62%	2	25%	1	12%			8
LEP Eligible	2	100%							2
Low Income	4	100%							4

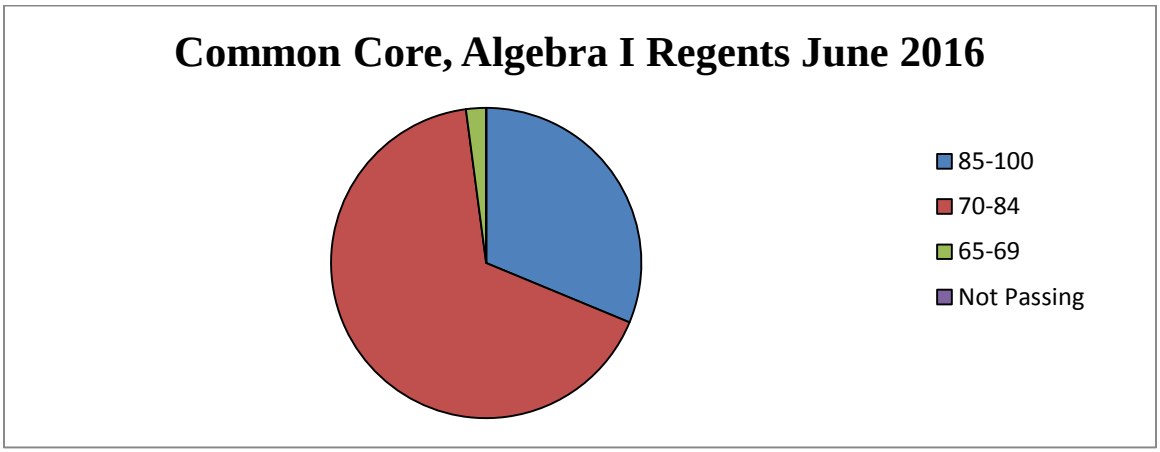
Grade 8 Math

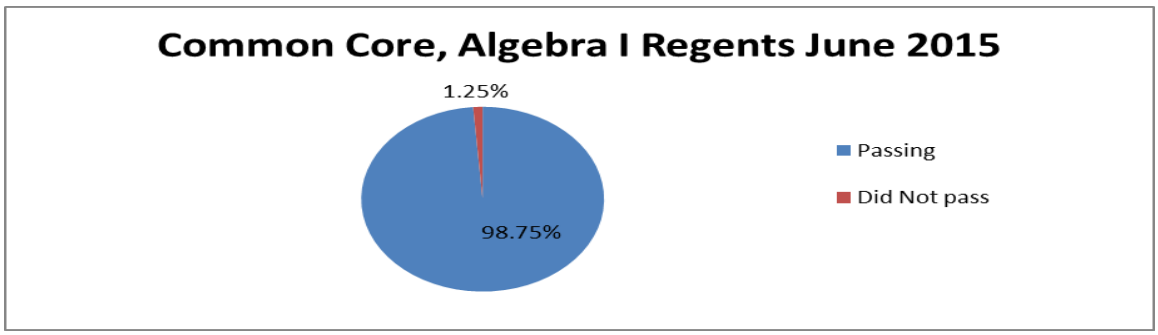


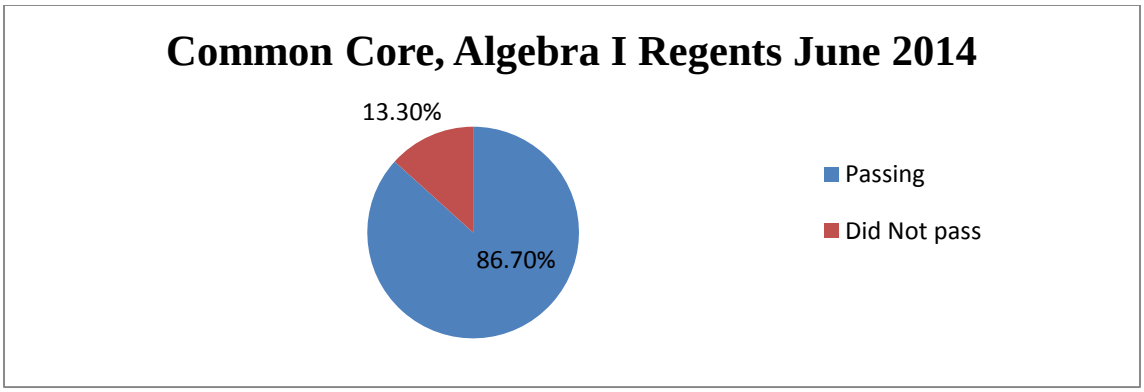
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	7	11%	25	38%	22	34%	11	17%	65
F	3	8%	17	42%	15	38%	5	12%	40
M	4	16%	8	32%	7	28%	6	24%	25
Asian					3	75%	1	25%	4
Black or African American					2	67%	1	33%	3
Hispanic or Latino	3	43%	2	29%	2	29%			7
Multiracial			1	100%					1
White	4	8%	22	44%	15	30%	9	18%	50
Regular Ed	4	7%	25	41%	21	34%	11	18%	61
Special Ed	3	75%			1	25%			4
LEP Eligible	2	100%							2
Low Income			2	100%					2

Algebra I: Common Core

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	15	31.25%	Mastery
Scored 70-84	32	66.66%	Passing 100 %
Scored 65-69	1	2.09%	
Scored below 65	0	0.0%	
Total	48 Students		

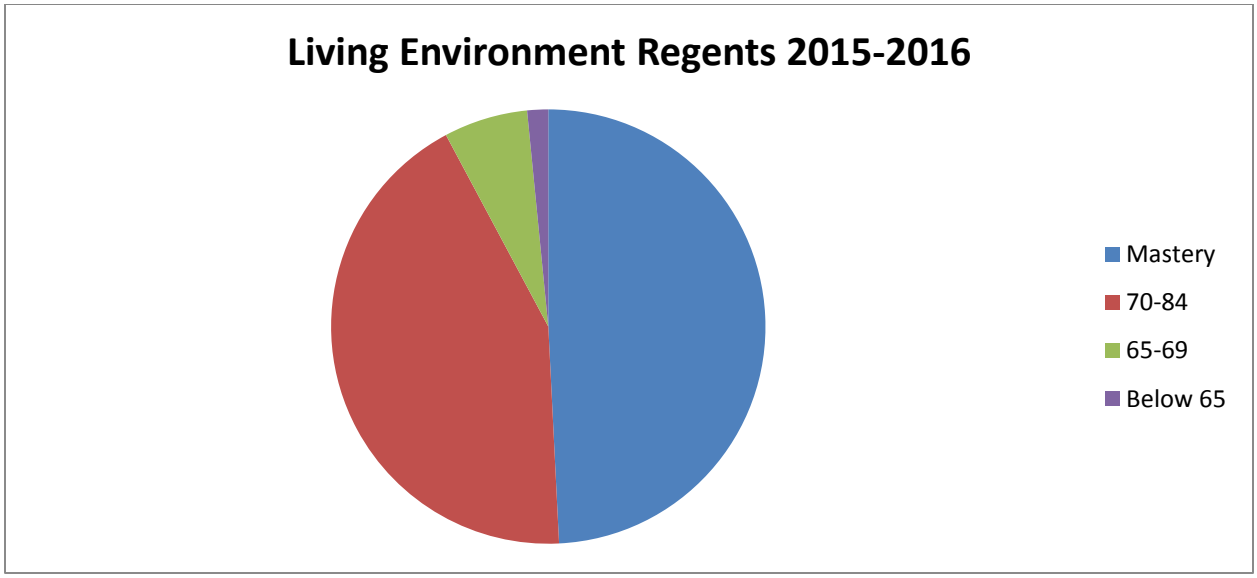






Living Environment Regents-June 2016

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	63	49.21%	Mastery
Scored 70-84	55	42.98%	
Scored 65-69	8	6.25%	Passing 98 %
Scored below 65	2	1.56%	
Total	128 Students		



Comparison of Previous Years and Cohorts

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%

Common Core Geometry June 2016

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	10	50.0 %	Mastery
Scored 70-84	9	45.0 %	
Scored 65-69	1	5.0 %	Passing 100 %
Scored below 65	0	0.0%	
Total	20 Students		

School Year Comparison 2014-2015: Student Count: 6 Passing: 100%

Languages Other Than English: End of Year Assessments-June 2016

Assessment	Passing/Student Count	Mastery (85% or higher)	65-84
8th Grade Spanish	100%/65	82% 53/65	18% 12/65
8th Grade French	100%/ 30	90 % 27/30	10% 3/30
8th Grade Mandarin	100%/20	80% 16/20	20% 4/16

CHHS Regents Results - 2015-2016

Regents Common Core ELA - Given January 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 130)

Performance Level	Building Count	Building Percent
Scored below 55	1	0.77%
Scored 65 - 78	15	11.54%
Scored 79 - 84	24	18.46%
Scored 85 - 100	90	69.23%

Regents Common Core Algebra I - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 54)

Performance Level	Building Count	Building Percent
Scored below 55	1	1.85%
Scored 55 - 64	5	9.26%
Scored 65 - 79	18	33.33%
Scored 80 - 84	18	33.33%
Scored 85 - 100	12	22.22%

Regents Common Core Geometry - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 65)

Performance Level	Building Count	Building Percent
Scored below 55	0	0.00%
Scored 55 - 64	1	1.54%
Scored 65 - 79	30	46.15%
Scored 80 - 84	14	21.54%
Scored 85 - 100	20	30.77%

Regents Algebra2/Trigonometry - June 2016 [note: exam made optional]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 1)

Performance Level	Building Count	Building Percent
Scored below 55	0	0.00%
Scored 55 - 64	0	0.00%
Scored 65 - 84	0	0.00%

Scored 85 - 100	1	100.00%

Regents Global History - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 145)

Performance Level	Building Count	Building Percent
Scored below 55	11	7.59%
Scored 55 - 64	7	4.83%
Scored 65 - 84	50	34.48%
Scored 85 - 100	77	53.10%

Regents US History&Gov't - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 126)

Performance Level	Building Count	Building Percent
Scored below 55	1	0.79%
Scored 55 - 64	0	0.00%
Scored 65 - 84	21	16.67%
Scored 85 - 100	104	82.54%

Regents Earth Sci - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 96)

Performance Level	Building Count	Building Percent
Scored below 55	4	4.17%
Scored 55 - 64	1	1.04%
Scored 65 - 84	21	21.88%
Scored 85 - 100	70	72.92%

Regents Chemistry - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 93)

Performance Level	Building Count	Building Percent
Scored below 55	0	0.00%
Scored 55 - 64	6	6.45%
Scored 65 - 84	50	53.76%
Scored 85 - 100	37	39.78%

Regents Physics - June 2016 [note: exam made optional]

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 0)

Performance Level	Building Count	Building Percent
Scored below 55	0	0%
Scored 55 - 64	0	0%
Scored 65 - 84	0	0%
Scored 85 - 100	0	0%

Regents Living Environment - June 2016

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 1)

Performance Level	Building Count	Building Percent
Scored below 55	1	100%
Scored 55 - 64	0	0%
Scored 65 - 84	0	0%
Scored 85 - 100	0	0%

The ACT®

College Readiness Letter for:
CROTON-HARMON HIGH SCHOOL

August 24, 2016
Code: 331550

PRINCIPAL
CROTON-HARMON HIGH SCHOOL
36 OLD POST RD S
CROTON ON HUDSON, NY 10520

589060438

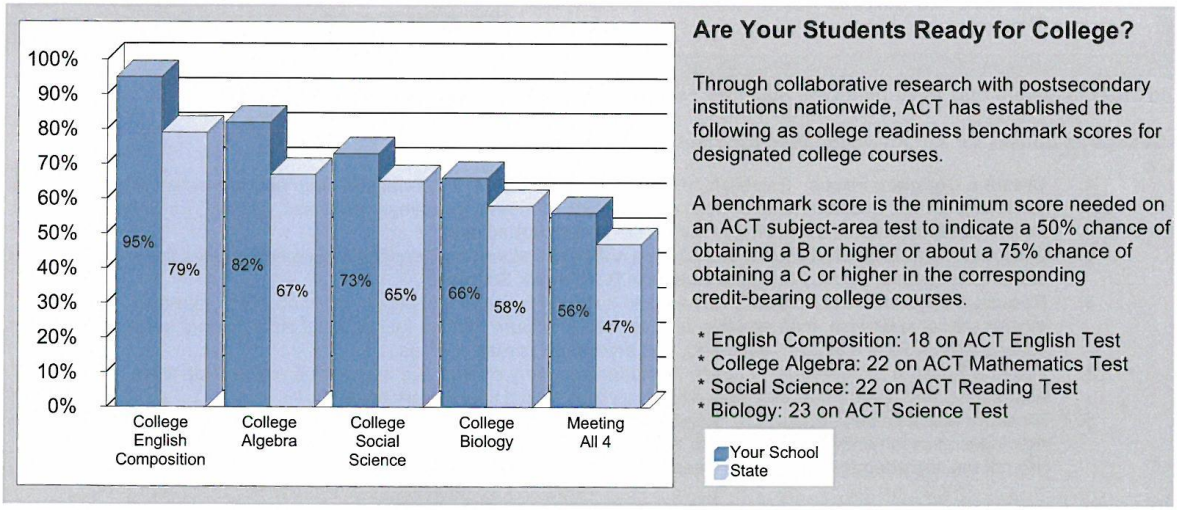
011061110

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
2012	60	52,771	25.1	22.7	25.4	23.7	25.2	23.4	24.4	23.1	25.2	23.3
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**

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework

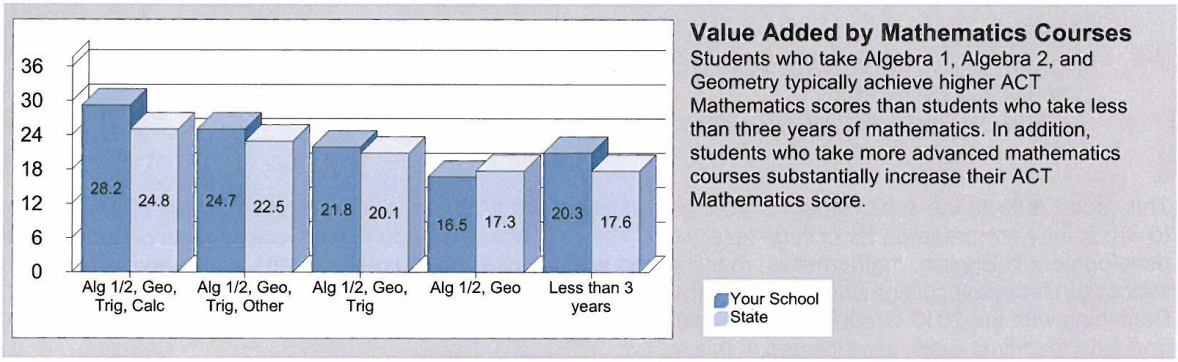


A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for:
CROTON-HARMON HIGH SCHOOL

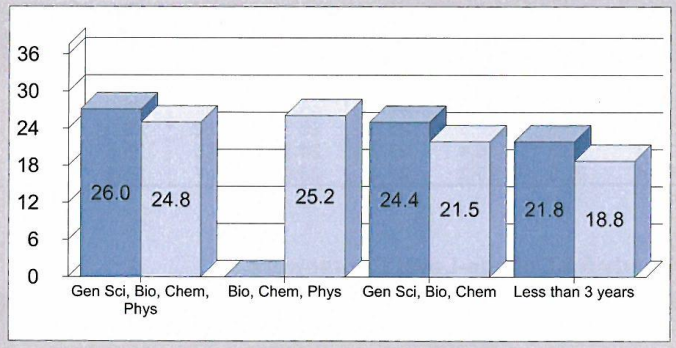
ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses
Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses
Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

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 319-337-1309 or customerservices@act.org.

AP Equity and Excellence (2016)

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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 2016.

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, 2016, Report Run Aug 1, 2016

Croton-Harmon High School (331550)

Group	Percentage	How is this calculated?
Graduating Class Summary	58.0	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	42.5	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	55.4	
10th Grade	47.9	

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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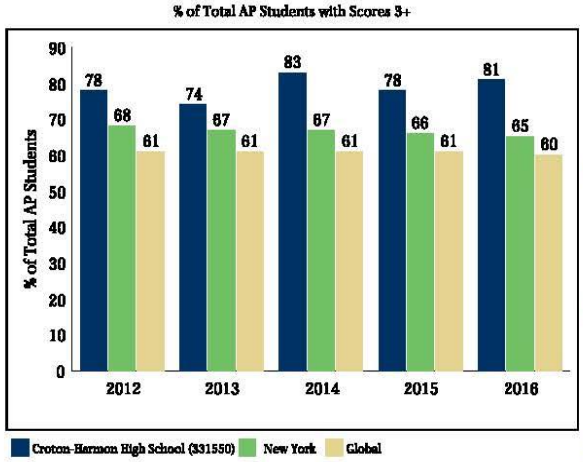
AP Five-Year School Score Summary (2016)

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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, 2016, Report Run Aug 1, 2016

Croton-Harmon High School (331550)



	2012	2013	2014	2015	2016
Croton-Harmon High School (331550)					
Total AP Students	226	249	238	229	237
Number of Exams	386	422	413	403	451
AP Students with Scores 3+	177	184	197	178	191
% of Total AP Students with Scores 3+	78.3	73.9	82.8	77.7	80.6
New York					
Total AP Students	139,048	142,866	149,006	154,553	159,251
Number of Exams	238,723	246,688	258,129	272,419	281,673
AP Students with Scores 3+	93,970	96,052	99,989	101,357	103,753
% of Total AP Students with Scores 3+	67.6	67.2	67.1	65.6	65.2
Global					
Total AP Students	2,106,843	2,225,625	2,352,026	2,497,184	2,620,820
Number of Exams	3,714,078	3,955,410	4,188,454	4,516,044	4,730,301
AP Students with Scores 3+	1,296,051	1,354,800	1,442,136	1,515,264	1,579,799
% of Total AP Students with Scores 3+	61.5	60.9	61.3	60.7	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 Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

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AP Five-Year School Score Summary (2016)

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Data Updated Jul 26, 2016, Report Run Aug 1, 2016

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Art History	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5			1			170	130	170	115	101	2,822	2,689	2,810	2,349	2,814
4					1	258	210	190	206	248	5,105	4,883	4,717	4,776	5,778
3						283	273	239	253	325	5,733	6,245	6,325	6,392	7,116
2						236	212	176	198	345	4,243	4,383	4,352	4,799	7,040
1						253	311	319	235	204	4,867	4,621	5,049	5,188	2,885
Total Exams			1		1	1,188	1,136	1,094	1,005	1,221	22,770	22,811	23,253	23,503	25,813
Mean Score			5.00		4.00	2.88	2.66	2.74	2.77	2.75	2.86	2.85	2.82	2.76	2.95

Biology	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5	8				1	4,190	1,013	1,120	1,088	1,143	37,875	11,188	14,169	14,351	15,780
4	4	6	10	1	7	3,277	4,167	4,218	4,131	4,043	32,512	44,035	47,989	49,708	50,128
3	3	9	8	6	10	2,509	6,723	6,703	7,039	6,681	27,513	73,895	75,312	80,744	80,171
2	2	1	4	2	5	2,468	4,287	4,390	4,505	5,164	27,898	59,695	58,024	61,741	68,840
1	1					4,119	853	955	918	1,258	66,153	15,149	13,770	18,384	24,106
Total Exams	18	16	20	9	23	16,563	16,843	17,384	17,680	18,289	191,949	203,902	214,264	224,928	238,775
Mean Score	3.39	3.31	3.30	2.89	3.17	3.06	3.04	3.01	3.00	2.93	2.73	2.88	2.91	2.81	2.95

Calculus AB	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5	16	6	8	5	9	4,759	4,896	4,826	4,494	5,083	67,830	67,783	72,511	66,411	76,790
4	2	2	4	8	3	3,149	3,848	3,430	3,582	3,890	45,705	51,440	48,984	51,789	53,831
3		1	1	5	1	3,083	3,201	3,507	3,508	3,510	48,711	48,101	52,078	56,482	53,878
2	1		1	1		1,714	1,891	1,884	1,908	1,880	27,909	31,833	31,360	31,371	30,078
1			1	1		4,355	3,874	4,702	5,177	5,066	80,731	83,281	89,775	88,285	84,963
Total Exams	19	9	16	20	13	17,070	17,613	18,351	18,669	18,238	283,096	283,418	294,708	304,318	309,140
Mean Score	4.74	4.56	4.19	3.75	4.62	3.13	3.20	3.10	3.02	3.10	2.97	2.98	2.94	2.86	2.96

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AP Five-Year School Score Summary (2016)

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Data Updated Jul 26, 2016, Report Run Aug 1, 2016

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Calculus BC	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		7	6	6	8	3,031	3,089	3,242	3,221	3,519	47,708	47,972	54,335	54,148	60,829
4			4	3	1	873	1,009	1,062	1,169	1,084	15,237	16,896	18,525	19,551	19,235
3		2	2	2	3	825	1,005	888	1,188	1,184	15,004	16,762	18,200	21,482	21,484
2			4			275	303	318	338	387	5,080	5,950	5,986	6,505	7,220
1				1		626	757	743	917	780	11,570	15,018	15,259	17,725	16,484
Total Exams		9	16	12	10	5,630	6,142	6,358	6,901	6,944	94,649	104,598	112,285	119,411	125,252
Mean Score		4.56	3.75	4.08	4.30	3.99	3.87	3.90	3.81	3.86	3.87	3.73	3.81	3.72	3.80

Calculus BC: AB Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		7	8	10	7	3,464	3,633	3,673	3,930	3,639	56,165	58,790	61,853	66,942	64,009
4		2	6	1	2	927	1,177	1,095	1,150	1,510	15,964	20,792	18,826	19,481	28,194
3			2		1	508	633	768	843	871	9,179	11,725	14,440	15,234	16,384
2						279	314	343	359	306	5,492	5,840	7,040	6,555	5,777
1				1		452	380	478	619	618	7,843	7,845	10,121	11,194	12,888
Total Exams		9	16	12	10	5,630	6,142	6,358	6,901	6,944	94,643	104,592	112,280	119,406	125,252
Mean Score		4.78	4.38	4.58	4.90	4.19	4.20	4.12	4.07	4.04	4.13	4.12	4.03	4.04	3.98

Chemistry	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	1	2		1	1,723	2,084	1,006	951	1,070	21,735	28,535	15,047	14,178	16,196
4	5	4	2	3	4	1,982	2,230	1,852	1,728	1,801	25,874	30,081	25,155	24,703	23,981
3	7	9	10	4	6	1,868	1,740	2,693	2,981	2,736	28,714	26,318	38,533	43,084	42,332
2	7	5	13	14	8	1,184	1,169	2,151	2,323	2,051	19,874	20,841	38,359	38,033	38,078
1	2	5	2	3	2	1,846	1,506	1,124	1,239	1,080	38,786	36,403	31,948	33,277	33,316
Total Exams	22	24	29	24	21	8,423	8,709	8,826	9,230	8,541	132,783	140,178	149,040	153,275	153,903
Mean Score	2.82	2.63	2.62	2.28	2.71	3.11	3.25	2.84	2.87	2.94	2.79	2.93	2.68	2.68	2.89

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AP Five-Year School Score Summary (2016)

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Comparative Government and Politics	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5		14	8	4	8	203	208	206	182	268	3,571	3,847	4,018	3,238	4,527
4		4	6	12	11	323	287	255	288	284	4,411	4,315	4,941	4,262	4,671
3		7	6	16	10	252	208	185	297	289	3,424	4,011	3,822	4,966	4,497
2		2	3	9	9	248	264	220	303	330	3,828	4,648	4,502	4,892	4,733
1				3	5	169	136	125	215	288	3,224	3,550	3,304	4,395	3,605
Total Exams		27	23	44	41	1,195	1,081	991	1,263	1,467	18,458	20,371	20,487	21,454	22,033
Mean Score		4.11	3.83	3.11	3.10	3.12	3.14	3.20	2.92	2.95	3.07	3.01	3.06	2.86	3.08

Computer Science A	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5					1	488	536	647	835	854	6,220	8,285	8,397	12,015	12,099
4		1				483	499	592	741	811	6,396	8,295	9,122	12,135	11,940
3						295	242	438	481	805	4,099	4,353	6,538	7,505	13,457
2						131	114	188	201	453	2,005	2,180	3,007	3,529	7,223
1						497	466	676	907	848	7,497	8,042	12,205	14,018	13,408
Total Exams		1			1	1,844	1,857	2,742	3,145	3,771	28,217	31,135	39,319	49,202	58,107
Mean Score		4.00			5.00	3.16	3.28	2.98	3.13	3.10	3.07	3.21	2.96	3.09	3.04

English Language and Composition	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5	11	9	12	14	17	3,170	3,091	2,994	3,210	3,733	48,795	48,927	48,487	52,434	58,551
4	22	20	21	12	13	5,823	4,557	5,282	5,824	5,989	90,100	77,548	90,548	97,172	96,487
3	5	12	17	13	9	6,881	7,429	7,638	7,979	8,670	128,834	136,438	143,858	144,613	148,980
2	1	7	4	3	4	5,058	6,376	6,668	7,671	8,454	124,286	142,270	152,507	157,552	175,983
1				1		1,344	2,262	2,112	2,874	2,835	53,157	72,552	71,713	78,604	69,183
Total Exams	38	48	54	43	43	22,191	23,715	24,672	27,358	28,481	445,172	477,735	507,124	530,375	549,184
Mean Score	4.10	3.85	3.76	3.81	4.00	3.19	2.99	3.01	2.95	2.99	2.90	2.77	2.78	2.79	2.82

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AP Five-Year School Score Summary (2016)

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
English Literature and Composition	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5	4	2	3	3	3	2,187	1,911	2,044	1,995	1,878	31,828	28,337	30,531	30,480	30,192
4	13	3	13	13	8	4,710	4,857	4,654	4,651	4,558	69,478	72,663	70,902	73,125	72,339
3	6	3	9	4	4	7,955	8,093	7,681	8,140	7,954	115,711	121,801	118,081	122,631	119,528
2		2	5		4	8,231	7,823	8,463	8,669	8,859	122,977	122,374	131,572	131,534	135,741
1						2,112	2,378	2,520	2,389	2,659	42,278	40,506	47,745	45,004	48,834
Total Exams	23	10	30	20	17	25,075	25,183	25,362	25,844	25,908	381,073	386,531	398,731	402,754	406,634
Mean Score	3.91	3.50	3.47	3.95	3.47	2.86	2.84	2.81	2.81	2.77	2.80	2.81	2.76	2.78	2.75

Environmental Science	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5	2	7		1	4	654	601	669	626	652	9,726	9,456	10,833	10,771	11,373
4	12	19	13	4	12	1,801	1,620	1,882	1,980	2,008	27,138	27,715	30,922	33,717	34,678
3	9	16	6	9	7	1,089	1,166	1,141	1,190	1,242	18,073	18,934	20,079	21,001	22,042
2	13	16	9	15	14	1,454	1,581	1,823	1,873	2,059	28,416	30,016	33,383	35,374	38,546
1	9	12	8	14	10	1,097	1,293	1,760	1,870	2,178	27,800	31,362	35,593	38,583	42,781
Total Exams	45	70	36	43	47	6,095	6,264	7,275	7,539	8,139	108,954	118,483	130,830	139,446	149,420
Mean Score	2.87	2.80	2.87	2.14	2.70	2.91	2.79	2.71	2.68	2.62	2.68	2.61	2.60	2.59	2.55

French Language and Culture *	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5	2	12			3	284	280	324	253	287	3,811	4,141	4,044	3,899	4,075
4	5	4	2	3	2	397	419	444	412	423	5,548	5,590	5,770	5,972	6,148
3	4	2	2	1	3	530	588	633	600	518	6,773	6,987	7,457	7,816	7,483
2				1		271	305	317	320	291	3,573	3,775	3,871	4,468	4,301
1						73	72	97	90	56	1,130	1,051	1,182	1,909	1,246
Total Exams	11	18	4	5	8	1,555	1,674	1,815	1,675	1,580	20,833	21,544	22,304	23,584	23,251
Mean Score	3.82	4.56	3.50	3.40	4.00	3.35	3.33	3.32	3.25	3.36	3.35	3.37	3.34	3.28	3.32

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Human Geography	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5				1		254	297	288	338	329	12,413	13,750	15,033	19,526	22,219
4						389	436	419	617	604	19,284	23,284	27,297	32,770	37,368
3						324	366	403	548	503	20,113	23,736	28,787	33,788	38,716
2						269	262	313	392	432	17,807	21,338	25,204	26,752	35,501
1						290	226	365	440	573	29,441	32,467	40,705	47,285	53,816
Total Exams				1		1,526	1,587	1,788	2,374	2,491	98,863	114,575	137,026	160,101	185,620
Mean Score				5.00		3.03	3.20	2.97	3.09	2.85	2.97	2.69	2.64	2.69	2.67

Macroeconomics	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5	2	1	3		1	1,185	1,317	1,648	1,336	1,794	13,927	15,878	18,908	19,390	23,882
4	2	2	7	5	9	2,140	2,094	2,292	2,267	2,325	23,954	25,298	27,343	28,223	31,756
3	9	7	28	8	6	1,578	1,421	1,807	1,745	1,852	17,974	18,072	21,758	21,885	21,858
2	9	8	5	5	5	1,370	1,448	1,452	1,577	1,597	17,815	20,745	20,487	21,579	22,962
1	9	8	4	2	4	1,262	1,241	1,315	1,857	1,853	28,358	28,919	29,036	36,195	35,058
Total Exams	31	26	45	18	25	7,535	7,522	8,512	8,562	9,021	100,028	108,912	117,542	127,072	135,296
Mean Score	2.32	2.23	3.00	2.78	2.92	3.08	3.11	3.18	3.01	3.11	2.81	2.80	2.88	2.79	2.90

Music Theory	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5						349	338	315	293	255	3,558	3,489	3,559	3,809	3,498
4						285	242	268	245	238	3,218	3,068	3,180	3,267	3,307
3						383	394	346	337	341	4,584	4,709	4,601	4,881	4,652
2			1	1		375	347	315	344	352	4,624	4,605	4,370	4,713	5,013
1						156	134	138	158	162	2,478	2,578	2,395	2,706	2,784
Total Exams			1	1		1,548	1,453	1,382	1,377	1,346	18,456	18,428	18,085	18,976	19,252
Mean Score			2.00	2.00		3.19	3.21	3.22	3.12	3.05	3.04	3.01	3.06	3.02	2.99

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Music Aural Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						335	329	335	298	248	3,498	3,429	3,631	3,802	3,493
4						287	240	241	242	240	3,348	2,974	3,084	3,378	3,236
3				1		380	392	363	322	308	4,538	5,035	4,732	4,532	4,494
2			1			348	324	278	321	365	4,387	4,266	4,387	4,820	5,375
1						195	168	164	194	185	2,596	2,682	2,271	2,843	2,654
Total Exams			1	1		1,545	1,453	1,382	1,377	1,346	18,367	18,426	18,085	18,975	19,252
Mean Score			2.00	3.00		3.14	3.18	3.22	3.09	3.00	3.04	3.01	3.08	3.03	2.98

Music Non-Aural Subscore	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5						326	338	296	274	254	3,449	3,466	3,423	3,551	3,578
4						303	244	278	285	251	3,271	2,884	3,278	3,355	3,368
3						399	381	358	357	324	4,552	4,704	4,673	4,859	4,383
2			1	1		376	360	334	344	357	4,615	4,704	4,396	4,758	5,069
1						144	130	116	137	160	2,584	2,668	2,315	2,651	2,853
Total Exams			1	1		1,548	1,453	1,382	1,377	1,346	18,448	18,426	18,085	18,975	19,251
Mean Score			2.00	2.00		3.19	3.21	3.22	3.14	3.09	3.02	2.96	3.08	3.02	2.99

Physics 1	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5				2	2				719	808				8,819	7,784
4				4	6				2,084	1,953				23,832	23,962
3				6	6				3,157	2,904				35,881	35,999
2				8	8				3,610	3,444				51,239	51,314
1					2				2,010	2,111				53,337	51,150
Total Exams				21	24				11,590	11,020				172,518	170,109
Mean Score				2.95	2.92				2.85	2.59				2.32	2.33

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Physics B *	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5		1				1,577	1,749	1,594			13,129	14,830	14,828		
4		1				1,759	2,200	2,068			15,812	17,731	17,363		
3						2,511	2,828	2,818			21,316	23,358	24,823		
2						1,335	1,309	1,510			13,512	14,524	15,917		
1						940	944	1,281			17,161	18,881	20,939		
Total Exams		2				8,122	9,028	9,273			80,730	89,374	93,870		
Mean Score		4.50				3.21	3.26	3.13			2.93	2.95	2.86		

Physics C: Mechanics	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5	3	3	4		3	885	823	924	936	994	12,524	12,230	15,297	15,910	17,177
4	7	5	4	7	1	654	697	713	921	886	10,198	11,145	12,055	14,754	14,965
3	5	5	9	5	1	446	502	491	586	586	7,200	8,648	8,782	10,582	9,599
2	4		2	1		257	289	281	343	421	4,843	6,061	5,980	6,138	6,971
1			1	1		201	173	202	236	223	3,879	4,793	4,995	5,530	5,039
Total Exams	19	13	20	14	5	2,423	2,484	2,611	3,022	3,060	38,645	42,897	47,089	52,914	53,148
Mean Score	3.47	3.85	3.40	3.28	4.40	3.71	3.69	3.72	3.65	3.64	3.59	3.46	3.57	3.58	3.60

Psychology	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**	**2012**	**2013**	**2014**	**2015**	**2016**
5		1				2,209	2,383	2,072	2,564	2,392	45,811	50,833	48,786	56,123	58,144
4			1	1	1	2,743	2,916	2,969	3,209	3,389	57,951	63,606	69,937	73,009	76,889
3					1	1,877	2,056	2,212	2,233	2,395	42,944	46,778	51,953	55,148	58,148
2						1,381	1,324	1,542	1,503	1,813	29,832	31,026	35,206	36,423	41,690
1						1,984	1,893	2,209	2,184	2,532	44,842	47,277	54,606	57,657	63,780
Total Exams		1	1	1	2	10,294	10,572	11,004	11,692	12,526	220,380	239,520	260,470	278,360	294,449
Mean Score		5.00	4.00	4.00	3.50	3.12	3.24	3.10	3.21	3.10	3.13	3.17	3.08	3.12	3.07

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Spanish Language and Culture *	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	1	4	3	5	1,777	1,814	1,772	2,048	2,082	33,232	34,698	34,303	41,086	44,884
4	3	2	4	3	5	2,027	1,946	2,671	2,668	2,744	35,106	35,573	48,729	53,023	56,068
3	3		1	1	3	1,787	1,588	2,528	2,162	2,312	28,791	27,617	42,264	41,934	43,873
2	3	1				1,285	1,356	895	701	841	20,133	22,818	13,308	13,548	15,255
1	3					1,102	1,070	141	102	120	17,170	18,014	2,382	2,075	2,350
Total Exams	13	4	9	7	13	8,018	7,774	7,807	7,681	8,099	134,432	139,708	140,984	151,646	162,230
Mean Score	2.69	3.75	4.33	4.29	4.15	3.24	3.27	3.89	3.76	3.72	3.35	3.32	3.70	3.77	3.77

Statistics	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	3	3	2		2	1,079	1,217	1,456	1,439	1,429	19,293	21,678	26,333	26,390	29,852
4	17	17	4	1	2	1,708	1,801	1,905	1,889	2,028	32,574	34,573	38,613	37,469	44,923
3	15	18	3	2	3	1,887	2,152	2,277	2,287	2,285	38,402	42,148	45,137	49,495	51,419
2	5	15	2	2	1	1,323	1,618	1,514	1,686	1,491	27,701	31,879	32,784	36,556	32,150
1	3	6		4	1	1,278	1,717	1,629	1,893	2,150	35,182	39,757	41,746	48,435	48,876
Total Exams	43	59	11	9	9	7,275	8,506	8,781	9,174	9,380	154,152	170,035	184,623	198,385	208,820
Mean Score	3.28	2.93	3.55	2.00	3.33	3.00	2.90	3.01	2.92	2.90	2.83	2.80	2.86	2.90	2.85

Studio Art: 2-D Design Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5		2	1		3	323	311	298	350	322	3,391	3,411	3,795	4,892	4,478
4			1	1	1	585	603	645	583	711	6,778	7,991	8,055	8,177	10,243
3	2		2	1		583	553	823	524	657	7,681	8,757	9,646	9,200	10,882
2				1		302	292	268	277	229	5,134	4,553	5,039	5,077	4,803
1				1		36	50	71	96	39	1,062	893	969	1,385	875
Total Exams	2	2	4	4	4	1,809	1,809	1,903	1,810	1,958	24,044	25,545	27,504	28,731	31,079
Mean Score	3.00	5.00	3.75	2.50	4.75	3.47	3.48	3.43	3.44	3.54	3.26	3.33	3.32	3.35	3.42

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Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Studio Art: Drawing Portfolio	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	1	3	1	6	1	221	270	199	284	257	2,277	2,576	2,749	2,872	3,140
4	5	1	4	4	3	348	313	308	340	422	3,412	3,451	3,611	4,100	5,028
3	5	6	5	3	2	558	666	587	650	515	6,313	7,242	7,007	7,470	7,173
2	1	2	2		1	272	229	239	230	148	3,663	3,228	3,316	3,466	2,708
1						37	20	38	46	17	783	518	679	732	450
Total Exams	12	12	12	13	7	1,434	1,498	1,372	1,530	1,359	16,453	17,013	17,362	18,640	18,501
Mean Score	3.50	3.42	3.33	4.23	3.57	3.31	3.39	3.28	3.38	3.55	3.17	3.26	3.26	3.26	3.42

United States History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	9	5	3	8	18	5,394	5,074	5,164	4,299	5,329	50,106	47,306	50,976	44,997	58,842
4	10	10	11	10	25	8,950	9,268	9,629	8,230	7,944	91,098	95,758	98,927	85,906	88,428
3	7	2	8	9	18	8,093	8,396	8,183	10,079	9,782	92,766	96,020	93,548	112,701	111,097
2	6	1	6	11	8	7,925	8,531	8,768	8,971	8,783	114,111	120,095	130,143	118,045	114,953
1				2	2	3,587	3,728	4,175	5,111	5,356	80,838	85,449	91,334	115,077	119,812
Total Exams	32	18	29	40	72	33,949	34,997	36,917	37,690	37,704	428,717	444,828	464,978	476,526	492,932
Mean Score	3.69	4.06	3.38	3.23	3.71	3.14	3.10	3.05	2.88	2.95	2.90	2.77	2.78	2.84	2.70

World History	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
5	9	1	4	14	13	1,585	1,844	1,785	1,984	2,185	14,598	13,508	16,430	17,480	18,983
4	20	10	17	15	22	3,826	3,810	4,343	4,232	5,081	33,269	31,504	39,488	37,745	44,494
3	18	28	24	21	20	6,885	6,803	7,848	7,927	8,595	64,469	67,735	78,640	83,801	83,952
2	9	14	7	1	10	4,280	4,873	4,814	5,577	5,971	62,239	68,758	68,632	79,600	82,051
1				3		1,272	1,756	1,465	1,864	2,066	37,055	48,158	43,733	47,988	56,451
Total Exams	57	53	52	54	65	17,841	18,286	20,256	21,584	23,328	211,628	230,960	246,933	268,374	285,931
Mean Score	3.51	2.96	3.35	3.67	3.58	3.01	2.93	3.01	2.95	2.97	2.85	2.53	2.68	2.61	2.81

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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 (2016)

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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.

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Croton-Harmon High School (331550)

	Score	Art Hist	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		3	1	17	3	6	1		19	13	9	6	1	2	1	1	4	2	3	3	5	109
	4	1	1	3	13	6	11	9	1	25	22	3	1		2	7	4	12	6	1	2	5	135
	3			2	9	4	10	6	1	15	20	1	3		3	10	6	7	6	1	3	3	113
	2			1	4	4	9	5		8	10				1	5	5	14	8				77
	1						5	4		2					1		2	10	2				26
	Total Number of Exams	1	4	7	43	17	41	25	2	72	65	13	10	1	8	23	21	47	24	5	8	13	451
	Mean Score	4.00	4.75	3.57	4.00	3.47	3.10	2.92	3.50	3.71	3.58	4.62	4.30	5.00	3.33	3.17	2.71	2.70	2.92	4.40	4.00	4.15	3.46
	Standard Deviation	0.00	0.50	0.98	1.00	1.07	1.26	1.19	0.71	1.07	0.98	0.65	0.95	0.00	1.32	0.83	1.06	1.30	1.14	0.89	0.93	0.90	1.18
	Total Schools	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	101	322	257	3,733	1,878	288	1,784	2,392	5,329	2,185	5,093	3,519	254	1,426	1,143	1,070	852	608	824	287	2,082	41,655
	4	246	711	422	5,989	4,553	294	2,325	3,389	7,944	5,091	3,690	1,094	311	2,023	4,043	1,601	2,008	1,953	966	423	2,744	59,512
	3	325	657	515	8,670	7,954	289	1,852	2,395	9,782	8,535	3,510	1,164	305	2,825	6,681	2,739	1,242	2,904	566	518	2,312	76,283
	2	345	229	148	8,454	8,859	330	1,597	1,818	8,793	5,971	1,630	387	453	1,491	5,164	2,051	2,059	3,444	421	291	841	84,674
	1	204	39	17	2,635	2,659	286	1,853	2,532	5,556	2,066	5,068	780	548	2,150	1,258	1,080	2,178	2,111	223	58	120	39,549
	Total Number of Exams	1,221	1,958	1,359	29,481	25,903	1,487	9,021	12,526	37,704	23,823	18,239	6,944	3,771	9,380	18,289	8,541	8,139	11,020	3,060	1,580	8,099	281,673
	Mean Score	2.75	3.54	3.55	2.99	2.77	2.95	3.11	3.10	2.95	2.97	3.10	3.89	3.10	2.90	2.93	2.94	2.62	2.59	3.64	3.38	3.72	3.00
	Standard Deviation	1.19	0.97	0.98	1.18	1.08	1.39	1.40	1.41	1.28	1.08	1.55	1.38	1.46	1.38	1.01	1.20	1.32	1.14	1.28	1.08	1.01	1.28
	Total Schools	99	232	224	717	915	84	232	408	874	581	810	382	283	422	742	434	352	377	235	200	438	1,395
United States	5	2,714	4,201	2,981	57,272	29,234	4,217	20,053	53,883	58,233	18,392	71,767	54,867	11,178	27,660	14,989	14,058	11,155	6,609	14,555	3,196	43,352	629,204
	4	5,805	9,925	4,248	94,388	70,694	4,424	29,278	74,587	87,741	43,681	51,212	17,805	11,082	43,021	48,418	21,333	34,183	21,533	13,178	5,384	55,848	887,270
	3	6,859	10,586	8,950	148,901	117,353	4,328	20,496	54,822	110,378	82,372	51,463	19,644	12,567	48,532	78,307	40,003	21,801	34,035	8,817	7,098	43,706	1,126,522
	2	6,594	4,699	2,665	174,303	133,878	4,532	21,389	40,750	113,997	81,448	29,065	6,572	6,813	31,294	67,504	38,706	35,174	49,759	6,811	4,203	15,206	1,061,489
	1	2,797	889	450	68,659	48,407	3,443	33,855	62,257	119,213	56,247	92,278	14,367	12,936	47,804	23,822	32,699	42,498	50,258	4,755	1,223	2,331	833,773
	Total Number of Exams	24,969	30,077	17,837	542,003	399,564	20,944	125,571	296,299	489,563	282,640	295,783	113,055	54,576	199,111	233,020	146,949	147,809	162,194	48,014	21,104	160,249	4,590,258
	Mean Score	2.94	3.41	3.40	2.81	2.75	3.07	2.84	3.06	2.70	2.80	2.94	3.81	3.01	2.88	2.84	2.84	2.55	2.29	3.54	3.24	3.76	2.85
	Standard Deviation	1.17	0.98	1.01	1.18	1.11	1.37	1.45	1.42	1.33	1.16	1.58	1.41	1.45	1.37	1.07	1.25	1.32	1.16	1.31	1.11	1.00	1.31
	Total Schools	1,881	4,342	3,693	12,511	13,419	1,149	4,405	7,794	12,773	6,733	13,224	6,854	4,316	8,165	10,396	8,409	5,822	6,458	3,748	3,128	7,524	20,074
Global	5	2,814	4,476	3,140	58,551	30,192	4,527	23,882	58,144	58,842	18,983	78,790	60,329	12,099	29,652	15,730	16,196	11,373	7,784	17,177	4,075	44,684	669,370
	4	5,778	10,243	5,028	98,437	72,339	4,671	31,756	78,686	88,423	44,464	53,631	19,235	11,940	44,923	50,128	23,981	34,878	23,862	14,365	8,148	56,088	820,435

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AP School Summary with Comparable Groups (2016)

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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, 2016, Report Run Aug 1, 2016

	Score	Art Hist	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	3	7,116	10,682	7,173	146,980	118,528	4,497	21,838	56,146	111,097	53,952	53,678	21,434	13,497	51,419	80,171	42,332	22,042	35,999	9,599	7,483	43,873	1,155,892
	2	7,040	4,803	2,708	175,983	135,741	4,733	22,982	41,690	114,853	52,051	30,078	7,220	7,223	32,150	68,840	38,078	35,548	51,314	6,871	4,301	15,255	1,079,796
	1	2,865	975	450	69,183	43,834	3,905	35,058	93,780	118,912	56,451	94,963	16,484	13,408	48,676	24,106	33,316	42,781	51,150	5,036	1,246	7,350	904,808
	Total Number of Exams	25,613	31,079	18,501	548,134	406,634	22,033	135,296	284,448	492,852	285,931	308,140	125,252	58,107	208,820	238,775	153,903	148,420	170,109	53,148	23,251	162,230	4,730,301
	Mean Score	2.95	3.42	3.42	2.82	2.75	3.08	2.90	3.07	2.70	2.81	2.96	3.80	3.04	2.88	2.85	2.69	2.55	2.33	3.60	3.32	3.77	2.87
	Standard Deviation	1.18	0.99	1.01	1.18	1.11	1.38	1.48	1.42	1.33	1.16	1.58	1.43	1.44	1.37	1.07	1.28	1.52	1.17	1.51	1.12	1.00	1.32
	Total Schools	2,040	4,530	3,844	13,037	14,128	1,302	5,083	8,458	13,158	7,116	14,340	7,426	4,805	8,733	11,147	8,213	6,103	7,130	4,294	3,422	7,727	21,883

* 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	237			76	94	67		
New York	1,395	159,251	2,248	41	64,343	58,905	32,118	1,831	65
United States	20,074	2,552,001	43,920	846	903,080	927,135	503,295	167,126	6,799
Global	21,883	2,620,820	45,253	2,525	935,223	950,753	512,080	168,134	6,852

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

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AP Current Year Score Summary (2016)

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, 2016, Report Run Aug 2, 2016

Disciplines : All Disciplines

Croton-Harmon High School (331550)

Total AP Students in Your School: 237

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	100	135	113	77	26	451
Percentage of Total Exams	22	30	25	17	6	100
Number of AP Students	66	96	96	64	26	

Subject Totals	5	4	3	2	1	Total Exams
Art History		1				1
Studio Art: 2-D Design Portfolio	3	1				4
Studio Art: Drawing Portfolio	1	3	2	1		7
English Language and Composition	17	13	9	4		43
English Literature and Composition	3	8	4	4		17
Comparative Government and Politics	8	11	10	9	5	41
Macroeconomics	1	9	6	5	4	25
Psychology		1	1			2
United States History	19	25	18	8	2	72
World History	13	22	20	10		65
Calculus AB	9	3	1			13

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AP Current Year Score Summary (2016)

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, 2016, Report Run Aug 2, 2016

Disciplines : All Disciplines

Croton-Harmon High School (331550)

Subject Totals	5	4	3	2	1	Total Exams
Calculus BC	6	1	3			10
Computer Science A	1					1
Statistics	2	2	3	1	1	9
Biology	1	7	10	5		23
Chemistry	1	4	6	8	2	21
Environmental Science	4	12	7	14	10	47
Physics 1	2	6	6	8	2	24
Physics C: Mechanics	3	1	1			5
French Language and Culture	3	2	3			8
Spanish Language and Culture	5	5	3			13

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CROTON-HARMON

Union Free School District

Renaissance Star Data and Achieve 3000 Data

Renaissance Star Reading - 2015/2016 Results

Fall/Spring Star Reading

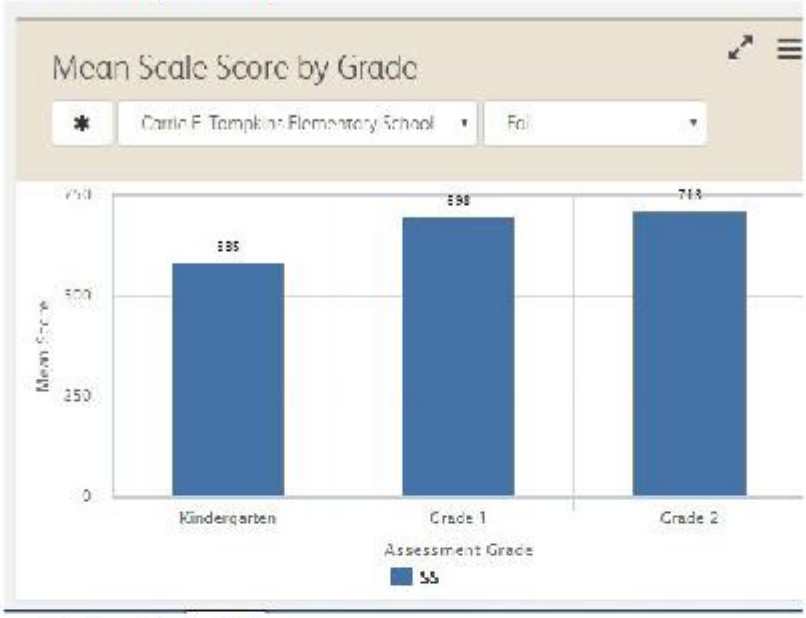


Fall Star Reading



Renaissance Early Literacy - 2015/2016 Results

Fall Early Literacy

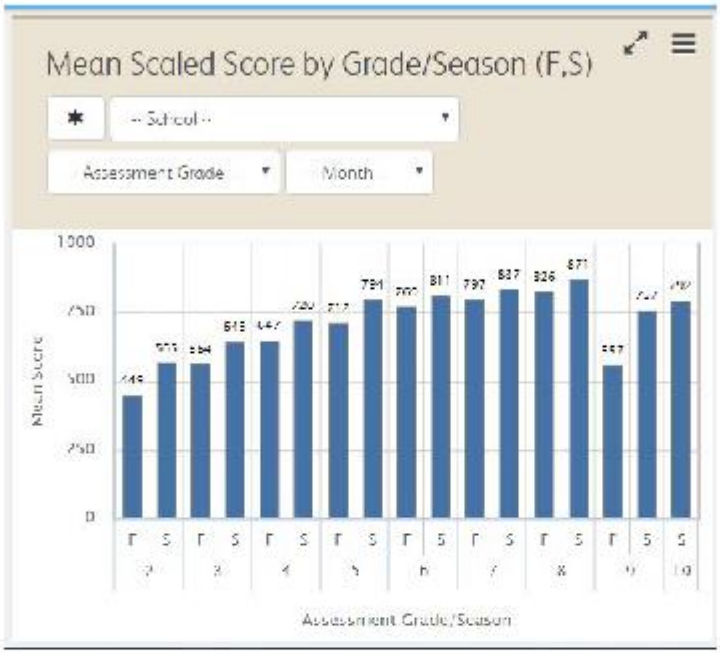


Spring Early Literacy



Renaissance Star Math - 2015/2016 Results

Fall/Spring **Star Math**



Achieve 3000 - 2015/2016 Results





Croton-Harmon

Union Free School District

Appendix A2 Prof Dev Opportunities

Teacher	PD Workshop 15-16 School Year
Akhondzadeh, Emma	Aligning Rubrics to Report Card Standards in ELA and Social Studies
	PVC Gender Presentation
	Google Classroom
	Achieve 3000 Training at PVC
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	Achieve 3000 Workshop (PVC)
	PVC Beginner Gmail/Calendar 1:15pm training session
	Croton-Harmon Assessment Institute - Summer 2016
Alamprese, Melissa	LCI: Aligning Assessments and Rubrics to Vision & Mission
Allberry-Lynch, Patricia	Curriculum Coordinator Professional Development Day
	First Grade- Writing Units of Study
	Curriculum Coordinator Meeting - 12-14-15
	Next Step Reading Assessment Training
	International Baccalaureate Primary Years Programme Information Session
	CET Google Calendar Beginner Training - 12:30p
Ardolino, Susan	Alignment to the Common Core Standards and Common Assessments
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	CHHS Beginner Gmail/Calendar training -8am session
	CHHS INTERMEDIATE Gmail/Calendar training session
Armstrong, Wendy	Curriculum Coordinator Professional Development Day
	Curriculum Coordinator Meeting - 12-14-15
	PVC - PVC 3D Printer Training at Croton Free Library
Arturi, Theresa	ELA Planning for 4th Grade
	Grading Committee Meeting - Reporting Student Progress
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Google Calendar Beginner Training - 11a
	Croton-Harmon Assessment Institute - Summer 2016
Baker-Gasparri, Denise	Consistent Writing Assessments for 2nd grade
	Report Card Revisions/Alignment
	Math Revisions and Mapping
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 2:30p
Banas, Kelly	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Google Calendar Beginner Training - 11a
Barkan, Eve	Achieve 3000 Training at PVC
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	Achieve 3000 Workshop (PVC)
	PVC Beginner Gmail/Calendar 1:15pm training session
Barnes, Sally	PVC Gender Presentation
	World Languages in Elementary School - Meeting: Discussion & Feasibility of a Future Program
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	International Baccalaureate Middle Years Programme Information Session
	PVC Google Calendar Training- 11am session
	Croton-Harmon Assessment Institute - Summer 2016
Beja, Carrie	PVC Gender Presentation
Bernfeld, Maryann	Teacher Changing Grade Level Summer support

	First Grade- Writing Units of Study
	Grading Committee Meeting - Reporting Student Progress
	Next Step Reading Assessment Training
	CET Gmail/Calendar Beginner Training
Besana, Joanna	Teacher Changing Grade Level Summer support
	First Grade- Writing Units of Study
	Grading Committee Meeting - Reporting Student Progress
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 10a
Birdsall, Amanda	7th Grade Curriculum Writing/Scope and Sequence
Bohuniek, John	New Professional/Teacher Follow Up Meetings
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	Croton-Harmon Assessment Institute - Summer 2016
Bowden, Brett	Tri-States Training
	Google Classroom
Bree, Susan M.	Curriculum Coordinator Professional Development Day
	Curriculum Coordinator Meeting - 12-14-15
	World Languages in Elementary School - Meeting: Discussion & Feasibility of a Future Program
	Grading Committee Meeting - Reporting Student Progress
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	CHHS INTERMEDIATE Gmail/Calendar training session
	Croton-Harmon Assessment Institute - Summer 2016
Brennan, Catherine	Math in the Middle: 5th Grade learn at your own depth
	5th Grade Science Planning
	PVC Gender Presentation
	Google Classroom
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Renn Star Accelerated Math Program Workshop/Training Session
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Beginner Gmail/Calendar 1:15pm training session
Burger, Jodi	2015-2016 Critical Friends
	LCI: Aligning Assessments and Rubrics to Vision & Mission
	CHHS Beginner Gmail/Calendar training -8am session
Butts, Jessica	Aligning Health Curriculum
	LCI: Aligning Assessments and Rubrics to Vision & Mission
	CHHS Beginner Gmail/Calendar training- 10:15am session
Callahan, Ryan	Scaffolding the Common Core for Students with Disabilities
	Work-Based Learning Series – Options for the CDOS Commencement Credential
	The Forum: For Schools that Serve students with Developmental and Intellectual Disabilities
	CAN-DO Consortium – Career Exploration for Students
Camilo, Erica	Math in the Middle: 5th Grade learn at your own depth
	5th Grade Science Planning
	Fifth Grade Math- Collaboration
	PVC Gender Presentation
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Renn Star Accelerated Math Program Workshop/Training Session
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC - Renn Star Accelerated Math Program Training Session

Campanaro, Craig	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Google Calendar Beginner Training - 11a
Campbell, Sarah	Achieve 3000 Training at PVC
	PVC and CHHS Faculty Meetings
	Achieve 3000 Workshop (PVC)
Cardellichio, Laurel	CHHS Beginner Gmail/Calendar training -8am session
	CHHS INTERMEDIATE Gmail/Calendar training session
Carlucci, Tara	Next Step Reading Assessment Training
	CET Faculty Meeting
	CET Google Calendar Beginner Training - 10a
Carr, Phyllis	Consistent Writing Assessments for 2nd grade
	Report Card Revisions/Alignment
	Math Revisions and Mapping
	World Languages in Elementary School - Meeting: Discussion & Feasibility of a Future Program
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 1:30p
Casey, Richard	8th Grade Curriculum Development
	Tri-States Training
Chimileski, Michael	Google Classroom
Chousa, Joann	Tri-States Training
	Google Classroom
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Gmail/Calendar Beginner Training
Cobb, Phyllis	PVC Google Calendar Training- 10am session
	CHHS Beginner Gmail/Calendar training -8am session
Cook, Janet	IEP Goal Assessments
	PVC Response to Intervention Development
	PVC Gender Presentation
	Achieve 3000 Training at PVC
	Achieve 3000 Workshop (PVC)
	PVC Beginner Gmail/Calendar 1:15pm training session
Cooke, Robin	Olweus Coordinating Committee
Cueto, Janet	Olweus Coordinating Committee
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 12:30p
D'Amato, Maria	Curriculum Coordinator Professional Development Day
	Curriculum Coordinator Meeting - 12-14-15
	World Languages in Elementary School - Meeting: Discussion & Feasibility of a Future Program
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
Daubney-Morrison, Pamela	Transition work - Elementary Library
	2015-2016 Critical Friends
	Tri-States Training
	CHHS Beginner Gmail/Calendar training -8am session
Deacy, Eileen	ELA Planning for 4th Grade
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Gmail/Calendar Beginner Training

Deak, Jonna	HS (Earth Science, Physics & Life Sciences) PD - Alignment to the proposed NY Science Learning Standards
Diamond, Dara	7th Grade Curriculum Writing/Scope and Sequence
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC Beginner Gmail/Calendar- 8am training session
Dillon, Maureen	Reflect Revise Math in the Middle- Grade 6
	6th Grade Science
	PVC Gender Presentation
	Grading Committee Meeting - Reporting Student Progress
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Renn Star Accelerated Math Program Workshop/Training Session
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC - Renn Star Accelerated Math Program Training Session
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	PVC Google Calendar Training- 12:30pm session
Dudman, Susan	Curriculum Coordinator Professional Development Day
	2015-2016 Critical Friends
	Curriculum Coordinator Meeting - 12-14-15
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	CHHS Beginner Gmail/Calendar training -8am session
Dyakina, Tatiana	Google Classroom
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	High School (Chemistry & APES) PD - Alignment to the proposed NY Science Learning Standards
Ernau, Katherine	Assessment Alignment to Common Core & Grading
	Achieve 3000 Training at PVC
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	Achieve 3000 Workshop (PVC)
Fallon, Eileen	Olweus Coordinating Committee
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 2:30p
Ferrara, Raymond	Earth Science CTSD 2015-16
	Forensic Science Summer 2015
	Tri-States Training
	HS (Earth Science, Physics & Life Sciences) PD - Alignment to the proposed NY Science Learning Standards
	CHHS Beginner Gmail/Calendar training- 10:15am session
Finan, Tracey	Curriculum Mapping for Introduction to Algebra
	International Baccalaureate Diploma Programme Information Session
	CHHS Beginner Gmail/Calendar training -8am session
	CHHS INTERMEDIATE Gmail/Calendar training session
Fitzgerald, Lauren	Olweus Coordinating Committee
Flynn, Kevin	LCI: Aligning Assessments and Rubrics to Vision & Mission
Flynn, Lisa	Next Step Reading Assessment Training
	International Baccalaureate Primary Years Programme Information Session
	CET Gmail/Calendar Beginner Training
Fontana, Jocelyn	PVC Gender Presentation
	Google Classroom
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC Beginner Gmail/Calendar 1:15pm training session
Frey, Lisa Marie	Next Step Reading Assessment Training

	CET Google Calendar Beginner Training - 2:30p
Fuerst, Linda	PVC Gender Presentation
	PVC Beginner Gmail/Calendar- 8am training session
Gagliano, Debra	Scaffolding the Common Core for Students with Disabilities
Gallagher, Noah	7th Grade Curriculum Writing/Scope and Sequence
	PVC - PVC 3D Printer Training at Croton Free Library
(Galotto) Sullivan, Ruth	Grading Committee Meeting - Reporting Student Progress
	Tri-States Training
	Olweus Coordinating Committee
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	International Baccalaureate Primary Years Programme Information Session
	CET Gmail/Calendar Beginner Training
Gaynor, Kim	PVC Response to Intervention Development
	Alignment to the Common Core Standards and Common Assessments
	Alignment to the Common Core Standards and Common Assessments
	Curriculum Coordinator Meeting - 12-14-15
	CHHS INTERMEDIATE Gmail/Calendar training session
Gendron, Marisa	Curriculum Coordinator Professional Development Day
	Reflect Revise Math in the Middle- Grade 6
	IEP Goal Assessments
	PVC Response to Intervention Development
	Curriculum Coordinator Meeting - 12-14-15
	Grading Committee Meeting - Reporting Student Progress
	Achieve 3000 Training at PVC
	PVC - Renn Star Accelerated Math Program Training Session
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	Achieve 3000 Workshop (PVC)
Giordano, Dawn	Assessment Alignment to Common Core & Grading
	PVC Gender Presentation
	Google Classroom
	Achieve 3000 Training at PVC
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	Achieve 3000 Workshop (PVC)
	International Baccalaureate Middle Years Programme Information Session
Glazenburg, Zhanna	Project Lead the Way IED course
	Project Lead the Way - Information Session
	HS (Earth Science, Physics & Life Sciences) PD - Alignment to the proposed NY Science Learning Standards
Glynn, Gina	Support For Teacher Changing Grade Level 2015-2016
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Google Calendar Beginner Training - 10a
Gonzales, Lauren	Next Step Reading Assessment Training
	Chrome Book and Google Training
Hager, Debbie	Next Step Reading Assessment Training
	CET Gmail/Calendar Beginner Training
Hamilton, Jenna	Consistent Writing Assessments for 2nd grade
	Report Card Revisions/Alignment
	Math Revisions and Mapping

	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 10a
Heckler, Melissa	Curriculum Coordinator Professional Development Day
	Curriculum Coordinator Meeting - 12-14-15
Herbert, Kira	Aligning Rubrics to Report Cards Standards in ELA and Social Studies
	PVC Gender Presentation
Herbert, Kira	Google Classroom
	Achieve 3000 Training at PVC
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	Achieve 3000 Workshop (PVC)
Hubbard, Erica	Curriculum Coordinator Professional Development Day
	Curriculum Coordinator Meeting - 12-14-15
	CET Faculty Meeting
	Tri-States Training
	Google Classroom
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	LCI: Aligning Assessments and Rubrics to Vision & Mission
	International Baccalaureate Primary Years Programme Information Session
	CET Google Calendar Beginner Training - 11a
Ingraham-Friedman, Kelly	Earth Science CTSD 2015-16
	Grading Committee Meeting - Reporting Student Progress
	HS (Earth Science, Physics & Life Sciences) PD - Alignment to the proposed NY Science Learning Standards
Isabella, Jeanine	PVC Gender Presentation
Jamison, Linda	IEP Goal Assessments
	8th Grade Curriculum Development
	PVC Response to Intervention Development
	ELA Alignment to Common Core (8th Grade Self-Contained ELA Class)
	Fifth Grade Math- Collaboration
	Achieve 3000 Training at PVC
	PVC - Renn Star Accelerated Math Program Training Session
	Achieve 3000 Workshop (PVC)
	PVC Beginner Gmail/Calendar- 8am training session
Johnson, Jacquline	8th Grade Curriculum Development
	7th / 8th Grade English Standards Assessments
	ELA Alignment to Common Core (8th Grade Self-Contained ELA Class)
	PVC Gender Presentation
	Achieve 3000 Training at PVC
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	Achieve 3000 Workshop (PVC)
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
Katzman, Michael	PVC Gender Presentation
Klugherz, Glenn	PVC Google Calendar Training- 12:30pm session
Lafuente, Brienne	Grading Committee Meeting - Reporting Student Progress
	CET Google Calendar Beginner Training - 1:30p
	Croton-Harmon Assessment Institute - Summer 2016
Large, Daniel	Fifth Grade Math- Collaboration
	PVC Gender Presentation
	Achieve 3000 Training at PVC

	PVC - Renn Star Accelerated Math Program Training Session
Lewis, Suzanne	Learning Center/AIS
	IEP Data Collection
	ELA Alignment to Common Core (8th Grade Self-Contained ELA Class)
	Google Classroom
	Achieve 3000 Training at PVC
	PVC - Renn Star Accelerated Math Program Training Session
	Achieve 3000 Workshop (PVC)
	PVC Beginner Gmail/Calendar- 8am training session
	CHHS Beginner Gmail/Calendar training -8am session
	CHHS Beginner Gmail/Calendar training -8am session
Liebert, Debbie	Mentor/Mentee Work
	Consistent Writing Assessments for 2nd grade
	Report Card Revisions/Alignment
	Math Revisions and Mapping
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 12:30p
Light-Donovan, Donna	Google Classroom
	HS (Earth Science, Physics & Life Sciences) PD - Alignment to the proposed NY Science Learning Standards
Lim, Soyoung	Mapping - Computer Science 1
	Mapping - Computer Science 2
	Applied Geometry Curriculum Mapping
	Project Lead the Way - Information Session
	Google Classroom
	International Baccalaureate Diploma Programme Information Session
	CHHS INTERMEDIATE Gmail/Calendar training session
Lindner, Kurt	Grading Committee Meeting - Reporting Student Progress
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
Liss, Stefanie	Curriculum Coordinator Professional Development Day
	First Grade- Writing Units of Study
	Curriculum Coordinator Meeting - 12-14-15
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 1:30p
Maiolo, Lauren	2015-2016 Critical Friends
Martin, Kayla	New Professional/Teacher Follow Up Meetings
Martucci, Ben	Curriculum Coordinator Professional Development Day
	2015-2016 Critical Friends
	Curriculum Coordinator Meeting - 12-14-15
	LCI: Aligning Assessments and Rubrics to Vision & Mission
McGuire, Victoria	New Professional/Teacher Follow Up Meetings
McManus, Renoir	Curriculum Coordinator Professional Development Day
	Transition work - Elementary Library
	Consistent Writing Assessments for 2nd grade
	Report Card Revisions/Alignment
	Math Revisions and Mapping
	Curriculum Coordinator Meeting - 12-14-15
	Grading Committee Meeting - Reporting Student Progress
	Olweus Coordinating Committee
	Next Step Reading Assessment Training

	LCI: Aligning Assessments and Rubrics to Vision & Mission
	CET Google Calendar Beginner Training - 1:30p
Merriam, Joseph K.	Alignment to the Common Core Standards and Common Assessments
	International Baccalaureate Diploma Programme Information Session
Moll, Travis	Curriculum Coordinator Professional Development Day
	Curriculum Coordinator Meeting - 12-14-15
	Next Step Reading Assessment Training
	Chrome Book and Google Training
Moore, Annemarie	ELA Planning for 4th Grade
	Olweus Coordinating Committee
	Next Step Reading Assessment Training
	Chrome Book and Google Training
Moore, Jennifer	LCI: Aligning Assessments and Rubrics to Vision & Mission
	CHHS INTERMEDIATE Gmail/Calendar training session
	Croton-Harmon Assessment Institute - Summer 2016
More, Jo-Ann	World Languages in Elementary School - Meeting: Discussion & Feasibility of a Future Program
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Gmail/Calendar Beginner Training
Mosenthal, Kirby	2015-2016 Critical Friends
	New Professional/Teacher Follow Up Meetings
	International Baccalaureate Middle Years Programme Information Session
	International Baccalaureate Diploma Programme Information Session
	CHHS INTERMEDIATE Gmail/Calendar training session
Mustacchi, Johanna	PVC - PVC 3D Printer Training at Croton Free Library
Naughton, Thomas	Google Classroom
O'Brien, Sara	Google Classroom
	CHHS INTERMEDIATE Gmail/Calendar training session
Occhipinti, Sam	Tri-States Training
	CHHS Beginner Gmail/Calendar training -8am session
O'Connor, Christopher	Curriculum Coordinator Professional Development Day
	Curriculum Coordinator Meeting - 12-14-15
	Grading Committee Meeting - Reporting Student Progress
	Tri-States Training
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	International Baccalaureate Diploma Programme Information Session
Palencsar, Stephen	IEP Goal Assessments
	PVC Response to Intervention Development
	PVC Gender Presentation
	Achieve 3000 Training at PVC
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Renn Star Accelerated Math Program Workshop/Training Session
	Achieve 3000 Workshop (PVC)
	PVC Beginner Gmail/Calendar- 8am training session
Payne, Laurie	PVC Gender Presentation
	PVC Google Calendar Training- 10am session
	PVC Beginner Gmail/Calendar 1:15pm training session
Pegna, Christina	Google Classroom
Perrone, Dorothy	Olweus Coordinating Committee

	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 2:30p
Pike, Eileen	Applied Geometry Curriculum Mapping
Ranieri, Philip	PVC Faculty Meeting
	Grading Committee Meeting - Reporting Student Progress
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Renn Star Accelerated Math Program Workshop/Training Session
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC - Renn Star Accelerated Math Program Training Session
Reich, Linda	Mentoring
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Google Calendar Beginner Training - 2:30p
Rescigno, Jennifer	Curriculum Coordinator Professional Development Day
	Reflect Revise Math in the Middle- Grade 6
	6th Grade Science
	Curriculum Coordinator Meeting - 12-14-15
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Renn Star Accelerated Math Program Workshop/Training Session
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC - Renn Star Accelerated Math Program Training Session
	International Baccalaureate Middle Years Programme Information Session
Rhoades, Alison Louise	2015-2016 Critical Friends
	World Languages in Elementary School - Meeting: Discussion & Feasibility of a Future Program
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	CHHS Beginner Gmail/Calendar training -8am session
Rimoli, Nancy	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 12:30p
Roberts, Marlena	Curriculum Coordinator Professional Development Day
	Curriculum Coordinator Meeting - 12-14-15
	International Baccalaureate Primary Years Programme Information Session
Romm, Alison	Assessment Alignment to Common Core & Grading
	PVC Faculty Meeting
	Achieve 3000 Training at PVC
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	Achieve 3000 Workshop (PVC)
	International Baccalaureate Middle Years Programme Information Session
	Croton-Harmon Assessment Institute - Summer 2016
Rooney, Jamie	Curriculum Coordinator Professional Development Day
	Curriculum Coordinator Meeting - 12-14-15
	Project Lead the Way - Information Session
	Tri-States Training
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	HS (Earth Science, Physics & Life Sciences) PD - Alignment to the proposed NY Science Learning Standards
	CHHS INTERMEDIATE Gmail/Calendar training session
Rosen, Eric	Suicide and Threat Assessment Procedures
	Strategies for Curr Adaptations & Instruction for All Students-Curr Goal, Instructional Alignment & Formative Assessments

Rupp, Rebekah	Consistent Writing Assessments for 2nd grade
	Report Card Revisions/Alignment
	Math Revisions and Mapping
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 11a
	CET Google Calendar Beginner Training - 1:30p
Ryan, Joann	PVC - PVC 3D Printer Training at Croton Free Library
	LCI: Aligning Assessments and Rubrics to Vision & Mission
Sable, Lisa	PVC Gender Presentation
	PVC Google Calendar Training- 12:30pm session
Saladino, Nancy	IEP Goal Assessments
	Achieve 3000 Training at PVC
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Beginner Gmail/Calendar- 8am training session
Schmidt, Eric	Grading Committee Meeting - Reporting Student Progress
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Renn Star Accelerated Math Program Workshop/Training Session
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC - Renn Star Accelerated Math Program Training Session
Schoenleber-Fontan, Kristin Noel	Common Core Alignment for English 11
	Curriculum Coordinator Meeting - 12-14-15
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
Scollins, Lauren	Curriculum Coordinator Professional Development Day
	7th Grade Curriculum Writing/Scope and Sequence
	Reflect Revise Math in the Middle- Grade 6
	6th Grade Science
	PVC Gender Presentation
	Curriculum Coordinator Meeting - 12-14-15
	Grading Committee Meeting - Reporting Student Progress
	PVC - Renn Star Accelerated Math Program Training Session
	PVC Renn Star Accelerated Math Program Workshop/Training Session
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC - Renn Star Accelerated Math Program Training Session
	International Baccalaureate Middle Years Programme Information Session
Shapiro, Jill	ELA Planning for 4th Grade
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Gmail/Calendar Beginner Training
Sirlin, Charlene	PVC Gender Presentation
	World Languages in Elementary School - Meeting: Discussion & Feasibility of a Future Program
	International Baccalaureate Primary Years Programme Information Session
	International Baccalaureate Middle Years Programme Information Session
	International Baccalaureate Diploma Programme Information Session
	Croton-Harmon Assessment Institute - Summer 2016
Song, Qi	PVC Google Calendar Training- 11am session
Spalding, Michael	High School (Chemistry & APES) PD - Alignment to the proposed NY Science Learning Standards
Stark, Eileen	Improving the Sentence: Research Based Writing Strategies for Struggling Students
	CPSE Chairperson Training Module
Stevens, Chase	New Professional/Teacher Follow Up Meetings

	PVC - PVC 3D Printer Training at Croton Free Library
Stouber, Dafna	World Languages in Elementary School - Meeting: Discussion & Feasibility of a Future Program
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 10a
Strattner, Ana Maria	ELA Planning for 4th Grade
	Next Step Reading Assessment Training
	Chrome Book and Google Training
	CET Google Calendar Beginner Training - 1:30p
Streany, Jr., Joseph P.	International Baccalaureate Middle Years Programme Information Session
Sullivan, Marie	PVC Gender Presentation
	PVC Google Calendar Training- 12:30pm session
Szymanski, Jaclyn	Learner-Active, TechnologyiInfused Classroom LATIC - Students Taking Charge
Tanner, Renee	Olweus Coordinating Committee
Thibideau, Tanya	International Baccalaureate Diploma Programme Information Session
	CHHS Beginner Gmail/Calendar training- 10:15am session
Timpano, Kym	PVC - Renn Star Accelerated Math Program Training Session
	PVC Renn Star Accelerated Math Program Workshop/Training Session
	PVC - PVC 3D Printer Training at Croton Free Library
	PVC - Renn Star Accelerated Math Program Training Session
	International Baccalaureate Middle Years Programme Information Session
	PVC Beginner Gmail/Calendar- 8am training session
Tracy, Kerri	Introduction to Sports Medicine Course
	Aligning Health Curriculum
	2015-2016 Critical Friends
Troise, Leslie	International Baccalaureate Diploma Programme Information Session
	CHHS Beginner Gmail/Calendar training- 10:15am session
Valentine, Ashley	Common Core Alignment for English 11
	Tri-States Training
Valentino, Jessica	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 12:30p
Van Asselt, Jeannie	Google Classroom
Vlad, Lisa	Olweus Coordinating Committee
	Next Step Reading Assessment Training
	CET Gmail/Calendar Beginner Training
Walter, Kaitlin	Consistent Writing Assessments for 2nd grade
	Report Card Revisions/Alignment
	Math Revisions and Mapping
	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 10a
Wang-Paolicelli, Sophie	Mandarin V
	World Languages in Elementary School - Meeting: Discussion & Feasibility of a Future Program
	Google Classroom
	CHHS Beginner Gmail/Calendar training- 10:15am session
	Croton-Harmon Assessment Institute - Summer 2016
Weinstein, Michael	Grading Committee Meeting - Reporting Student Progress
Weiss, Megan	Next Step Reading Assessment Training
	CET Google Calendar Beginner Training - 1:30p
	Curriculum Coordinator Professional Development Day
Wellman, Sarah	Grading Committee Meeting - Reporting Student Progress

	International Baccalaureate Middle Years Programme Information Session
	Croton-Harmon Assessment Institute - Summer 2016
Xavier, David	New Professional/Teacher Follow Up Meetings
Zabbia, Maryann	Curriculum Coordinator Professional Development Day
	8th Grade Curriculum Development
	7th / 8th Grade English Standards Assessments
	Curriculum Coordinator Meeting - 12-14-15
	Grading Committee Meeting - Reporting Student Progress
	Achieve 3000 Training at PVC
	LCI: Aligning Assessments and Rubrics to Vision & Mission for Middle School Teachers
	Achieve 3000 Workshop (PVC)
	LCI: Aligning Assessments and Rubrics to Vision & Mission for High School Teachers
	PVC Beginner Gmail/Calendar- 8am training session
Zamperlin, Patricia	Next Step Reading Assessment Training
	CET Gmail/Calendar Beginner Training
	CET Google Calendar Beginner Training - 2:30p
Zinman, Matthew	Achieve 3000 Training at PVC
	Achieve 3000 Workshop (PVC)



Croton-Harmon

Union Free School District

Appendix A3 Croton-Harmon Graduates

ABC School of Barbering
Alfred University
Binghamton University
Brown University
Carnegie Mellon
College of the Holy Cross
Colorado State University
Columbia University
Cosmotology School
CUNY-Macaulay Honors College
Dutchess Community College
FIT
GAP year
Grinnell College
High Point University
Hunter College of the CUNY
Indiana University at Bloomington
Indiana University of Pennsylvania
Institute of Culinary Education
Ithaca College
James Madison University
John Jay College of Criminal Justice of the CUNY
Johns Hopkins University
Johnson & Wales University (Providence)
Keene State College
Lehman College of the CUNY
Loyola University Maryland
Maine College of Art
Manhattanville College
Marist College
Maryland Institute College of Art
Mercy College
Mount St. Mary's University
Northeastern University
Pacific College of Oriental Medicine New York
Pennsylvania State University
Pomona College
Purchase College State University of New York
Quinnipiac University
Randolph College
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Sacred Heart University
Scripps College
Siena College
Skidmore College
State University of New York - Albany
State University of New York - Buffalo
State University of New York at New Paltz
State University of New York - Plattsburgh
Stony Brook University
SUNY Alfred State College
SUNY College at Cortland
SUNY College at Geneseo
SUNY College at Oneonta
SUNY College at Potsdam
SUNY College of Technology at Canton
Syracuse University
Temple University
The Cooper Union for the Advancement of Science & Art
The George Washington University
The New School
The Ohio State University
The University of Tampa (Sport Management)
Union College
University of California, Los Angeles
University of Central Florida
University of Chicago
University of Connecticut
University of Florida
University of Hartford
University of Maryland, College Park
University of Massachusetts, Amherst
University of Massachusetts, Boston
University of Missouri Columbia
University of Pennsylvania
University of South Carolina
University of Vermont
University of Wisconsin, Madison
US Merchant Marine Prep Academy
Villanova University
Wesleyan University
Westchester Community College
Western New England University